RICE Journal
of Creative Entrepreneurship and Management

RICE

Rattanakosin International College of Creative Entrepreneurship, RMUTR

RICE Journal of Creative Entrepreneurship and Management (RJCM)
Rattanakosin International College of Creative Entrepreneurship (RICE)
Rajamangala University of Technology Rattanakosin (RMUTR)

About Us

RJCM is an international journal for academics and scholars at the higher education level to communicate and share their viewpoints and academic work with fellow professionals in the areas of creative entrepreneurship and management as practiced in their fields of specializations in social sciences. Currently, it is classified as Tier 2 in Thai-Journal Citation Index (TCI).

RJCM publishes three numbers per volume annually and welcomes contributors to submit their manuscript in January, May, and September of each year. We accept both academic and research papers in social sciences from contributors. The papers are double-blind three-peer-reviewed in each volume and published online-plus-print thrice a year.

The length of the unformatted manuscript in WORD can be 15-25 pages in length including references. The contents of the manuscript should include (1) a title with the author's name, affiliate, email address and telephone contact, (2) an abstract of 150 words with 3-5 keywords, (3) an introduction, (4) a rationale and background of the study, (5) research objectives, (6) research methodology, (7) data collection procedure, (8) data analysis, (9) results and discussion, (10) research limitation (if any), (11) conclusion, (12) acknowledgement(s) (if any), (13) the author's biography of about 50-80 words, (14) references, and (15) an appendix or appendices (if any).

All interested readers and paper contributors please contact Editor-in-Chief 2: Ruja Pholsward, Ph.D., Associate Professor, Rattanakosin International College of Creative Entrepreneurship (RICE), Rajamangala University of Technology Rattanakosin (RMUTR), <rujajinda@gmail.com>, <ruja.pho@rmutr.ac.th>. Please kindly note that website submission will be advised after the first editorial screening.

Consultants:

Siwa **Wasuntarapiwat**, M.P.P.M, Assistant Professor, Former President, Rajamangala University of Technology Rattanakosin, Salaya, Nakhon Pathom, Thailand

Udomvit **Chaisakulkiet**, Ph.D., Associate Professor, President, Rajamangala University of Technology Rattanakosin, Salaya, Nakhon Pathom, Thailand

Table of Contents **Page**

Krittika Ma-in
Mayuree Sawatmuang
Pransak Thonyeam
Department of Business English Department
Faculty of Business Administration
Rajamangala University of Technology Rattanakosin
Bophit Phimuk Chakkrawat, Bangkok, Thailand

Nalinee Saengaran
Faculty of Business Administration
Rajamangala University of Technology Rattanakosin
Salaya, Nakhon Pathom, Thailand

Worasiri Pholcharoen
Branch of Tourism Faculty of Management Science
Bansomdet Chaopraya Rajabhat University
Bangkok, Thailand

Pisit Chumnanna
Department of Creative Digital Marketing
Faculty of Management Science
Bansomdet Chaopraya Rajabhat University
Bangkok, Thailand

Chattep Tantiwetchamnan
Department of Marketing
Faculty of Business Administration
Siam Technology College
Bangkok, Thailand

Note from the Editors of *RJCM* Volume 3 Number 3

Dear *RJCM* Readers,

You are now with our third issue in Year 3 of *RICE Journal of Creative Entrepreneurship and Management* (*RJCM*). This issue contains six articles in the areas of English language needs assessment for business operations, current marketing issues and recent developments, human resource management, entrepreneurs handling tourists' needs and behaviors, and knowledge management.

In this issue, we have one paper in the area of English language needs assessment for business operations: *"Needs Assessment of English Communication Skills Used by Shop Assistants, Food Sellers, and Service Providers in Muengthongthani* (Article 1), followed by two papers dealing with current marketing issues and recent developments: *"Salient Factors Affecting Marketing Communication: Social Media Platforms"* (Article 2), *and "The Marketing Mix Factors in the Decision-Making Process of the Foreign Exchange Center for Tourists"* (Article 3). The other two articles investigate human resource management and entrepreneurs handling tourists' needs and behaviors: *"Selection Principles of Human Resources in the Service Industry"* (Article 4), and *"Development of a Tourism e-Book for Parainuea Community in Phra That Subdistrict, Mae Ramat District, Tak Province"* (Article 5). *The last article deals with knowledge management: "Knowledge Management Platform for School Botanical Gardens in Prachuab Khirikhan Province"* (Article 6). These articles report interesting findings and current developments in the areas under study. This issue also carries a brief professional viewpoint on the significance of soft skills development.

Our paper contributors in the third issue of 2022 are researchers from universities in the central and northern provinces of Thailand: (1) Kasetsart University, Kamphaeng Saen Campus, Nakhon Pathom, (2) King Mongkut's University of Technology North Bangkok Nonthaburi, (3) Rajamangala University of Technology Rattanakosin, Bophit Phimuk Chakkrawat, Bangkok, (4) Rajamangala University of Technology Rattanakosin, Salaya, Hua Hin, Prachuab Khiri Khan, (5) Rajamangala University of Technology Rattanakosin, Salaya, Nakhon Pathom, (6) Kamphaeng Phet Rajabhat University, Maesot, (6) Bansomdet Chaopraya Rajabhat University, Bangkok, and (7) Siam Technology College, Bangkok. In addition, we have *Sharing Professional Viewpoint* in which the author discussed university graduates' competencies as the current concern among higher education institutions in Thailand.

The editors-in-chief hope that the research findings and current developments reported in these papers will be interesting to both researchers and practitioners in similar fields of study. The *RJCM* editorial team and the authors would appreciate our readers' comments about these articles, if possible. We always welcome contributions from those who may wish to be part of our *RJCM* network.

Nuttapong Jotikasthira, Ph.D., Editor-in-Chief 1
Ruja Pholsward, Ph.D., Editor-in-Chief 2
Jamie Wallin, Ph.D., Editor-in-Chief 3
Catthaleeya Rerkpichai, D.I.Ed., Assistant Editor

Address from RICE Director
Nuttapong Jotikasthira, Ph.D.
Rattanakosin International College of Creative Entrepreneurship (RICE)
Rajamangala University of Technology Rattanakosin (RMUTR), Thailand

Dear *RJCM* Readers,

The Covid-19 pandemic has been a cornerstone of a mankind history where things have never been this obscure, uncertain, and insecure, yet revealing. People do not know what is true, what to believe, and how they would have to adapt their worldviews and cope with things in their lives. Pseudoscience, conspiracy theories, fake news, are floated around in our information reception spans. For some, the Covid-19 phenomenon may need to be observed and explained by "reading-between-the-lines" as the social structures have become somewhat opaque and power holders have kind of restraining themselves from revealing the truth.

As such, the pandemic necessitates social theories to be retested empirically whether they still can explain, not to mention to predict, the social world. Undoubtedly, it has affected people from all walks of life, certainly including researchers and academics who have still continued with their work regardless of the limited channels of communication. The articles contributed to *RICE Journal of Creative Entrepreneurship and Management* in this hard time would help fill the voids between academics and communities concerned.

I feel much obliged to all the authors for contributing the betterment of their work to academic communities. Your research in different fields of management and creative entrepreneurship certainly help reexamine the world temporarily blurred with uncertainties at the time of the pandemic.

Always with my best wishes for readers and paper contributors of *RJCM*.

Needs Assessment of English Communication Skills
Used by Shop Assistants, Food Sellers, and Service Providers in Muengthongthani

Krittika Ma-in[1]
Mayuree Sawatmuang[2]
Pransak Thonyeam[3]

Business English Department of Faculty of Business Administration
Rajamangala University of Technology Rattanakosin
Borphit Phimuk Chakkrawat, Bangkok, Thailand
[1]Corresponding author
[1]Email: krittika.ma-@rmutr.ac.th
[2]Email: mayuree.saw@rmutr.ac.th
[3]Email: pransak.rmutr@gmail.com

Abstract

The objectives of the research were to (1) assess the needs of English communication skills used by shop assistants, food sellers, and service providers in Muengthongthani [City of Gold], (2) study the extent to which the respondents use the needed skills with foreign customers, and (3) identify their interest in contents and activities needed for practice in communicating with foreign customers. It was expected that the obtained information could be used for academic service programs to be initiated by the university in the vicinity. The researchers used a questionnaire and a set of interview questions with 100 voluntary persons--shop assistants, food sellers, and service providers in Muengthongthani. Frequency and percentages were used to analyze the obtained data. The findings pointed to: (1) the respondents needed language functions of greeting, problem solving in transactions/services, asking and giving discount, bargaining, accepting and refusing transaction/services, giving directions, and recommending/suggesting dishes/restaurants, changed coupon and accommodation; (2) they ranked the most needed skills as listening, speaking, followed by reading; (3) they were interested in training in class rather than actual communication situations. They preferred a training course once a week, especially during holidays.

Keywords: Shop assistants, food sellers, service providers, foreign customers, service users

1. Introduction: Background

According to the policy of academic services to nearby communities prescribed by Rajamangala University of Technology Rattanakosin, the Business English Department, Faculty of Business Administration has planned to provide free academic services in English language communication to those communities in need. Hence, the researchers conducted a survey on needs assessment with the target groups of shop assistants, food sellers, and service providers in Muengthongthani.

Before the Covid-19 pandemic, there were many foreign tourists as customers of various shops or stores in the business district of Muengthongthani. Many international events were organized there, such as football matches, badminton matches, concerts, conferences, and trade displays. Muenghongthani also provided outlets, such as Nike, Adidas, Lacoste, and other well-known brands. Muengthong Football Club and Tennis Club attracted foreign players speaking English to communicate in purchasing products or using services in this area.

On the side of shop assistants, food sellers, and service providers, they feel limitation in their English communication skills as experienced in frequent miscommunication at work. Consequently, foreign customers might not understand or give up their buying products/ services. They are not happy with the results of their communication skills and wish to make transactions effective. Listening and speaking skills at the functional level are what they need most. As known, speakers who are less proficient tend to convey the meaning rather than paying attention to the rules of the language. Therefore, speakers try to use many strategies to explain their purposes (Nakatani, 2006). Learning language can be successful if the learners enhance their skills by practicing in various activities (Johnson & Morrow, 1981)

The researchers considered language training for shop assistants, food sellers, and service providers in Muengthongthani to improve their four English skills--listening, speaking, reading and writing for their business success. The researchers decided to do a needs assessment via survey to understand what these sellers need most in communicating with their foreign customers.

It was expected that free academic services should cater for the target groups who need specific contents, practices, conversational conventions, vocabulary, language activities in the schedule suitable to them (Eggly, Musial & Smulowitz, 1999). The researchers as staff members of the Business English Department at a university in the nearby vicinity wished to integrate such academic services into the teaching English program for trainee students to gain training experience before graduation.

2. Research Objectives

There were three research objectives:

(1) To assess the needs of English communication skills used by shop assistants, food sellers, and service providers in Muengthongthani,

(2) To study the extent to which the respondents use the needed skills with foreign customers, and

(3) To identify their interest in contents and activities needed for practice in communicating with foreign customers.

3. Research Questions

The researchers had the following questions in mind to obtain the needed data:

(1) How many shop assistants, food sellers, and service providers in Muengthongthani are interested in being trained for English conversation and communication with foreign customers?

(2) What topics are needed in training English conversation and communication with foreign customers?

(3) What contents, language styles and activities are needed in training English conversation and communication with foreign customers.

4. Scope of Study

The study investigated the needs for English language communication as an academic service program for 100 voluntary persons as accessible--shop assistants, food sellers, and service providers in Muengthongthani. The researchers only examined the contents, language styles, and activities needed most in training. A survey was followed by interviews about the participants' problems encountered on the job.

5. Expected Benefits

The researchers expected that the results of this research can be used as a training model for improvement of English conversation and communication of Thai service providers in contact with foreign customers. In addition, it would be an opportunity to identify language styles and contents for language appropriateness.

6. Literature Review

The literature review section covers (1) Concepts of Training, (2) English Language Learning, (3) English Communication Strategies, and (4) Communicative Language Teaching.

6.1 Concepts of Training

Training is one of processes which is used for many objectives: (1) developing skills and capabilities of work performance, (2) developing quality in work place, (3) reducing costs, (4) reducing accidents at work, and (5) reducing transferring in work place. Moreover, pros of training are: (1) improving work efficiency, i.e., skills and knowledge, (2) reducing work errors, (3) reducing time spent on job learning, (4) less work loaded on supervisors, and (5) encouraging motivations for career path. In order to provide the highest profits of training, the process for training should be prepared as follows: (1) needs analysis, (2) examining each need, (3) designing training programs, (4) proposing program to upper management, (5) managing issue regulations on training, (6) organizing training, (7) finding evaluation, and (8) following up (Basturkmen 1998; Nakatami, 2006).

6.2 English Language Learning

English Usage and English for Specific Purpose

English usage can be divided into two purposes which are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Both EAP and EOP are used for communication with different purposes. Therefore, contents used for communication should meet people's needs accurately and properly as well as give the maximum profits for users. Moreover, vocabulary usage can be interpreted in the same way even it is used in different situations; therefore, it depends on skills of communication. English learners will use English more efficiently, especially for work or career by being motivated in learning English. Learning English usage should be considered from current situations, objectives or purposes, era, careers or needs of users, such as English for daily life (Carter, 1983; Hutchinson & Waters, 1987; Anthony, 1998; Eggly, Musia & Smulowitz, 1999). English for Specific Purposes can be divided into three: (1) English for Science and Technology (EST), (2) English for Business and Economics (EBE), and (3) English for Social Studies (ESS).

Hutchinson & Waters (1987) suggested that a survey should be conducted for investigating English learning needs whether for Academic Purposes or for Occupational Purposes. The survey should ask learners the following: (1) objectives of learning (why), (2) characteristics of learners (how), (3) sources for improving learners (what source), and (4) learners (who). Almulhim (2001) investigated needs of learning English by considering proficiency of four English skills. The results showed that listening is the most important skill, followed by speaking, reading and writing respectively.

English Language Improvement

Ledwach (2014) suggested nine ways to improve English skills: (1) learners should listen to English from media or social media every day; (2) learners should set up or install devices in English, such as smartphones or tablets; (3) learners should receive English news from radios or television; (4) learners should practice English by listening to English songs or soundtrack movies; (5) learners might read English articles, such as cooking or travelling; (6) learners can write diary by using English language; 7) learners can practice vocabulary by using online dictionary; (8) learners can practice English speaking by repeating clips or offering foreigners assistance; and (9) learners can plan to practice depending on their purposes, such as testing, studying, communicating, or trading.

The ways to improve English skills are also reinforced by many methods. Firstly, motivation which is based on strategies of instructors. Secondly, positive attitudes of learners which affect while they are studying. Thirdly, enhancing knowledge and developing of learners (more knowledge and more skills) by practicing English with native speakers or foreigners. Fourthly, English learners should have more confidence in using English from the real-life situations. Lastly, learning styles which should be interesting designed by instructors (Jakobovits, 1971; Woothiwongsa, 2014).

6.3 English Communication Strategies

Many speakers who are not English native speakers have to deal with problems of fluency. Therefore, learners use their strategies to improve their English communication or enhance their communicative ability. Nakatani (2006) categorized English communication strategies into two groups: (1) strategies for coping with speaking problems, and (2) strategies for coping with listening problems.

Strategies for Coping with Speaking Problems

These strategies are behavioral when used during communication. There are eight groups: (1) social affective strategies, (2) fluency-oriented strategies, (3) negotiation for meaning while speaking, (4) accuracy-oriented strategies, (5) message reduction and alteration strategies, (6) nonverbal strategies while speaking, (7) message abandonment strategies, and 8) attempt to think in English strategies.

6.4 Communicative Language Teaching

Communicative Language Teaching (CLT) was introduced into discussion of language use, and second language learning is used for processes

and goals in classroom learning (Jakobovits, 1971). Communicative Language Teaching also refers to a "communicative competence." The competence can be considered in terms of the *expression, interpretation,* and *negotiation* of meaning. Jakobovits (1971) indicated that factors which should be included for communicative competence are teaching or quality of teaching, learners or language skills of learners, and cultures of learners.

Theory of Learning

Johnson & Morrow (1981) described the theory of learning of CLT into four points: firstly, communication is used and taken from social interaction. People try to use good communicative skills during social interactions. Secondly, people use communication for achieving their goals because they have their purposes. Thirdly, people use appropriate or suitable language in communication depending on discourse and sociocultural contexts. Finally, communication is used between at least two people in order to share information by using verbal or non-verbal communication.

7. Methodology

7.1 Participants

The participants in the study were 100 persons as accessible--shop assistants, food sellers, and service providers in Muengthongthani. Their participation was on a voluntary basis.

7.2 Variables

The dependent variables consist of age, gender, education and experience in selling.

The independent variables are needs of academic in using English conversation and communication regarding contents, language styles, activities, days, times, places and number of learners.

7.3 Instruments

The study used a survey questionnaire and interview in collecting data.

The questionnaire was in two parts:
1) Personal information of participants (filling information): gender, age, education, and experience.
2) Needs of academic services in using English based on contents (rating scale and filling information): content needs, skills needed

for improvement, activities, language styles, media, days, times, places.

The interview part covered the following (by note-taking):
1) Needs of English improvement and needs of academic services in using English,
2) Problems and misunderstanding in English communication,
3) English skills needed for improvement,
4) Activities, language styles, media, days, times, places needed for a free academic service course,
5) Work hours, and
6) General information.

7.4 Procedure

The researchers collected data from personnel in the shops around Muengthongthani. They were expected to respond to the questionnaire. Then, they were also interviewed based on the planned guideline and note-taking was used during the interviews.

7.5 Data Analysis

The researchers analyzed the obtained data by frequency and percentage of responses.

8. Findings

8.1 Results of Parts 1 and 2

The participants' responses to the questionnaire were divided into two parts:

Part 1: Personal information

Part 2: Needs of academic services in using English conversation and communication with foreign customers

Parts 1 and 2 were supported by interview data given by the participants.

The participants' personal information is given in Table 1 on their gender, age, education, and experience.

Table 1 indicates that of 100 participants, 57 participants were female and 43 male. The largest age group was 31% at 31-40 years old. As for Education, the majority obtained High School or Vocational (39%). Their average experience was 1–3 years (30%).

Table 1: Personal Information of Participants

Description	N = 100	
	Frequency	**Percentage**
Gender		
Male	43	43.00
Female	57	57.00
Total	100	100.00
Age		
Under 20 years	3	3.00
21 – 30 years	20	20.00
31 – 40 years	31	31.00
41 – 50 years	27	27.00
51 years and up	19	19.00
Total	100	100.00
Education		
Primary	15	15.00
Secondary	24	24.00
High School/ Vocational	39	39.00
Diploma	3	3.00
Bachelor's degree	18	18.00
Higher Bachelor's degree	1	1.00
Total	100	100.00
Experience		
1-3 years	30	30.00
4-6 years	25	25.00
7-9 years	17	17.00
10-12 years	17	17.00
13-15 years	7	7.00
More than 15 years	4	4.00
Total	100	100.00

Part 2 Needs of Academic Service in Using English Conversation and Communication with Foreign Customers

Table 2 shows three topics most frequently used by the participants in English conversation and communication: (1) greeting foreign customers (81%), (2) problem-solving strategies during transactions and services (77%), and (3) asking & giving discount and bargaining (73%). Meanwhile, recommending transportation was the lowest (8%).

Table 2: Topics of Conversation and Communication

Topics	N = 100	
	Frequency	**Percentage**
Greeting foreign customers	81	81.00
Problem-solving strategies during transactions and	77	77.00
services	73	73.00
Asking & giving discount and bargaining	31	31.00
Recommending changed coupon	30	30.00
Lost and found objects	50	50.00
Giving directions	60	60.00
Accepting and refusing transactions and services	32	32.00
Recommending accommodation	50	50.00
Suggesting food, menu and restaurants	8	8.00
Recommending transportation		

Table 3 shows most needed skills: greeting foreign customers (73%), problem-solving strategies during transactions and services (70%), and asking & giving discount and bargaining (68%). Only 18 participants (18%) indicated recommending transportation.

Table 3: Topics of Conversation and Communication Needed in Free Academic Services

Topics	N = 100	
	Frequency	**Percentage**
Greeting foreign customers	73	73.00
Problem-solving strategies during transactions and	70	70.00
services	68	68.00
Asking & giving discount and bargaining	38	38.00
Recommending changed coupon	37	37.00
Lost and found objects	65	65.00
Giving directions	67	67.00
Accepting and refusing transaction and services	46	46.00
Recommending accommodation	58	58.00
Suggesting food, menu and restaurants	18	18.00
Recommending transportation		

The most needed English skills identified by the participants for improvement were listening (61%), speaking (32%), and reading (11%). The participants left out writing skills (0%). See Table 4 below.

Table 4: English Skills Needed for Improvement

Skills	N = 100	
	Frequency	**Percentage**
Listening	61	61.00
Speaking	32	32.00
Reading	11	11.00
	0	0.00
Writing		

Of 100 participants, 74 preferred training in class (74%), and 26 selected training in real situations (26%), as shown in Table 5.

Table 5: Activities for Free Academic Services

Activities	N = 100	
	Frequency	**Percentage**
Training in class	74	74.00
Training in real situations	26	26.00

As for training schedule preference, 62% of the participants preferred training in one day; 57% would like to have their training on the national holidays (57%) or weekend morning (26%). The participants were not positive about weekday training, either morning or afternoon, as shown in Table 6.

