

An Educational Management Approach in Total Support of Thai Undergraduates' Learning and Performance Behavior

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Abstract

The aim of this paper is to study the factors influencing Thai undergraduates' learning and performance behavior and provide a total support framework for Thai educational management at the university level to assist undergraduates in making progress with their studies. The qualitative work was phenomenology designed with a questionnaire method gathering a sample of 1499 second-, third-, and fourth-year students from Chiang Mai University and Rajamangala University of Technology Lanna. The findings reveal that students do learn and perform better when they, their family, neighbors, classmates, teachers, and the course design make an academic contribution that help make things simple to understand, encourage them to find the answer, be humble, confident, responsible, assertive, and gain more knowledge. Educational management also needs provide total support. The framework equips students with practical foundations for a well-rounded educational experience.

Keywords: Classmates, Course Design, Encouraging, Family, Focusing, Humble, Learning, Performance, Responsibility, Understanding

1. Introduction

Over the last decades, the Thai government has allocated large budgets in support of the higher education system. The funds have been used to purchase office/teaching supplies and equipment, arrange training and development workshops for lecturers and employees, conduct field study trips, host cultural events, and renovate facilities (Fry, 2018). Has higher education been improving as a result? At a public forum held at Chulalongkorn University in 2017 on the topic of "Reforming Thailand's Education System", experts were asked where to begin with the reforms (Institute of Security and International Studies, 2017). The short answer was that the budget of the educational ministry, which represents about 20 percent of the national budget, has been increasing yearly but has made little difference in terms of helping students improve their educational testing performance. As one participant explained, one reason may be that, although universities are obsessed with the word 'quality', in the context of higher education, what 'quality' really refers to is 'quality indicators' as all universities are compelled to comply with the 134 indicators established by three different competing state agencies.

The result is that too much attention is given to policies and rules and the criteria in quality assurance and too little attention paid to discussing ways to improve the learning and performance behavior of students (Khomon, 2018). The forum brought into light key aspects of the Thai educational system. For one thing, as was mentioned then and as indicated by national test scores, there is a high level of inequality of student learning. Certain regions fail to receive the financial support necessary for the provincial administrations to maintain a proper education system and ensure that all players are cohesively involved in the development of the mind and well-being of learners. For another, it is well acknowledged that any change within the internal affairs of universities has to go through a burdensome bureaucratic process, which means that any reform takes a very long time to reach completion. Moreover, there is a lack of autonomy of universities due to the policy of their being tied to the state.

In a study on the reality of Thai undergraduates' learning and performance behavior, Phoewhawm (2019) determined that one salient characteristic of learners is that they are heavily bent on avoiding situations that may expose them to mistakes and failures or make their skills become less important. Phoewhawm (2019) refers to it as avoidance in mastery and performance. The study of student's behavior indicates that they are obsessively concerned with doing all they can to not be viewed in a negative way. Phoewhawm (2019) attributes the cause of this irrational attitude that inhibits their intellectual development to the negative emotions from having a hard time understanding, being afraid of asking questions (and too shy to do so), and being intent on protecting a positive image of themselves. Also identified as exacerbating this dismal conduct is the lack of support of families, neighbors, classmates, teachers, and course design (Noom-ura, 2013). In short, the learning environment makes it really challenging for students to make progress as they are easily discouraged to seek answers and often lack self-confidence. Many feel frustrated, unmotivated, and end up shirking their responsibilities and, when in the classroom, frequently let their minds wander elsewhere as a means of escaping reality; a clear illustration of the deficiencies of the learning system (Damnjanović, Proud, & Ruangwanit, 2016; Smithikrai, Homklin, & Pusapanich, 2018).

This study aims to investigate the factors influencing Thai undergraduates' learning and performance behavior. It also seeks to provide a total support framework for Thai educational management at the university level to assist undergraduates in making progress in their studies. The focus is on students, people inside and outside the classroom, and on the lack of proper support to simply, understand things, find the answer, be humble, show confidence, be responsible and assertive. Specifically, this paper addresses the following research question: If environmental factors such as themselves, family, neighbors, classmates, teachers, and course design helped to (a) make things simple to understand and encouraged students (b) to find the answer, (c) be humble, (d) be confident, (e) be responsible and assertive, and (f) gain more knowledge, would Thai undergraduates learn and perform better? To answer this question, this study surveyed undergraduate students from two universities in Chiang Mai, Thailand, on their outlook on learning and performing better if these environmental factors supporting them. The findings were used as input for creating a framework to equip students with practical foundations for a well-rounded educational experience.

2. Literature Review

- Role of the External and Internal Environment

The intention of students towards learning and performance is influenced by their external and internal environment which can either provide full support or fail to do so and therefore impede their progress. The diversity of expertise and knowledge that contribute to the

learning background of students and are affiliated with learners offer broad insights as well as a multitude of answers on the topic studies (Joo & Choi, 2015). In order to make the most of the diverse knowledge from other resources, there needs to be a mental balance within students on how they perceive things that are in their control and those that are beyond their limits. Some careful calculations need to be made by students on whether to be engaged with the events or avoid situations that may end up making them frustrated (Wang & Bai, 2016).

