



The 6th Bunditpatanasilpa Institute International Conference on Research in Culture and Education Proceedings

*"Suphanburi Way Forward Intellect
International Thai Arts and Culture"*



The 6th Bunditpatanasilpa Institute International Conference on Research in Culture and Education

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Message from the President

Dr.Nipa Sophasamrith

The conference aims to broaden a wide range of academic and creative research concerning dramatic arts, music, visual arts, arts education and innovation. The conferences also encourage academic lecturers, researchers, and students to create research and creative works in various areas and establish the opportunity to exchange academic knowledge and experiences in fine arts, culture, education, and innovation.

The conferences have been organised with the collaborative efforts from the eleven organisations as follows:

1. Ministry of Culture
2. National Research Council of Thailand
3. Ministry of Higher Education, Science, Research and Innovation
4. Secretariat Office of the Teachers' Council of Thailand
5. Thailand National Sports University Suphan Buri Campus
6. Boromarajonani College of Nursing Suphan Buri
7. Faculty of Education, Silpakorn University
8. Chulalongkorn University
9. Srinakharinwirot University
10. Faculty of Education, Phetchaburi Rajabhat University
11. ICEPD-THAILAND

The conference includes 47 national and 15 international research and creative works, 62 papers in total. All papers have been reviewed by professional experts in various areas in relation to the paper.



I would like to thank the professors and researchers who contributed articles for presentation, and I am grateful to the experts who dedicated their efforts to improve the academic standard of the articles. Additionally, I would like to express my gratitude to the organizations and educational institutions, including the 11 participating institutions, as well as the working committee from the Graduate School, for their physical and emotional dedication in making this event a great success. Thank you.



Message from the Director
of Suphanburi College of Dramatic Arts
Associate Professor Dr. Wassana Bunyaphithak

On behalf of Suphanburi College of Dramatic Arts, I feel honored and delighted to have been entrusted by Bunditpattanasil Institute of Fine Arts with the task of organizing the national and international academic conference on the main theme of "Fostering Arts and Culture in Education." Bunditpattanasil Institute of Fine Arts chooses the terms "Science" and "Arts" with the hope that this academic conference would serve as a platform for knowledge exchange, research dissemination, and creative work in various fields of education, language, innovation, and various branches of arts, including dramatic arts, music, and fine arts to promote the integration of knowledge in education and culture towards advancing the preservation and propagation of Thai culture on a global scale.

The research papers and creative works presented at this conference have undergone rigorous selection and quality evaluation by subject matter experts, including educational staff, scholars, and researchers both nationally and internationally. This includes creative works in the fields of dramatic arts and fine arts, which are expected to serve as a source of strength in advancing academic research and cultural creativity.

Suphanburi College of Dramatic Arts sincerely thanks the Bunditpattanasil Institute of Fine Arts for their trust in entrusting us with the organization of this academic conference. We extend our gratitude to the qualified individuals in each academic field who served as research evaluation committees, as well as to all participants in the academic conference, hosts, cooperative networks, and project committees involved in supporting the "Suphanburi Way forward Intellectual International Thai Arts and Culture" event, which successfully fulfilled its objectives.

International Research Conference and Workshop on Multidisciplinary Education,
Culture and Music, Art, Physical Education & Health (MAPEH)

Theme "Fostering Arts and Culture in Education"

การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติ สถาบันบัณฑิตพัฒนศิลป์ ครั้งที่ ๗
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Suphanburi College of Dramatic Arts hopes that this national and international academic conference will be of great benefit to the public and will cultivate beauty in the fields of education and culture for the continued well-being of the nation.

"สุพรรณบุรีศรีศาสตร์ศิลป์ถิ่นไทย ก้าวไกลสู่สากล"

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Music

"สุพรรณบุรีศรีนครนิคมศิลปถิ่นไทย ก้าวไกลสู่สากล"

Traditional Musical Instruments of China

Dr.Du Hao¹



三分损益法 Three part profit and loss method

The surface of the qin is composed of seven thick and thin strings from the outside to the inside. In ancient times, the strings were made of silk, but now they are mostly made of steel. If the number of turns when winding the string to the feet of a wild goose is not significant, it is necessary to use other sturdy threads to increase the stability of the string. At first, the ancient zither had only five strings, which were composed of five elements inside, gold, wood, water, fire, earth, five tones outside, and palace, commerce, horn, symbol, feather, symbolizing five social classes of monarch, minister, people, affairs, and objects. Later, King Wen of Zhou of Zhou Dynasty and King Wu of Zhou of Zhou Dynasty added two strings of literature and martial arts, symbolizing the mutual kindness of monarch and minister.