Table 6: Duration, Days and Time needed for Free Academic Services

Durations/ days and time	N = 50	
	Frequency	**Percentage**
Duration		
1 day/ week	62	62.00
2 - 3 days / week	29	29.00
3 - 5 days / week	8	8.00
More than 5 days/ week	1	1.00
Days and time		
Monday – Friday/ morning	10	10.00
Monday – Friday/ afternoon	2	2.00
Saturday – Sunday/ morning	21	21.00
Saturday – Sunday/ afternoon	10	10.00
National holidays	57	57.00

The participants preferred Muengthongthani area as a convenient location for training (85%), outnumbering 15% of the participants who were able to be trained at RMUTR at Borphit Phimuk Charkkawat. See Table 7 below.

Table 7: Places for Free Academic Services

Place	N = 100	
	Frequency	**Percentage**
Muengthongthani area	85	85.00
RMUTR (Borphit Phimuk Charkkawat)	15	15.00

8.2 Interview Results

As for the interview results, the researchers found that shop assistants, food sellers, and service providers in Muengthongthani have to sell or provide service seven days a week. Work hours depend on location.

- Those who work at Cosmo start their work by 10:00 a.m. and finish by 10:00 p.m.; however, some start before 8 a.m. if working for coffee shops.

- Those participants who sell at Romjai Market start their work at 5 or 6 a.m. and close their shops around 6–8 p.m. every day.

- The participants who have their own outlets tend to work from 10 a.m. to 9 p.m.

- Shops or stores located nearby condominium building have different opening and closing hours; for example, some Thai massage salons open 10:00 a.m.–8 p.m., some hair salons at 9:00 a.m.–7 p.m., while other miscellaneous goods stores at 9 a.m.–9 p.m.

The participants have encountered communication problems with non-Thai buyers. They do not feel confident in starting the conversation, greeting, or asking questions to foreign customers standing in front of their shops.

The participants found it difficult to describe or explain their products, food or beverages to their foreign customers. Sometimes, foreign customers ask for direction to get to downtown of the city but the participants do not have enough English to give assistance and they simply keep quiet. Some participants solve the problems by using body language and gestures; for example, the participants point to the menu of food or drink shown in front of the shops or stores. It should be noted that the participants who sell goods at the condominium buildings are rather familiar with foreign residents in communicating with foreign customers with basic conversation.

As for English skills most needed for improvement, the participants want to improve their listening skill in the first place to understand their foreign customers and respond correctly. They preferred training in class first to be able to handle real-life situations they have to encounter daily at work.

9. Discussion of Results and Recommendations
9.1 Discussion of Results

The researchers surveyed the needs of shop assistants, food sellers, and service providers in Muengthongthani in using English conversation and communication with foreigners in order to custom-make free academic service courses. It was found that all 100 participating shop assistants, food sellers, and service providers in Muengthongthani need language training as expected. The participants showed their interest in free academic service courses and specified what they want in terms of the most needed skills, language styles, contents, activities, and preferred schedule and location for the target training.

The findings from the questionnaire pointed to the need to greet foreign customers properly to attract their attention to products or services. They want to have sufficient English language to communicate with foreign customers in the situations they have encountered at work (Sukhphan, 2018). The finding on the most needed skills in listening and speaking was not a surprise to the researchers because these two skills are work-based (Almulhim, 2001). Almulhim's survey reported listening as the first skill followed by speaking, reading, and writing, respectively. Ledwach (2014) also suggested that English learners should use English every day for fluency. One of the techniques of improving English skills is daily listening practice. Learners should also be advised to use the language in different social contexts with awareness of language accuracy and appropriateness. In the work of Johnson & Morrow (1981), learners can ask for direction to the places they want and they need strategies in coping with limitations in speaking. As the participants explained in their interviews, they used gestures to cope with speaking limitations by pointing to the menu or display board of the shop. Nakatani (2006) asserted that 'nonverbal strategies' are naturally used while speaking to explain or describe information. with limited vocabulary or language expressions. Another strategy of 'message abandonment strategies' was also mentioned in case of language difficulty. Certainly, speakers may ask for assistance from other people or abandon their conversation when they cannot understand the conversation or respond properly. As seen in the interview results of the researchers' study, some participants left out words and kept quiet; and those who do not give up communicating resort to body language or gestures.

It was obvious that food sellers and service providers showed their enthusiasm in improving their English skills to deal with foreign customers. Those shop assistants, food sellers, and service providers in Muengthongthani would be well responsive to the free academic service courses to be offered by the university in the vicinity. Moreover, custom-made training courses should

be able to assist them to improve their communication for business gains. The university concerned therefore has to make sure that the contents, language styles and practice activities be relevant to the identified needs. As Petchroj (2022) emphasized, urgently needed is research into relevant teaching materials and community involvement in providing good courses that are responsive to the learners' needs as provided in free academic services. This is the goal the university wants to attain in benefiting those who work in the business communities of Muengthongthani.

9.2 Recommendations

Based on the research findings, the researchers would like to recommend as the following:

(1) A further survey to include other businesses, such as gym staff and trainers and supermarket assistants to have a complete picture of business personnel who need to deal with foreign customers.

(2) Free academic service courses should provide intensive practice in language functions used in the required situations. The trainees should be exposed to simulated problem-solving tasks. Both verbal and non-verbal strategies should deserve a serious attention to set the right atmosphere in attracting customers to buy products or use services. Drills of words and formulaic expressions should be provided for shop assistants, food sellers, and service providers to help them communicate with more confidence. After training, there should be an onsite follow-up to evaluate the impact of the given training on the trainees' language performances as feedback to the university. Listening and speaking skills authentic assessment should also be taken seriously to ensure accountability of the training host.

10. The Authors

The three authors--Krittika Ma-in, Mayuree Sawatmuang, and Pransak Thonyeam—are full-time lecturers in the Business English Department, the Faculty of Business Administration, Rajamangala University of Technology Rattanakosin, Borphit Phimuk Chakkrawat, Bangkok, Thailand. They share research interest in the areas of language needs assessment, English language teaching for communication, and skills required in English for Occupational Purposes in the service industry.

11. References

Almulhim, A. M. (2001). An English Language Needs Assessment of Saudi College-of-technology Students with Respect to a Number of Business Sectors in Saudi Arabia. A Master thesis. University of Mississippi, USA.

Anthony, L. (1998). *Defining English for Specific Purposes and the Role of the ESP Practitioner.* A Research Gate Publication. Japan: Waseda University.

Basturkmen, H. (1998). Refining procedures: A Need Analysis Project at Kuwait University. *English Teaching Forum, 1998, 36*(4), 2-9.

Carter, D. (1983). Some propositions about ESP. *The ESP Journal, 1983, 2,* 131-137.

Eggly, S., Musial, J. & Smulowitz, J. (1999). The relationship between English language proficiency and success as a medical resident. *English for Specific Purposes, 1999, 18*(2), 201-208.

Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learning Centered Approach.* Cambridge: Cambridge University Press.

Jakobovits, L. A. (1971). *Foreign Language Learning: A Psycholinguistic Analysis of the Issues.* Rowley Mass: Newbury House.

Johnson, K. & Morrow, K. (1981). *Communication in the Classroom.* London: Longman.

Ledwach, S. (2014). 9 Tips for Improving English skills for Beginners. (Online). https://www.hotcourses.in.th/study-abroad-info/applying-to university/9, April 20, 2022.

Nakatani, Y. (2006). Developing an oral communication strategy inventory. *The Modern Language Journal, 2006, 90*(2), 151-168.

Petchroj, L. (2022). Faculty members' perception of the Thai university administration model in the digital age. *RICE Journal of Creative Entrepreneurship and Management, 2022, 3*(1), 22-36. doi 10.14456rjcm.2022.3

Sukhphan, P. (2018). The development of English communication skills for graduates in modern times. *MCU Haripunchai Review*, *2018, 2*(2), 89–100.

Woothiwongsa, N. (2014). *Motivational Strategies: Enhancing English Language Skills.* Bangkok, Thailand: Bangkok University.

Salient Factors Affecting Marketing Communication Performance

Nalinee Saengaran

Faculty of Business Administration
Rajamangala University of Technology Rattanakosin, Nakhon Pathom, Thailand
Email: nalinee.sa@rmutr.ac.th

Abstract

Marketing communication is one of the most important business activities of almost all industries in that firms are trying their best to achieve their maximum sales volume as requirement. The researcher identified three factors reported in previous studies--basic conditions, demand conditions, and facilitation from support industries--as the most salient factors in determining the marketing communication performance of a firm. The researcher used a survey questionnaire to secure 105 responses, and the obtained data were processed by Principal Components Analysis (PCA) and Multiple Linear Regression (MLR). The first two factors were found significant in predicting marketing communication performance while the third factor did not significantly affect marketing communication performance as expected. As a set, however, the three variables accumulatively help predict marketing communication performance by 11.7 percent.

Keywords: Marketing, PCA, MLR, basic conditions, market conditions, facilitation, support industries

1. Background of the Study

Digital marketing is now on the go as most countries take part in outreaching and assessing customers' needs and behaviors. It is also vitally important for a business organization to send its messages on products and services in a quick and cost-effective online channel. In this regard, digital marketing has been recognized as the most basic mode to engage customers in both home market and international marketing partners (Fletcher & Brown, 2002). Online marketers need to consider factors influencing the success of a firm regarding the conditions in the home market relative to the international market as well as facilitation from support industries concerned. Quite a few previous studies pointed to three constructs uniquely related to the marketing performance of a firm: basic conditions, demand conditions, and facilitation from support industries (Maholtra, 1999; Manning & Munro, 2007; Davidson et al., 2002; Fletcher & Brown, 2002). The researcher therefore would like to investigate these three factors how they can affect the marketing communication performance of a firm. The finding of this study were expected to serve marketers as the basis for predicting of their marketing communication performance. This study focused on the three salient factors on marketing communication performance via the social media platform.

2. Three Factors and Hypotheses Statements

Customers perceive value in products and services as compared to other alternatives. The value is derived from the perceived total subtracted by the perceived given (from customers' perspective). The major total get is *quality of the product* being offered to customers which depends largely on quality of the product and quality of the content directly communicated with the target. The quality of the product also includes its quality innovation for added value (Ratchavieng, Srinet & Syers, 2021). The major part of the total give is the price which is marked up from the accumulative costs. The lower the cost, given the same quality, the higher the ability to price the product more competitively as compared to competing products. The marketers should consequently pay good attention to their cost management. Availability, cost and quality of the raw materials and labor are, therefore, critical to marketers' success (Fletcher & Brown, 2002). In this study, the researcher focused on the three salient factors on marketing communication performance via the social media platform and therefore hypothesized as follows:

H1: As the basic conditions relating to quality, availability and cost of production factors namely, raw materials and labor become more favorable for a firm, its content and communication becomes more efficient

Since firms normally engage themselves in marketing activities for various reasons including idle capacity of the production in the home market, the shrinkage local market or similarity of taste of the two markets. Some other times, *the cost of development of products* (research and development costs) is very high and it must be spread over the largest number of units of production as possible; sales and marketing or other marketing engagement must be considered. One point that should be noted is that advertisement connotes marketing costs to be incurred to the firm and would be pushed to buyers' burden in terms of price (Maholtra, 1999). In this sense, if the existing customer base is large enough and the advertising cost both offline and online is not too high, an increase in online marketing perception would be a more profitable option for a firm. Market conditions in online marketing must therefore be considered for communication. This can be hypothesized as:

H2: As online marketing options are more favorable as competitive advantage of the firm and are complex in terms of customers' expectation as compared to traditional marketing, its marketing communication performance can become efficient.

Marketing communication also depends on other *facilitating industries*, such as retailing, wholesaling, food and beverages, in both online and offline markets. Besides, governmental policies in both markets are also considered critical to marketing activities. The cost effectiveness and the complicatedness of the facilitation/ availability processes imposed by the support industries do have strong influence on marketing firms (Maholtra, 1999; Fletcher & Brown, 2002). This can therefore be hypothesized as:

H3: As the support industries (i.e., facilitation from the support industries), become more favorable to a firm its business performance would become favorable.

Figure 1: Relationships between Three Independent Variables to Marketing Communication

```
┌─────────────────────┐
│ Quality, Availability and │
│   Cost of Production  │─────────┐
│       Factors        │          │
└─────────────────────┘          ▼
                          ┌──────────────────┐
┌─────────────────────┐   │    Marketing     │
│  Online and Offline  │──▶│  Communication   │
│  Marketing Activity  │   │                  │
└─────────────────────┘   └──────────────────┘
                              ▲
┌─────────────────────┐       │
│  Marketing Content   │───────┘
└─────────────────────┘
```
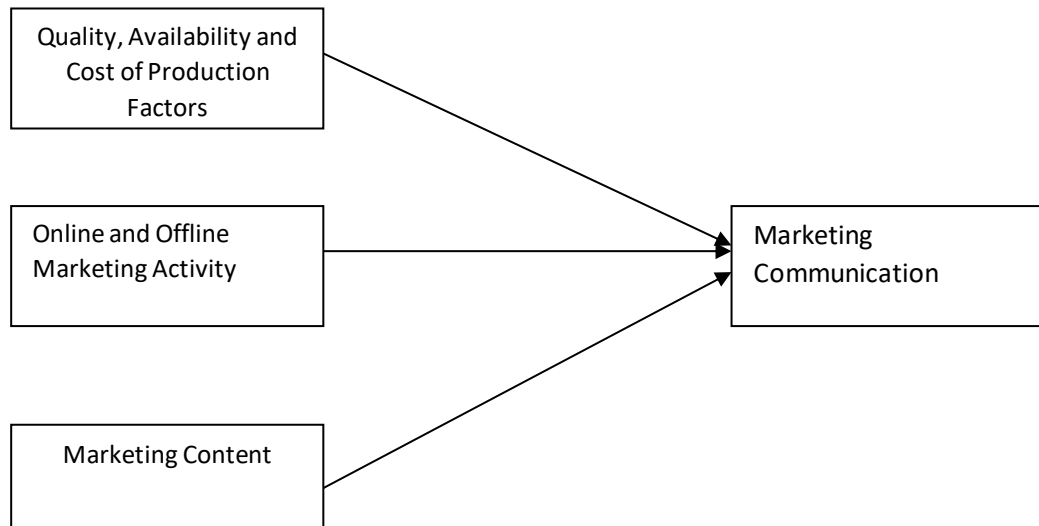
3. Measurement of Variables

As most independent variables earlier stated would be measured from the perspective of marketing managers of companies of different sizes. Most researchers tended to adopt the 7-point Likert scale to measure the degree of agreement or perception of the marketing managers toward three independent variables, followed by open-ended questions to measure their respective firm's marketing performance (in terms of earned income) (Maholtra, 1999). .

The *basic conditions* (later labelled as "Quality, Availability and Cost of Production Factors") contain eight dimensions to be measured in eight questions (7-point Likert scale), the *demand conditions* (later labelled as "Domestic versus International Market Conditions") contain three dimensions to be measured by three questions (7-point Likert scale) and finally *facilitation from support industries* (later labelled as "Support Industries") contained six dimensions to be measured by six questions (7-point Likert scale).

4. Data Collection

The researcher designed the questionnaire according to the methods of variable measurement earlier mentioned to survey with marketing managers of local firms to be completed and returned by mail. Two hundred questionnaires were sent out and followed up by phone to increase response rate and 105 responses were returned.

As the study aimed is to find a basis to estimate or predict a firm's own marketing performance, the obtained data were reduced by creating composite variables constituting dimensions pertained in each concept. To accurately formulate the composite variable that is valid and reliable, Principal Component Analysis (PCA) was performed on all dimensions pertained in the components determined by the priori theory. Following PCA, Multiple Linear Regression (MLR) was conducted with the three composite variables and the dependent variable "marketing performance" to determine the unique relationship of each

of the three independent variables on the marketing performance of a firm and finally their influence as a set (Maholtra 1999).

Before conducting MLR, each of the composite independent variables was tested for the normality, homogeneity, internal consistency and reliability (Manning & Munro, 2007). Correlation coefficient of the four constructs were also tested to assure that there was no multicollinearity (Manning & Munro, 2007).

5. Data Analysis

Principal Components Analysis was used further with the component determined by the priori theory as earlier stated and graphically demonstrated to confidently decide which variables would be included in the formulation of the composite variable so that the formula to be stated in the later stage would be highly accurate and generalizable.

Table 1: Factor Loading of the Three Composite Independent Variables

Item	Quality, Availability and Cost of Production Factors	Domestic versus International Marketing Conditions	Support Industries
Availability of Labor	0.782		
Low Cost Labor	0.847		
High Quality Labor	0.780		
Availability of Raw Material	0.798		
Low Cost Law Material	0.732		
High Quality of Raw Material	0.838		
The Workforce is highly educated		Not Applicable	
There are many different Raw Material Suppliers		Not Applicable	
Domestic Market High Growth Rate		0.870	
Domestic Market is Large		0.857	
Domestic Consumers are more demanding than foreign consumers		0.877	
Finance and Banking Systems			0.723
Government Marketing Promotion		Not Applicable	
International Transportation Systems			0.880
Domestic Transportation Systems			0.835
International Telecommunication Systems			0.816
Domestic Telecommunication Systems			0.835
Eigen Value	*3.825*	*2.261*	*3.429*
Percent of Variance (Percent)	*47.718*	*75.357*	*68.585*
Alpha	*0.855**	*0.836**	*0.885**

*critical at α >0.7 *Borrowed format and adapted from "Workplace Ethical Climate: Effects on Ideals, Perceptions of Colleagues, and Self-efficacy to deliver Ethical Outcomes"(Shacklock et al., year unknown)*

From the dataset, variables 1-8 were supposed to measure the *basic conditions* according to the priori knowledge. PCA, however, has extracted 3 components. Items 1-6 belonged to component 1, item 8 belonged to component 2 and item 7 belonged to component 3. A construct that is explained by only one dimension (antecedent variable) might not be appropriate to be included in the calculation of the composite variable.

Components 2 and 3 were not, consequently, included in the calculation of the composite variable.

The composite variable which was labelled "Quality, Availability, and Cost of Production Factors" was calculated by using arithmetic mean of the score of variables 1-6 representing the different levels of loading factors as indicated in Table 1. The mean of the composite variable was reported as 4.0683 and the standard deviation as 0.78674 with 95 percent level of confidence. The new composite variable can be argued to be homogeneous (inter-item correlation mean was 0.5678, >0.3 critical value and item-to-total correlation of all antecedent variables are higher than 0.50 critical value), internally consistent (only one variable has demonstrated the Eigen Value higher than 1.0, Eigen Value = 0.855), and reliable (Cronbach's Alpha = 0.855, α > 0.70 critical value). This composite variable can be argued to be appropriate to serve as the basis for subsequent analyses in this study.

From the dataset, variables 9-11 belonged to the component "Demand Conditions" as determined by the priori theory. PCA extracted one variable, as only one variable has demonstrated the Eigen Value higher than 1.00. With all values indicating the appropriateness of PCA, the composite variable has been formulated by using arithmetic mean of variables 9-11 and was labelled "Domestic versus International Market Conditions" as the questions of the variables earlier mentioned measure the respondent's perception about their respective markets as compared to the other markets. As shown in Table 1, the mean of the composite variable was reported as 4.00 with standard deviation 0.97731 (95% level of confidence). The composite variable can be argued to be homogeneous (inter-item correlation mean was 0.6293, greater than critical value 0.30 and the item-to-total correlations of all antecedent variables were greater than 0.50 critical value), internally consistent (only one variable demonstrated Eigen Value greater than 1.0, Eigen Value = 2.261), and reliable (Cronbach's Alpha value is greater than 0.70 critical value, α = 0.863). As for normality of score distribution and outliers, the histogram, boxplot and descriptive analysis indicated the normality of the score distribution of this composite variable (z-score = 0.236, <2.58 critical value- for sample smaller than 300) and no outlier was identified. As for normality of distribution of outlier, the histogram and z-score indicated normal distribution of the score (z-score= 1.5720, < 2.58 critical value- for sample smaller than 300). Although one potential outlier was identified from the boxplot (case 70), the normality of score distribution could still be maintained, the researcher, therefore, kept that potential outlier in the data set. This composite variable can, therefore, be assumed to be appropriate for subsequent analyses of this study.

According to the dataset, questions 12-17 belonged to the component "Facilitation from Support Industries." The researchers have explored the correlations among the six antecedent variables as initial test for appropriateness for PCA and found that item 13 was not correlated to most other items at a satisfactory level (critical value of 0.3 for inter item correlations). The communalities (0.140, <0.30 critical value) of item two did not pass the critical value of 0.30 (Manning and Munro 2007), indicating that item two was well explained by the underlying component. Item two was, therefore, not included in the PCA analysis and neither the composite variable.

The new composite variable was computed by using arithmetic mean of items $12, 14, 15, 16,$ and 17 and was labelled "Support Industries." As indicated in Table 1, the mean of the composite variable was 4.0381 and the standard deviation as 0.9728 (at the level of confidence 95 percent). The composite variable can be argued to be homogeneous (inter-item correlation mean= 0.6038, greater than the critical value 0.30, and the item-to-total of all antecedent variables were greater than 0.50 critical value), internally consistent (only one variable has demonstrated Eigen Value greater than 1.0, Eigen Value = 3.429), and reliable (Cronbach's alpha greater than 0.70 critical value, α= 0.885). As for normality of the score distribution and outliers, histogram and z-score (0.3898, <2.58 critical value- for sample smaller than 300) and no outlier was identified. The composite variable can, therefore, be argued to be appropriate for the subsequent analyses of the study.