- *Family Members*: Members of students' families have a positive impact as they do a lot more than simply sharing knowledge from their experiences at work or providing guidance from when they were students. Their emotional support encourages them to do their best (Kinshuk, Cheng, & Chew, 2016). Siblings who have graduated and done really well, however, should not be considered as a benchmark for excellence but rather as mentors for current learners to be modest and develop self-confidence without feeling any pressure to meet all their expectations (Richardson, Maeda, & Caskurlu, 2017).

- *Classroom Instructors*: Teachers are generally considered to be the most important persons in terms of creating a positive attitude and influencing students (Thompson, 2015). Analytical techniques on the part of teachers looking for effective ways to help students are apt to ensure a better comprehensive knowledge of lessons. By teaching them to be more resilient when facing setbacks, they equip them with valuable traits for life after graduation (Lee & Sohn, 2017).

- *Neighbors*: Informal learning takes shape when neighbors show some good will and reach out to learners in need of some advice, setting a friendly atmosphere for them to discover their own ways of acquiring a great deal knowledge. This builds up their self-esteem and make them realize their own potential. It also holds them accountable for their own action (Ifinedo, Pyke, & Anwar, 2018).

- *Peer interaction*: Peer interaction is considered a factor for students to remain motivated and redouble their efforts to expand their ways of grasping key concepts (Spector, 2014). Sometimes students find their friends to be a great alternative for greater learning and performing as they share knowledge with and provide emotional support to one another, keeping their spirits uplifted for self-improvement (Riebe, Girardi, & Whitsed, 2016).

- *Course Design*: Courses designed to meet students' learning and performing abilities should allow for flexibility and make room for teachers to question and seek convenient applications that bring out self-assurance to work with lesson outlines and install a conscious habit of getting other classmates involved (Reychav & Wu, 2015). The key feature is for courses to be capable of making students appreciative of the class material newly introduced to them and not so much to burden them getting prepared to take exams (Fuller, 2016).

- Understanding Things Clearly for Learning and Performing

Over the course of their learning periods, students' beliefs in what they know will change as they encounter new theories that challenge them and change their way of thinking (Barger & Linnenbrink-Garcia, 2017). This is especially the case if they are educated through their social environment and follow the requirements of an institution. While ideas firmly set can still be applied to determine whether they are still relevant to a contemporary environment, certain structures within the system may need to be rearranged in order to remain credible for practice (Bråten et al., 2014). In short, whatever had been learned can also be unlearned so as to change their mindset and prepare them for a better comprehension of essential principles (Lunn Brownlee, Ferguson, & Ryan, 2017).

- Self-Encouragement for Learning and Performing

Opportunities to perform down the learning path and tackle problem-solving tasks or project assignments while having the freedom to choose one of many possible solutions can make students more passionate in presenting favorable arguments (Baepler, Walker, & Driessen,

2014). Permitting those not involved in the classroom but with in-depth expertise on the subject lessons to be part of the learning experience is a good way to gather more information and determine what other data can be added to the lore of knowledge and make their work much more interesting and what ideas could be shared with their classmates (Landers, 2014). Individuals become more inspired to showcase their talents and skills at a high-quality level if the learning environment is stimulated by the hearts and minds of teachers and classroom peers (Dull, Schleifer, & McMillan, 2015).

- Humbleness for Learning and Performing

In the absence of pressure from the family, teachers, and peers, students may find their learning environment to be more appreciative and may therefore engage more willingly in lessons for the sake of learning instead of competing against one another (Yeou, 2016). A combination of classmates and teachers trying to help one another learn is more conducive to learning. Performing behaviors that are more respectful of others also make an ingenious contribution towards new knowledge and understanding (Ventura, Roca-Cuberes, & Corral-Rodríguez, 2018). Humble students will be more receptive to beliefs and ideas that may be a bit uncomfortable to learn. They may gradually develop respect for and awareness of otherness as they take the time to add them to their knowledge base (Xerri, Radford, & Shacklock, 2017).

- Self-Confidence for Learning and Performing

Students who are able to compare answers or get a chance to confirm their findings with their fellow peers and/or have a discussion with experts are likely to increase their confidence in what they are trying to achieve (Ahn, Bong, & Kim, 2017). Self-confidence is one of the key aspects needed to help students overcome any lingering fear or doubts in their psyche and ensure that they embrace a positive attitude towards learning and performing while at the same time also be able to function with other skilled people to complete a project (Paunesku et al., 2015). The development of self-confidence in students is much stronger when efforts in learning and performing are directed towards the benefits of life principles by those who uphold the values to do right, and be fair and honest with their fellow human beings (Testa & Egan, 2014).

