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**Issued time:** 2 issues per year (January and July)

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Each submitted article will be double blind peer-reviewed by at least two professors in its field of studies.

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# **The Study on the Community Potential as a Tourism Product : Case Study at the Area of Chee-Tuan Sub District Administrative Organization, Khueang Nai District, Ubon Ratchathani Province**

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## **Abstract**

The objective of this study was to study the community potential as a tourism product. Moreover, this research examined the needs of tourists for the community tourism. The samples were 400 citizens in Ubon Ratchathani province. The structured questionnaire was used as a tool in this study.

The findings of community potential as a tourism product found that there were 7 villages in Chee-Tuan sub district that had the high potential to be tourism products. These were village 5 (Tasala), village 7 (Nongkan), village 6 (Wang), village 4 (Tasala), village 1 (Chee-tuan), village 11 (Nong-no) and village 3 (Chee-tuan) respectively. While 4 villages had an average at medium level, there were village 2 (Chee-tuan), village 10 (Nong-doon), village 8 (Nong-hee) respectively, and there was village 9 (Ma-prig) had the low level of average.

The result of the need of tourists for community tourism at Chee-Tuan sub district found that most of tourists were female (53.50%), the range of age were 15-24 years old (37.80%), hometown at North East of Thailand (66.75%), educational level was at bachelor degree (38.50%), mostly were a college student (39.50%), average income was under 10,000 Baht per month (60.50%), likely to travel in group (66.50%), religious was an absolutely in Buddhism (96.50%), tourists which never been to Chee-tuan sub district (67.25%), the need for community tourism was very high (80.25%).

The reasons for community tourism were to get an experience in a kindness and a friendship feelings of natives or the local residence, to see customs and cultural and also various traditions of natives, and to get and to know local wisdoms respectively and all have high significance in interesting.

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The results for hypothesis 1: the personal factors were related to the need of community tourism found that;

Most of tourists were female, the range of age were 15-24 years old, hometown at North East of Thailand, educational level was at bachelor degree, mostly were a college students, average income was under 10,000 Baht per month, religious was Buddhism, likely to travel in group, have related to the need for community tourism at Chee-tuan sub district , Ubon Ratchathani Province.

**Keywords:** Community Tourism, Community Potential

## **Background and Significance of the Problems**

Ubon Ratchathani is a province located in the Northeast of Thailand with strategic developments to improve the province to become a “strong community, lively town, gate to trading and tourism, and potential agriculture area”. The strategy aims to promote tourism and investment along with developing the quality of life and enhancing the strength of the community. Ubon Ratchathani has high potential in terms of tourism due to its geography, arts, cultures, and traditional customs. Moreover, its bordering country is Lao People’s Democratic Republic which is also a gateway to other Indochina countries. In addition, there are many attractions that catch tourists’ interest in forms of natural attractions, historical sites, arts, and unique communities which can fulfill the needs of tourists. Hence, there are various tourism products in Ubon Ratchathani.

The Study on the Community Potential as a Tourism Product in Chee-Tuan Sub District Administrative Organization, Khueang Nai District, Ubon Ratchathani Province included 1,438 households with the population of 7,123. The territorial authorities were divided into 10 villages consisting of Chee-Tuan Village 1, Chee-Tuan Village 2, Chee-Tuan Village 3, Tasala Village 4, Tasala Village 5, Ban Wang Village 6, Ban Nong Kan Village 7, Nong He Village 8, Ban Nong Doon Village 10, and Ban Nong No Village 11. The interesting areas for this study were 7 educational institutes, 4 health service provision centers, 1 attraction which was Chom Tawan Beach, 11 monasteries which were Wat Pa Prommatanusorn, Wat Nongno Hnongdoon, Wat Sriboonrueang, Wat Sritatjaroensuk, Wat Thatsuantan, Wat Srisang Sawangarom, Wat Aumpwannaram, Wat Sriri Mongkol, Wat Srabua, Wat Buraphapisai, and Wat Posriwanaram. (Thailand Information Center). Natural resources, cultures, and lifestyles, knowledge, folk wisdom, and management of tourism in terms of natural resource were investigated to see if the community had abundant natural resources with sustained nature and if the area was appropriate to be a tourism product in terms of culture, lifestyle, and folk wisdom.

In addition, the organization, the community system, and the management within the community were also investigated to see if basic facilities were provided to the tourists. As a result, the potential of the community to become a tourism product would be apparent and the community would become a sustained attraction. Moreover, the study would reveal the needs of the villages towards whether they wanted their community to become an attraction which would prevent unnecessary construction of shops or buildings that were harmful to the natural resources.

Therefore, it was necessary that the community and the local administrative organization collaborate and set the standards in order to develop their community. Rules for the tourists also needed to be set and the basic facilities needed to be made

available, such as clean water, accommodation, sanitation, etc. When the tourists came, they brought in their innovations, technology, and different lifestyles. The community needed to accept possible circumstances and adjust to changes in order to maintain its economy which would result in good quality of life and make it a good community. Since everyone in the community would be affected positively and negatively, it was crucial for them to participate in creating their own rules and follow them. As a result, the community would be strengthened under the vision “sustainability of the tourism lies in the community”.

With these reasons mentioned, Chee-Tuan Sub District, Khueang Nai District, Ubon Ratchathani Province earned a large amount of income from the tourists which was the main factor that led to the development of Ubon Ratchathani. Nevertheless, due to the harvesting season, most of the service labors went back to harvest their crops. This phenomenon affects the entrepreneurs and other labors including related businesses. As a result, it could lead to labor smuggling, job vacancy problems, and poverty.

Therefore, the researcher saw that it was necessary to investigate if the community had enough potential in developing its tourism product. The results of this study would benefit the public organizations and local organizations to develop their strategies to improve their tourism products. Moreover, the results would benefit the community network so that more job were created and labors did not have to immigrate to find a job which would help reduce the vacancy problem as well as strengthening the economy in the community.

## **Purposes of the study**

The Study on the Community Potential as a Tourism Product in Chee-Tuan sub district, Khueang Nai District, Ubon Ratchathani Province aims to:

1. Investigate the potential of the community to become a tourism product, Chee-Tuan sub district, Khueang Nai District, Ubon Ratchathani Province
2. Investigate the needs of tourists towards Chee-Tuan sub district, Khueang Nai District, Ubon Ratchathani Province.