As for the dependent variable "marketing performance," the tests for normality of score distribution were conducted. Histogram, boxplot and z-score (0.3686, <2.58 critical value- for sample less than 300) indicated the normality of score distribution of the variable "marketing performance" and no outlier was reported.

Being certain of the appropriateness of three composite component variables and the dependent variable, MLR was, further conducted, to see the influence of each of the independent variables on the dependent variables as well as their influence as a set. Before so doing, their correlation coefficients were explored to verify if there was any problem with the multi-co linearity which is the basic requirement of MLR (Manning and Munro 2007).

Table 2: Correlations between the Three Variables

Variables		Quality, Availability and Cost of Production Factors	Online and Offline Marketing Activity	Marketing Content
Online and Offline Marketing Activity	Pearson Correlation (r)	0.054		
	Sig. (2 tailed)	0.583		
Marketing Content	Pearson Correlation (r)	-0.22	-0.09 0.930	
	Sig. (2 tailed)	0.827		
Marketing Performance	Pearson Correlation (r)	0.316 (*)	0.197 (*)	0.092
	Sig. (2 tailed)	0.001	0.044	0.349

* Correlation is significant at the 0.05 level (2tailed)

Table 3: Quality, Availability and Cost of Production Factors &Online and Offline Marketing &Support Industries to Marketing Performance

R	0.377		Adjusted R^2		0.117	
F (3,101) = 5.584	Sig. 0.001 (**)		Constant		7.168	
Independent Variable	B	Beta	t-Test	Sig.	SR $_i^2$	
Quality, Availability and Cost of Production Factors	1.230	0.308	3.340	0.001(**)	0.095	
Domestic and Demand Condition	0.581	0.181	1.959	0.053 (*)	0.033	
Support Industry	0.348	0.101	1.090	0.278	0.010	

Adapted from: Organizational Climate, perceived customer satisfaction and revenue per available room in four-and-five-star Australian Hotels(Davidson, Manning et al. 2002)

* Significant at p<0.05
** Significant at p<0.054

There was no problem with multicollinearity as no too high correlation coefficient (0.90) (Manning and Munro 2007) was reported. A standard multiple regression could, therefore, be performed between marketing performance as the dependent variable and "Quality, Availability and Cost of Production Factors," "Online and Offline Marketing Activity" and "Marketing" as independent variables. The multiple correlation coefficient (R=0.377) was significantly different from zero, F(3,101)=5.548, p<0.05, and 11.7 percent of variance of the dependent variables could be explained by the three independent variables as a set (R2 =0.142, Adjusted R2 = 0.117). "Quality, Availability and Cost of Production Factors" SR i2 = 0.095, t = 3.340, p<0.05 was found to be significantly and uniquely contribute to the prediction of marketing performance. "Domestic versus International Market Conditions" was also accepted to significantly and uniquely contribute to the prediction of marketing performance although the significant level was found slightly higher than acceptable range (SR i2 =0.033, t= 1.959, p= 0.053, >0.05). "Support Industries," however, was found not to provide any significant unique contribution to prediction (t = 1.090, p>0.05). The equation of prediction produced by this analysis describes the relationship between the variables as follows:

Marketing Performance =   1.230*Quality, Availability and Cost of Production Factors + 0.581* Online and Offline Marketing Activity + 0.348* Marketing Content +7.168

6. Conclusion

MLR has shown the significant contribution of "Quality, Availability and Cost of Production Factors" to the prediction of a firm's marketing performance (SR i2 = 0.095, t = 3.340, p<0.05), Hypothesis one was therefore supported. Despite a slight deviation from conventional significant level (0.05), "Domestic versus International Market Conditions" (SR i2 =0.033, t= 1.959, p= 0.053, >0.05), could be assumed to help predict the marketing performance of a firm as well. Hypothesis two was also supported. Hypothesis 3, however, was not supported as MLR did not show the significant regression of the variable to the marketing performance.

As a set, the three independent variables helped explain 11.7 percent of the variance of the marketing performance of a firm. To predict the marketing performance of a firm in the future, the formula might be applicable as follows:

Marketing *Performance =*   *1.230*Quality, Availability and Cost of Production Factors*
+ 0.581* Domestic versus International Market Conditions
+ 0.348* Marketing Content +7.168

All these findings point to two salient factors—*basic conditions* (quality, availability and cost of production factors) as well as *demand conditions* (domestic versus international market conditions/ online and offline marketing activity) help predict the marketing communication performance of a firm. As for *facilitation from support industries* (marketing content) did not show the significant impact on the marketing communication performance. As a set, however, the three factors/ variables accumulatively help predict marketing communication performance by 11.7 percent. From the obtained findings, the researcher practically considered the results as not totally conclusive for the identified salient factors. The salient factors reported in this paper would require larger data in further research to ensure specific salient factors affecting marketing communication performance in the time of rapid change in the marketing trend.

7. The Author

Nalinee Saengaran is a lecturer in the Faculty of Business Administration, Rajamangala University of Technology Rattanakosin, Nakhon Pathom, Thailand. Her research interest is in the areas of marketing of food materials, consumers' decision-making, marketing communication via social media platforms.

8. References

Davidson, M. et al. (2002). Organizational climate, perceived customer satisfaction, and revenue per available room in four-and-five-star Australian hotels. *Tourism Analysis, 2022, 6,* 123-137.

Fletcher, R. & Brown, L. (2002). *International Marketing.* Frenchs Forest, NSW: Prentice Hall.

Maholtra, N. K. (1999). *Marketing Research: An Applied Orientation.* Singapore, PHIPE: Prentice Hall.

Manning, M. & Munro, D. (2007). *Survey Researcher's SPSS Cookbook.* Australia: Pearson Education Australia.

Ratchavieng, A., Srinet, S. & Syers, S. (2021). An innovative organization model for efficient industrial business operations in the digital era. *RICE Journal of Creative Entrepreneurship and Management, 2021, 2*(2), 24-37. doi 10.14456/rjcm.2021.28

The Marketing Mix Factors in Thai Tourists' Decision-Making Process in Using Foreign Exchange Centers

Worasiri Pholcharoen[1]
Pisit Chumnanna[2*]

[1]Department of Tourism & Hospitality
[2]Department of Creative Digital Marketing
[1,2]Faculty of Management Science
Bansomdet Chaopraya Rajabhat University, Bangkok, Thailand
[1]Email: Worasiri.Ph@bsru.ac.th
[2]Email: Pisit.Ch@bsru.ac.th
[*]Corresponding author

Chatthep Tantivejchumna[3]
Department of Marketing
Faculty of Business Administration
Siam Technology College, Bangkok, Thailand
[3]Email: Chatthep@gmail.com

Abstract

The objective of this study was to study the marketing mix factors (7Ps) that influenced Thai tourists' decision-making process in using foreign currency exchange centers for tourism. Their decision-making process deals with the concept of service marketing mix and brand value creation. The researchers used online questionnaires to collect data from 400 customers using foreign currency exchange services at least once every three months; the participants were selected by a specific sampling method. The data were analyzed by percentage, mean, standard deviation and statistical analysis. The multiple regression results revealed that (1) marketing mix factors, employees, products, process, marketing promotion, price and physical characteristics influenced the respondents' decision-making process in using foreign currency exchange centers for tourism; and (2) brand value includes brand awareness, brand linkage, awareness of brand quality, and brand loyalty. The marketing mix factors (7Ps) and four aspects of brand value appeared to influence the respondents' decision-making process in using foreign currency service centers for tourism.

Keywords: Marketing mix, brand value, decision making, foreign exchange service center

1. Introduction

It has been recognized among many countries that tourism stands as an important hospitality industry in bringing in good revenue for national development (Chumnanna, 2020). Tourists need foreign exchange from Thai baht to foreign currency when travelling, job searching, studying abroad, carrying business transactions, and paying for services from foreign providers. There are branches of foreign exchange service centers as well as local exchange shops owned by Thai entrepreneurs. Currently, there has been fierce competition

among foreign exchange service providers regarding the quality of service, and the ability of the service business to meet the needs of customers.

As generally known, the quality of service essentially differentiates a particular business from its competitors in meeting with expectations of the service recipient to satisfaction. Particularly, the physical appearance of the facility, including the location, personnel, equipment, tools, communication documents and symbols, and the environment in which the client feels cared for, are also vitally important. Provided services must be in accordance with service recipients' expectations in that they be accurate and appropriate in all points of service. Providers' readiness and willingness to serve service recipients are to build trust from service recipients. Particularly, service providers need to demonstrate knowledge and skills in giving services to customers with politeness, gentility, good manners to show appropriate care for customers with different needs.

With all desirable characteristics of provided services, a service center needs to create its best image to attract and impress customers; it is the service organization's foundation to be firmly established (Noi, 2010). In such a scenario, the researchers were interested in the service aspects as part of the market mix (7Ps) and brand equity of foreign exchange service providers for Thai tourists. The researchers wanted to investigate the factors that influence Thai tourists' decision-making process in using foreign exchange service centers. It was expected that the obtained results can help improve the existing services to meet the needs of customers to satisfaction. With the obtained information from the study, business operators would become more aware of needed improvements and take constructive action on boosting brand recognition to increase market share and profits in the long run.

2. Research Objective

The objective of this study was to study the marketing mix factors (7Ps) that influence Thai tourists' decision-making process in using foreign currency exchange centers for tourism. The researchers expected that the findings would be beneficial to business operators to become more aware of needed improvements and provide their services to satisfaction of their customers for a good brand image as well as business gains in their operations.

3. Research Conceptual Framework

The researchers used the research conceptual framework to guide the study as shown below.

Figure 1: Research Conceptual Framework (based on Kotler & Amstrong, 2006)

Independent Variables	Dependent Variables
Service marketing mix factors (7Ps) - Products and services - Price - Place - Promotion - Personnel - Process - Physical characteristics	**Thai tourists' decision on using foreign exchange service centers for tourism** - Brand awareness aspect - Brand linkage aspect - Brand quality perception - Brand loyalty aspect
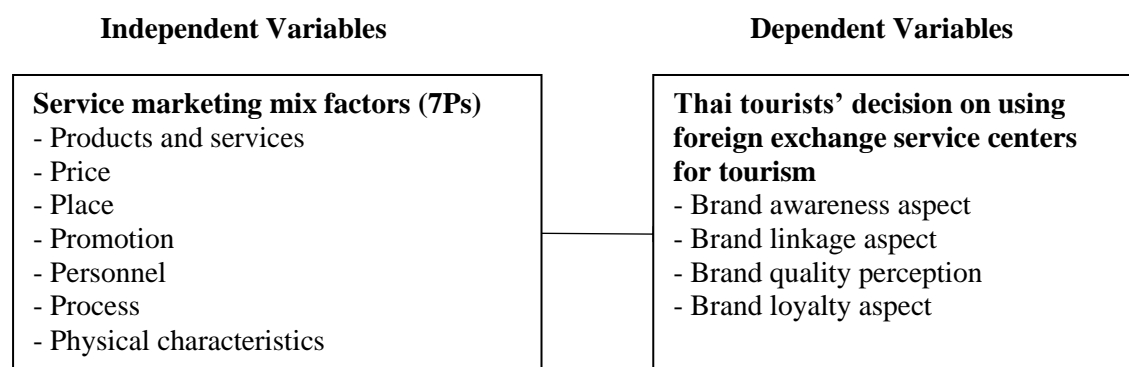
4. Related Theories

The researchers studied previous research with a focus on Kotler & Armstrong (2006):

In the work of Kotler & Armstrong (2006), *marketing mix* refers to variables or marketing tools that can be controlled. It is the most popular and fundamental marketing theory. Companies often use the marketing mix concept to work on satisfaction and needs of target customers and formulate marketing strategies accordingly. Originally, the marketing mix had only four variables—product, price, place, and promotion. Later, the concept was added with three more variables—people, physical characteristics, and processes—all to be consistent with the first four concepts. Modern marketing especially in service business focuses on the 7Ps marketing mix.

5. Concept Brand Value

Kotler & Armstrong (2006) also discussed the four stages of brand composition: (1) brand identity awareness through brand name awareness and the ability to create customer brand recognition, (2) identifying and communicating to customers the brand of the business, (3) customer response to the brand, and (4) the customer's emotional engagement with the brand. The inclusion of links among the brand elements creates the brand value.

6. Expected Benefits of Research

The researchers expected that the findings could lead to the following:

1. The center that provides foreign exchange services to customers could cover the factors affecting the decision on using the foreign exchange service for tourism among Thai travelers. They could serve as a strategy guideline to marketing planning with emphasis on the needs of customers.

2. Service providers could use the results of the study for development and improvement in their foreign exchange service center in terms of service quality to create impression and satisfaction for customers.

7. Population and Sample Group

The population was Thai tourists in Bangkok who used foreign currency exchange services for tourism; the exact population has still not been reported in 2022.

The researcher used a sample group of 384 Thai tourists experiencing foreign currency exchange services for tourism by using the criterion for determining the sample size of an unknown population. Therefore, the sample size was calculated after Cochran (1977) for unknown sample size formula with 95% confidence and 5% error level. The calculation formula is shown below.

$$\text{Formula } n = \frac{P(1-P)Z^2}{E^2}$$

where n represents the sample size,

P represents the proportion of the population to which the researcher is randomly sampling .50

Z represents the investigator-defined confidence level, Z represents 1.96 at the 95 percent confidence level (level .05)

E represents the value. Maximum error occurred = .05

$$\text{substitute } n = \frac{(.05)(1 - .5)(1.96)2}{(.05)2}$$
$$= 384.16$$

A sample size of at least 384 people was used to estimate the percentage with no more than 5% error at 95% confidence level. For ease of evaluation and data analysis, the researchers used a total sample size of 400 samples, which was regarded as meeting the criteria specified at not less than 384 samples.

8. Research Tool

The main research tool was a questionnaire constructed for data collection. There were steps in creating the tool as follows:

1. Study the information from documents and related studies.

2. Create a questionnaire covering marketing mix and brand value that influence Thai tourists' decision-making process in using the foreign exchange center for tourism.

3. The form of the questionnaire contains 3 parts:

Part 1: General information of the respondents: gender, age, education level, occupation, average monthly income. All question items are optional and answerable.

Part 2: Seven factors of the service marketing mix: (1) products and services, (2) price, (3) place, (4) marketing promotion, (5) personnel, (6) process, and (7) physical characteristics.

Part 3: Four aspects of brand value: (1) brand awareness, (2) brand linkage, (3) awareness of brand quality, and (4) brand loyalty.

The researchers asked five marketing experts to check the content validity of the constructed questionnaire. The score was +1 when the question was consistent, 0 when unsure of the question. Consistency scores -1 when the question was not consistent. The questionnaire finally had an average of a consistency index of 0.76 or higher and was therefore considered reliable to collect data (Varnishboon, 2006). The researchers collected data online in the first quarter of 2022 and analyzed the obtained data by percentage, mean, standard deviation and coefficient analysis.

9. Results of Research

The researchers found that the majority of the samples were male--representing 59.6%, in the age range of 31-40 years, with university education at the bachelor's degree level. Most of them were self-employed/business owners with income at 20,001-30,000 baht.

Table 1: Items of Test Results on 7Ps

Products and services
Price
Place
Promotion
Personnel
Process
Physical characteristics

Factors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	b	Std. Error	Beta		
Marketing Factors					
Products and services	0.232	0.094	0.246	3.774	0.001*
Price	0.085	0.062	0.088	1.081	0.001*
Place	0.224	0.084	-0.076	-1.220	0.261
Promotion	0.133	0.064	0.143	2.403	0.012*
Personnel	0.136	0.074	0.219	3.638	0.001*
Process	-0.004	0.069	0.101	0.124	0.981
Physical characteristics	0.178	0.076	0.191	1.535	0.152
R 0.832 Adjusted R Square 0.479 R Square 0.398 Std. Error of the Estimate 0.52					
Brand Equity					
Brand awareness	0.135	0.045	0.137	2.595	0.001*
Brand linkage	0.1208	0.057	0.145	2.702	0.003*
Awareness of brand quality	0.205	0.047	0.226	4.770	0.001*
Brand loyalty	0.194	0.051	0.188	3.331	0.001*
R 0.579 Adjusted R Square 0.463 R Square 0.368 Std. Error of the Estimate 0.336					

*Statistical significance at 0.05 level

The researchers found that the marketing mix factors--product aspects, marketing promotion, and personnel/employees influenced the service decision on using currency exchange service centers. The brand value aspects--brand awareness, brand linkage, awareness of brand quality, brand loyalty influenced Thai tourists' service decision on using the foreign exchange service centers that recognize the needs of customers.

The results of the test of the marketing mix factors affecting Thai tourists' decision on using foreign exchange centers for tourism pointed to the significant role of the staff influencing the service decision process as seen in the order of products and services, price, promotion and personnel.

As for the place aspect, it had no influence on the decision-making process in using foreign exchange service centers.

The details of the 7Ps marketing mix are as follows:

The marketing mix of foreign exchange centers provided product-related foreign exchange services influencing the decision-making process in using a foreign exchange service center in three phases: perception of demand, searching for information, and behavior after using the service.

The marketing mix of foreign exchange service centers in the price aspect influenced Thai tourists' decision-making process in using a foreign exchange service center for tourism.

The marketing mix of foreign exchange service centers in the place aspect had no influence on Thai tourists' decision-making process in using foreign exchange service centers for tourism.

The marketing mix of foreign exchange service centers in the marketing promotion aspect influenced Thai tourists' decision-making process of using foreign exchange service centers in two aspects: perception of demand, and behavior after using the service.

The marketing mix of foreign exchange service centers in the personnel/ employee aspect influenced Thai tourists' decision-making process in using foreign exchange service centers in four phases: perception of demand, searching for information, alternative assessment, and behavior after using the service.

The marketing mix of currency exchange service centers in the aspect of physical characteristics influenced Thai tourists' decision-making process in using foreign exchange service centers in behavior after using the service.

The marketing mix of currency exchange service centers in the aspect of process influenced Thai tourists' decision-making process in using foreign exchange service centers in three phases: information search, service decision, and behavior after using the service.

The details of seven marketing mix factors and four aspects of brand value are shown in Table 2.

Table 2: Summary of the Test Results of Marketing Mix Factors and Brand Aspects Affecting Thai Tourists' Decision on Using Foreign Exchange Service Centers for Tourism

Marketing Factors	1. Brand awareness	2. Brand linkage	3. Awareness of brand quality	4. Brand loyalty
Products and services	✓	✓	✓	✓
Price		✓	✓	✓
Place	✓	✓	✓	✓
Promotion	✓	✓		
Personnel	✓			✓
Process	✓	✓		✓
Physical characteristics	✓		✓	✓

As seen in Table 2, seven marketing mix factors and four brand aspects are shown in their inter   relationship in affecting Thai tourists' decision-making process in using foreign

exchange service centers for tourism. The researchers looked at customers' awareness of brand value--brand quality and brand loyalty--significant in the service decision-making process at the 0.05 level, followed by brand awareness. and brand linkage.

As shown in Table 3, the details of four brand aspects and the decision-making process are as follows.

The brand value of a center providing foreign exchange services on *brand recognition/ awareness* influenced Thai tourists' decision-making process in using foreign exchange service centers in four phases: perception of demand, alternative assessment, and service decision behavior after using the service

The brand value of the center that provides *brand linkage* for foreign exchange services influenced Thai tourists' decision-making process in using foreign exchange service centers in four phases: perception of demand, searching for information, alternative assessment, and behavior after using the service.

The brand value of the foreign exchange service center on *awareness of brand quality* influenced Thai tourists' decision-making process in using foreign exchange service centers in five phases: perception of demand, searching for information, alternative assessment, service decision, and behavior after using the service.

The brand value of the foreign exchange service center on *brand loyalty* influenced Thai tourists' decision-making process in using a foreign exchange service center in five phases: perception of demand, searching for information, alternative assessment, service decision, and behavior after using the service.

Table 3: Summary of Results of the Brand Value Test Affecting Thai Tourists' Decision on Using Foreign Exchange Service Centers for Tourism

The decision process in using the foreign exchange service centers	The brand value of the foreign exchange service centers			
	Brand awareness	Brand linkage	Awareness of brand quality	Brand loyalty
1. Brand awareness	✓		✓	✓
2. Brand linkage	✓	✓	✓	
3. Awareness of brand quality	✓		✓	✓
4. Brand loyalty	✓	✓	✓	✓

As shown in Tables 1-3, seven marketing mix factors (7Ps) and four aspects of brand value were interrelated, and service business entrepreneurs need to identify a good balance of these components in providing quality services to their customers.