- Responsibility and Assertiveness for Learning and Performing

For students to be responsible, account for their own action, and be assertive, learning institutions and their representatives must be aware that although sometimes their own working performance may not always be perfect, they always have an opportunity to showcase how to make things correct in the most professional manner (Dinham, 2013). Perceiving the difference between what students are taught and what they actually see may be quite challenging for academics, though, as it can be difficult for them as role models to instill a sense of responsibility learning and performing when they fail to practice what they preach (Biesta, Priestley, & Robinson, 2015). Students are put to the test at home and in their neighborhood when their practical ideas clash with some of the old traditional values or cultural beliefs. They need to be sensitive to those changes that are a reflection of modern times (Toom, Pyhältö, & Rust, 2015).

- Focusing on Gaining More Knowledge for Learning and Performing

Since not all courses should be considered the same as they focus on different material, the learning and performing approach in getting students to acquire more knowledge has to be designed for that particular subject (Wolff et al., 2016). Whereas the external social setting might not be able to offer them much in terms of insights, the classroom becomes the last resort for them to become engaged in a dialogue with their instructors that is conducive to their gaining more knowledge. This, however, largely depends on the level of each

instructor's acumen to guide student's learning and performance (Spruce & Bol, 2015). Learning together by way of an innovative and creative approach can help students get a better sense of how their answers may not necessarily be an effective solution and why exploring different ways of thinking can get better results (Muelas & Navarro, 2015).

3. Methodology

A survey questionnaire was sent out in an online format to the population sampled. It targeted second-, third-, and fourth- year undergraduates at Chiang Mai University and Rajamangala University of Technology, located in Chiang Mai province. The targeted group consisted of students from the following fields: education (70%), computer sciences (15%), business management (10%), and economics (5%). The aim was to use 1,500 participants. A total of 1,499 students completed the online questionnaire. The study used a convenient sampling approach. Because of time constraint and its ease of access, this is the method of choice, all the more as it is inexpensive and easy to manage compared to other sampling techniques (Ackoff, 1953). It followed Sim et al.'s (2018) guidelines on creating a sample size and presented an approximation of the numerical figure that provided a firm judgment on the results and on whether the methodological approach fitted with the purpose of the study.

Students were asked to fill out a questionnaire, using a five-point Likert scale, that ranged from 'strongly agree' to 'strongly disagree'. In line with the research question, the questions pertained to themselves, family members, neighbors, classmates, teachers, and the course design; all environmental factors likely to make them perform better and impact their learning in terms of making things simple to understand, encouraging them to strive for the answers, being humble, confidence, responsible, assertive, and focusing on gaining more knowledge (see a sample of the questionnaire in Appendix 1).

The data obtained from the questionnaire was measured for reliability by going through a 'parallel forms' process and grouping the collected results from each factor and comparing them for high correlation while not expecting to see any systematic differences between the groups. An 'internal validity' test was applied to attain accuracy with the assertion that the 'results from the questionnaire were completed by the students with due clarity and understanding of each statement', thus making the analysis possible. The percentage for each category from the feedback were analyzed to get a feel for where the impact was the most significant in helping students to learn and perform better. The information was used to formulate a framework that would give education management a strategic edge in creating a supporting environment for students to make advancement in their learning.

4. Results and Discussion

The section discusses each of the environmental factors based on the results of the survey.

- *On Making Things Simple to Understand (see Chart 1 in Appendix 2)*

Chart 1 shows the results of the survey questionnaire with regard to the issue of making things simple to understand. Apart from family members, always part of a student's life, teachers' style of instruction and lectures can have a lasting impact on whether a student will muster enough encouragement to find the correct answer. But what if the answer is incorrect or irrelevant? That is precisely where the teacher's experience comes into play and where he/she engages with the student to maintain his/her discipline. If teachers and course designs operate in tandem to help students understand things, it will compel learners to perform at their best in the higher education environment. It is reassuring, though, to learn that there are students who do well on their own and take the initiative to break the lessons down by themselves in order to develop a better comprehension of the subject matter. Perhaps these respondents could hold an orientation on developing proper study habits for their peers. Still,

support from classmates is always welcome as it provides a friendly and bonding atmosphere imbued with trust. Outside the classroom, family members and neighbors are not seen by respondents as playing a highly significant role in making things simple for them to understand. Indeed, the scores on neutrality, disagreeing, and strongly disagreeing are quite low for all of the environmental factors considered, which indicate that all those involved matter and should be part of a plan to help students develop a good grasp of the material.

Educational administrators should make references to each of them when revising the curriculum or amending the vision and mission of their institutions. In addition, educational management must show a strong preference in nurturing the talent, skills and knowledge of teachers and implement courses that are designed to have them and students continuously work together for making things simple to understand.

- *On Encouraging Oneself to Find the Answers (see Chart 2 in Appendix 3)*

For most of their school lives, Thai students have been encouraged to learn by rote. The result of this focus on memorization is that they know the information but lack insights on their substance and meaning. Since hardly any emphasis is placed on critical thinking, students lacked the ability to perform critical analyzes. The result is that, in today's age of advanced digital technology and widespread social media, where one can find information almost instantly, a majority of the students is still dependent on their teachers as their guide in making things simple to understand. That said, as indicated in Chart 2, the commitment to encouraging oneself to find the answers is quite strong with some Thai students who set high expectations for themselves and their teachers, who dutifully make sure their students have a future beyond graduation. Also, the design of a course can motivate students to find answers to a particular question.