## **Hypothesis**

The Study on the Community Potential as a Tourism Product in Chee-Tuan sub district, Khueang Nai District, Ubon Ratchathani Province proposed a hypothesis to serve the purposes as follows:

Hypothesis 1: Personal factors are related to the needs of community tourism



## Scope of the study

### Scope of content

The Study on the Community Potential as a Tourism Product: Case study at the area of Chee-Tuan Sub District Administrative Organization, Khueang Nai District, Ubon Ratchathani Province

1. The potential of Chee-Tuan sub district, Khueang Nai District, Ubon Ratchathani Province

2. The needs of tourists for visiting Chee-Tuan sub district, Khueang Nai District, Ubon Ratchathani Province

### Scope of Population

The population of this study included males and females in Chee-Tuan sub district, Khueang Nai District, Ubon Ratchathani Province

### Scope of Time

The research study was conducted from October to September, 2014

### Scope of Sample

#### *Sample Size*

Average is used to determine the sample size in case the population was large and uncertain. The following is a formula (Siljaru, 2008)

$$n = \frac{p(1-p)z^2}{e^2} \quad (1)$$

where:

n represents the sample size

p represents the proportion of the population sampled, past statistics could be used instead

Z represents significant statistics where 0.05 equals 1.96 (95% confident)

e represents error in the formula

Therefore, the sample size included at least 385 samples

## Data Analysis

Statistical Package for the Social Sciences was used to analyze the data.

1. Descriptive Statistics was used to analyze the general information of the people who answered the questionnaire. Frequency, percentage, chi-square, and data were analyzed by Likelihood Ratio.

2. Five Likert Scale was used to analyze the need of tourists for visiting the community; the scales ranged from Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

## **Results**

### **Section 1 Results of the Potential of Chee-Tuan Sub District, Khueang Nai District, Ubon Ratchathani Province**

It was found that 7 villages in Chee-Tuan Sub District, Khueang Nai District, Ubon Ratchathani Province had high potential (H) to become a tourism product which were Tasala Village 5 (H=2.70), Bannongkan Village 7 (H=2.40), Banwan Village 6 (H=2.35), Tasala Village 4 (H=2.30), Cheetuan Village 1 (H=2.28), Bannongno Village 11 (H=2.25), and Cheetuan Village 3 (H=2.15). There were 3 villages that had medium potential (M) which were Cheetuan Village 2 (M=1.78), Bannongdoon Village 10 (M=1.75) and Nonghe Village 8 (M=1.47). There was 1 village that had low potential (L) which was Maprik Village 9 (L=0.95).

### **Section 2 Results of the need of tourists for visiting Chee-Tuan Sub District, Khueang Nai District, Ubon Ratchathani Province**

It was found that most of the tourists were 214 females (53.50%). There were 151 participants who were between 15-24 years old (37.80%). There were 267 participants whose hometown was in the northeast (66.75%). There were 154 participants who had bachelor's degree (38.50%), and 158 were students (39.50%). There were 266 participants who had income lower than 10,000 Baht (66.50%), and 386 were Buddhist (96.50%). In addition, there were 296 participants who traveled as a group (74.00%). There were 269 participants who had never been to Chee-Tuan Sub District, Khueang Nai District, Ubon Ratchathani Province (67.25%), and 321 wanted to visit the community (80.25%)

### **Section 3 Results of Hypothesis 1: Personal Factors Related to the Needs of Tourists for Visiting the Community**

It was found that:

Most of the participants who needed to visit the community were female

Most of the participants who needed to visit the community were between 15 and 24 years old

Most of the participants who needed to visit the community were from the northeast

Most of the participants who needed to visit the community had bachelor's degree

Most of the participants who needed to visit the community were students

Most of the participants who needed to visit the community had income lower than 10,000

Most of the participants who needed to visit the community were Buddhists.

**Table 1** Hypothesis: Personal Factors Related to the Need of Tourists for Visiting the Community

	Sex	Age	Hometown	Education	Occupation	Monthly income	Religion
1. You have seen nature that most of people never get to see.	*	*	*	*	*	*	-
2. You have seen the local tradition and cultures.	-	*	*	*	*	*	-
3. You have met the local people in the community.	*	*	*	*	*	*	-
4. You have felt the hospitality and generosity of the local people.	*	*	-	*	*	*	-
5. You have learned the folk wisdom.	-	*	-	*	*	*	-
6. You have learned their lifestyles and how the local people make a living	*	*	*	*	*	*	*
7. There are various traveling activities.	*	*	*	*	*	*	*
8. The transportation is convenient.	*	*	*	*	*	*	*
9. It is safe.	*	*	*	*	*	*	*

**Note**

\* the relation has 0.05 significant statistics

- no relation

**According to Table 1, it was found that:**

**Sex** related to the needs of tourists for visiting the community in items 1, 3, 4, 6, 7, 8, and 9.

**Age** related to the needs of tourists for visiting the community in items 1, 2, 3, 4, 5, 6, 7, 8, and 9.

**Hometown** related to the needs of tourists for visiting the community in items 1, 2, 3, 5, 6, 7, 8, and 9.

**Education** related to the needs of tourists for visiting the community in items 1, 2, 3, 4, 5, 6, 7, 8, and 9.

**Occupation** related to the needs of tourists for visiting the community in items 1, 2, 3, 4, 5, 6, 7, 8, and 9.

**Monthly** income related to the needs of tourists for visiting the community in items

1, 2, 3, 4, 5, 6, 7, 8, and 9.

**Religion** related to the needs of tourists for visiting the community in items 6, 7, 8, and 9.

## Discussion

**Point 1:** In terms of the potential of the community to become a tourism product of Chee-Tuan Sub District, Khueang Nai District, Ubon Ratchathani Province, each of the villages had its specific and different potential. All of the eleven villages had different lifestyles which were influenced by their folk wisdom, beliefs, and natural resources available in the area, and some of the villages had specific history. What was interesting about the results was that all of the eleven villages still shared some similar traditions, such as water-pouring ceremony to ask for a blessing from a respected elder, Bai Sri or soul welcoming ceremony, drum dancing, etc. In addition, they had four requisites folk wisdom as seen in local dishes and local desserts. Basketwork was applied as local utensils, such as mats made of their local plants, and fish traps. In terms of agriculture and tourism management, the people needed knowledge about how to organize and manage their tourism product since the results showed that they lacked knowledge and understanding about tourism management which conformed to the research study by Pornprommin (1986) that investigated the roles of public sector for developing the tourism product. In the study, it was found that regional private tourism businesses like Phuket Tourism Business Community played a role in developing facilities and convenience and overcoming the obstacles. The project in the study was based on 6 objectives which were:

1. To carry out the government policy for supporting tourism
2. To support regional tourism
3. To collaborate with the public and private sectors and other organizations related in terms of planning the developments along with solving the regional tourism problems
4. To support service standards in the region to be accepted and to publicize the tourist product to the foreign tourism markets
5. To foster the good relationship and exchange knowledge and information among the regional entrepreneurs
6. To earn income for supporting the regional tourism product

Thus, it was necessary to give knowledge and develop the community organization in order to establish a stable tourism product

**Point 2:** There were 321 (80.25%) participants who wanted to visit the community because they enjoyed the hospitality of the local people and got to see and learn traditions, customs, and folk wisdom, which conformed to the research

study conducted by World Tourism Organization (WTO) in terms of factors that influenced the global traveling trend in the next ten years. The study found that the local people and the tourists were responsible for the development of the tourism product because they had realized the significance of the natural resources and felt that they needed to be preserved from the effects resulted from the tourism industry itself, which conformed to the research study by Tantiwit (1995). The study investigated conservative tourism: case study of participation of Koh Lan Community and found that raising the awareness in the community to preserve the tourist product by educating the people to be proud of their unique environment and local culture was crucial. In addition to self-awareness in the community, it was essential to pass on the knowledge to the next generation, which conformed to the research study by Plynoi et al (1996). It investigated the domestic traveling behaviors of Thai people and found that 48.0% of the participants expected to do a domestic trip to Chiangmai, Phuket, Chol Buri (Pattaya) due to the physical characteristics of the area, weather, hospitality of the local people, and the attractions in the province.

#### **Part 4: Result Summary and Suggestion from the Sample Group**

1. There should be a lecture about tourism management and natural resources protection as well as the environment in the community.
2. There should be measures for managing natural resources in Chee-Tuah Sub District, Khueang Nai District, Ubon Ratchathani Province in order to maintain the stable resources.
3. The community should be strengthened in order to organize a trip in the community. The producers should be sincere in the process of delivering the service and product and be able to communicate the quality of the product to the people.

#### **Acknowledgement**

This research study would not be completed without support and care from many people, especially the university that had funded this research study so that the professors could improve their research skills. The researcher would like to express sincere gratitude to the professors in Business Administration Program and Management, Ubon Ratchathani Rajabhat University who took time to review this research, gave valuable advice, and follow up the research progress. Moreover, the researcher received support from family and friends, along with those who had always given the research support. Thus, the researcher would like to thank everyone who was a part of this success.

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## **The Instructional Model of teaching ICT for the Grade 6 Students Based on Metacognition Approaches and Cooperative Learning**

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### **Abstract**

The purpose of this study were 1) to develop and propose the Information and Communication Technology instructional model based on metacognition approaches and cooperative learning for Grade 6 students in schools under Nakhon Sawan Municipality, 2) to implement this model into classroom, and 3) to investigate the effectiveness of this model on students' learning achievement. There were 2 steps in carrying out this study: 1) developing the instructional conceptual framework by reviewing related works and assessment and adjustment the instructional model by experts, 2) implementing this model by experimental research. The statistics used in this study were Mean, Standard Deviation, and T-Test (Paired and Independent Sample T-Test). The results show that 1) there were 3 phases of instructional model of ICT teaching based on metacognition and cooperative learning which were: Phase 1. An analysis of background and needs (learning goals, personnel in instruction, contents, learning environment, and measurement and evaluation); Phase 2. Instructional Model: Design, Development, and Implementation (preparing the learners, stimulus to the information they need about the study, guidelines for information seeking, data analysis and evaluation, and results of operation); and Phase 3. Evaluation (observing the students in individual and group, ability measurement and evaluation, test (multiple choice and open ended), and presentation evaluation). The results from the implementation phase was 1) there were differences in scores of learning achievement between pretest and posttest at .05 level of significant (at .00), 2) there were differences in scores of learning achievement between student taking part in ICT instructional model and taking part in traditional class at .05 level of significant (at .003).

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The results show that the ICT instructional model based on metacognition and cooperative learning encouraged the students' learning and should be explore to other schools setting.

**Keywords:** ICT Instructional Model, Cooperative Learning, Metacognition, Learning Management



## **Introduction**

Nowadays, the development of Information and Communication Technology (ICT) has affected daily life which most of people using ICT to facilitate in terms of communication, work, and education. Many organizations adopt and adapt ICT in their own for many kinds of works such as human resource management, marketing, finance, and so on, so the employee should have the ability to use the ICT. Not only in the business sector, the education sector also has the policy in using ICT, for example, using Tablet, Mobile Phones, or the learning resource on the internet in many countries around the Globe. In Thailand, the educational policy that affects the learning management was providing Tablet for Grade 1 students across the country. The government provides hardware and software but did not give the right way to use it. It was sound from teachers who could not use this technology appropriately. Moreover, the curriculum in which Thai teachers have to create learning management plans to teach their kids in school by following the indicators from the central government are not suited to some schools and some schools are not managed under the Ministry of Education but are under Ministry of Interior control. In this study, I focus on the learning management for the schools under the municipality in Nakhon Sawan province to answer the research objectives which were 1) to create and propose the Information and Communication Technology instructional model based on metacognition approach and cooperative learning management for Grade 6 students of schools under Nakhon Sawan municipality, and 2) to enhance the students' learning achievement by using this model. The related literature, methodology, result, and conclusion/discussion will be presented as following.