10. Discussion and Conclusion

The results of this study pointed to the importance of the market mix factors in the operations of business organizations in providing foreign exchange services. This issue was studied by two previous researchers Cheedim (2012) and Salim (2017). Cheedim (2012)

looked at factors affecting consumers' use of currency exchange services at Krung Thai Bank in Bangkok, and reported the significance of product distribution channels, price, process, promotion, personnel, and physical characteristics in attracting customers. Salim (2017) studied foreign exchange service centers for tourism among Thai tourists regarding the factors influencing customers' decision on using Green Super Rich (Thailand) Foreign Exchange Center; the customers in Bangkok under study chose the service of Super Rich (Thailand) according to the marketing mix factors of product, price, and distribution channel--statistically significant at the 0.05 level. In the service industry as in food and restaurants, service providers also need to be sensitive to customers' need and satisfaction; for example, Jaruthaveepholnukool et al. (2020) investigated factors affecting consumer satisfaction in using Food Panda's application services in Bangkok metropolitan area, and reported the importance of quality service, responsiveness to needs of customers, and speed in delivery.

The present study showed similar results with extended dimensions of brand value. The results showed that the marketing mix factors (7Ps), especially the *process and price* factors, in Thai tourists' decision on using foreign exchange services, as perceived by the respondents as tourists/ owners of private service companies in Bangkok. The *process* factor was earlier discussed by Phakdeephirot (2021) on the significance of service process management as part of tourists' satisfaction with the quality of products and services. In the present study, the researchers found one interesting point in the obtained result that *price* did not appear to influence brand value in the aspect of brand awareness. As for the *personnel* factor, the results indicated that it neither influenced brand linkage nor awareness of brand quality. However, Sukiam (2020) earlier asserted that people in teamwork in service organizations are highly valued in order to survive through business competition in the service industry. To the researchers of the present study, the obtained results on *process*, *price*, and *personnel* could perhaps suggest somewhat disparity between some marketing factors with specific aspects of brand value in the context of Thai tourists' decision and buying behaviors.

As for the point on brand value in the aspect of *brand awareness*, the researchers noted that food and beverage service outlets consider this particular aspect of paramount importance, as emphasized by Salim (2017). This previous researcher identified *personnel* and *physical characteristics*, and additional factors—service quality and safety factors as affecting customers' satisfaction. Two more previous researchers also highlighted importance of *personnel* and *physical* characteristics in the service industry (Booranakittipinyo & Tang, 2020).

The obtained results on brand value revealed its relationship with the decision-making process (see Table 3). Such relationship was earlier pointed out by Noi (2010) who examined customers' brand value, trust and satisfaction. Chomchai (2012) also studied brand values and marketing factors affecting consumers' behavior in Bangkok's blue restaurant service selection, and reported brand value factors influencing customers' decision on using provided services. It should be noted that brand value is in fact determined by essential dimensions of service quality for consumers' greater satisfaction: service quality, service expectation, and service perception (Phakdeephirot, 2020). In this light, the overall results of the present study on seven marketing mix factors and four aspects of brand value appear to fall in line with the findings of the previous studies in that

personnel and *service quality* account for success in attracting customers and maintaining their brand loyalty in the long run.

11. Future Research

Based on the obtained findings, the researchers would like suggest two points for consideration of marketing researchers:

- It would be worth to secure viewpoints from foreign customers on how they perceive foreign exchange service centers operated by Thai entrepreneurs. This is to give a clearer picture of the existing foreign exchange service centers on what and how to improve their current services.
- It would be interesting to study customer retention in terms of needs of target groups of travelers to benefit planning in marketing, as well as communication channels to reach   identified customers, preferably by means of digital devices and platforms.

12. The Authors

Worasiri Pholcharoen is a lecturer and researcher in the Department of Tourism & Hospitality. Pisit Chumnanna is on the staff of the Department of Creative Digital Marketing. Both authors are in the Faculty of Management Science, Bansomdet Chaopraya Rajabhat University, Bangkok, Thailand.

The third co-author Chatthep Tantivejchumna is working for the Department of Marketing, Faculty of Business Administration, Siam Technology College, Bangkok, Thailand.

The three authors share their academic and research interest in the areas of marketing, innovations and technology, current issues in marketing mix, consumers' decision-making process, and service provision activities.

13. References

Booranakittipinyo, A. & Tang, C. (2020). Identifying airport service quality driving factors: A case of an international airport in Bangkok. *RICE Journal of Creative Entrepreneurship and Management*, *2020, 1*(1), 1-20. doi 10.14456/rjcm.2020.1

Cheedim, B. (2012). Factors Affecting Consumer' Usage of Currency Exchange Services at Krung Thai Bank in Bangkok. A Master thesis. Faculty of Business administration, Rajamagala University of Technology Thanyaburi, Pathum Thani, Thailand.

Chomchai, C. (2012). Brand Value and Market Factors Affecting Restaurant Choice Habits Consumer Blue in Bangkok. A Master thesis. The Graduate School, Srinakharinwirot University, Bangkok, Thailand.

Chumnanna, P. (2020). Forecasting future tourism market trends. *RICE Journal of Creative Entrepreneurship and Management*, *2020, 1*(1), 41-54. doi 10.14456/rjcm.2020.4

Cochran, W.G. (1977). *Sampling Techniques*. Third edition. New York: John Wiley & Sons.

Jarutaveepholnukool, P. et al. (2020). Factors affecting consumer satisfaction in using Food Panda's application services in Bangkok metropolitan area. *Journal of the Humanities and Social Sciences Research Promotion Network, 2020, 3*(2), 29-42.

Kolter, P. & Armstrong, G. (2006). *Principles of   Marketing*. Eleventh edition. New Jersey: Pearson Education.

Noi, M. B. O. (2010). Brand Value, Trust and Satisfaction that Affect Loyalty to CAT CDMA Brand. A Master thesis. Faculty of Science, Srinakharinwirot University, Bangkok, Thailand.

Phakdeephirot, N. (2020). Impacts of service quality on tourists' selection of lodging in 4-5 star hotels in Thailand. *RICE Journal of Creative Entrepreneurship and Management, 2020, 1*(3), 1-23.
doi 10.14456/rjcm.2020.13

Phakdeephirot, N. (2021). Tourists' satisfaction with products, services and quality development of hot spring wellness tourism. *RICE Journal of Creative Entrepreneurship and Management*, *2021, 2*(3), 1-22. doi 10.14456/rjcm.2021.34

Salim, B. (2017). Factors 7Ps and Satisfaction in Using Super Rich (Thailand) Co., Ltd. (green symbol). A Master thesis. Department of Business Administration, Faculty of Commerce and Accountancy, Thammasat University, Pathum Thani, Thailand.

Sukiam, K. (2020). Teamwork in service industry organizations. *RICE Journal of Creative Entrepreneurship and Management*, *2020, 1*(3), 73-81. doi 10.14456/rjcm.2020.18

Varnishboon, K. (2006). *Statistical Analysis: Statistics for Management and Research*. Tenth edition. (Online). https://pdfgoal.com, June 12, 2022.

Selection Principles of Human Resources in the Service Industry

Khewika Sukiam

Faculty of Liberal Arts and Sciences

Kasetsart University, Kamphaeng Sean Campus

Nakhon Pathom, Thailand

Email: khewikasukiam@gmail.com

Abstract

The objectives of the study were (1) to analyze the selection principles of human resources in the service industry via service industry documents and literature synthesis, and (2) to obtain information on the existing selection principles of human resources via interviews with fifty voluntary participants with work experience in the service/ hospitality industry. Organizations need qualified personnel to work toward their goal and help create good standards and corporate image. The researcher found via literature synthesis and interviews four main competencies as indicators in human resources selection in the service industry: (1) employee relationship performance, (2) professional competencies, (3) self-management performance, (4) legal knowledge and expertise in required areas. The candidates should have good knowledge of the job, language skills, good personality, professional ethics, and entrepreneurship. Each employee should be able to access systematic and clear evaluation criteria. The organization's main capabilities navigation should enable users to choose who can match specific performance and thus help reduce the turnover rate. Human resource management should focus on the corporate social responsibility by employees' involvement. These four indicators are guided by Thailand's seven key components in measuring and training employees in the service industry: (1) Objectives, (2) Advertising and public relations, (3) Personnel, (4) Budget, (5) Planning, (6) Operation, and (7) Achievement. The identified indicators were used to analyze and select candidates' personal characteristics, particularly knowledge of language, personality, human relations and service-mindedness for specific job descriptions. It was expected that the obtained findings can benefit organizations in preparing their human resources for desirable human and professional aspects.

Keywords: *Selection, capabilities, quality, personnel, human resource management*

1. Rationale of the Study

Organizations in the service industry generally need good and practical selection principles for human resources to meet their needs in accordance with the organizational goal. This is to create standards and good image for the organization, as well as to understand the selection criteria of desired personnel for the organization to operate effectively (Sukiam & Likitsarun, 2021).

The hospitality industry has its focus on services provided by personnel. Competency on the job as selected by the management in human resources is required of each candidate, namely knowledge, skills and desirable attributes. It is also possible to classify the desirable characteristics of personnel according to the needs in each organization (Thasaplert, 2007; Pengboon, 2012; Kalya, 2015; Suksamran & Namwong,

2018). This includes using such classification as a guideline for recruiting and determining compensation to achieve the goals of that organization. Obviously, desirable attributes would be an important factor in selecting the most competent personnel as needed.

Selection plays an important role in the competitive advantage of the organization, not least in other processes. Specifically, selection criteria will help organizations get qualified personnel to attend events or complete specific tasks. However, many organizations have experienced recruitment problems that are inconsistent with the organizational culture and perceived the negative impact on the overall effectiveness of the organization (Charoenvanich, 2017; Sukiam, 2020). This is mainly due to the lack of expertise and clarity in selection criteria for candidates, leading to such mistakes as rejecting qualified candidates for positions and organizations, or accepting incompetent candidates. Therefore, in order to solve the problems that arise, organizations need to identify desired performance as the target in the selection process. In this regard, valid and practical selection criteria can help reduce mistakes in recruiting personnel, as well as support the organization to acquire the most qualified personnel for the designated position and organizational goals.

Those previous studies on human resource selection principles in the service industry often reported problems in recruiting unqualified employees for positions, under the circumstance of unsystematic selection criteria and procedures (Supakitkosol, 2016; Charoenvanich, 2017; Sukiam, 2020). The researcher therefore would like to find out empirically selection principles for personnel recruitment in the service industry. It was expected that the obtained findings from experienced service industry informants would shed light on a set of practical criteria to select quality service staff in providing good services to customers in the service industry.

2. Conceptual Framework

The concept of personnel selection is primarily based on capacity specified in job descriptions or job specifications or job competency. KPI (performance scorecard or job achievement) is used as a zero-evaluation indicator because it represents the most standardized vision and norms. This method uses a wide range of techniques, including the use of highly specialized observers and assessors to reduce bias or prejudice caused by human decision-makers. It is imperative for human resource recruiters to organize information systematically, interpret and verify the obtained profile data for the accuracy of the findings (Thasaplert, 2007; Sriboonnark, 2020).

Figure 1: Conceptual Framework

```
┌──────────────────────────────────────────────────────────────┐
│       Guidelines for selecting employees in the service industry │
└──────────────────────────────────────────────────────────────┘
```

CORE COMPETENCY	FUNCTIONAL COMPETENCY
Employee productivity	Communication capabilities
1. Establish good relationship with other employees 2. Understand multiculturalism 3. Able to work with others 4. Build trust with others	1. Foreign language skills 2. Good listening skills 3. Effective communication skills 4. Good writing skills

The researcher considered both core and functional competencies with emphasis on employee productivity and communication capabilities as determinants in the selection principles of human resources. Particularly, in the service/ hospitality industry, the core competency is on employees' work capabilities the organization depends on in four aspects: (1) establish good relationship with other employees, (2) understand multiculturalism, (3) able to work with others, and (4) build trust with others. As for the functional competency, communication capabilities are essential: (1) foreign language skills, (2) good listening skills, (3) effective communication skills, and (4) good writing skills (Supakitkosol, 2016; Yabushita, 2016; Charoenvanich, 2017; Sukiam, 2020; Sukiam & Likitsarun, 2021; Wetsanarat, 2021). This competency framework could serve as a good platform for a human resource management team in developing selection criteria of candidates for a particular service organization. It would also be possible for employees to access the established selection principles used by the human resources management team in their organization to get themselves prepared and trained in the target core and functional competencies, followed by self-development of desirable attributes for a good fit with the assigned duties.

3. Research Scope

The researcher identified the research scope with service industry documents, synthesized literature and interviews with fifty voluntary participants with work experience in the service/ hospitality industry regarding the selection principles of human resources. It should be noted that this present study was meant as a pioneering investigation for further research into human resource management issues concerning recruitment, selection criteria, staff professional development, performance appraisal system, and talent retention in the service industry in Thailand.

4. Research Objectives

The objectives of the study were (1) to analyze the selection principles of human resources in the service industry via service industry documents and literature synthesis, and (2) to obtain information on the existing the selection principles of human resources via interviews with fifty voluntary participants with work experience in the service/ hospitality industry.

5. Research Methodology

5.1 Participants

The main informants in the study were fifty voluntary front-end service managers, human resources officers and managers in the service industry who had duties related to the recruitment of service personnel in accordance with the standards set by the Foundation for The Standard Development and Personnel in the Hospitality and Tourism Industry (2004): (1) Objectives, (2) Advertising and public relations, (3) Personnel, (4) Budget, (5) Planning, (6) Operation, and (7) Achievement.

5.2 Research Tool

The researcher constructed a set of four interview questions on four aspects of the selection principles of human resources based on service industry documents and the literature synthesis in the service industry: (1) employee relationship performance, (2) professional competencies, (3) self-management performance, (4) legal knowledge and expertise in required areas. The questions were open-ended for the participants to provide information freely on the selection principles of human resources from their work experience as seen appropriate. The questions were validated in content by five human resource recruitment experts in the service industry.

6. Data Collection Procedure

The interview time for the data collection procedure was set at 15-30 minutes depending on the participants' availability. For confidentiality, the participants were able to reserve their personal information as preferred; they were only requested to verify their work experience of not less than three years. The participants' responses were recorded with their consent and later transcribed for a pattern analysis of four aspects of the selection principles of human resources under investigation. In addition to the four main interview questions, the researcher also asked the participants about their assumptions on service workers currently recruited in the service industry in terms of strengths and limitations as well as points of observation on the selection systems from their work experience. The additional points, if provided, could give a complete picture of selection principles of human resources as currently practiced by decision-makers in the service industry.

7. Results of the Study

7.1 Literature Synthesis Results

Based on Research Objective 1, the researcher analyzed and synthesized from official documents and literature in the area of human resource management pertinent to selection or recruitment in the service/ hospitality industry. It was found that the main aspects

of the selection principles of human resources in the service industry were in four: (1) employee relationship performance, (2) professional competencies, (3) self-management performance, (4) legal knowledge and expertise in required areas. These four aspects or indicators were created in accordance with by Thailand's seven key components in measuring and training employees in the service industry established in 2004: (1) Objectives, (2) Advertising and public relations, (3) Personnel, (4) Budget, (5) Planning, (6) Operation, and (7) Achievement.

7.2 Interview Results

From the interviews required in Research Objective 2, the participants responded to the four questions based on the four aspects of the selection principles for human resources in the service industry identified early in the literature synthesis. It was found that their responses fell into the pattern of the four aspects: relationship performance, professional performance, self-management performance, and legal knowledge and expertise in required tasks.

In addition, some participants volunteered information from their work experience that a good recruiting system with clear-cut criteria and desirable personnel attributes should be transparent and accessible to managers, current employees and candidates for clear understanding of all stakeholders concerned in working toward the organizational goal as well as for newcomers before joining the organization.

To the majority of the interviewees, the most appropriate selection method should prioritize the test of candidates' knowledge on the job and core/functional competencies, followed by their perceived ability to learn new things and catch up with changes at work. About half of the interviewees asserted that there should be involvement of a potential supervisor, colleague, and support personnel (logistics personnel, if possible) in more than one round of interviews to ensure fairness, transparency and accuracy in decision-making by the authorized human resource executive. Fairness and transparency in the interview process could help the organization match candidates with the job and in turn could reduce the rate of resignation due to the lack of core fitness of employees later on the job.

8. Discussion of Results

The findings on the four aspects of the selection principles of human resources in the service industry as confirmed by the interview results indicated that the literature in the area the selection principles projected a picture in line with reality in recruitment practices in the service industry (Pengboon, 2012; Supakitkosol, 2016; Charoenvanich, 2017; Suksamran & Namwong, 2018; Sukiam, 2020; Sukiam & Likitsarun, 2021).

The obtained findings appeared to fall in line with the results reported by Sukiam & Likitsarun (2021) who asserted that employees' competency development in hotels or the hospitality industry include personnel development strategies and abilities to handle problems or obstacles and cope with changes encountered in the work process. In this regard, recruitment and personnel work competency development definitely help create good products quality services for organizations to achieve their business operations and goals. Sriboonnark, (2020) also emphasized the significance of employees' professional competencies, and abilities to create innovation (professional competencies) and self-manage in coping with changes in business operations.

The interview results that signified candidates' relationship performance, and legal knowledge and expertise in required tasks are very interesting in that employees in the service/ hospitality industry need to interact well with customers as well as to be sensitive to verbal and nonverbal communication features--not to offend or mislead customers that could unintentionally lead to any legal action against them and their organization. This point on human or soft skills competency was highlighted by Wetsanarat (2021) who reported that the service industry currently values soft skills, particularly communication skills and positive interactions in rendering service activities to satisfaction of customers.

Most people involved in resource management are well aware that new recruits need to be assimilated into the organization's culture and some problems at work could arise. As stated by Yabushita (2016) on the quality of work life, new employees' personal skills and positive attributes with support from the supervisor and existing colleagues could ease up newcomers into their expected roles, duties and achievements. It is therefore vitally important for an organization to establish its selection principles well to gain creativity/ productivity from qualified candidates or talents who decided to join and expect to grow with their selected organizations.

9. Recommendations

Based on the research findings, the researcher would like to recommend two points for consideration of business organizations in the service industry and academic institutions that prepare graduates for the employment market as follows:

- As emphasized by the interviewed participants, a service organization needs to establish fair and transparent selection principles accessible to all stakeholders concerned. Despite recruitment confidentiality required as part of the human resource policy, the organization could take the transparency issue as a positive image of its social responsibility in being responsive to qualified candidates who wish to join their organization for good. Moderation in disclosure of the selection principles of human resources, interview process and performance assessment could be sufficient to serve the organization's purpose in communicating with the public.

- Academic institutions need to have their study programs and internship activities responsive to the four aspects of the selection principles in human resource management in the service/ hospitality industry. Also, these four aspects should be taken up in the perspective of Thailand's seven key components in measuring and training employees in the service industry: (1) Objectives, (2) Advertising and public relations, (3) Personnel, (4) Budget, (5) Planning, (6) Operation, and (7) Achievement. The identified four selection principles could be integrated into the existing curriculum in technical knowledge skills, human/ soft skills in the practicum or internship, work-related activities and workshops, and current updates from the service industry. Such practical integration would add value to the graduates to enter the employment market with confidence in their core and functional competencies.

10. The Author

Khewika Sukiam is a lecturer in the BA Program in Tourism Innovation Program, Faculty of Liberal Arts and Sciences, Kasetsart University at Kamphaeng Saen, Nakhon Pathom, Thailand. Her research interest lies in the areas of community activities, human resource development and competencies in the service/hospitality industry.

11. References

Charoenvanich, K. (2017). Thai Airways flight director selection factors Lion Air. Academic *Journal of Eastern Asia University*, *2017, 11*(1), 112-124.

Kalya, P. (2015). The reliant attributes of personnel according to the needs of the hospital management in Lampang province. Journal of Modern Management Science, 2015, 8(1), 42-55.

Pengboon, T. (2012). Preparing to be recruited as a flight attendant. Journal, Nakhon Phanom University, 2012, 2 (2), 98-105.

Sriboonnark, N. (2020). Innovation and change management. RICE Journal of Creative Entrepreneurship and Management, 2020, 1(3), 36-44. doi: 10.14456/rjcm.2020.15

Sukiam, K. (2020). Teamwork in service industry organizations. RICE Journal of Creative Entrepreneurship and Management, 2020, 1(3), 73-81. doi 10.14456/rjcm.2020.18

Sukiam, K. & Likitsarun, N. (2021). Competency development and human resource management in the hospitality industry. RICE Journal of Creative Entrepreneurship and Management, 2021, 2(1), 36-44. doi 10.14456/rjcm.2021.22

Suksamran, V. & Namwong S. (2018). Guidelines for selecting frontline service employees in the hotel industry. Dusit Thani College Journal, 2018, 12(Specia Issue), 36-56.

Supakitkosol, P. (2016). Human resource management in food business SMEs Yaowarach Area. Journal of Humanities and Social Sciences, Rajapruek University, 2016, 1(3), 104-115.

Thasaplert, N. (2007). The study of personnel selection systems based on capacity that affects the performance of the organization. Sripatumpritat, 2007, 7(2), 80-87.

Wetsanarat, N. (2021). Soft skill competency development to enhance competitiveness of Thai incentive travel industry. RICE Journal of Creative Entrepreneurship and Management, 2021, 2(1), 53-65. doi 10.14456/rjcm.2021.24

Yabushita, N. W. (2016). The impact of the quality of work life and social responsibility of the business on the commitment to the organization of employees. Hospitality and Tourism, 2016, 11(1), 38-52.