The pitch of the empty strings on the guqin is not fixed and depends on the music being played. The guqin has a complex tuning with as many as 35 modes. According to the Pentatonic scale, the range has four octaves and one Major second. In playing String instrument, guqin is a unique instrument. The surface of the instrument is a fingerboard, and there is no column or product. When playing, place the piano

¹Xichang University, China

horizontally on the table, throw the strings with your right hand, and press the strings with your left hand to pick up the notes. It completely relies on the emblem markings (not limited to 13 emblem positions, many of the notes are between the emblem and emblem), and the accuracy requirements are extremely strict

Its Melody for Beginners

《潇湘水云》 《广陵散》 《流水》 《渔樵问答》 《平沙落雁》 《阳春白雪》 《胡笳十八拍》 《阳关三叠》 《梅花三弄》 《醉渔唱晚》

Pipa



Pipa, the first plucked instrument, is a plucked Chordophone. Made of wood or bamboo, the speaker is half pear shaped and is equipped with four strings. Originally made of silk thread, it is now mostly made of steel wire, rope, or nylon. The neck and panel are equipped with "phase" and "quality" to determine phonemes. When playing, holding upright, pressing the string with the left hand, and playing with the five fingers of the right hand, it is an important ethnic instrument that can be played solo, accompaniment, ensemble, and ensemble. Pipa is a traditional Chinese plucked instrument with a history of over two thousand years. The earliest instrument known as the "pipa" appeared around the Qin Dynasty in China.

Its Melody for Beginners

著名乐曲有《十面埋伏》《霸王卸甲》《浔阳月夜》《阳春白雪》《月儿高》《春雨》《彝族舞曲》《昭君出塞》《春江花月夜》《大浪淘沙》《赶花会》《飞花点翠》《天鹅》《狼牙山五壮士》协奏曲《草原英雄小姐妹》等。

Famous music includes Ambush on Ten Sides, Overlord Dismounts Armor, Moon Night in Xunyang, White Snow in Spring, High Moon, Spring Rain, Yi Dance Music, Zhaojun Going Out of the Frontier, Moonlight Night on the Spring River, Big Waves Washing the Sand, Flower Gathering, Flying Flowers Touching the Green, Swan, Five Heroes of Langya Mountain, Concerto Little sisters of Grassland Heroes, etc.

Guzheng



Guzheng Tuning System

Pentatonic

The unified specification of guzheng is 1.63 meters with 21 strings. The panels of the guzheng are mostly made of tung wood from Lankao, Henan, with a frame made of white pine. The head, tail, and sides of the zheng are made of precious wood such as mahogany, old mahogany (Myanma acid branch), golden nanmu, and purple sandalwood. The sound quality of the guzheng depends on the panel and strings, and the surrounding materials slightly improve the sound quality of the guzheng, with old mahogany, purple sandalwood, and golden nanmu being the best. From early times to modern times, there were also 12 string, 13 string, 18 string, 23 string, 25 string, and other types of Zheng. There are various methods of setting the

Zheng in different regions, and new types of Zheng include "butterfly shaped Zheng" and "adjustable Zheng".

Guzheng Melody for Beginners

In the early days of traditional Zheng music, it was divided into two schools: the north and the south, with the representative schools being the five major schools of "Zhejiang, Shandong, Henan, Hakka, and Chaozhou". In modern times, the differences between schools are very small, and almost every school has its own strengths. Since the Qin and Han Dynasties, zither has gradually spread from Northwestern China to all parts of the country, and has merged with local opera, rap and Folk music, forming various schools with strong local style. The traditional Chinese zither music is divided into two schools: the north and the south, and is now generally divided into nine schools. As the Qin zither theorist and educator Cao Zheng said, "The vast nine schools flow to China," each school's zither music and performance methods have their own characteristics.