Clearly, the opportunity is ripe for educational management to explore and configure ways to provide proper support for students and ensure the collaboration of parents, siblings, or close relatives, thus making a unique contribution towards the students' learning and performing behavior.

- *On Being Humble (see Chart 3 in Appendix 4)*

The answers to the survey suggest that being humble brings a sense of happiness to students. As the results indicate, since humbleness is frequently treated as one the essential living principle of Thai culture, it is expected to be part of one's experience, whatever the circumstances; be it walking through the neighborhood, taking a refreshment break at a coffee shop, or buying items at a shopping center. Each situation offers a lesson on humbleness and on one's role in society. For Thai students, as an attitude conducive to learning and performing better, becoming humble happens when teachers prompt them. This often seems to be the main reason for their being humble. The role of teachers in this respect comes before their own and that of the family, neighbors, classmates, and course design.

With humbleness accepted as a desirable value to have, perhaps there is a way for higher educational institutions to integrate the positive attributes of being humble in an alternative format for assessing knowledge. Instead of making students sit for exams/tests, the educational administration could allow students to evaluate their learning and performing experience by determining whether their actions are helping classmates to learn and perform better with them and whether they enable teachers to develop innovative practical skills and creative abilities to conduct lessons that goad everyone to do their best.

- *On Being Confident (see Chart 4 in Appendix 5)*

As Chart 4 shows, students recognize that confidence begins with them. When focused on enhancing their learning and performance behavior to achieve higher academic standards, confidence give them the courage to do it and boost their determination despite their fear of

consequences. According to students, family, neighbors, teachers, and classmates play a key role. This is also the case with a course design that makes the work of teachers much more manageable and creates a classroom atmosphere that sustains learners' confidence. Educational management staff will be delighted to know that classmates and family members do effectively contribute to developing student's confidence as they can collaborate with instructors to conduct case studies to know more about what works and turn those best practices into workshops for other teachers to learn how to help students develop confidence to learn and perform better.

- On Being Responsible and Assertive (see Chart 5 in Appendix 6)

Typically, being responsible and assertive conjures up images of students marching to their teachers' orders without questioning any instructions or being chastised for not complying. Some will not be surprised to learn that this behavior is similar to that in the workplace, where employees and staff almost invariably wait for orders on what to do from management and rarely ever take initiatives on their own. This is one of the main challenges of the Thai culture learning system. By all students' account, trying to get them to assume an active role by taking responsibility and being assertive is a tall order. If the educational administration of a university miraculously decided that it is high time for students to become proactive with their learning and performance behavior, the way courses are designed and the teaching style would therefore have to be fully overhauled in order to accommodate this new approach. The results of the survey indicate that students are open to the idea of becoming more assertive in and outside the classroom, provided they are given the opportunity.

For educational management, the key is to ride on this trend and examine how the issues of course design, teaching style, and classmates can be a positive integrative force that would sustain students' habit. Family members and neighbors also have a key role to play that prolongs that of the university and extends beyond the classroom and into their social environment. However, for students to be assertive and take responsibility, there needs to be healthy and psychologically safe conditions, which it should be the task of educational management to establish.

- On Focusing in Gaining More Knowledge (see Chart 6 in Appendix 7)

Gaining knowledge is a desirable goal for many people in Thai society. But as the students surveyed acknowledge, gaining more knowledge requires discipline and sacrifices which some individuals are not ready to make. Increasing one's knowledge is obviously a central feature of Thai students' endeavors to become better learners and performers. However, as the survey results suggest, educational management should be aware that the level of commitment of students may waver. It is clear that students do want to learn and that some can do so on their own. It is equally clear that that commitment to learning may be inconsistent over time. The survey shows that lecturers are no longer at the forefront of the battle for students to learn. Times have changed and teachers are no longer regarded as the overall sole point of contact for knowledge gaining. Students work with other available resources, also positioned as benefactors of students' learning. The results from the investigation also indicate that teachers should take a more active role in supporting students' learning endeavors.

Within the course program, educational management should look at how course design and classmates could be strong benefactors for students to raise their learning and performing spirit. Moreover, students' family members and neighbors could assume a bigger role in helping students to gain more knowledge.

- *Developing a Total Educational Management Framework for Supporting Thai Undergraduate Students' Learning and Performance Behavior*

The framework for supporting Thai students' learning and performance behavior takes into account the fact that teachers are the most effective ways of helping students understand things in a simple manner and be humble. Although there is high percentage of favorable responses indicating that students themselves, family, neighbors, classmates, and course design also make a positive contribution, educational management must also be aware that the feelings of a majority of the learners can waver off if the commitment to helping them reach their goals falters. Therefore, this study proposes a charter that enables teachers and students to align their values and provides the energy to build a solid relationship in terms of learning and performance. It also empowers students with the capacity and capability to be self-motivated to make things easy to understand, find the answer, be humble, confident, responsible, assertive, and focus on gaining more knowledge as they interact with other people.