Development of a Tourism e-Book for Parainuea Community in Phra That Subdistrict, Mae Ramat District, Tak Province

Pakpol Ruanklin[1*]
Suphamart Phakakat[2]
Cathaleeya Rerkpichai[3]

[1]Department of Logistics Management
Faculty Industrial Technology
[2]Department of Digital Business Technology
Faculty Management Science
[1, 2]Kamphaeng Phet Rajabhat University Maesot, Thailand
[*]Corresponding author
[1]Email: pakpol_r@kpru.ac.th
[2]Email: suphamart_p@kpru.ac.th

[3]Faculty Creative Digital Marketing
Bansomdet Chaopraya Rajabhat University, Thailand
Email: Cathaleeya.Re@bsru.ac.th

Abstract

This research aimed to (1) develop an e-book on tourist attractions and community life at Parainuea Community, Phra That Subdistrict, Mae Ramat District, Tak Province, Thailand, (2) assess the quality of the constructed e-book on tourist attractions and community life at Parainuea Community. The research tools were an e-book titled Parainuea Community: Tourist Attractions and Community Life, and an e-book quality assessment form. The researchers constructed an assessment form to collect data on the e-book quality from fifty tourists visiting the Northern Farm Forest Area. The obtained data were analyzed by descriptive statistics, mean and standard deviation. The first part of the results reported the e-book development using the System Development Life Cycle (SDLC) approach together with the PUBHTML5 program for fast access to the e-book content. The e-book contained seven chapters: (i) the history of Parainuea Community, (ii) a tourist map, (iii) rituals and beliefs, (iv) folk play, (v) weaving, (vi) the costumes of the Paka-Kyaw people, and (vii) cuisine of the Paka-Kyaw people. As for the e-book assessment, the participants were highly positive toward the overall content ($\bar{x}$= 4.25, S.D = 0.76), visual design and language ($\bar{x}$= 4.36, S.D = 0.79), and e-book flexibility ($\bar{x}$= 4.32, S.D = 0.77).

Keywords: e-book, assessment, tourism, community life, Parainuea Community

1. Rationale of the Study

The community lifestyle is generally known as activities in daily life of members that reflect the quality of life and common behaviors in accordance with social conditions. Tourism created for a community typically reveals characteristics and relationships of people living in the community as well as their interactions with incoming tourists (Charoenchaisombut, 2011). For community tourism to be known to interested tourists at the local and international levels, the operators need to provide good accessibility of tourist

information in texts/ pictures/ videos of tourist attractions, unique cultural and traditional activities, lifestyles, and facilities available to tourists including homestay arrangements (Colman, 2001).

Parainuea is a small community located in Phra That Subdistrict, Mae Ramat District, Tak Province, Thailand; it is a low land surrounded by high mountain ranges. Its traditions and cultures passed down from their ancestors to the present day have attracted tourists to enjoy natural attractions and ways of life of the local residents. Tourists usually come in groups to home stay with hosts in the Northern Farm Forest Area that provides both tour leaders and homestay arrangements. Visitors can travel and learn about the way of life of residents in beautiful scenery, enjoy unique tourist attractions, participate in cultural activities/ traditions, and try tasty local food.

As known, the Covid-19 situation started in early 2020 and has gradually declined in its pandemic rate. Local tourism communities in Thailand have taken precaution measures in coping with Covid-19 for prevention for a comeback of tourism that features the community lifestyles. As Lerttayakul (2015) suggested: community tourism must continue in local culture and tradition to passed down from generation to generation, and particularly technological advancements to help convey wisdom and knowledge to others more broadly in the form of e-books. E-books present photo narratives in short text layouts. Such digital media are easily accessible on users' smartphone device. Anukul & Singporn (2020) emphasized the use of digital media to support nostalgic tourism by showing the local community history, costumes, traditions, and local products and souvenirs. Narin et al. (2021) asserted that accessibility of tourist information on good attractions and local activities helps tourists make sound decision on their visit. In addition, Jetjiroj (2021) reported health tourism in the north of Thailand that attracts tourists with accessible digital information on traditional activities and local products like cultural souvenirs. These previous studies point to the significance of digital media as the main tool for tourists to access needed information with convenience and speed—as good benefits for local community tourism.

In this regard, the researchers considered the use of e-books as a good opportunity in disseminating local tourism attractions, traditional activities, and lifestyles of the Northern Farm Forest area to the public. This would be beneficial to interested tourists in conveniently accessing the tourist information and tourist attractions, particularly in Parainuea Community.

2. Research Objectives

The study had two research objectives:

1. To develop an e-book on tourist attractions and community life at Parainuea Community, Phra That Subdistrict, Mae Ramat District, Tak Province, Thailand, and

2. To assess the quality of the constructed e-book on tourist attractions and community life at Parainuea Community.

The researchers expected to use the obtained findings to support community tourism at Parainuea Community and improve the quality of the constructed e-book on tourist attractions and community life for tourists' accessibility.

3. Conceptual Framework

The development of an e-book on tourist attractions and community life at Parainuea Community in Phra That Subdistrict, Mae Ramat District, Tak Province was based on the conceptual framework shown in Figure 1.

Figure 1: Conceptual Framework
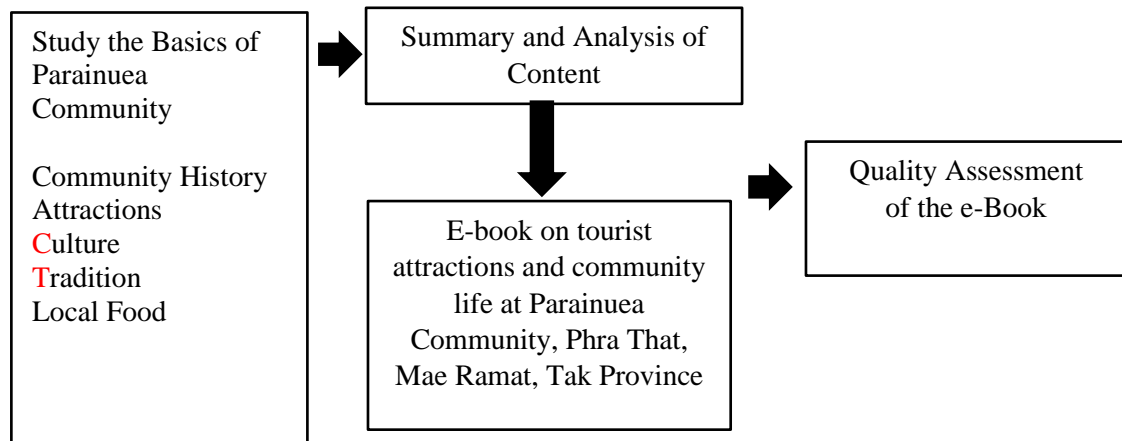
4. Research Methodology

4.1 The Participants

Fifty participating tourists as accessible served as evaluators of the constructed e-book on tourist attractions and community life at Parainuea Community. They were asked to use the e-book assessment form to evaluate the quality of the e-book according to specific criteria.

4.2 The Research Tools

There were two research tools: the constructed e-book and the e-book quality assessment form.

The constructed e-book

The e-book construction process was as follows:

- The researchers gathered data on basic information of the Northern Farm Forest, the history of Parainuea Community, tourist attractions, traditions, culture and cultural events, costumes, and local food. These data were obtained from the wise men or recognized senior informants of the community.
- Next, the researchers analyzed the obtained data and designed the contents in seven chapters: (1) the history of Parainuea Community, (2) a tourist map, (3) rituals and beliefs, (4) folk play, (5) weaving, (6) the costumes of the Paka-Kyaw people, and (7) cuisine of the Paka-Kyaw people.
- The researchers placed the designed content on Adobe Photoshop, Adobe InDesign Program and Adobe Lilltrator Program (all licensed versions). The files were saved in PDF extensions, all chapters were assembled into the e-book of Parainuea Community using PUBHTML5.

- The e-book contents were tested and validated by three experts in tourism content creation and digital media. In addition, the constructed e-book contents were tested by a group of 32 voluntary e-book external readers that was not part of the group of fifty evaluators. The content accuracy was carefully checked and corrected for the final version.

The e-book quality assessment form

The e-book assessment form contained eight items for quality aspects on a scale of 1 (low) to 5 (high): (1) content and subject assignments, (2) visual design and language, (3) suitability of letters and colors, (4) e-book management, (5) e-book flexibility, (6) e-reader recognition capabilities, (7) e-book crash and safety, and (8) the satisfaction of e-readers. The e-book quality assessment form was validated by three experts in tourism content creation and digital media. Revision was done according to the experts' suggestions--ready in use by fifty accessible evaluators. The assessment form carried internal consistency by Cronbach's Alpha Coefficient at 0.97.

5. Data Collection

The researchers collected data from fifty voluntary participants visiting Parainuea Community using the process in the System Development Life Cycle (SDLC) approach. The data were obtained in January 2022.

6. Data Analysis

The researcher analyzed the obtained data from the e-book quality assessment form by descriptive statistics, mean and standard deviation.

7. Results of the Study

7.1 The Constructed e-Book

The constructed e-book on tourist attractions and community life at Parainuea Community used PUBHTML5 Program, which can be used on a wide range of devices and scanned QR code or viewed via Link : https://bit.ly/3v0BQuJ, for quick access. The e-book contained seven chapters: (1) the history of Parainuea Community, (2) a tourist map, (3) rituals and beliefs, (4) folk play, (5) weaving, (6) the costumes of the Paka-Kyaw people, and (7) cuisine of the Paka-Kyaw people. The exemplified pages of the e-book are shown in Figures 2-5.

Figure 2: E-book Cover
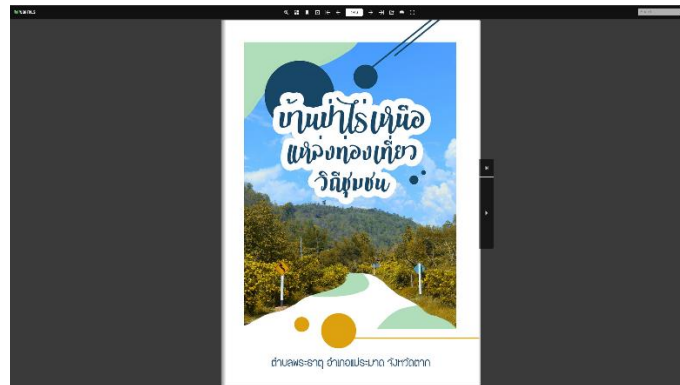
Figure 3: e-Book Table of Contents

Figure 4: History of Parainuea Community

Figure 5: Map and Attractions of Parainuea Community

7.2 The e-Book Quality Assessment

The results on the e-book quality assessment obtained from fifty participants are shown in Table 1:

Table 1: The e-Book of Parainuea Community Quality Assessment Results

Quality Assessment	$\bar{x}$	S.D.	Meaning
1. Content and subject assignments	4.25	0.74	high
2. Visual design and language	4.36	0.79	high
3. Suitability of letters and colors	4.27	0.77	high
4. e-Book Management	4.24	0.76	high
5. e-Book Flexibility	4.32	0.77	high
6. e-reader recognition capabilities	4.16	0.73	high
7. e-Book Crash and Safety	4.12	0.71	high
8. The satisfaction of the use of e-readers	4.27	0.77	high
Total	4.25	0.76	high

As seen in Table 1, all eight items of the e-book quality were evaluated at an average high level ($\bar{x}$= 4.25, S.D.=0.76)., particularly *visual design and language* ($\bar{x}$ =4.36, S.D.= 0.79) and *e-book flexibility* ($\bar{x}$ =4.32, S.D.=0.77).

8. Discussion of Results

Based on the findings, the e-book was able to provide information to tourists visiting Parainuea Community. It also created convenience in information access via various digital devices. The contents on local food and cultures of Parainuea people were in line with the previous research by Settheerathan, Ngamyingyong, Sirikongsuk & Simora (2021). The team of Settheerathan and colleagues developed an e-book travel guide of Koh Lad Yi Podium, Nakhon Pathom Province for potential tourists. In this regard, e-books are considered a practical guide for tourists to access information quickly, as well as promote community tourism in the aspects of tourist attractions, cultural activities, and facilities available to tourists.

The evaluation of the overall quality of the constructed e-book of Parainuea Community was at a high level. Telling stories using images and infographics, and friendly texts are desirable visual features for readers. The interesting contents of tourist attractions

and cultural activities at Parainuea Community are appealing to readers. The attractiveness of e-book contents was emphasized by Lerttayakul (2015) in that visual storytelling is powerful in reaching readers and viewers, as shown in the e-books on Ayutthaya the former capital city of Thailand. The quality of e-books usually rests upon attractiveness of places, historical characters, together with still and moving images--all making e-books interesting.

The overall results of the study point to the significance of tourist information accessibility for tourists. Undoubtedly, tourist business operators need to use digital media to support tourism as emphasized by Anukul & Singporn (2020) and Jetjiroj (2021). Such digital media are easily accessible on users' smartphone device to show the local community history, costumes, traditions, local products as nostalgic souvenirs, and facilities/ accommodation/ homestay arrangements available to incoming tourists. This point was supported by Narin et al. (2021) on the impact of tourist information accessibility on tourists' decision -making on their destination. As seen in the literature synthesis and empirical data obtained from the service industry participants, the study revealed the importance of the digital media as e-books as a practical tool for tourists in the present time.

9. Recommendations

The researchers would recommend e-books further enhanced with the addition of viewing pleasures, such as the use of music, moving images or video clips in the media to make them more appealing to viewers. And there should be further research into identifying the behaviors of information recipients in accessing the Internet and their ability as data readers in different age groups. In addition, e-books should be enhanced in the interactive mode to add liveliness to readers' experience in viewing e-books for tourism purposes.

10. The Authors

Pakpol Ruanklin is a lecturer in the Faculty Industrial Technology (Logistics Management), and Suphamart Phakakat is on the staff of the Faculty Management Science (Digital Business Technology) at Kamphaeng Phet Rajabhat University Maesot, Thailand.

The third co-author Cathaleeya Rerkpichai is a lecturer and researcher at the Faculty Creative Digital Marketing, Bansomdet Chaopraya Rajabhat University, Thailand.

The three authors share academic and research interest in the areas of digital marketing and communication, community-based tourism, and current issues in marketing science and logistics management.

11. References

Anukul, N. & Singporn, P. (2020). Construction of multimedia to add value to nostalgic tourism for aging clients. *RICE Journal of Creative Entrepreneurship and Management*, *2020, 1*(2), 53-59. doi 10.14456/rjcm.2020.11

Charoenchaisombut, S. (2011). Environmental and Lifestyle Change from Tourism: A Case Study of Koh Kret, Nonthaburi Province. A Master thesis. Department of Business Administration and Entrepreneurship, the Graduate School, Silpakorn University, Thailand.

Colman, M. (2001). *Introduction to Travel & Tourism: An International Approach*. New York: Van Nostrand Reinhold.

Jetjiroj, P. (2021). Sustainable enterprise of community health tourism in Nan province after Covid-19. *RICE Journal of Creative Entrepreneurship and Management*, *2021, 2*(1), 13-21. doi 10.14456/rjcm.2021.20

Lerttayakul, D. (2015). The development of e-book for the wisdom and the adaptation on a flooding crisis in Phranakhon Si Ayutthaya. *Ratchaphruek Journal*, *2015,13*(2), 16-24.

Narin, N., Changthong, K., Khamwichai, S., Maneeyai, P., Suwannakat, P. & Suwannaphong, S. (2021). The factors affecting Thai tourists' decision on visiting Khlong Bang Luang Floating Market, Phasi Charoen, Bangkok. *RICE Journal of Creative Entrepreneurship and Management, 2021, 2*(2), 69-77. doi 10.14456/rjcm.2021.30

Settheerathan, J., Ngamyingyong, N., Sirikongsuk, T. & Simora, P. (2021). *The 13th NPRU National Academic Conference Proceedings,* Nakhon Pathom Rajabhat University, 1366-1376.

Knowledge Management Platform for School Botanical Gardens in Prachuab Khirikhan Province

Akera Ratchavieng[1*]
Faculty of Industry and Technology

Phongsak Phakamach[2*]
Ruja Pholsward[3]
Rattanakosin International College of Creative Entrepreneurship
[1,2]Rajamangala University of Technology Rattanakosin, Thailand
[*]Corresponding authors
[1,2,3]E-mail: akera.rat@rmutr.ac.th, phongsak.pha@rmutr.com, rujajinda@gmail.com

Abstract

The objectives of this research were: (1) to develop a knowledge management platform prototype for school botanical gardens in Prachuab Khirikhan Province, (2) to evaluate the developed knowledge management platform prototype, and (3) to demonstrate the use of the developed knowledge management platform. The researchers collected evaluation results from 35 voluntary user-participants who were school administrators, teachers, and students involved in the School Botanical Garden Project in Academic Year 2022. The research tools were a satisfaction questionnaire and an interview guide. The platform development was in four stages: (1) design and development, (2) system quality assessment by five experts, (3) students using the developed platform over a three-month period and their satisfaction assessment after use, (4) graduate students enhancing the platform efficiency based on feedback from the student users via interviews. The obtained results revealed: (1) the developed platform structure consisted of a content website, lecturer and students database, knowledge evaluation model, knowledge memorandum, web board, knowledge asset, document download and gallery; (2) the user-participants were satisfied with the developed knowledge management platform prototype for school botanical gardens in Prachuab Khirikhan Province because it was easy to access and learn; and (3) The learning process on the platform comprised five stages: (i) knowledge identification, (ii) knowledge acquisition, (iii) knowledge creation and exchange, (iv) knowledge storage and retrieval, and (v) knowledge transfer and utilization. It was expected that the developed platform prototype can help support students' learning of botanical gardens and related subjects via their digital skills.

Keywords: Knowledge Management, platform, learning facilitation, school botanical gardens, Prachuab Khirikhan Province

1. Introduction

The current knowledge-based economy and its operations require knowledge to create knowledge with added value in the processes involved and productivity. As generally known, knowledge management leads an experiential construct and focuses primarily on knowledge in people. Such mechanism includes the collection of scattered knowledge into one place. Creating an atmosphere for people to innovate and learn new knowledge, organizations use information communication technology systems (ICT) to gather

knowledge and a list of knowledgeable people in various fields, and most importantly, create channels and conditions for people to exchange or transfer knowledge between each other without spatial and time boundary. Knowledge enables people to develop their work as well as attain quality education at all levels (Kant et al., 2021).

Rajamangala University of Technology Rattanakosin is one of the state agencies that have actively participated in the royal project on plant genetics conservation under the patronage of Princess Maha Chakri Sirindhorn (Ratchavieng, 2020). The purposes are to conserve and develop the country's plant genetic resources for sustainability to benefit Thai people in optimizing plant genetic resources development via higher education institutions' operations and facilities. Higher education institutions are to ensure to raise awareness of plant genetic conservation in school students for the Thai society at large. The five-year project has been carried out in six phases under the Master Plan (October 2016-September 2021) in the form of plant genetics information centers and activities based on the process of conservation and restoration to achieve sustainable consciousness in Thai citizens by prompting localities to participate in the initiated projects continuously. In this regard, Rajamangala University of Technology Rattanakosin was assigned with the Plant Genetics Conservation Master Project to raise awareness in school students and individuals to understand and carry on the conservation of plant genetic resources. Campaigns and promoting activities have been arranged as training programs for the youth and individuals to conserve and maintain local plant genetic resources. As emphasized by Chen & Sun (2018), teaching and training children to be conscious of the conservation of plants should be instilled in them at the early stage in life to value and appreciate the beauty and joy of local vegetation. They should learn to understand a sense of fear that if not preserved, negligence will result in negative consequences on the environment which will be detrimental to the country in the long run.

The School Botanical Garden Master Project is one of the activities in raising consciousness of plant genetic conservation by allowing the youth to get close to the plants, appreciate the benefits and beauty to sustain their interest in conserving the rare local plants. Botanical gardens on the school grounds are used in conservation education via teaching various subjects. As of 4 July 2019, more than 3,200 member schools have participated in the Plant Genetics Master Project. Relevant school activities include analysis of plant genetics conservation integrated into in each subject group, particularly STEM subjects that incorporate teaching and learning the five elements of school botanical garden work: (1) knowledge identification, (2) knowledge acquisition, (3) knowledge creation and exchange, (4) knowledge storage and retrieval, and (5) knowledge transfer and utilization. These stages are in accordance with the policies and standards of the Bureau of Educational Standards (SOE).

As for the plant genetics conservation project in its implementation, school staff members need training. Review and tracked progress in operational development include work group meetings on operational standards via the school's website. Some schools have continued to operate with follow-ups on the website that displays the annual report on management. It should be noted that the period of absence of action may be result in honorary acknowledgements, awarded royal badges, and even membership suspended from

the School Botanic Garden Master Project. The suspension of members is meant to allow time for the school to catch up with delayed activities.

It is vitally important for the Master Project operators to check and review progress made by the school botanical gardens by developing a platform on knowledge management. The School Botanic Garden Master Project needs a web-based learning to manage the teaching process that connects learners to teachers and among learners. This can support self-paced learning by knowledge management to help solve problems and lower barriers for student learning in line with the main objectives of the Plant Genetics Conservation Master Project.