The stories "High Mountains and Flowing Water" and "High Mountains and Flowing Water" narrate the sincere friendship between Boya and Zhong Ziqi, and further express the meaning of finding a close friend and cherishing friendship. The "Autumn Moon of the Han Palace" and "Autumn Moon of the Han Palace" depict the desolate lives of palace maids who have long been secluded in deep palaces in ancient times, expressing deep sympathy for their tragic plight. The "Plum Blossom Sannong" and "Plum Blossom Sannong" use the blooming plum blossoms in the cold winter, fearless of wind and snow, to praise those brave warriors who are not afraid of difficulties and persevere in struggle. The songs "Fishing Boat Sings Evening" and "Fishing Boat Sings Evening" vividly depict the joyful scene of sunset, colorful sunset, fishing songs, and fishermen carrying abundant harvests with a singing melody, expressing the author's praise and love for the beautiful rivers and mountains of the motherland. In the first half of the music (the first paragraph), the phrases and phrases are basically in a "contrasting" structure, giving a sense of structural regularity; The second and third paragraphs of the music use ascending and descending melodies, as well as gradual changes in speed and intensity, to depict the passionate scene of a hundred boats racing back. The melodies of "Battle Typhoon" and "Battle Typhoon" are magnificent, with distinct musical images, tense and intense fast sections, and beautiful and lyrical slow sections. The entire song successfully portrays the fearless spirit of the dock workers and the heroic spirit that overcomes all difficulties, showcasing the heroic spirit of the working class. The "Jackdaws Playing in the Water" and "Jackdaws Playing in the Water" portray the scene of jackdaws leisurely and carefree in the water, chasing and playing with each other, with their unique and elegant melody, fresh style, and unique charm. The entire melody of

"Water Lotus" and "Water Lotus" is beautiful and elegant, with a moderate and leisurely speed. The music is not long, but it vividly portrays the demeanor and temperament of Shuilian through various rich expressive techniques. Liu Qingniang "and" Liu Qingniang "are Yuan and Ming Dynasty zaju, a Northern and Southern Song lyrics, depicting the story of the famous Tang Dynasty song prostitute Liu Qingniang. Later, they gradually evolved from singing tunes to pure instrumental music. Qingfeng New Year "and" Qingfeng New Year "are lively, lively, festive, and lively guzheng solo pieces. It vividly depicts the joyful mood and pursuit of a happy and beautiful life of people in the year of harvest, vividly showcasing the extremely enthusiastic scene of firecrackers, drums and gongs, the unity of the masses, and the celebration of the harvest, making people feel like they are in the midst of it and listening to it.

Erhu



Erhu Tuning System

Pentatonic scale

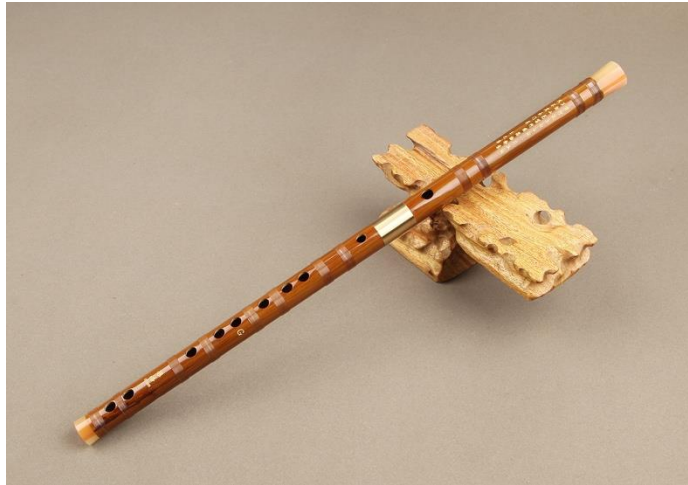
Erhu (Pinyin: Erhu) originated in the Tang Dynasty and is known as the "Xi Qin", with a history of over a thousand years. It is a traditional Chinese String instrument. Erhu, also known as "Nanhu" and "Buzzi", is one of the main Bowed string instrument (wiping String instrument) in the Chinese musical instrument family. The tone of the erhu is almost like that of a human voice, with a singing and narrative quality.

Erhu Melody for Beginners

二泉映月、良宵、听松、空山鸟语、寒春风曲、月夜、流波曲、病中吟、三宝佛、光明行。

Two Springs Reflecting the Moon, Good Nights, Listening to Songs, Birds Singing in the Empty Mountains, Cold Spring Breeze Song, Moonlight Night, Flowing Wave Song, Singing in Illness, Three Treasure Buddhas, and Bright Journey.