Figure 1: Students' Learning and Performance Behavior Framework
(Compiled by the authors for this study)

As can be seen in Figure 1, the framework requires teachers and students to work together on developing a strong character core, making things easy to understand and being humble about the course subjects. When these values are entwined, they allow students to keep moving forward as they are encouraged to find answers on their own. Furthermore, through comprehension and humbleness, students feel more confident, responsible, and assertive, and can therefore better focus on gaining more knowledge. While students' self-motivation to find answers, take full charge of their educational affairs, and stay focused on acquiring more knowledge is essentially their own responsibility, their families, neighbors, classmates and the course design should fully become part of the experience and students' endeavors. The framework is bound to face challenges as it moves closer to the anticipated outcomes. The internal and external dynamics of the social, political, economic, and technological environment can cause some disruption (or generate hidden benefits) as glitches cannot be ruled out. Moreover, the framework requires some time to be implemented. Students also need to become fully cognizant of the learning theme and gain a better sense of appreciation

of the new knowledge discovered on their own (Ballantine, Guo, & Larres, 2018). Going through the phases for sorting out information will encourage them to look for more answers and refrain from seeking easy solutions (Jorge and Peña, 2014). However, in the process of converting data into information, being confident is a must as it avoids getting into a self-doubt mindset or making second guesses. This takes time, though. So, allowance must be made for students to become self-assured (Demetriou, 2018). A eureka moment is for students to avoid the easy way, take initiatives, be assertive and in control of the learning outcomes (Dannels, 2015; Bharuthram, 2018). The framework also provides for the assistance of their surrounding environment and offers ways for strengthening collaboration. Cultural values, however, need to be configured in the performance procedures, which means that students may need to find the proper balance between their family wishes and expectations and their focus on their educational training targets (Ferris et al., 2018).

Neighbors and community's opinions and suggestions are sometimes used as the measuring stick for families to determine whether their child is successful or not at university (Farnese et al., 2011). But this can become stressfully intoxicating for some students who, having been raised in a collectivist culture, do not want to bring shame to their family's name. Therefore, the framework needs to have learning resources allocated to restore their confidence and sense of responsibility. As we saw earlier, classmates can either be a source of inspiration for students to do well or become a hindrance to their accomplishments when negative signs of jealousy and envy are felt as students work together on a group assignment (O'Fallon & Butterfield, 2012). Thus, students aiming to do well must trust that the framework is doing all it can to bring a sense of sanity and rationale among their classmates for them to be in alignment with one another and not against one another due to petty feelings (Beard, Humberstone, & Clayton, 2014). Students perform a lot better when their resiliency is set in action and the course provides the supporting channels for them to be ambitious, poised, have a sense of authority, and maintain concentration on building up expertise (Paciello, 2013). Courses designed to be more flexible and constantly adapting provide greater opportunity for students to perform at their best (Luttenberger et al., 2018).

5. Conclusion and Recommendations

Overall, the results from the questionnaires reveal that students do learn and perform better when they, their family, neighbors, classmates, teachers, and the course design are making an academic contribution that helps make things simple to understand, encourage them to find the answer, be humble, confident, responsible, assertive, and gain more knowledge. For sure students will have a much stronger appetite for learning and performing better if teachers help them make things simple to understand and be humble. However, the ratings in terms of beliefs in teachers' ability to encourage students to find the answer, be confident, assertive, and gain more knowledge are a bit low. Moreover, data from the questionnaires show that students do not have a strong agreement with themselves, their families, neighbors, classmates, and course design in respect of the six environmental factors to truly proclaim that they learn and perform better. Fortunately, for educational management, the results of this study can be applied to help them develop a learning and performing framework to assist students in making academic progression through the semesters at their university.

In particular, administrators can approach the framework as an experiment to discover their own proper methods to help their students or distribute a survey or questionnaire to obtain feedback for improvement and changes. Nevertheless, the Ministry of Higher Education needs to be involved with the University's Administrators to revise the policies and procedures for making the idea legitimate in the course program. Aside from re-evaluating quality assurance criteria, the ministry can grant financial resources and support

for conducting research on the most efficient way of getting students to learn and perform better within the framework, and for promoting science and technology to enhance the model and get the best out of students' behavior. Regarding undergraduate students, they should be given the opportunity to express their opinions and ideas on getting the six environmental factors to produce an effective outcome that leads to the path of healthy wisdom and moral wellbeing instead of being a statistical number that feeds into a summary report trying to show facts and figures without adhering to the substance of learning and performance. Total support for Thai undergraduates' learning and performance behavior should be thoroughly assessed by educational management to determine which practical areas are truly helping both teachers and students to work in tandem.