Based on this concept, the researchers were interested in developing a knowledge management platform to support the school botanical gardens in Prachuap Khirikhan Province. To strive for a complete learning organization, such platform development introduces educational innovations with (1) electronic learning materials, (2) knowledge management support systems, including knowledge repositories, knowledge records, and knowledge assessments, (3) database instructors and self-learning as academic services, (4) online electronic bulletin boards for the exchange of learning, and (5) links with e-schools. The researchers expected that the platform prototype will serve as a model of knowledge management systems using software and services for operators' performance evaluation to satisfaction of school executives. Teachers' and learners' performance improvements based on expert feedback can be put in good practice responsive to the needs of learners for effective knowledge management.

2. Research Objectives

The objectives of this research were: (1) to develop a knowledge management platform prototype for school botanical gardens in Prachuab Khirikhan Province, (2) to evaluate the developed knowledge management platform prototype, and (3) to demonstrate the use of the developed knowledge management platform.

3. Literature Review

The information communication technology (ICT) system reflects the way in which modern society lives. The development of various ICT systems has contributed to the significant improvement of people's quality in society (Ratchavieng et al., 2021; Wachirawongpaidan et al., 2021) in using it as a tool for life and work. As earlier asserted by Jon (2018), the world has completely entered the electronic society era and is causing limitless change. In the education system, ICT directly affects all educators concerned for data collection and communication, news and knowledge dissemination, and big data transmission at high speeds and in large volumes. It is presented and displayed with various media including information, graphics, audio and multimedia, and can be created as an interactive system or used as a learning exchange platform to facilitate learning. It makes possible digital learning with an enormous amount of knowledge (Phakamach et al., 2021). Modern learning uses world-class sources of knowledge and requires self-paced learning. Learners need to discern, search, message, and seek what they want to meet their needs for educational excellence (Sinlarat, 2020).

Platforms on knowledge management are to support teaching and learning by making the most of the existing knowledge for learning. They are used as tools to achieve various areas of learning, particularly knowledge development, and the creation of learning organizations. Platforms provide a sense of community for learners to gain and share mutual knowledge as needed through important processes, such as designing, creating, collecting, exchanging, and implementing knowledge (Denford & Chan, 2011; Davenport & Michelman, 2018).

In developing a platform model to support knowledge management of the school botanical gardens in Prachuap Khiri Khan Province, its system designer put the learning management process in five steps: Step 1 Identification, Step 2 Acquisition, Step 3 Creation and Exchange, Step 4 Storage and Retrieval, and Step 5 Transfer and Utilization respectively (Phakamach, 2011). In this research, the knowledge management platform model was constructed for the school botanical gardens to provide information, keep track on progress made at different stages, evaluate the system and users' performances, and generate feedback for further improvements.

4. Research Conceptual Framework

The researchers obtained data from a panel of five IT specialists to create a conceptual framework for the study as shown in Figure 1.

Figure 1: Research Conceptual Framework
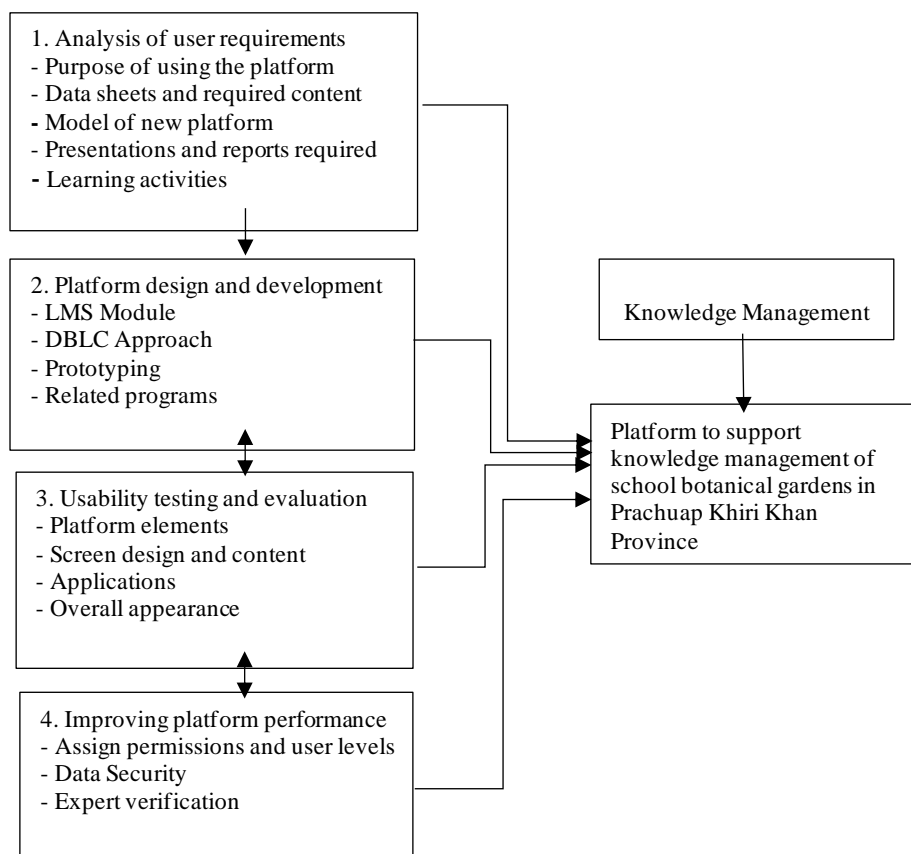
5. Research Methodology

This research was meant as research and development (R&D) in four stages as follows:

5.1 Step 1: Analysis of User Requirements

Objective: To use the data to analyze and synthesize the knowledge management process of the school botanical gardens in Prachuap Khirikhan Province. The sub-operating procedures include: Step 1: Study information from documents and formats related to knowledge management (Documentation Method); Stage 2 collects the opinions of experts in the school botanical gardens; Step 3 collects the opinions of students and stakeholders of the school botanical gardens; and Step 4 collects feedback from ICT experts and educational innovators. The data collected from stages 1 to 4 were analyzed and synthesized into an overview of the development of a desirable prototype platform.

Population and Samples: The population and samples at this stage used a purposive sampling method to obtain three groups as follows:

Group 1: Five knowledge management experts in school botanical gardens.

Group 2: The school botanical gardens or the schools that participated in the Royal Plant Genetic Conservation Program under the patronage of Princess Maka Chakri Sirindhorn. There were 35 students from 9 schools in Prachuap Khirikhan Province, consisting of: (1) Wang Klai Kangwon School, (2) Ban Fig Thong School, (3) Ban Thung Yao School, (4) Ban Tha Kham School, (5) Ban Suan Luang School, (6) Ban Khlong Loi School, (7) Ban Nong Hoi School, (8) Prachuap College School (Muang District), and (9) Ban Khao Zhao Border Patrol Police School.

Group 3: Five ICT system experts and educational innovators.

Note: Groups 1 and 2 were defined as end users of the platform to be trained.

Tools Used to Collect Information: The tools used to collect data were given to the participants as follows:

Groups 1 and 3 were given unstructured interview forms.

Group 2 was given a questionnaire consisting of a check-list and fill-in-the-blank questions.

Creating and verifying questionnaire tools were done by five experts to verify content validity as well as the appropriateness of language use and wording. The tools were tried out and tested for accuracy using Cronbach's Alpha Coefficient.

Data Analysis: The data obtained from the research at this stage were analyzed by content analysis and synthesis for the characterization design of platform models to support knowledge management of the school botanical gardens in Prachuap Khirikhan Province. Data analysis was executed by a computer program to calculate statistical values, where group 1 data were those on the educational platform and structure as a whole. Group 2 data were the number and percentage values of the user's needs regarding the use of the platform, and group 3 data summarized the methods, patterns and strategies used in implementing the ICT systems as well as the technological features suitable for platform development.

5.2 Step 2: Platform Design and Development

Objective: To create an internet network model in the form of a database and platform to support knowledge management of the school botanical gardens in Prachuap Khirikhan Province. The data obtained from Step 1 were periodic usability tests.

Conduct Research: Application of various standard softwares related to the design and development of the platform using the DBLC database development process, include:

(1) System Analysis: User Requirements Analysis to identify problems and needs for problem solving and improving the existing systems. The focus was on the feasibility and scope of the new work system.

(2) System Design: The database design used the E-R (Entity-Relationship Model), also known as the Relational Model, and the Normalized Model.

(3) System Implementation: Programming as designed and program-tested for a strategy to be developed by the system owner, was carried out with documentation for using the program in two types: user documentation and program author's document to explain and teach the use of the program.

(4) System Installation: A system installation with verified programs installed for users to use in training to understand and use the operation of the system with ease.

(5) System Operation and Evaluation: The implementation and evaluation of the system.

(6) System Maintenance and Evolution: The maintenance and optimization of the system to be stable and safe.

The design and development at this stage were meant to design the platform from the data synthesized from Step 1, as well as carry preliminary testing of the implementation of the constructed model.

5.3 Step 3: Usability Testing and Evaluation

Objectives: To test the use of the platform in accordance with the platform format completed in Step 2.

Research Methodology: The researchers looked at the efficiency and satisfaction of the system users in Step 1: Three workshops for stakeholders to get to know the platform and test their use; Step 2: User testing with the teachers and students trained in the workshops; Step 3: Evaluation of the use of the system by the participants' observation; and Step 4: Summary of the format of the platform to support the proper and practical management of knowledge about the school botanical gardens in Prachuap Khirikhan Province.

Research at this stage was to modify the process as needed. Practical tests were carried out according to the prescribed patterns, in order to obtain an accurate and suitable platform for managing knowledge about the school botanical gardens in Prachuap Khirikhan Province.

Population and Sample: The population and samples at this stage were divided into two groups, derived from convenience selection: Group 1 with five knowledge management experts in school botanical gardens, and Group 2 with thirty-five students from nine schools in Prachuap Khirikhan Province from Step 1, and Group 3 had five experts in ICT systems and educational innovation.

Tools Used to Collect Information: The tools used for data collection were an unstructured interview to testing effectiveness of the platform and workshops for the participants. The arrangements were as follows:

Groups 1 and 3 were requested for workshops and interviews.

Group 2 was requested for workshops and participatory observations. The researchers used a questionnaire with five levels on the checklist on a rating scale and filling-in text space. The questionnaire contained three parts: Part 1: Information about the respondents, Part 2: Opinions on the use of the platform, which will be analyzed to determine the efficiency and satisfaction of the system users, and Part 3: Recommendations and guidelines for the development of the platform.

Strongly Agree   Score weight value at 5
Agree   Score weight value at 4
Neutral   Score weight value at 3
Disagree   Score weight value at 2
Strongly Disagree   Score weight value at 1

The researchers asked five experts to verify the content consistency, as well as the appropriateness of language use and wording, and then put it on trial. It was tested for questionnaire internal consistency using Cronbach's alpha coefficient formula, as reported in Step 1.

Data Analysis: The obtained data were analyzed by a computer statistical program to determine the users' satisfaction with the platform efficiency in support of knowledge management of the school botanical gardens in Prachuap Khirikhan Province. Group 1 data were analyzed and synthesized to find ways to improve and further develop the platform, as well as to recommend the proper implementation in accordance with the specified patterns for users. Group 2 provided data in three parts of the questionnaire. Part 1: Data on the status of respondents analyzed by frequency distribution and percentage; Part 2: Data showed the users' opinions about platform usage on the given rating scale in averages and standard deviations; and Part 3: Text-filled data on feedback and platform development guidelines concluded from content analysis to detect recommendations and development approaches.

The averages obtained from the rating scale questionnaire from Group 2 were based on the criteria for interpreting the mean value as follows:

4.21 – 5.00: Performance and satisfaction levels *Strongly Agree*
3.41 – 4.20: Performance and satisfaction levels *Agree*
2.61 – 3.40: Performance and satisfaction levels *Neutral*
1.81 – 2.60: Performance and satisfaction levels *Disagree*
1.00 – 1.80: Performance and satisfaction levels *Strongly Disagree*
where the amplitude range of the class is determined by the formula = (5-1)/5 = 0.8

5.4 Step 4: Improving Platform Performance

Objective: To consider the actual test results and improvements obtained from Step 3, where research was carried out to improve the performance of the platform in order to achieve functions in greater efficiency of user-friendliness in mind.

Conduct Research: The researchers used unstructured interviews with specific procedure for focused interview for the participants' opinions toward the school botanical gardens. Five experts in ICT systems and educational innovation provided feedback to improve the platform for practicality and user-friendliness.

Research implementation in Steps 1-4 in a diagram on the process for the development of the platform is shown in Figure 2 below.

Figure 2: Research Implementation Process
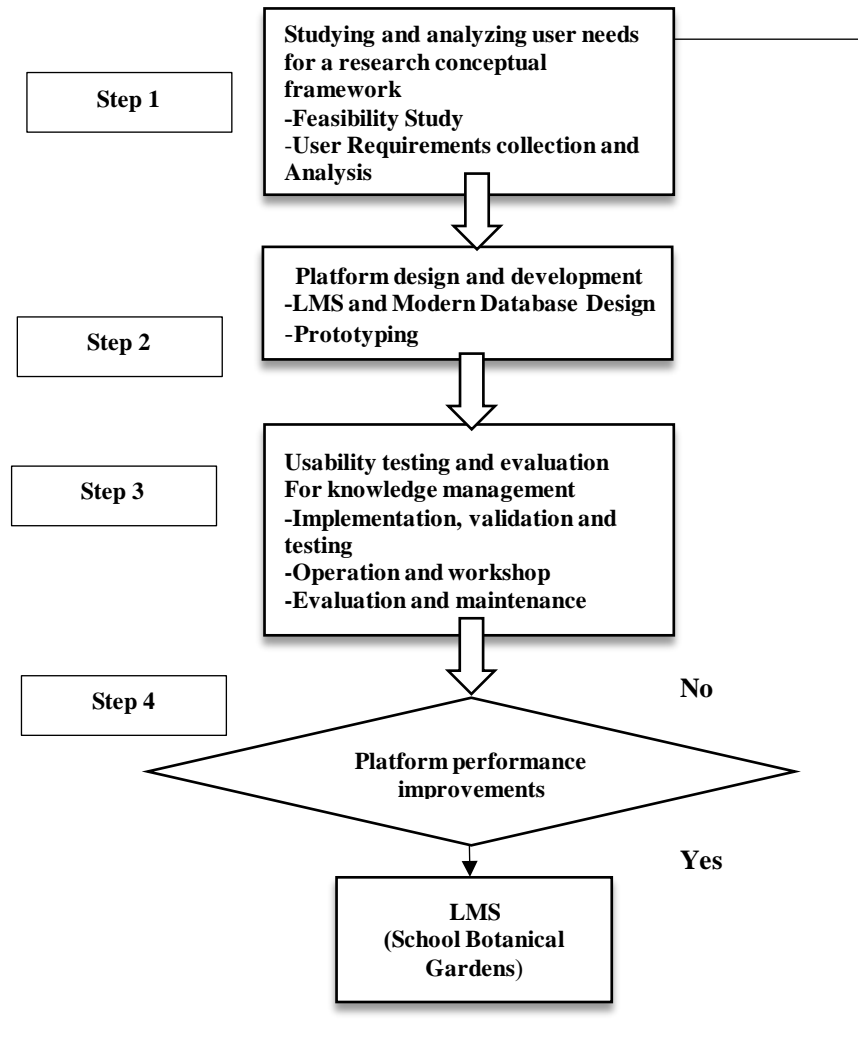
Two examples of the knowledge management platform prototype of the school botanical gardens in Prachuap Khirikhan Province are shown in Figures 3 and 4.

Figure 3: Main Page of Platform Prototype (Ratchavieng, Phakamach & Pholsward, 2022)
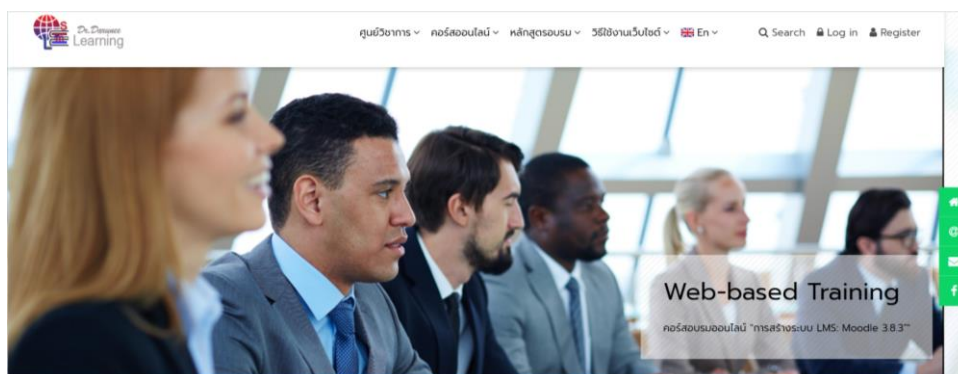
Figure 4: Elementary Learning Management Platform (Ratchavieng, Phakamach & Pholsward, 2022)
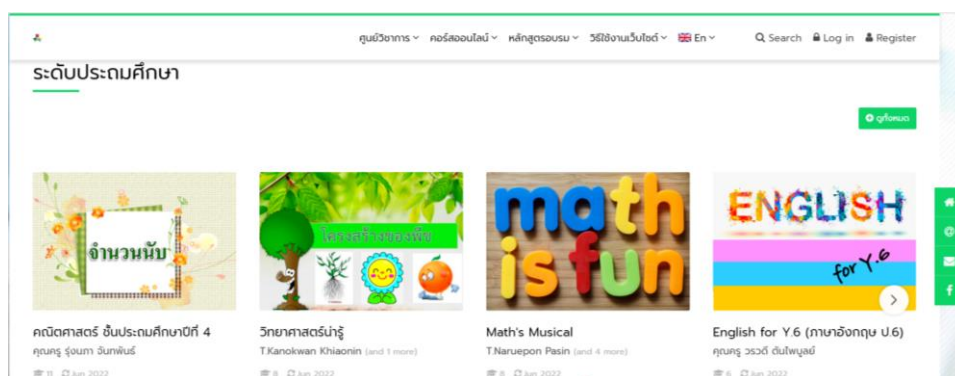
6. Results

The researchers considered the obtained findings according to the research objectives and reported in four dimensions: (1) the study and analysis, (2) system design and development, (3) usability and evaluation, and (4) system performance improvement.

6.1 Study and Analysis

The results indicated that all participating users would need this platform with the management system and operational procedures for knowledge management about the school botanical gardens in Prachuap Khirikhan Province. The platform components were in accordance with the requirements and regulations related to the management of education at the basic education level in Thailand. The platform provided content in the framework of course management for a specific period of time. The procedures were logically sequenced, ranging from course opening to teacher arrangement for writing instructional requirements on course studies, practical evaluation, and notification of educational results and reports to the school.

To the participants, the guidelines for the development of ICT systems on the platform clearly defined the functional structure related to knowledge management tasks at the required educational levels in line with the School Botanical Garden Master Project. The knowledge management models and methods that are in line with the requirements and regulations of the Teachers' Council on appropriate ICT systems and educational

innovations. The basic platform development provided the guidelines accordingly as follows:

(1) There should be clear and continuous policies, plans, and actual operations with an emphasis on the operating model in accordance with the ICT general standards.

(2) Equipment should be supplied. Tools, including effective programs to support and support the effective management of knowledge about the school botanical gardens in Prachuap Khirikhan Province.

(3) Prepare and plan budget work in accordance with and appropriate to the preparation of the student service system.

(4) Promote and campaign for all personnel to see the importance and understanding of the benefits of using platforms and ICT systems for education in the school botanical garden projects.

(5) Provide training for personnel to understand and use the platform for the benefit of teaching and learning for academic enhancement.

(6) There should be a central agency to coordinate, advise/recommend effective use on an ongoing basis.

(7) There should be a usability assessment conducted to identify problems and find plausible solutions.

6.2 System Design and Development

The researchers designed and developed the knowledge management platform using the Database Life Cycle (DBLC) standard system development process: (1) System Analysis, which is the process of user requirements analysis, (2) System Design Database design using the E-R (Entity-Relationship Model), also known as the Relational Model and Normalized Model, (3) System Implementation, (4) System Installation, (5) System Operation and Evaluation, and (6) System Maintenance and Evaluation. Clear procedures and practices to achieve a good system fully respond to knowledge management at the basic education level.

The appropriate program for use in the design and development of the platform should need: (1) flexible programs, (2) programs that can define functions to support knowledge management as much as possible, (3) programs that can support future functionality, and (4) the choice of programs compatible with normal operating patterns and methods without creating complications for users.

6.3 Usability and Evaluation

Part 1: The quality assessment of platform prototype based on the opinions of five experts in three areas: platform composition, screen design and content and usability indicated the overall quality results at a high level *(Agree)* ($\bar{x}$=3.82, S.D.=0.38), as shown in Table 1.

Table 1: The Quality Assessment of Knowledge Management Platform Prototype
for the School Botanic Gardens in Prachuap Khirikhan Province

List of Aspects	$\bar{x}$	S.D.	percent	Level of Efficiency
Recording/editing information	3.92	.12	78.40	Agree
Search terms	3.80	.20	76.00	Agree
Reporting aspects	3.72	.52	74.40	Agree
The contact side of the user, including the administrator	3.90	.19	78.00	Agree
Information Security	3.86	.86	77.20	Agree
Platform User's Guide	3.65	.28	73.00	Agree
Aspects of the overall appearance of the platform	3.95	.51	79.00	Agree
Total	**3.82**	**0.38**	**76.40**	**Agree**

As seen in Table 1, the overall platform performance was at a high level. When considering the individual aspects, the experts were positive about data recording/editing as well as the contact with users and administrators.