## **Related Works**

The study of the Information Communication and Technology instructional model based on metacognition approach and cooperative learning management for the Grade 6 students have related works for reviewing and determining as the key concepts in developing the instructional model and also examination. Instructional Systems Design Models (ISD Model): the word "instruction" in term of education refers to helping people learn and develop structured behavior in cognitive, emotional, social, physical, and spiritual which performed by teacher. Sometimes, learning can certainly take place without instruction because it may be a natural process that leads to changes in what people know, what people can do, and how people behave (Gagne et. al. 2005). In Thai school setting, the Ministry of Education has guidelines on how teacher teach their student in various subjects. So that teachers have to create the instructional model and implement it to their students. Instructional systems design model (ISD Model) is the systematic guidelines in order to create a workshop,

a course, a curriculum, an instructional program or the instructional materials and products for educational programs. The most famous models are ADDIE and Dick and Carey instructional model. Metacognition: according to Flavell (1979, 1987), metacognition consists of both metacognitive knowledge and metacognitive experiences or regulation and often simply defined as “Thinking about Thinking” or “Cognition about Cognition” or “Knowing about Knowing” which consists of three basic elements: Developing a plan of action, Maintaining/monitoring the plan, and Evaluating the plan (NCREL, 1995). The term cooperative learning (CL) refers to an approach to group work or students working in groups or teams on projects or any tasks under conditions consisted of the groups/ teams members to complete the elements of the assignment or project. There are several definitions of cooperative learning having been addressed (David et. al. n.a., Smith et. al. 2005, and Johnson et. al. 1998). One of the most widely used in higher education is the Johnson & Johnson model which mention that cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements (Johnson et. al.1998):

**1. Positive interdependence.** Team members are gratified to rely on one another to achieve the goal. If any team members fail to do their part, everyone will suffer consequences.

**2. Individual accountability.** All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

**3. Face-to-face promote interaction.** Some of the group work may be done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning, sharing and conclusions, and perhaps most importantly, teaching and encouraging one another.

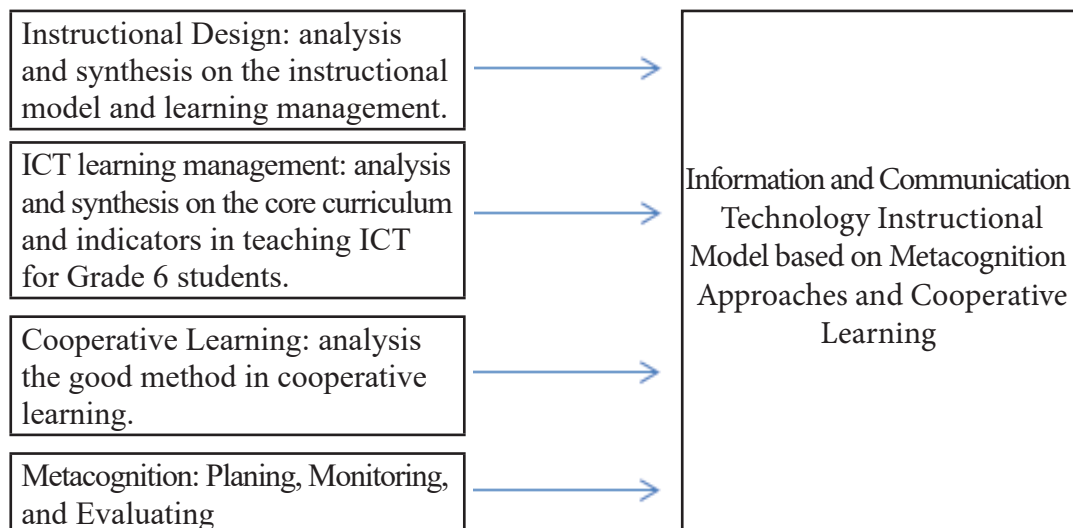
**4. Appropriate use of collaborative skills.** Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

**5. Group processing.** Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future. Cooperative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as cooperative learning to the extent that the five listed elements are present.

## Methodology

According to Figure 1, this study have 4 main contributors such as instructional model, ICT learning management, cooperative learning, and the purpose of this study were 1) to develop and propose the Information and Communication Technology instructional model based on metacognition approaches and cooperative learning for Grade 6 students in schools under Nakhon Sawan Municipality, 2) to implement this model into the classroom, and 3) to investigate the effectiveness of this model on students' learning achievement. To complete the research aims, there were 2 steps carried out in this study: 1) developing the instructional conceptual framework by reviewing related works and assessment and adjustment the instructional model by experts, 2) implement this model by experimental research which extend into 4 steps as follow (Figure 1);

Step One: development of Information and Communication Technology instructional model based on metacognition approaches and cooperative learning management for Grade 6 students by: 1) gathering information about instructional design and development, metacognition, teaching ICT to Grade 6 students, core curriculum and achievement indicators from primary and secondary sources such interviewing teachers, analysis and synthesis from documents (researches, papers, books, websites, and etc.), 2) developing an outline of ICT instructional model based on metacognition approaches and cooperative learning management, 3) developing ICT lesson plan prototype. Step Two: evaluating and remodeling Information and Communication Technology instructional model based on metacognition approaches and cooperative learning management for Grade 6 students by: 1) evaluating the Information and Communication Technology instructional model and lesson plans based on metacognition approaches and cooperative learning management for Grade 6 students by experts, 2) remodel and confirming Information and Communication Technology instructional model based on metacognition approaches and cooperative learning management for Grade 6 students. Lastly for Step Three: doing experimental research, by using two group pretest/posttest quasi-experimental research. The experimental steps has been carried out for 3 weeks based on lesson plans (learning management plans). The lesson plan came from the 3 phases of ICT instructional model based on metacognition and cooperative learning (Figure 1, 2, and 3). The pretest and posttest were given to students before and after class. The most important issue was human ethics used to prevent students' information and teachers who participated in this study.



**Figure 1** The Research Framework for ICT Instructional Model

## Result and Conclusion

The results of this study will be presented in 2 steps as following:

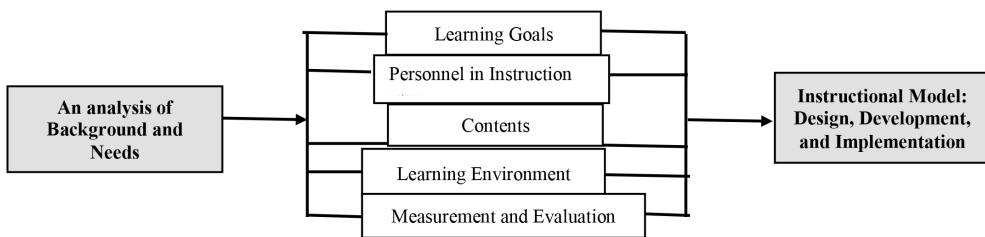
Firstly, the ICT instructional model based on metacognition approaches and cooperative learning has 3 phases:

Phase 1. An analysis of background and needs (learning goals, personnel in instruction, contents, learning environment, and measurement and evaluation) (Figure 2);