With teachers at the forefront of students' progress, a mentoring and coaching group would be ideal to anticipate their feedback and hold a dialogue for helping teachers make some analysis of the situation and determine where the advantages and opportunities are in order to take action (Ajjawi & Boud, 2018). Educational management would also need to be clear on the cultural principles and values that guide the actions of teachers and students, which would have to be coordinated within these boundaries, fostering good intentions toward others and not exploiting family members, neighbors, classmates, teachers, and the course design. Mistakes and errors that may occur unexpectedly – or naturally – are to be accepted as part of getting everyone involved in the process and asking the right questions for formulating the correct solutions and making improvement (Bennet & Snyder, 2017). In a working culture, where the hierarchy is expected to be conspicuously acknowledged, the power of authority within the organization should allow for people to talk about “the elephant in the room” so the facts can be made aware of (Desai, 2016). Making people feel safe to express their opinions without feeling the consequences (i.e., creating a climate of trust, openness, and assertiveness) can get them to contribute more towards evaluating the strategic advantage and practical points for ideas to become more successful (Edmondson & Lei, 2014).

In conclusion, the idea for educational management to provide total support for Thai undergraduates' learning and performance behavior can be integrated as an added value in the curriculum. The feedback from the survey questionnaire overwhelmingly shows that students, family, neighbors, classmates, teachers, and course design all contribute to helping students develop a positive behavior towards learning and performing. However, the educational management staff will need to take a proficient approach to ensure close collaboration between teachers and students for helping the latter develop the foundations for making things simple to understand and for being humble so that they are encouraged to find the answer, be confident, responsible, assertive, and focus on gaining more knowledge.

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Appendix 1: Questionnaire for Thai Students' Learning and Performing Better Based on Environmental factors

Learning and performing better when making things simple to understand	Strongly Agree	Agree	Neutral (Neither agree nor disagree)	Disagree	Strongly Disagree
I learn and perform better when I make things simple to understand.					
I learn and perform better when my family helps make things simple to understand.					
I learn and perform better when my neighbors help make things simple to understand.					
I learn and perform better when my classmates help make things simple to understand.					
I learn and perform better when my teachers help make things simple to understand.					
I learn and perform better when the course is designed to help make things simple to understand.					
Learning and performing better when encouraging oneself to find the answer	Strongly Agree	Agree	Neutral (Neither agree nor disagree)	Disagree	Strongly Disagree
I learn and perform better when I encourage myself to find the answer.					
I learn and perform better when my family encourages me to find the answer.					
I learn and perform better when my neighbors encourage me to find the answer.					
I learn and perform better when my classmates encourage me to find the answer.					
I learn and perform better when my teachers encourage me to find the answer.					
I learn and perform better when the course is designed to encourage me to find the answer.					
Learning and performing better when being humble	Strongly Agree	Agree	Neutral (Neither agree nor disagree)	Disagree	Strongly Disagree
I learn and perform better when I am humble.					
I learn and perform better when my family makes me be humble.					
I learn and perform better when my neighbors make me be humble.					
I learn and perform better when my classmates make me be humble.					
I learn and perform better when my teachers make me be humble.					
I learn and perform better when the course is designed to make me be humble.					
Learning and performing better when feeling confident	Strongly Agree	Agree	Neutral (Neither agree nor disagree)	Disagree	Strongly Disagree
I learn and perform better when I feel confident.					
I learn and perform better when my family makes me feel confident.					
I learn and perform better when my neighbors make me feel confident.					
I learn and perform better when my classmates make me feel confident.					
I learn and perform better when my teachers make me feel confident.					
I learn and perform better when the course is designed to make me feel confident.					
Learning and performing better when responsible and assertive	Strongly Agree	Agree	Neutral (Neither agree nor disagree)	Disagree	Strongly Disagree
I learn and perform better when I take responsibility and am assertive.					
I learn and perform better when my family makes me take responsibility and be assertive.					
I learn and perform better when my neighbors make me take responsibility and be assertive.					
I learn and perform better when my classmates make me take responsibility and be assertive.					
I learn and perform better when my teachers make me take responsibility and be assertive.					
I learn and perform better when the course is designed to make me take responsibility and be assertive.					
Learning and performing better when focusing on gaining more knowledge	Strongly Agree	Agree	Neutral (Neither agree nor disagree)	Disagree	Strongly Disagree
I learn and perform better when I am focusing on gaining more knowledge.					
I learn and perform better when my family makes me focus on gaining					

more knowledge.					
I learn and perform better when my neighbors make me focus on gaining more knowledge.					
I learn and perform better when my classmates make me focus on gaining more knowledge.					
I learn and perform better when my teachers make me focus on gaining more knowledge.					
I learn and perform better when the course is designed to make me focus on gaining more knowledge.					