Ditzi



Ditzi tuning system

Pentatonic scale

The flute is the oldest Han Chinese musical instrument discovered so far, and it is also the most representative and distinctive blowing instrument among Han Chinese instruments. One of the commonly used horizontal Woodwind instrument in Chinese traditional music, the Chinese bamboo flute, is generally divided into the southern Qudi, the northern Bangdi and the mid-range flute in between. The range can generally reach two octaves or more.

The flute is often used in Chinese Folk music, opera, Chinese National Orchestra, Western Symphony Orchestra and modern music. It is one of the representative instruments of Music of China. In national bands, the flute is an important wind instrument, and is regarded as the representative of national wind instruments.

Most flutes are made of bamboo, but there are also stone, jade, and mahogany flutes, as well as bone flutes in ancient times. However, the best raw material for making bamboo flutes is still bamboo, as the sound effect of bamboo flutes is better and the production cost is lower.

Ditzi melody for beginners

《姑苏行》 《春到湘江》 《喜相逢》 《牧笛》 《小放牛》
《牧民新歌》 《鹧鸪飞》 《黄莺亮翅》 《五梆子》
《扬鞭催马运粮忙》

Hsiao



Hsiao tunign system

Pentatonic scale

Xiao, divided into Dongxiao and Qinxiao, is a very ancient Han Chinese wind instrument, both of which are single pipe and vertical blowing. Xiao has a long history, with a mellow and gentle tone, and is quiet and elegant, suitable for solo and ensemble performances. It is usually made of bamboo with holes blown at the top. According to the number of "sound holes", it can be divided into six hole xiao and eight hole xiao. The six hole flute has the first five and then one according to the sound hole, while the eight hole flute has the first seven and then one. The eight hole xiao is a product of modern improvement. Hsiao melody for beginner

《秋江夜泊》 《梧桐月》 《苏武牧羊》 《一瓣心香》

《寒山僧踪》 《妆台秋思》 《望月》 《凤凰台上忆吹箫》

《月儿高》 《关山月》。

Night Mooring on the Autumn River, wutong Moonlight, Suwu Shepherd, A Fragrance to the Heart, Trace of Hanshan Monk, Autumn Thoughts on the Dressing Platform, Watching the Moon, Remembering the Flute on the Phoenix Platform, The Moon is Tall, Guanshan Moon.

Yangqin



Yangqin tuning system pentatonic scale

The dulcimer is a kind of Hammered chordophone commonly used in China. It is of the same origin as the piano. Its timbre has distinctive characteristics, with a large volume and a combination of hardness and softness; When played slowly, the sound is like a tinkling mountain spring, and when played quickly, the sound is like the flowing water. The sound is bright and crisp, like big and small pearls falling on a jade plate. The expressive power is extremely rich, and can be played solo, ensemble, or as accompaniment for qin shu, rap, and opera. It often plays the role of "piano accompaniment" in folk instrumental ensemble and ethnic bands, and is an indispensable main instrument.

Yangqin was introduced from Persia in the late Ming Dynasty and was initially played as a accompaniment for folk music, forming various schools. According to historical records, before the Middle Ages, there was a popular Santur piano in the Middle East countries such as Assyria and Persia. It has a trapezoidal or rectangular piano box, with dozens of steel strings stretched on the panel, and a horse supported at 2/3 of the strings, making each string emit two notes in a fifth degree relationship. This Santur piano is still popular in Iran, Iraq, Türkiye, Central Asia, India and other countries.

In the late Ming Dynasty, with the increasingly close friendly exchanges between China and West Asia. The yangqin was introduced to China by sea from Persia and was initially only popular in Guangdong. Later, it gradually expanded to Fujian, Zhejiang, Jianghuai, and Central Plains regions, joining the ranks of accompaniment for rap music and local opera. Many qin books in various regions use the yangqin as the main accompaniment instrument, such as Shandong qin book,

Xuzhou qin book, Anhui qin book, Guangxi Wenchang, Guizhou wen qin, Sichuan yangqin, and Yunnan yangqin. In local opera music such as Cantonese opera, Chaozhou opera, Han opera, Min opera, Yue opera, and Shanghai opera, the yangqin is also used as a accompaniment instrument.