Phase 2. Instructional Model: Design, Development, and Implementation (preparing the learners, stimulus to the information they need about the study, guidelines for information seeking, data analysis and evaluation, and results of operation) (Figure 3); and

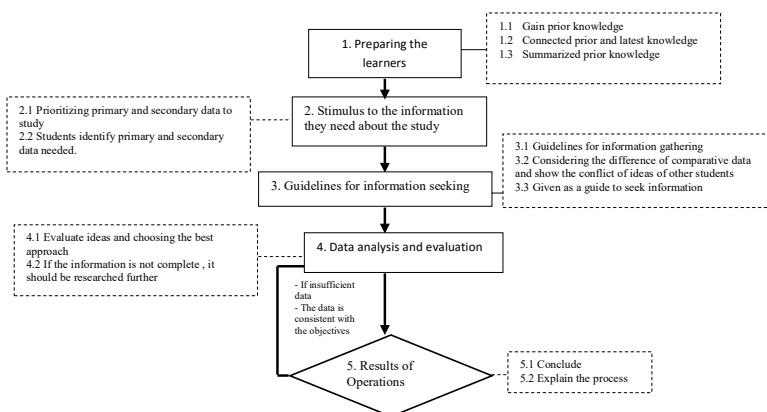
Phase 3. Evaluation (observing the students in individual and group, ability measurement and evaluation, test (multiple choice and open ended), and presentation evaluation) (Figure 4).

Phase 1. An analysis of background and needs (Figure 2), was how to analysis the background and needs of teachers and students. The 5 factors: learning goals, personnel in instruction, contents, learning environment, and measurement and evaluation, were the information that teachers should be analysis before starting to writing lesson plans.



**Figure 2** An analysis of background and needs

Phase 2 Instructional Model: Design, Development, and Implementation (preparing the learners, stimulus to the information they need about the study, guidelines for information seeking, data analysis and evaluation, and results of operation) (Figure 3), was preparing the learners (gain prior knowledge, connected prior and latest knowledge, summarized prior knowledge), secondly, stimulus to the information they need about the study (prioritizing primary and secondary data to study, students identify primary and secondary data needed), thirdly, guidelines for information seeking (guidelines for information gathering, considering the difference of comparative data and show the conflict of ideas of other students, given as a guide to seek information), fourthly, data analysis and evaluation (evaluate ideas and choosing the best approach, if the information is not complete, it should be researched further), and lastly, results of operations (conclude, explain the process). If there were insufficient data or the data is consistent with the objectives, the process will go back to 4. and then will go 5, after the students are already analyzed and evaluate.



**Figure 3** ICT Instructional Model based on Metacognition Approaches and cooperative learning: Phase 2 Instructional Model: Design, Development, and Implementation

Phase 3. Evaluation (Figure 4), was the essential phase because this phase will present the student achievement or performance. There were 4 main points or methods to evaluate student outcome: observing the students in individual and group, ability measurement and evaluation, test (multiple choice and open ended), and presentation evaluation.

Evaluation
1) Observing the students in individual and group, 2) Ability measurement and evaluation, 3) Test (multiple choice and open ended), and 4) Presentation evaluation

**Figure 4** ICT Instructional Model based on Metacognition Approaches and cooperative learning: Phase 3 Evaluation

Secondly, from Table 1., the result from quasi-experimental research (using Paired t-test) shows that there were scores on posttest higher than score on pretest with differences in significance at 0.05. This mean that the use of ICT instructional model based on metacognition approaches and cooperative learning which was implemented in real teaching and learning in enhanced students' learning to achieve their goals and learning progress

**Table 1** Result from Paired T-Test

learning achievement	Pretest		Posttest		t-test
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	
learning achievement	17.48	1.57	23.17	1.79	.00*

$P < 0.05$  N= 35

**Table 2** Result from Independent T-Test

Learning Outcome	N	Posttest		F	t-test
		$\bar{x}$	S.D.		
learning achievement (experiment group)	35	23.17	1.79	4.19	.003*
learning achievement (control group)	26	22.00	1.16		

$P < 0.05$

Moreover, from Table 2., the results from using ICT instructional model based on metacognition approaches and cooperative learning comparing between student who taking part in ICT instructional model and another group taking part in traditional class was difference at .05 level of significance (at .003) by student who taking part in ICT instructional model has higher scores of learning achievement than another group taking part in traditional class (23.17 VS 22.00). This means that using ICT instructional model based on metacognition approaches and cooperative learning enhanced students' learning achievement more than teaching without this model.

The result of this study could help teachers in elementary/ primary schools across Thailand in helping their students' learning in cooperative and have the ability to complete their study in the future.

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# **The Study of Feasibility for Comparing Qualifications of Hotel Curriculum of Dalat Tourism College, Vietnam for Admission to Hotel Business Program of Ubon Ratchathani Rajabhat University, Thailand**

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## **Abstract**

The study is aimed as follows 1) to analyze the education management of the Hotel Curriculum of Dalat Tourism College, Vietnam and 2) to study the differences between the Hotel Curriculum of Dalat Tourism College, Vietnam and the Hotel Business Program of Ubon Ratchathani Rajabhat University and 3) to analyze the factors that effected the comparison qualifications of both institutions. This study used Mix method by interview and questionnaire from 18 samples who are executives, instructors and students. Data was analyzed by content analysis for qualitative data and used descriptive statistics including percentage, mean and standard deviation for quantitative data. The study found that Dalat Tourism College, Vietnam is an educational institution under the supervision of the government and is financially supported by the Ministry of Culture, Sports and Tourism. The strength of this college is the pedagogy which focuses on practice rather than theory.

There are two levels of instruction at the Department of Hotel Management, which are 1) Advanced Diploma of Hotel Management (3 years) and 2) Diploma of Front Office Operation (2 years). The qualified applicants have to graduate high school which is similar to the Hotel Business Program of Ubon Ratchathani Rajabhat University. When analyzed, the factors that effected comparison qualifications of both institutes found that there are five factors which are the most important factors including qualification, practical teaching, period of semester, vocational training and course description.

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**Keywords:** Hotel Business Program, Dalat Tourism College, Ubon  
Ratchathani Rajabhat University

## Introduction

Counting down to ASEAN Economy at the end of 2015, all 10 member countries are alert and prepared for the changes in every region. Each country hastens to develop itself in many ways such as economy, social, culture, and education. From the results of the comparison study of the education reform in ASEAN country research of Office of the Education Council (2006), it was found that every ASEAN country gave importance to education development. Especially, they focus on making education an important part to develop the economy. Many countries, both the original members and the new ones, still give importance on education roles in eliminating poverty and stepping out of the economy underdevelopment. At the same time, they expect education as a tool in upgrading their countries' competition potentials to international level.