Appendix 2

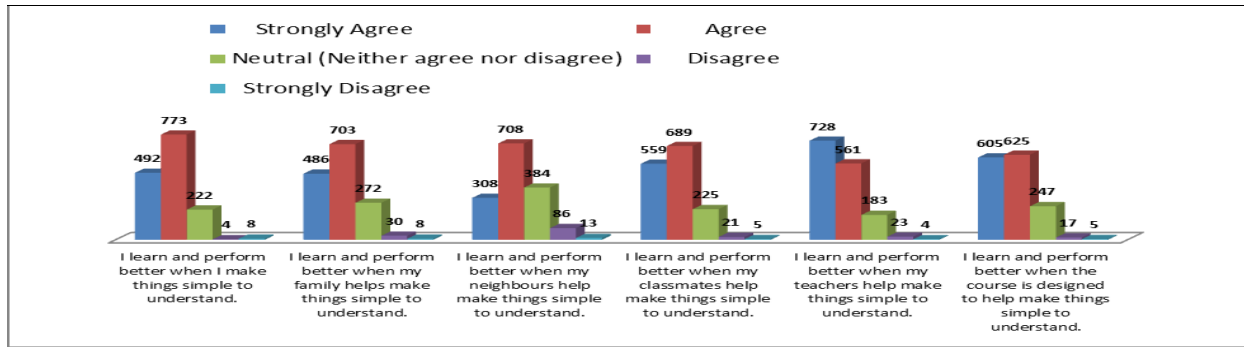


Chart 1: Students' Viewpoints on Making Things Simple to Understand
(Compiled by the authors for this study)

Appendix 3

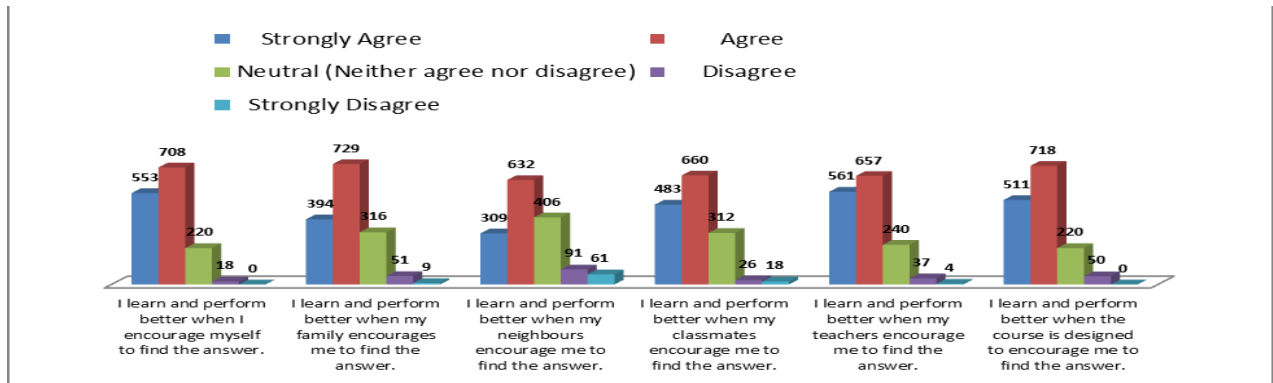


Chart 2: Students' Viewpoints on Encouraging Oneself to Find the Answer
(Compiled by the authors for this study)

Appendix 4

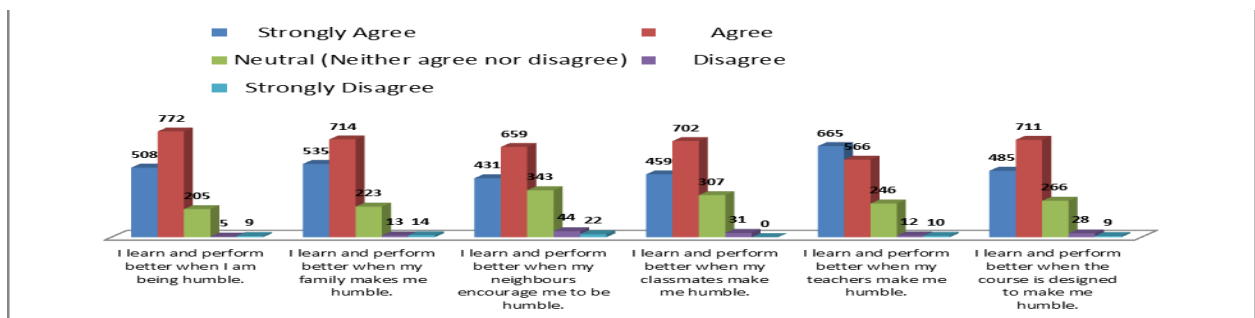


Figure 3: Students' Viewpoints on Being Humble
(Compiled by the authors for this study)