Yangqin melody for beginners

弹词三六、倒垂帘、海峡音诗、欢乐的火把节、欢乐歌、林冲夜奔、霓裳曲、思乡曲、苏武牧羊、渔舟唱晚。

Tanci 36, Upside Down Curtain, Cross Strait Poem, Happy Torch Festival, Happy Song, Lin Chong Running at Night, Nishang Song, Homesickness Song, Suwu Shepherd, Fishing Boat Singing at Night.

Mongolian Morin khuur

Gantsetseg Sanjmyatav¹

History of Morin Khuur

Historical and cultural background of Morin Khuur: In terms of the historical and cultural background of the Horse-head fiddle, there are some legends about the origin of the Horse-head fiddle, such as Legend of Argusan khuurch, Legend of Jonon khar and so on. One of the popular is the legend of Kuku Namjil, a story about the origins of the Morin Khuur, which tells that the head of a beloved black horse is carved into the head of a fiddle.

“...One legend about the origin of the Morin Khuur is that a shepherd named Kuku Namjil received the gift of a magical winged horse; he would mount it at night and fly to meet his beloved. A jealous woman had the horse’s wings cut off, so that the horse fell down and died. The grieving shepherd made a horse head fiddle from the now-wingless horse’s bones, and used it to play poignant songs about his horse...”

In Inner Mongolia, there is a legend of a Herdsman, whose name is Sukh that he has a racehorse. Whereas, in Western Mongolia (Minority: Uriankhai) a legend about an alcoholic man who has a smart horse which is related to the Morin khuur. According to the legends, all owners of the horses lost their horses for different reasons. Then they made horse-head fiddle and played the instrument and sang plaint songs dedicating for their horses. That’s why the Morin khuur was created from the love of horses (S.Dulam, 2019).

Historically, some researchers noticed that ancient Mongolians got an idea to create the Morin khuur from Pipa, which was originated from Khun Dynasty, referred to 300-400 AD. The Secret History of Mongols, the historical literary work tells that the Morin khuur was used to open any ritual and ceremonial events in the Period of the Mongol Empire, dated to the 13th and 14th centuries. Folk Long song ‘Ertnii saikhan’ as the National anthem, was played with the Morin khuur at the beginning of the state ceremonial events. In the 16th century, the design of horse head was changed by dragon head because of Mongolia was under Manchu rule. The royal families and high ranked people used the musical instrument for their enjoyment. This situation showed that the Morin khuur was preferred as the music for royals in the Palace. According to the historical literature, Training of Morin khuur was organized at professional level in the 20th century. Mongolian musicians started to play Morin

¹ Mandakh University, Mongolia, E-mail:gantsetseg@mandakh.edu.mn

khuur at foreign stages as

well (Origin of the Morin khuur, 2019).

Culturally, the Morin khuur has been played very important role in Mongolian culture as it includes a whole range of knowledge and skills to produce Mongolian traditional craft in musicology art from ancestors to descendants. With the play of this musical instrument the performing arts like folk story-telling, folk songs and traditional dancing were developed and transferred to the present time. It is impossible for Western Mongolians to dance Biyelgee, a traditional folk dancing among ethnic groups of Uriankhai, Bayad, Torguud and Khoton and others, without the play of Morin khuur. Furthermore, Mongolian ethnic communities play different baisse (bass sound) by Morin khuur. Khalkha ethnic people in Central play the folk melody of 'Walking of Jonon Khar' (Jonon Khar is a beautiful black horse that has a very nice walk), whereas some folk sounds, for instance ' Khuuriin Magnai' , 'Uruult Khaltar Mori' (about a strong horse) have been performed in Gobi region. Performers of Dariganga, an ethnic community in the Eastern of Mongolia, perform 'Mogoi kheer', *Shiruun khar*, *Zeenii ayz*, *Khartsaga zeerd* (all are about horses) melodies, which express their diversity of ethnicity through Morin khuur. Yet, Morin khuur which is played in Western Mongolia has been combined with the folk dancing Biyelgee to express the way of living of nomadic culture. They make natural sounds and animals' actions and movement with the Morin khuur (2016). In such different ways, the Morin Khuur has been adored for expressing joys and happiness, ritual events and even for bringing up children and taming animals.