The 5 distinctive models for the education operation of the ASEAN countries are as follows:

- (1) Education for All
- (2) Community-Based Education
- (3) e-Education/ICT
- (4) Private Education Under the State Supervision
- (5) International Education

One of the models in education operation is international education. Since the educational system of each country is different, the international education is essential for all 10 member countries to develop ASEAN to meet the international standard and go forward together.

Thailand, therefore, has prepared itself for educational improvement and development, it does not matter if it is supreme law or National Economic and Social Development Plan, to become society of learning. Moreover, all levels of education are reformed, leading to a knowledge based economy, giving people an equal opportunity, to learn to have intellect, to work and earn. Services industry makes a lot of money to the country. However, at present time, the workforce in this industry is still scarce. Therefore, many educational institutions hasten to generate graduates to meet the ASEAN standards to become a workforce of services industry which is a resource to develop the economy of all countries.

Ubon Ratchathani Rajabhat University (UBRU) has opened the course of Bachelor of Arts in Hotel Business to generate good quality graduates to work in the services industry all over Thailand. The course has been improved and developed to meet the standards of the National Qualifications Framework and ASEAN Hotel Qualifications Framework. Also, the course aims to generate graduates who have international service qualifications, as demanded by the ASEAN market, by focusing

on both theory and practices. In order to develop the course to meet ASEAN standard and to develop international education in accordance with the national education development, we are interested to study the feasibility for compared qualifications of Hotel Curriculum of Dalat Tourism College Vietnam for admission to Hotel Business Program of Ubon Ratchathani Rajabhat University as to give ASEAN students opportunities to study a bachelor degree abroad since the curriculum of Dalat Tourism College is a basic course that the government supports the students to continue their study in vocational field. However, to support them to continue their higher study and to exchange knowledge among ASEAN countries, we are interested to research the mentioned issue to develop the educational system of Thailand to get prepared for ASEAN at the end of 2015.

The study is aimed 1) to analyze the education management of Hotel Curriculum of Dalat Tourism College, Vietnam and 2) to study the differences between Hotel Curriculum of Dalat Tourism College, Vietnam and Hotel Business Program of Ubon Ratchathani Rajabhat University and 3) to analyze the factors that effected to compare qualifications of both institutions.

## **Methodology**

### **Population**

- (1) Executives of Dalat Tourism College
- (2) Executives of Ubon Ratchathani Rajabhat University
- (3) Instructors of Hotel Curriculum of Dalat Tourism College
- (4) Instructors of Hotel Business Program, Faculty of Humanities and Social Sciences, Ubon Ratchathani Rajabhat University
- (5) Students in Hotel Curriculum of Dalat Tourism College
- (6) Students in Hotel Business Program, Faculty of Humanities and Social Sciences, Ubon Ratchathani Rajabhat University

### **Important Informants**

Purposive sampling was used to gain 30 important informants as follows:

- (1) An executive or representative of Dalat Tourism College
- (2) An executive or representative of Ubon Ratchathani Rajabhat University
- (3) Five instructors of Hotel Curriculum of Dalat Tourism College
- (4) Five instructors of Hotel Business Program, Faculty of Humanities and Social Sciences, Ubon Ratchathani Rajabhat University
- (5) Nine students in Hotel Curriculum of Dalat Tourism College
- (6) Nine students in Hotel Business Program, Faculty of Humanities and Social Sciences, Ubon Ratchathani Rajabhat University

### **Data Collection**

Primary and secondary data was collected from the resources as follows:

**1. Primary data** was collected by a semi-structured interview with the important informants.

**2. Secondary data** was collected from related document, research, articles, news, and information from the internet of the agencies of both government and private sectors.

### **Data Analysis**

The qualitative data was analyzed by content analysis while the quantitative data was analyzed and summarized by description statistics which consisted of frequency, percentage, standard deviation and mean. The evaluation criteria are followed;

1.00 – 1.80	that mean most important
1.81 – 2.60	that mean many important
2.61 – 3.40	that mean moderate important
3.41 – 4.20	that mean less important
4.21 – 5.00	that mean least important

## **Results**

The results of the research related to the education management of Hotel Curriculum of Dalat Tourism College, Vietnam and Hotel Business Program of Ubon Ratchathani Rajabhat University illustrated as follows:

- Dalat Tourism College, Vietnam is an educational institution under the supervision of the government and is financially supported by the Ministry of Culture, Sports and Tourism.

The qualification of Dalat Tourism College is a vocational certificate; the credits of this course are 250 credits in three years. There are four levels and in each level is difference period to study. There are two levels of instruction at the Department of Hotel Management, which are 1) Advanced Diploma of Hotel Management (3 years) and 2) Diploma of Front Office Operation (2 years).

The subjects of this course are:

- Hotel Management
- Food Preparation
- Food and Beverage Services
- Finance and Accounting
- Front Management
- Room Management
- Small to Medium Sized Hotel and Restaurant Management

- Housekeeping
- Hotel Security
- English for Tourism: Reception, Food and Beverage, Housekeeping, and

#### Food Preparation

The Dalat Tourism College, Vietnam used to teach full-time and focused on practical rather than theoretical (70:30) especially vocational training in enterprises to provide students with the skills and experience of the hotel literally. There are three times training during the first to third class with periods of training varies in each class. A period is equivalent to 45 minutes (15 periods/credit) in theory or 60 minutes (30 periods/credit) in practice.

The strength of the Dalat Tourism College which are;

- Focus on practical
- Collaboration with hotel and tourism enterprises in Vietnam
- The availability of infrastructure
- Quality of teaching and expert instructors
- Hotel Business Program of Ubon Ratchathani Rajabhat University

The qualification of UBRU is a Bachelor of Arts in Hotel Business or B.A. (Hotel Business), the credits of this course are not less than 139 credits in four years. The course structure followed:

#### A. General Education

#### B. Specific Education

- 1) Basic Professional
- 2) Specific Courses
- 3) Field Experience

#### C. Free Electives

Subjects of this course such as;

- Human Resource Management in Hotel Business
- Information System for Hotel Business
- Hotel Business Planning and Development
- Marketing Management in Hotel Business
- Hotel Enterprises Accounting
- Research Methodology for Hotel Business
- MICE Management
- Management of Food and Beverage Service
- Restaurant Management
- Catering
- Food and Beverage Cost Control
- Housekeeping management

- Front Office Management
- English for Tourism Industry, Hotel Business, Front Office, Food and Beverage Service and Housekeeping

Hotel Business Program of UBRU used to teach full-time and focused equally on theoretical and practical. There are three times training during the second to fourth class with periods of training varies in each class.