Appendix 5

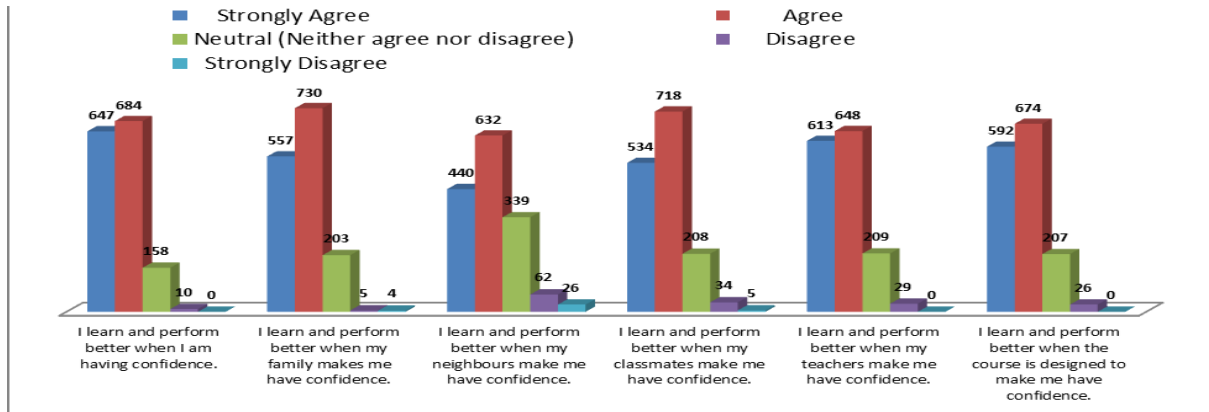


Chart 4: Students' Viewpoints on Being Confident
(Compiled by the authors for this study)

Appendix 6

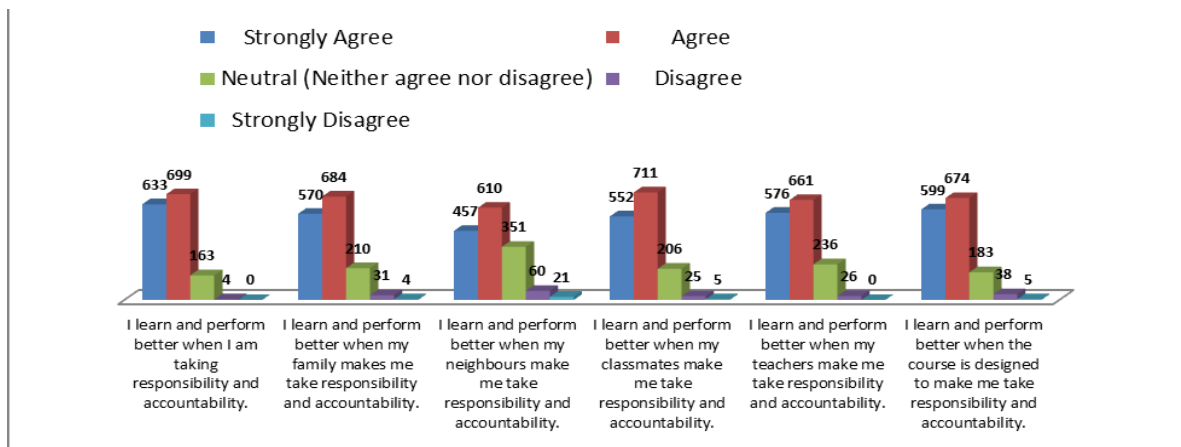


Chart 5: Students' Viewpoints on Being Responsible and Accountable
(Compiled by the authors for this study)

Appendix 7

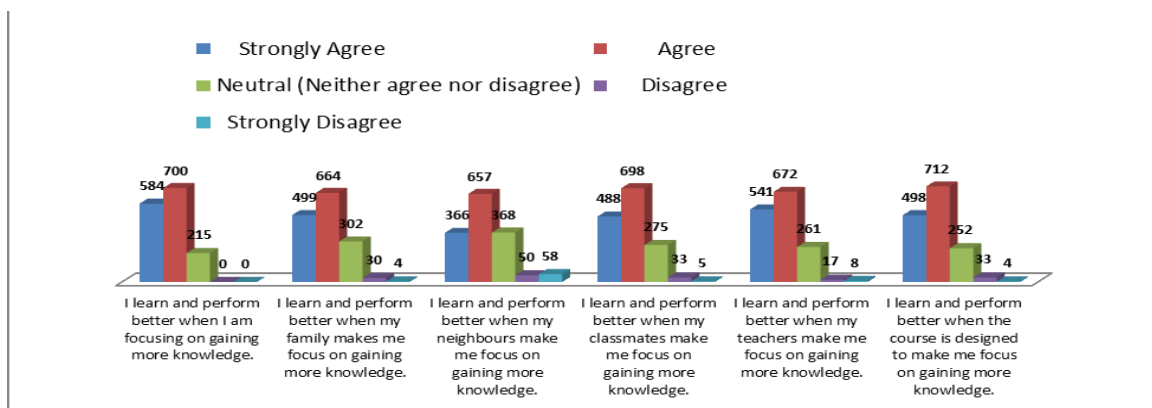


Chart 6: Students' Viewpoints on Gaining More Knowledge
(Compiled by the authors for this study)