Table 2 reports the results on users' satisfaction with the use of the platform by students and stakeholders who showed their high overall satisfaction with the platform ($\bar{x}$ =3.77, S.D.=0.59). Details are given in Table 2.

Table 2: The Users' Satisfaction with the Knowledge Management Platform for the School Botanic Gardens in Prachuap Khirikhan Province

List	$\bar{x}$	S.D.	Percent	Level of Satisfaction
Responding to teaching and learning arrangements	3.80	.44	76.00	Agree
Providing convenient and fast information services	4.00	.70	80.00	Agree
Data accuracy	3.40	.54	68.00	Neutral
Sufficiency of information	3.40	.54	68.00	Neutral
Accessibility of information	3.80	.83	76.00	Agree
The information meets the requirements	3.80	.44	76.00	Agree
A hub of information	3.80	.83	76.00	Agree
Ease of coordination/command	3.60	.54	72.00	Agree
Convenient to search for information	4.20	.83	84.00	Agree

List	$\bar{x}$	S.D.	Percent	Level of Satisfaction
Convenient access to the system	4.00	.70	80.00	Agree
The procedure for use is clear, easy to understand	4.00	.70	80.00	Agree
Ease of changing data	3.80	.44	76.00	Agree
Meeting support	3.40	.54	68.00	Neutral
Clear manuals and procedures	3.80	.44	76.00	Agree
Issuance of appropriate reports	3.20	.44	64.00	Neutral
Proper data security	4.40	.54	88.00	Agree
Total	**3.77**	**0.59**	**75.40**	**Agree**

Part 2 reports the results of interviews with the students and stakeholders regarding their opinions on the model of knowledge management platform of the school botanical gardens in Prachuap Khirikhan Province. The researchers classified their filled-in text responses and summarized their main issues of concern as follows:

(1) *Knowledge and implementation*: The school has a platform suitable for the teaching style in relation to the school botanical gardens. The students used the platform in the subjects related to the school botanical gardens guided by their teachers and were able to use apply their knowledge to the areas of science and social science.

(2) *Behavior and response*: It was found that the teachers used platforms to teach, search, record knowledge, practice in exchanging boards, self-learning and knowledge assessments. It was a good learning experience not only for the students, but also for the teachers to a certain extent.

(3) *Learning atmosphere*: The participating teachers and school administrators were involved in the use of online media. The platform therefore motivated all users to create a learning atmosphere of exchanging and sharing knowledge on social media.

(4) *Competency-based learning skills*: All users were satisfied with the use of the platform in enhancing competency-based learning skills.

(5) *Problems and suggestions*: The students would prefer a system of self-tuning screens that look beautiful and attractive when accessing the system, just like on other social networks.

6.4 System Performance Improvement

From data analysis on platform improvements for knowledge management of the school botanical gardens in Prachuap Khirikhan Province, five experts in ICT systems and educational innovation asserted that the platform was useful for users--students and teachers all alike—in managing knowledge about the school botanical gardens at the basic education level. The experts provided useful feedback on further development of the platform's quality. They emphasized a one-stop service that can deliver quality assessment

results and report to the public for the benefit of all stakeholders in the basic education circle in Thailand.

7. Conclusion and Discussion of the Results

The researchers concluded the obtained findings in four key areas: (1) study and analysis of user needs, (2) platform design and development, (3) usability testing and evaluation, and (4) platform performance improvements. The findings were discussed according to the research objectives.

7.1 Conclusion

Study and Analysis of User Needs

The needs of users of the knowledge management platform in support of the school botanical gardens in Prachuap Khirikhan Province were taken care of. All participating users were positive toward this platform regarding its management system and operational procedures about the school botanical gardens in Prachuap Khirikhan Province in accordance with the requirements and regulations at the basic education level. The subject courses also integrated the school botanical gardens in the framework of course management for a specified period of time.

Designing and developing appropriate knowledge management platforms were guided by the standard platform system development processes. Clear procedures and practices fully responded to knowledge management at the basic education level.

As for the guidelines for developing an ICT system for a platform, the work structure involved knowledge management tasks clearly defined and in accordance with the master project on school botanical gardens. The knowledge management models and methods were in line with the requirements and regulations of the Teachers' Council in using appropriate ICT systems and educational innovations.

Platform Design and Development

DBLC was used to develop the platform to meet the needs of users on the basis of the results on the test and evaluation implementation in Step 3.

Usability Testing and Evaluation

According to the results of the study, the users' performance and satisfaction with the platform were as follows:

(1) The overall use of the platform appeared effective ($\bar{x}$=3.82, S.D.=0.38), indicating that the developed platform served as a tool for teaching and learning via the knowledge management platform of the school botanical gardens in Prachuap Khirikhan Province.

(2) The participating users' overall satisfaction with the platform was high (*Agree*) ($\bar{x}$=3.77, S.D.=0.59) indicating that the platform responded well to the knowledge management requirements of the school botanical gardens. The platform used an appropriate format to provide information services for self-learning and teaching. This included the functions of the future education management section. With ease in use, the system presented clear data to make possible expansion of knowledge management information through the use of standard software for now and in the future.

Platform Performance Improvements

Based on the interview data, the platform required following features:

(1) An electronic document system platform that can store data and can contact users conveniently, quickly and intuitively.

(2) A platform that can perform additional recording, editing, processing, creating reports and deleting user data manually.

(3) A platform that can query educational data. Documents and information arrangements are carried out in accordance with the specified conditions in order to efficiently implement the master project.

(4) A platform that can issue both screen and printer reports conveniently.

(5) A platform with a newly developed data security system must have a password-based security system.

(6) The platform is constantly moving new information and knowledge to keep up with changes in science and technology.

In light of the platform performance improvements listed above, the platform should require five key steps:

Step 1: *Identification* to provide an accurate overview of the knowledge associated with the subjects presented. Selected materials need to be relevant to the school botanical gardens.

Step 2: *Acquisition* to use useful information and knowledge on related subjects to create valuable documents. At this stage, information about the school botanical gardens must be in a prototype system, to appear on a website. Learning materials and database are to connect teachers with learners.

Step 3: *Creation and Exchange* to draw on deep-seated new knowledge generated from experience and work in the form of media for target communities. At this stage, the course content with prescribed activities and relevant tests are by electronic media.

Step 4: *Storage and Retrieval* to create an educational database for learners. Teachers and general interested parties can take advantage of storage and retrieval as needed. The database system can be stored, searched and shared by creating a membership system for interested parties.

Step 5: *Transfer and Utilization* to distribute knowledge via the platform for exchanging and sharing. Going through Steps 1-4, learners can review their knowledge about the school botanic gardens for further dissemination.

7.2 Discussion of the Results

The researchers discussed the obtained findings in four key areas as done in the conclusion section: (1) study and analysis of user needs, (2) platform design and development, (3) usability testing and evaluation, and (4) platform performance improvements.

Study and Analysis of User Needs

It is without doubt that users of educational platforms need ICT systems for data storage and retrieval. They need to take into account the usage patterns in knowledge management in a convenient, fast and accurate manner. These points were highlighted by earlier researchers, particularly Kaewsomthong et al. (2017), Altinay et al. (2019), and

Wachirawongpaisan et al. (2021). They showed how to integrate ICT systems with management and quality assessments would improve the learning atmosphere with practical performance evaluation. efficiency. Supermane & Tahir (2018) mentioned the process of designing and developing a good platform with the technical characteristics of computer systems and networking systems to solve system problems. It is vitally important to find the right system to enable the organization to achieve its objectives, as emphasized by Ukhov et al. (2021) on the design and development of modern platforms for user needs of functionality that suits real-world work conditions. This is to enable the acquired platform to respond to applications by supporting all functions pertinent to a particular organization.

Platform Design and Development

The results showed that overall user performance and satisfaction were high. Therefore, choosing a standard development methodology as well as the right software can create a good quality platform, which is consistent with the research of Oliveira et al. (2016) and Chaiyasena et al. (2022). These researchers found that designing a good platform or application must take into account the user needs to create and implement the platform or application for maximum efficiency in accordance with the objectives of the development. Such concern was also expressed by Phakamach et al. (2021) who discussed the design and development of ICT systems to involve stakeholders in almost every part. Design and development rely on the competence of experts in many areas, particularly system analysts. System analysis aims at developing and solving the problems in support of users. In practice, the development of a system may rely on approaches to discovering existing problems and opportunities to solve them. For the implementation process, the system must be managed logically and coherently so that the management of the development process continues in a smooth flow. Users need to understand and feel confident that the new system can replace the manual operation to lessen users' burden (Altinay et al., 2019; Ratchavieng, 2020).

Usability Testing and Evaluation

The created platform can add certain functions and information in accordance with the user's needs—for teachers and students all alike. The development of the website format to support the expansion of knowledge management information definitely requires standard software to accommodate basic education management for now and in the future. The experts in the study asserted that the platform should contribute to increased efficiency and agility in teaching and learning at the basic education level. Prototyping can support today's on-the-shelf teaching and learning model because the platform is designed to be sufficiently flexible to support a wide range of applications. This point is in line with the findings by Kant et al. (2021) in that effectiveness in terms of users' satisfaction with a particular platform or application would help evaluate its appropriateness in support of the organization and that an accurate assessment process must align with the development method.

Platform Performance Improvement

To improve the platform to match with the Thai Education Commission's curriculum benchmarks, platform developers need to get the model of platforms compatible with standardized networking systems--hardware and software--to create sufficient learning functions to meet international standards. There is a standardized ICT storage model to maximize the benefits and support quality assurance operations in both the short and long term. Such emphasis was consistent with the viewpoints of Wachirawongpaisan et al. (2021) in that development variations of the application integrations and networking should allow the designed application to be responsive to users' needs. All functions Standardized R&D principles should be used to determine the scope of the application's functionality, taking into account the user's use first (Supermane & Tahir, 2018). Data Usage Only is necessary and most cost-effective for the user while Data Usage Unnecessary can be problematic to speed of access to the platform. Therefore, the usage data of the designed system must be analyzed not only with no less than a pre-operation allowance, but also its capacity to meet its long-term use when various standards or regulations can be further adjusted.

8. Feedback

The researchers put forward two kinds of feedback as follows:

8.1 Suggestions from Five Experts for Utilization and Development of the Platform

(1) The development of educational systems or platforms would require a qualified development team to achieve an appropriate and effective knowledge management system in accordance with the objectives of learning in the Thailand 4.0 era.

(2) In order for the learning management process to be fast and cost-effective, skills training should always be provided using browser programs or conversational tools before learning so that learners can understand the objectives. The correct format of use and the ability to solve problems should support self-study.

(3) Details appropriate to the subject course should be added, such as websites or related links, as well as active discussion board interaction sections. Required are in-depth training, alerts, hands-on guides to train learners comprehensively and promoted extensive learning.

(4) The development of online learning systems in the Thailand 4.0 era should use letters, graphics, audio, multimedia, and online meetings appropriately and consistently in order to achieve learning management in time of change.

(5) Platform performance testing should be carried out with periodic planning of test work so that the platform prototype can respond to all educational management functions with good quality of work.

8.2 Suggestions for Further Research

Based on the obtained findings, the researchers would like to suggest four issues for further research:

(1) R&D should be conducted in other school subjects that require knowledge management to improve teaching and learning at the basic education level.

(2) Research and development of platform database systems and the creation of ICT systems can support other types of database systems or the development of integrated mobile applications.

(3) Platform development approaches should be researched with Unity and Firebase for education, which are programs designed as APIs and cloud storage for Realtime application development.

(4) Research should be carried out in developing the created platform prototype into a smart application in school learning management system in Thai basic educational institutions.

9. Acknowledgements

10. The Authors

Akera Ratchavieng, Ph.D., is Vice President at Rajamangala University of Technology Rattanakosin, Hua Hin Campus, Prachuab Khirikhan, Thailand. He is an associate professor and a lecturer in the Faculty of Industry and Technology, and has been involved in the Royal Agricultural Projects regarding supervisory work and empirical research, and business operations in the digital era.

Phongsak Phakamach is an assistant professor and a lecturer in the Graduate Department of Educational Administration and Strategies, Rattanakosin International College of Creative Entrepreneurship (RICE), Rajamangala University of Technology Rattanakosin Rattanakosin (RMUTR), Nakhon Pathom, Thailand. His specialization is in educational administration and has research interest in digital technology in education, immersive teaching and learning, and the use of metaverse in education.

Ruja Pholsward, Ph.D. is an Associate Professor at Rattanakosin International College of Creative Entrepreneurship (RICE), Rajamangala University of Technology Rattanakosin (RMUTR), Thailand. Her current academic and research interests include chief editorial work for RICE Journal of Creative Entrepreneurship and Management, research areas ranging from bilingual education, second language acquisition, language performance assessment and evaluation, communication strategies, to educational studies in curriculum and instruction, and issues in vocational education

11. References

Altinay, F., Altinay, M., Dagli, G. & Altinay, Z. (2019). A study of knowledge management systems processes and technology in open and distance education institutions in higher education. *International Journal of Information and Learning Technology, 2019, 36*(4), 314-321.

Chaiyasena, A., Vajirawongpaisan, S. & Phakamach, P. (2022). Online learning management systems in visual arts using reverse classroom techniques for 4th graders. *Journal of Education and Learning Innovation, Prince of Songkla University, 2022, 2*(1), 51-67.

Chen, G. & Sun, W. (2018). The role of botanical gardens in scientific research, conservation, and citizen science. *Plant Diversity, 2018, 40*(4), 181-188.

Davenport, T. & Michelman, P. (2018). *Management on the Cutting Edge*. Cambridge, Massachusetts: The MIT Press, 3-10.

Denford, J. & Chan, Y.E. (2011). Knowledge strategy typologies: Defining dimensions and relationships. *Knowledge Management Research and Practice, 2011, 9*(2), 102-119.

Jon, A.J. (2018). *Knowledge Management as a Strategic Asset*. Bingley West, Yorkshire, UK: Emerald Publishing Limited, 45-74.

Kaewsomthong, A. et al. (2017). Developing android-based applications for learning "force moments" for middle school students. *Thaksin University Journal, 2017, 20*(3), 228-235.

Kant, N., Prasad, K.D. & Anjali, K. (2021). Selecting an appropriate learning management system in open and distance learning: A strategic approach. *Asian Association of Open Universities Journal, 2021, 16*(1), 79-97.

Oliveira, P. Cunha, C. & Nakayama, M. (2016). Learning management systems and e-Learning management: An integrative review and research agenda. *Journal of Information Systems and Technology Management, 2016, 13*(2), 27-44.

Phakamach, P. (2011). Knowledge management: Organizational development tools based on modern administrative guidelines. *Northeastern University Academic and Research Journal, 2011, 3*(1), 151-169.

Phakamach, P., Wachirawongpaisarn, S. & Panjarattanakorn, D. (2021). Development of active learning management platform by constructivism-based ICT and innovation for educational administration graduate students. *Journal of Education and Learning Innovation, Prince of Songkla University, 2021, 1*(3), 219-237

Phengpol, P., Phakamach, P. & Chaisakulkiat, U. (2022). Development of an online teaching platform on controlling information system operations using flipped classroom methods in combination with case-study learning for undergraduate learners in the Faculty of Information Technology. *Sripatum Chonburi Journal, 2022, 18*(4), 100-114.

Ratchavieng, A. (2020). A study of guidelines for the development of school botanical gardens in Prachuap Khiri Khan Province. *RICE Journal of Creative Entrepreneurship and Management, 2020, 1*(1), 30-40. doi 10.14456/rjcm.2020.3

Ratchavieng, A. & Phakamach, P. (2021). Study of needs and guidelines for the development of school botanical garden work in Prachuap Khirikhan Province. *Journal of Liberal Arts, Mahidol University, 2021, 37*(3), 87-117.

Ratchavieng, A., Wachirarawongpaisan, S., Hiranthirawat, P., Singh, A. & Phakamach, P. (2021). 360-degree performance comparison: A tool to build organizations of high-performance innovation. *Rajamangala University of Technology Rattanakosin Journal, 2021, 3*(3), 47-65.

Sinlarat, P. (2020). The path to excellence in Thai education. *RICE Journal of Creative Entrepreneurship and Management, 2020, 1*(2), 60-75.

Supermane, S. & Tahir, L.M. (2018). An overview of knowledge management practice among teachers. *Global Knowledge, Memory and Communication, 2018, 67*(8/9), 616-631.

Ukhov, P.A. Borshchenko, D.A., Kabanov, D.D., Bergen, M.E. & Ryapukhin, A.V. (2021). Customization of open-source solutions on the example of the LMS Moodle Distance Learning Platform. *Journal of Physics: Conference Series 1889 (2021)* 022002, 1-8.

Wachirawongpaisan, S., Sangkaew, P., Seikratok, P. & Phakamach, P. (2021). Development of a digital platform for business economics courses using a problem-based learning management model for vocational learners. *Rajamangala University of Technology Suvarnabhumi Journal, 2021, 3*(3), 255-269.

Sharing Professional Viewpoint:
What Graduates Need in Entering the Job Market

Ruja Pholsward
Rattanakosin International College of Creative Entrepreneurship (RICE)
Rajamangala University of Technology Rattanakosin (RMUTR), Thailand
Email: rujajinda@gmail.com, ruja.pho@rmutr.ac.th

1. Introduction

What Graduates Need in Entering the Job Market

Generally known, all higher education institutions have developed their graduates with good technical competencies through various programs for preparation in entering the job market. However, those educators concerned are well aware that only technical skills cannot help their graduates to do well at work, but need to be equipped with appropriate human skills or soft skills. It is true that when employees begin to develop further, more soft skills competencies can be trained via mentoring and development (Weber, Crawford, Lee & Dennison, 2013). Still, this is a critical issue because technical skills can be developed within the timeframe of a program, whereas soft skills take more time through the work process of an organization culture and human interactions to attain the expected levels (Wetsanarat, 2021).

the Association of Southeast Asian Nations (ASEAN) Standards mainly identify soft or human skills, like information technology literacy, communication skills, language abilities, initiative and creativity, life skills management, stress management, and flexibility or willingness to adjust and cope with change. These identified standards are integrated into the vocationally-oriented programs in Thailand (Office of Standards for Vocational Education and Profession, 2008; Office of the Vocational Education Commission, 2008a, 2008b). In this regard, all higher education institutions in Thailand have prepared their graduates, typically by means of interim projects on soft skills development, followed by a series of lectures and workshops prior to or as part of final orientation.

In this brief professional viewpoint paper, the author would like to focus on three dimensions leading to graduates' soft skills development to enable them to fit in and do well in their selected organizations. These guiding points are derived from the author's work experience and the findings obtained from research on technical and soft skills of the workforce in ten occupations, conducted in 2016-2017. The three major dimensions are work attitude, time management and essential soft skills required at work.

2. Work Attitude

Work attitudes generally refer to how we feel about different aspects of work environment. Most people talk about work attitudes in terms of job satisfaction and organizational commitment as the most relevant to important outcomes of work performance (https://efrontlearning, 2022). It is a big question on what would lead an employee to job satisfaction and organizational commitment. First of all, an employee's attributes and personal attitudes toward the work environment will determine optimism or positive thinking toward people in the work environment with a realistic perspective. These thinking aspects include willingness to learn new things, perceiving opportunities to make

good progress at work while offering opportunities to other colleagues. It is also important to be assertive but not aggressive in suggesting opinions that would bring about constructive change in the organization, not to create conflict, if not necessary. An employee needs to understand organizational goals, observe organizational culture, and become aware of one's strengths and limitations when executing the assigned job. Working independently is a desired ability, but one must be able to work collaboratively in a team by establishing interrelationships with colleagues in the perspective of leadership and followship. At the end of the work process, one should seek

feedback from the team and reflect upon what has been done in completing the tasks for further improvement (Pholsward, 2017).

3. Time Management

People have equal time of 24 hours per day and they individually vary in the way they manage their time. When working for an organization, a person needs to consider a good balance between work and life (Latthasaksiri, 2021). It is possible to manage time in terms of proportion, like if you give 60% to work, think how you can allocate 40% to ensure quality of life. To alleviate stress at work, you should not allocate more than 80% to work; this is to avoid high anxiety and heavy stress that can ruin your personal life, especially it would definitely affect your health. To reduce stress, it is advisable to give priority of tasks to be completed from the most important or urgent to the least important or delayable. One can save time if knowing how to use human or data resources to facilitate the work process and completion. It is true that certain people are fast workers in certain areas; therefore, you need to know the areas you can speed up. When collaborating with others in the team, you need to give time to those to deserve attention from you—be it a colleague/ a friend/ a customer/ a family member. In this regard, time management does not solely deal with time, but its other related human factors need to be taken into consideration.

4. Soft Skills Development

When dealing with human skills or soft skills, human resource developers tend to focus on digital skills or Information Communication Technology (ICT) required on the job and for personal development in self-learning via online learning and information search. Testa & Sipe (2012) emphasized that soft skill competencies are needed in frontline employees to provide an impressive service and experiences for customers and keep them loyal to the company. Weber, Crawford, Lee & Dennison (2013) asserted that soft skills competencies can be trained via mentoring and development.