When analyzed the factors that effected to compare qualifications of both institutes found that there are five factors which are the most important factors including qualification ( $\bar{x} = 4.67$ , S.D. = 0.485), practical teaching ( $\bar{x} = 4.61$ , S.D. = 0.778), period of semester ( $\bar{x} = 4.59$ , S.D. = 0.712), vocational training ( $\bar{x} = 4.50$ , S.D. = 0.514) and course description ( $\bar{x} = 4.47$ , S.D. = 0.717).

In conclusion if the students of Dalat Tourism College want to study in Hotel Business Program at UBRU they need to consider five important factors, such as the qualification because the qualification in both institute are difference. Therefore, it must be considered in the course description to register for the course of Hotel Business Program at UBRU that the subjects are never learned at Dalat Tourism College.

Also considering the internship, students were already comparable to that of UBRU apprenticeship or which affect the enrollment of Hotel Business professional experiences. Consider the practical skills of the students. The students of Dalat focused on the practice rather than theory, so that students will have to consider the need to increase skills more or must focus on theory more.

The semester due to the time is difference. If students want to study at UBRU they must learn from early August to May each year. This semester is open before Dalat's semester.

## Conclusion

This study is a study for the development of education in the member countries that are consistent with Office of the Education Council (2006) comparing the education reforms of all ASEAN countries, and it was found that each of them emphasized education development. Especially, they tried to make education as an important part in making more progress on the economy. Thus, it is an urgent need to reform education in ASEAN countries.

The differences about the course of Dalat Tourism College, Vietnam and Hotel Business Program of UBRU are the qualification when finished study, credits and period of semester. While the same thing of both courses is the number of internship is three times. So students of both have equality experience about hotel management.

The strength of Dalat Tourism College, Vietnam is the pedagogy which focuses on practice rather than theory. There are two levels of instruction at the Department of Hotel Management, which are 1) Advanced Diploma of Hotel Management (3 years) and 2) Diploma of Front Office Operation (2 years). The qualified applicants have to graduate high school which is similar to Hotel Business Program of UBRU.

One of the study is to analyze the possibility of further studies the factors that effected to compare qualifications of both institutes found that there are five factors which are the most important factors including qualification, practical teaching, period of semester, vocational training and course description that are consistent with Cinzia (2011) studied the inter-cultural ability development of the undergraduate students majoring in travel and tourism. It was found that tourism and travel majors in higher educational institutions should integrate the systems together and compile the inter-cultural knowledge and abilities of the learners in order to get prepared for the 21<sup>st</sup> Century and consistent with Deanne (2003) studied the relations between factors and success in designing higher education service curriculum. It was found that 1 of 3 success factors of 5 types of curriculums was the salary variant which would influence the learners after their grauation.

## Acknowledgment

The researchers are very grateful to International Education Institute, UBRU for funding support for this research and public in international conference, and thank you Dalat Tourism College for providing extensive knowledge, information and experience throughout the study.

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## **Decision Making for Studying in Master's Degree in the ASEAN Community: Comparative Study between Thailand Student and Cambodia Student**

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### **Abstract**

The purpose of this study was to investigate the decision-making behavior for continuing an education graduate degree in 10 countries of the ASEAN region, comparative between Thailand students and Cambodia students. This paper separates the factors that influence decision-making behavior into two categories, individual needs (self-development needs, social needs, stability in life needs) and marketing mix (education programs, cost of education, location, and public relations). The results indicate that the opinions of Thailand students and Cambodian students identified both individual needs and marketing mix factors is critical to decision-making for studying in master degree.

**Keywords:** Foreign Student, Decision Making, ASEAN Community

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## Introduction

The ASEAN Economic Community is a combination of 10 countries in the ASEAN region, including Thailand, Cambodia, Myanmar, Laos, Vietnam, Malaysia, Singapore, Indonesia, Philippines, and Brunei. The combination of the member countries takes effect in 2015, to encourage ASEAN about a free flow of goods and services and free movement of investment. The integration of ASEAN member countries, Thailand and the nine other countries must be prepared and adjustment for changing conditions of the economy and society, because trade and investment between the countries are increasing it makes the organization demand quality workers.

The Ministry of Education of Thailand support educational development and encourages teacher development, education personnel, media teaching, and international programs for Thailand to become a hub for international education or education hub for ASEAN. The Education Ministry preparing Thais for the change are ready to understand about different cultures of neighbors in ASEAN to extend opportunities to international students who wish to study in Thailand.

Currently competing business educations are intense and able to generate income into the country. Undergraduate students interested in studying in master degree both study in the countries and go to study at foreign countries. The recent evidence finds that Thailand was not successful with their management education side for foreign students, because Thailand has weaknesses in developing international programs due to a lack of cooperation between the institutions. Moreover, it was found that problems with competition of public university and private university and the lack of a proactive strategic plan (Kanitha, 2006).

This paper purpose is to investigate decision-making behavior for studying a master's degree in 10 countries of the ASEAN region, including Thailand, Cambodia, Myanmar, Laos, Vietnam, Malaysia, Singapore, Indonesia, Philippines, and Brunei. This paper separates the factors influencing the decision to study a master's degree into two categories, individual needs (self-development needs, social needs, stability in lifeneeds) and marketing mix (education programs, cost of education, location, and public relations) by comparing between undergraduate students in Thailand and undergraduate students in Cambodia. The results of this paper help to understand general information of Thailand students and Cambodia students and relative importance of factors that influence on decision-making for studying in master 's degree the organizations are involved will have information to develop education programs to generate the country's income.

## Relevant Literature

In the past, many researchers were interested in factors that influenced the

decision to study (Garet, Butler-Nalin, and Bassage, 1982; Hossler, Braxton, and Coopersmith, 1989; Kotler, 1976; Kuh et al., 1983; Malaney, 1988; Paulsen, 1990). The demography is the key factor that researchers use to study behavior of individuals. Moreover, the decision of the consumer in certain cases is complicated (Armstrong and Kotler, 2009), thus necessary to classify the decisions of consumers into segments in order to understand decision making behavior better. The university is an organization that provides educational services to students consistent with Kotler (1997) suggestion that marketing mix is concept important to modern marketing especially in service businesses, because the concept of marketing mix has an important role due to a combination of all marketing decisions, for applied in the operations accordance with the requirements of the target market. In addition, Kotler (1994) suggestion that family members have most influence on attitudes, opinions, and values of the person which is influences on the decision making behavior.

A review of literature has brought development and enhanced factors that likely affect student decision-making for study in master degree. This paper is based on two categories, first individual needs (self-development needs, social needs, stability in life needs) and second marketing mix (education programs, cost of education, location, and public relations).

## **Research Design and Methodology**

The population of this paper is under graduate senior students studying in the fields of accounting at their faculty of Business Administration from Ubon Ratchathani Rajabhat University Thailand, numbering 182 people and undergraduate senior students studying in the financial field at University of South-East Asia, Cambodia, numbering 180 people. Calculate the appropriate sample size using Krejcie and Morgan (1970). Accordingly, an appropriate sample size is 123 people for Thailand students and 123 people for Cambodia students, data collection using questionnaire survey by accidental selection. In this research, a questionnaire is used as the instrument for collection data. The variables are obtained from the survey and measured with a five-point Likert scale ranging from “strongly agree” (5) to “strongly disagree” (1). This paper questionnaire as the instrument for collection data, employs internal consistency for evaluating the reliability of the measurement, and measuring internal consistency reliability by using Cronbach’s Alpha, and the coefficients should have value greater than 0.70 (Hair et al., 2010). The result ensures that the questionnaires used appropriate wording and all constructs are sufficient to cover the content of the variables.

## Results and Discussion

The findings of 123 people for Thailand students the demographics present that most respondents are female (95.1%) and age greater than 21 years (56.1%). In addition, most of students are domiciled in Thailand (97.6%) and were studying in the accounting program (86.2%), and business administration (11.4%). Most students lived in a dormitory (75.6%) and used private equity in study (66.7%), and government capital (30.9%). Moreover, students want to study at Singapore (39.8%), and Thailand (36.6%). The data from 123 Cambodian students most of the students are female (65.9%) and age more than 21 years (34.1%). Most of the students are resident in Cambodia (99.2%) and studying in financial program (43.9%), and accounting program (26.8%). It was found that most students will live at home with families (52.0%). The students use private equity mostly (94.3%) and want to study in master's degree at Thailand (42.3%) and Singapore (36.6%).

The results indicate mean score of individual needs influencing on decision to study in master degree, self-development needs Thailand students (4.37) and Cambodian students (4.37), social needs Thailand students (4.33) and Cambodian students (4.39), stability in life needs Thailand students (4.50) and Cambodian students (4.56). Furthermore, results demonstrate that marketing mix factors mean score as follows; education programs Thailand students (4.06) and Cambodian students (4.41), cost of education Thailand students (3.98) and Cambodian students (4.19), location Thailand students (4.42) and Cambodian students (4.52), and public relations Thailand students (4.08) and Cambodian students (4.25).

## Contributions and Future Research

This paper helps those University administrators identify and justify key components to support the decision to study in master's degree in 10 countries of an ASEAN region, the results being helpful to know the opinions of Thailand students and Cambodian students. Both individual needs and marketing mix factors that are critical to decision-making for study, this information support to management education programs and development the University to meet the requirement of students. Future research should explore new factors such as in-depth interview of the students. Additionally, may development hypothesis and using statistics for hypothesis testing.

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## **Instructions to Authors**

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(Times New Roman # 16)

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Full names and affiliations (marked with superscript number) should be provided for all authors on the cover page, separately from the content. The corresponding author (marked with superscript asterisk) should also provide a full postal address, telephone and fax number and an e-mail address as a footnote on the title page.

### **Abstract** (Times New Roman # 14)

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Contributed papers are limited to 6-10 pages including all figures and tables. Each manuscript typically contains the following sections: Title, Author's name (no any academic position is required.), E-mail address, Abstract, Introduction, Text, Conclusion, Acknowledgment (if preferred), and References. (Times New Roman # 12)

## **Style and Format**

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Manuscripts are typed single space except for headings. Font type should mimic Times New Roman #12 (shown here). Full justification is recommended. Please do not use any endnotes or footnotes. A page numbers is prohibited.

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### **Title Block**

The title should appear in upper and lower case without underlining, centered across columns. Type the author's name and affiliation also in upper and lower case letters centered under the title. In case of multi-authorship, group the authors and identify each author by superscript numbers corresponding to the organization which should be grouped below authors. The asterisk should be marked as the superscript after a corresponding author's name, while the presenter's name should be underlined.

### **Headings and Subheadings**

Headings and subheadings are in upper and lower case bold letter without underlining, if applicable. They should be typed in Time New Roman size 12, bold. They should appear with sequential numbers, left-hand justified in the column. A blank line should be used to separate paragraphs when each section is finished.

### **Equations**

Equations are to be numbered consecutively throughout the text. The equation number should be placed in parenthesis and flushed with the right-hand margin of the column. Italic alphabets are recommended for equation parameters.

$$a + b = c \tag{1}$$

Leave a blank line before and after equations. A long equation should appear across the columns by interrupting the opposite column with column-termination and column-initiation bars.

## Citations

Citations within the text must be based on APA style. For example;

**Table 1** Example of Citations in APA style

Reference List	In-Text Citation
Cascigo, W.F. (1995).	(Cascigo, 1995)
Chalofsky, N. (1992).	(Chalofsky, 1992)
Ashe, D. D., & McCutcheon, L. E. (2001)	(Ashe & McCutcheon, 2001)

## Illustrations

Figures, tables and line drawings should be positioned within the text. They may conform to either a one-column or two-column width. The drawings must be black ink or high contrast black-and with reproductions. Images and photocopy format can be Microsoft Word, TIFF, RTF, BMP, JPEG or PSD, but the preferred format is Microsoft Word. Figures and Tables must include captions with length no more than 2 lines. They should begin with the word “Figure” or “Table” and then be followed by the sequential numbers as appeared in the text. Leave a blank line before and after the caption.

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## References

References must also follow APA style. Authors could use the citation machine website to assist the reference writing e.g. <http://www.bibme.org>. For example;

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