Communication skills are not easy to master to appeal to those in verbal interactions. Vitally important are the use of voice pitch/ volume/ pace/ when speaking to superiors, subordinates and customers in particular contexts. It is advisable not to be abrupt. Politeness is the key in communication, but not too polite to reflect somewhat insincerity (Pholsward, 2018).

English language proficiency represents the main facilitator in communication and expressing thoughts and creativity. English serves as the main tool to access knowledge and relate to others. To master the language, users need to improve vocabulary pertinent to assigned tasks, and particularly formulaic expressions used in different language

functions—greetings, telephone conversation, and opening and closing conversation techniques used in small talks and business talks (Pholsward, 2017).

Problem-solving skills are valuable in various work assignments and contexts. Such abilities are rather difficult to develop in a person; however, work experience and willingness to listen to others for various options in executing specific tasks can help a person perceive how the best option in problem-solving tasks can be reached. In working for a solution to any specific task in an assigned project, one needs to be aware of rapid change that has emerged and accelerated into disruption; mental readiness for change and adjustment to perceived and foreseen change can be a great advantage to one's planning and work operations (Kusorukov, Murakov & Bagisbayev, 2016).

Desired soft skills include good emotional control as well as the ability to manage stress or anxiety (Pholsward, 2017; Latthasaksiri 2021). One needs to know to stop or abort an argued point or conflict that could harm interpersonal relationships. Politeness, integrity and appropriate social manners can help ease up tension in interpersonal relationship. Presentable personality with appropriate attire can support the organization in earning respect from its guests or customers. In addition, one needs to pay attention to health for the good of the mind and the body to be able to serve and contribute well to the organization. With all these aforementioned points, graduates from higher education institutions already equipped with technical competencies can expect to work with confidence as assets of their selected organizations.

5. Conclusion

In preparing graduates for the job market, higher education institutions in Thailand have followed the Association of Southeast Asian Nations (ASEAN) Standards which signify soft or human skills—mainly information technology literacy, communication skills, language abilities, initiative and creativity, life skills management, stress management, and flexibility or willingness to adjust and cope with change. This brief professional viewpoint paper was meant to clarify the main aspects of human skills or soft skills to be developed for success in an organization—for now and the foreseeable future. Despite difficulties involved in soft skills development for its upstream move against one's original attributes and identity, employees in the current trend have no any other choices but sensitizing and integrating the required soft skills into their self-development not only for the benefit of oneself but also for many others that share the organizational goals of one's affiliate.

6. The Author

Ruja Pholsward, Ph.D. is an Associate Professor at Rattanakosin International College of Creative Entrepreneurship (RICE), Rajamangala University of Technology Rattanakosin (RMUTR), Thailand. Her current academic and research interests include chief editorial work for RICE Journal of Creative Entrepreneurship and Management, research areas ranging from bilingual education, second language acquisition, language performance assessment and evaluation, communication strategies, to educational studies in curriculum and instruction, and issues in vocational education.

7. References

Anonymous. (2022). Work Attitudes. (Online). https://efrontlearning, August 13, 2022.

Kusorukov, O.A., Murakov, A.N. & Bagisbayev, K.B. (2016). Methods of establishing occupational skills structure of admissions in the system of vocational education. *International Journal of Environmental & Science Education*, *2016, 11*(10), 3512-3531.

Latthasaksiri, N. (2021). Stress management at workplace in challenging situations. *RICE Journal of Creative Entrepreneurship and Management, 2021, 2*(3), 31-38.   doi 10.14456/rjcm.2021.31

Office of Standards for Vocational Education and Profession. (2008/ 2551a). Vocational Education Qualification Framework. <www.vec.go.th> 2015/ 2558.

Office of the Vocational Education Commission. (2008a/ 2551a). *Standard Vocational performances: Transfer of Academic Courses and Vocational Experience.* Ministry of Education, Thailand.

Office of the Vocational Education Commission. (2008b/ 2551b). *Vocational Competency Development for the Core Curriculum on Vocational Qualifications in Logistics and Warehouse Management.* Ministry of Education, Thailand.

Pholsward, R. (2017). *A Research Report on An Exploratory Study of Core Technical Skills and Soft Skills of the Vocational Workforce in Pathumthani Province*. Research Center, Rangsit University, Pathum Thani, Thailand.

Pholsward, R. (2018). Language performance of bilingual learners: A focus on interactions. *PASAA Paritat Journal, Chulalongkorn University, 2018, 33*, 92-126.

Testa, M. R. & Sipe, L.   (2012). Service-leadership competencies for hospitality and tourism management. *International Journal of Hospitality Management, 2012, 31*, 648-658.

Weber, M. R., Crawford, A., Lee J. & Dennison, D. (2013). An exploratory analysis of soft skill competencies needed for the hospitality industry. *Journal of Human Resources in Hospitality & Tourism*, *2013, 12*(4): 313-332.

Wetsanarat, N. (2021). Soft skill competency development to enhance competitiveness of Thai incentive travel industry. *RICE Journal of Creative Entrepreneurship and Management, 2021, 2*(1), 53-65. doi 10.14456/rjcm.2021.24

Peer Reviewers for RJCM Volume 3 Number 3

RJCM appreciation for our peer reviewers:

External Peer Reviewers:

Assistant Professor Dr Nattapong **Jantachalobon**
Specialist in Logistics, Tourism and Hospitality
Department of Aviation Business
College of Tourism and Hospitality
Rangsit University
Pathum Thani, Thailand

Assistant Professor Dr Suttisak **Jantavongso**
Specialist in Information Systems and Business Informatics
Rangsit University International College
Rangsit University
Pathum Thani, Thailand

Dr Pannarat Wansavatkul **Kadish**
Specialist in Packaging Business Management
and Educational Management
Lamination Thailand Company Limited
Bangkok, Thailand

Dr Pitsamon **Kilenthong**
Specialist in Marketing and Entrepreneurship
Institute for Policy Evaluation and Design (RIPED)
University of the Thai Chamber of Commerce
Bangkok, Thailand

Associate Professor Dr Suchada **Nanthachai**
Specialist in Educational Administration, Leadership,
Human Resource Development and Ethical Development
Faculty of Education
Kasetsart University
Bangkok, Thailand

Associate Professor Dr Aat **Pisanwanich**
Specialist in Econometrics, International Economy and Trade,
and ASEAN Trade and Investment
Director of Center for International Trade Studies (CITS)
University of the Thai Chamber of Commerce
Bangkok, Thailand

Dr. Purimprach **Sangkaew**
Specialist in Hospitality and Tourism Management
College of Innovation
Thammasat University
Pathum Thani, Thailand

Assistant Professor Dr Thanawan **Sittithai**
Specialist in Management
PhD Program, Chakrabongse Bhuvanarth International Institute
for Interdisciplinary Studies (CBIS)
Rajamangala University of Technology Tawan-Ok
Chakrabongse Bhuvanarth Campus
Bangkok, Thailand

Assistant Professor Sutthinee **Tangsajjanuraks**
Specialist in Business Communication
and Curriculum and Instruction
Faculty of Humanities and Applied Arts
University of the Thai Chamber of Commerce
Bangkok, Thailand

Associate Professor Dr Sita **Yiemkuntitavorn**
Specialist in Language Communication,
Curriculum and Instruction
School of Educational Studies, Curriculum and Instruction
Sukhothai Thammathirath Open University
Nonthaburi, Thailand

Assistant Professor Dr Chanin **Yoopetch**
Specialist in Tourism and Hospitality Management
College of Management
Mahidol University
Bangkok, Thailand

RJCM Publication Policy

1. Policy

RICE Journal of Creative Entrepreneurship and Management (RJCM) has its focus on original contributions on research work or academic issues in the areas of creative entrepreneurship and management as practiced by academics or scholars in their fields of specializations in social sciences. Currently, it is classified as Tier 2 in Thai-Journal Citation Index (TCI). It is a double-blind three-peer-reviewed journal and each volume is published online-plus-print thrice a year: No.1 in April, No.2 in August and No 3 in December. Original research articles, academic papers and brief professional viewpoints for sharing will be included in this journal. The details and views expressed in the published papers are entirely the responsibility of those authors.

2. Submission of Manuscripts

Authors should submit a non-formatted WORD file of their manuscript in single spacing (see Section 3: For Authors below) to Editor-in-Chief 2 Ruja Pholsward <rujajinda@gmail.com>.

- The Office of the Editors-in-Chief is at Science and Technology Building, Floor 4, Rattanakosin International College of Creative Entrepreneurship, Rajamangala University of Technology Rattanakosin, Thanon Putthamonthon Sai 5, Salaya, Nakhon Pathom 73170, Thailand.

- Telephone number (office): +66 2441 6000 ext 2790
  Mobile: +66 81-436-1303
  Website: https://ricejournal.rmutr.ac.th

- There will be no publication fee for both the online-plus-print versions for papers printed in *RICE Journal of Creative Entrepreneurship and Management (RJCM)* Volumes 1-2.

- The latest date for submission of the first draft of the manuscript to be published in *RJCM* each year: (1) Number 1 in February, (2) Number 2 in June, and (3) Number 3 in October.

3. For Authors
Arrangement and Style of Manuscript
3.1 Paper and Page Setup:

Paper size: Standard A4

Top margin: 1 inch	Bottom margin: 1 inch
Left margin: 1.25 inches	Right margin: 1 inch
Header: 0.5 inch	Footer: 0.5 inch

3.2 Manuscripts of Original Articles, for both print and online versions, should be submitted in a WORD file of the A4-sized paper, using the Times New Roman (12-point font). Symbols used should be of a similar size and typed on the corresponding lines of text used in each section. Manuscripts of the original article should contain the following sections: title, author's name, author's workplace, abstract and keywords, the main text/ body text, acknowledgements, references, tables, figures, captions/legends and illustrations. Each page

should be clearly numbered in the bottom center of each sheet. Authors should carefully edit and proofread their manuscripts before submission.

3.2.1 The title: The **title of the article** must not exceed 2 lines. A title itself has to be informative and indicates the main topic in the article. The title should be set in the center of the page, using upper and lower case letters of Times New Roman 12 points and printed bold. If there is any symbol, its size must be the same as the text in that line.

3.2.2 Author's name: The author's name and last name are in Times New Roman 11 points in upper and lower case letters in the center of the page below the title of the article. In the case of multi-authorship, identify each author by superscript numbers at the end of the author's last name.

3.2.3 Author's workplace: The workplace (address of the institution) of the author and/or the group of the authors, are in regular Times New Roman 10 points in upper and lower case letters in the center of the page. In case of multi-authorship, please superscript numbers in front of the entire author's name. The e-mail address and telephone number of the corresponding author should also be included here.

3.2.4 Abstract and Keywords: The abstract and key words are in Times New Roman 11 points. They must be single-spaced under the author's workplace and separated from the bottom line of the author's workplace.

       3.2.4.1 Abstract should be informative and state what was done, obtained and concluded. It should be accurate, self-contained, concise and specific, coherent and readable, and reflect only what appears in the original paper. An abstract should contain the following basic components: (1) purpose/motivation/problem statement, (2) methods/design/procedure/approach, (3) results/findings/products, (4) conclusion/applications/research limitations/implications (if applicable), practical implications (if applicable), pedagogic or social implications   (if applicable), and (5) originality/value. The length of the abstract should be about 150 words and not exceed 200 words. Type the word "**Abstract**," using Times New Roman 11 points and print bold, left-hand justified. The abstract should be written in one single-spaced paragraph under the heading.

       3.2.4.2 Keywords: Type the word "Keywords," using Times New Roman 11 points and in italics, left-hand justified, separated by a colon (:) followed by keywords written in English not over five words, and separate words by a comma (,).

3.2.5 The main text: The main text of the manuscript must be typed in WORD using Times New Roman 12 points, under an abstract and keywords with single-spaced line and separated from the above section. The main text of your paper should be divided into eight sections (see below), each with a separate heading. Headings are in bold letters, left-hand justified in the column. The first line of each paragraph should indent 0.5 inch from the left margin (of the page/of the right-hand column). Scientific names are normally shown in italics, and symbols must be the same size as the text in that line. The body of the text includes: (1) Introduction, (2) Research Objectives, (3) Research Methodology, (4) Results and Discussion, (5) Conclusion, (6) Acknowledgement, (7) The Author, and (8) References.

3.2.6 In-text Citations: Authors are to give references to all the information obtained from books, papers in journals, websites, or other sources. The Author-Date System should be used to cite references within the paper by using the author's last name and date (year), separated by a comma in parentheses; for example, name(s), year.

3.2.7 Tables and Figures:

3.2.7.1 Tables: The large-sized table format should not be split into two columns but small-sized table can be fit into the column. Each table must be titled, numbered consecutively and complete with heading (title with a description that goes above the table). The word "**Tables**," including number should be typed using Times New Roman 11 points and bold, left-hand justified, and follow by regular 11 points Times New Roman for the heading.

3.2.7.2 Figures: Line-drawn graph or Figure (in black) is accepted. Also, in the case of photographs, glossy photographic prints, 3.5 x 5.0-inchs, should be submitted concurrently. Similar to tables, large-sized figure format should not be split into two columns but small-sized figure can be fit into the column. Each figure must be numbered consecutively and complete with caption under the figure. The word "**Figure**," including number should be typed using Times New Roman 11 points and bold, left-hand justified, and followed by regular 11 points Times New Roman for the caption.

3.2.8 Symbols and Units: Every used symbol must be defined in the text and written in the simplest possible way.

3.2.9 Numbering Pages: Manuscript pages must be consecutively numbered throughout the paper except the first page in the bottom center of the page, using bold Times New Roman 12 points.

3.2.10 Reference Lists: The final page contains a list of resources cited in the paper. The style of citations used in RJCM should conform to the American Psychological Association (APA). It is the author's responsibility to ensure the accuracy of all references cited in the paper. References should be listed in alphabetical order using regular Times New Roman 11 points.

3.3 Guideline to References

Abstract
Format:
Author.//(Year of publication).//Title of Abstract (abstract).//*Journal Title, Year,Volume(*Number), /Page number.
Example:
Osti, L. & Cicero, L. (2018). Tourists' perception of landscape attributes in rural tourism (abstract). *Worldwide Hospitality and Tourism Themes, 2018*, *10*(2), 211.

Books
Format:
Author.//(Year of publication).//*Title*.//Edition (if any).//Place of publication: Publisher.
Example:
Wallace, M. & Wray, A. (2016). *Critical Reading and Writing for Postgraduates.* Third edition. Thousand Oaks, California: Sage Publications Inc.

Book Articles
Format:
Author.//(Year of publication).//Article Title.//Editor(s) (if any).// *Title of book*.//Edition (if any).//Place of publication:// Publisher,/Page Numbers.

Example:
Hickman, G.R. (2010). Concepts of leadership in organizational change. In Preedy, M., Bennett, N. & Wise, C. (Eds). (2012). *Educational Leadership: Context, Strategy and Collaboration.* Thousand Oaks, CA: SAGE Publications Inc., 67-82.

Conference and Seminar Proceedings
Format:
Conference or Seminar Organizer.//(Year of publication).//*Name of conference,/ Conference date.//*Place of publication (if any):/Publisher (if any).

Example:
Jareonsubphayanont, N. (2014). The international student policy in Thailand and its implication on the 2015 ASEAN Economic Community. *Southeast Asian Studies in Asia from Multidisciplinary Perspective International Conference*, March 2014, Kunming, China.

Dissertation or Thesis
Format:
Author.//(Year of publication).//Title of dissertation or thesis.//Type of Thesis.//Awarding Institution.
Example:
Ua-umakul, A. (2017). The Effects of the Counseling-Based Method on Physics Learning Achievements of Upper Secondary School Students: An Area Focus on Momentum. A Dissertation for the Degree of Doctor of Education in Educational Studies. The Graduate School, Rangsit University.

Editorial
Format:
Author.//(Year of publication).//Title of Editorial (editorial).//*Journal Title,/Year (Volume if any),/*Page numbers.
Example:
Fisher, R.I. (2003). Immunotherapy in Non-Hodgkin's lymphoma: Treatment advances (editorial). *Semin Oncol 30*, *2003* (2Suppl 4), 1-2.

Journal Articles
Format:
Author.//(Year of publication).//Article Title.//*Journal Title.//Year/Volume*(Number),/Page numbers. Doi number (if any).

Example:
Srichandum, S. & Rujirayanyong, T. (2010). Production scheduling for dispatching ready mixed concrete trucks using bee colony optimization. *American Journal of Engineering and Applied Sciences, 2010, 3*(1), 823-830.

Trongratsameethong, A. & Woodtikarn, P. (2019). Thai QBE for Ad Hoc Query. *Journal of Technology and Innovation in Tertiary Education, 2019, 2*(2), 1-24. doi 10.14456/jti.2019.7

Letter
Format:
Author.//(Year of publication).//Title of Letter (letter).//*Journal Title,/Year (Volume if any),//*Page number.

Example:
Enzensberger, W. & Fisher, P.A. (1996). Metronome in Parkinson's disease (letter). *Lancet, 1996, 347*, 1337.

Unpublished/In press Article
Format:
Author.//(In press Year).//Article Title.//*Journal Title./*(in press).
Example:
Veena, B. (2004). Economic pursuits and strategies of survival among Damor of Rajasthan. *J Hum Ecol*. (in press).

Websites
Format:
Author.//Title.//(Online).//the full address of the web page, accessed date.
Example:
Charlotte, B. Quotes about Action Learning. (Online).
http://www.goodreads.com/quotes/tag/action-learning, January 18, 2017.

3.4 Manuscripts of Brief Professional Viewpoints for Sharing

The length of Brief Professional Viewpoints for Sharing is about 8-10 typed A4 pages. Its content should be arranged as follows: **title**, **name of the author, name and address of the institution**, **3-5 keywords**, **body text**, **the author's biography** of 50-80 words, and **references**. The format, font, and font size used in each section correspond to those in the section of **3.2. Manuscripts of Original Articles**.

3.5 Reprints

During the first two years of publication (2020-2021), authors will receive one free copy of the journal.

RJCM Publication Ethics

RICE Journal of Creative Entrepreneurship and Management (RJCM) has policies on publication ethics after the guidelines given by Committee on Publication Ethics (COPE) <https://publication ethics.org>. Publication ethics policies mainly involve duties of (1) Authors, (2) Editors, and (3) Reviewers.

Authors:

Authors or paper contributors shall not submit simultaneous or duplicate manuscripts. It is imperative that authors submit work of original investigation and acknowledge concepts, research methodology and findings of preceding authors or researchers by giving proper references. If required, authors need to seek permission for the use of specific data or adaptation of research methodology as well as provide evidence on approval of professional ethics in the selected field of study. Plagiarism of all kinds is unacceptable and will result in paper rejection and permanent dismissal by *RJCM*. Authors shall be solely and fully liable for all viewpoints and research components used in published papers.

Editors:

The editors are to ensure transparency in the publication policies, communication with corresponding authors regarding submission, response on paper acceptance/ rejection, and notification of double-blinded review results for paper revision. In particular, the editors shall not consider multiple submission or redundant publication. The editors shall provide information on the *RJCM* website on ownership, editorial board, publication policies, publication schedule, data access and sharing, pre- and post-publication contacts—ranging from inquiries from paper contributors, correspondence, requests for clarification, comments for paper revision, to complaints or appeals, if any. The editors reserve the right not to deal with allegations of research misconduct from any party concerned under the condition that concrete evidence is found for the act of malpractice.

Reviewers:

Reviewers are in the double-blinded peer review process in evaluating submitted papers on the basis of criteria established by the editorial team. Reviewers shall remain anonymous to the authors whose papers are under review. It is imperative that reviewers' decision on paper revision or rejection be justified by constructive comments or suggestions, as guided by professional ethics in selecting scholarly work for publication. Given comments must be written in an objective and professional manner without sarcasm or severe criticism. Reviewers shall keep their reviews strictly confidential in all circumstances.

RJCM Call for Papers

RICE Journal of Creative Entrepreneurship and Management (RJCM) is an international journal for academics and scholars at the higher education level to communicate and share their viewpoints and academic work with fellow professionals in the areas of creative entrepreneurship and management as practiced in their fields of specializations in social sciences. Currently, it is classified as Tier 2 in Thai-Journal Citation Index (TCI).

RJCM publishes three numbers per volume annually and welcomes contributors to submit their manuscript in January, May, and September of each year. We accept both academic and research papers in social sciences from contributors. The papers are double-blind three-peer-reviewed in each volume and published online-plus-print thrice a year.

The length of the unformatted manuscript in WORD can be 15-25 pages in length including references. The contents of the manuscript should include (1) a title with the author's name, affiliate, email address and telephone contact, (2) an abstract of 150 words with 3-5 keywords, (3) an introduction, (4) a rationale and background of the study, (5) research objectives, (6) research methodology, (7) data collection procedure, (8) data analysis, (9) results and discussion, (10) research limitation (if any), (11) conclusion, (12) acknowledgement(s) (if any), (13) the author's biography of about 50-80 words, (14) references, and (15) an appendix or appendices (if any).

All interested readers and paper contributors please contact Editor-in-Chief: Ruja Pholsward, Ph.D., Associate Professor, Rattanakosin International College of Creative Entrepreneurship (RICE), Rajamangala University of Technology Rattanakosin (RMUTR) <rujajinda@gmail.com>, <ruja.pho@rmutr.ac.th>. Please check *RJCM* Publication Policy as guidelines to paper submission. Website submission will be advised after the first editorial screening.