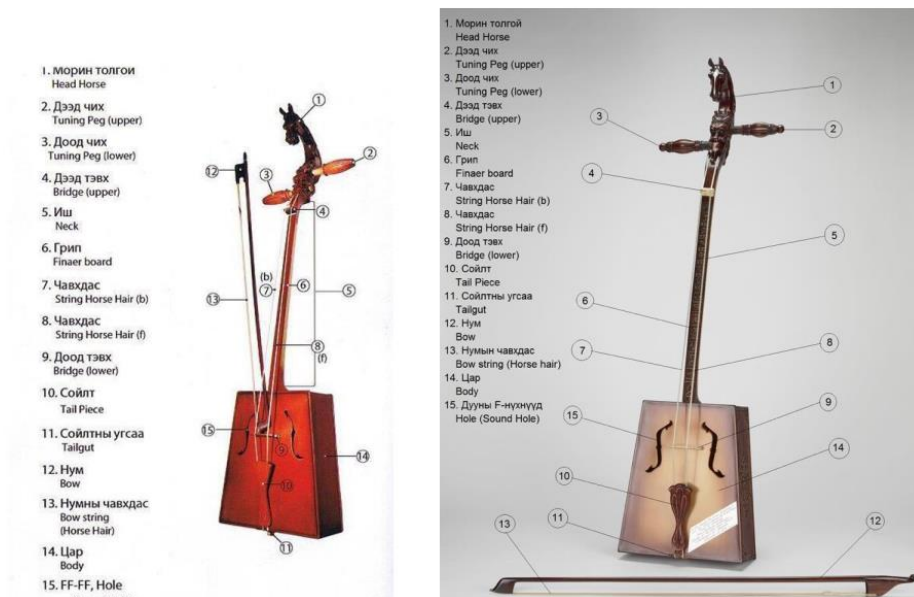
Photo of Morin Khuur



Meaning of word “Morin Khuur”

Its meaning is Horse-head fiddle (Morin Khuur)

Photo of Ensemble with Morin Khuur



Melody or Song of Morin Khuur for Beginners & Meaning of Song

The most beginners, who learn Morin Khuur, start to play a melody which is named “Jalam Khar” about a very beautiful horse. There are a lot of melodies of Morin khuur which are dedicated to horses in Mongolia.

Жалам хар хэмнэлийн дасгал jalam khar musicograma - YouTube

Jalam Har (First Part)/ **Жалам хар (I хэсэг)** – YouTube

Somy & **Батгэрэл - Жалам хар** /Jalam har/ - YouTube

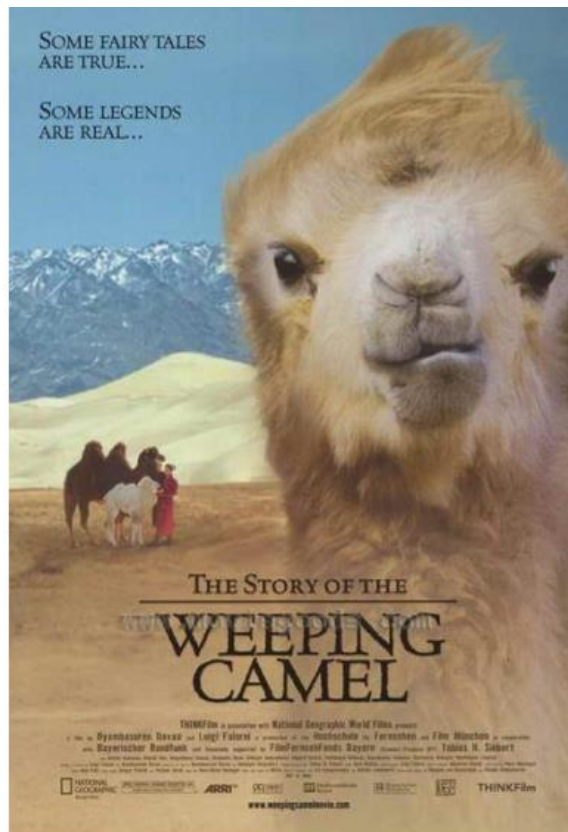


Mongolian herders in Gobi region also use Morin Khuur to change and mitigate camels' angry character to be softened through their experience how to take care their camels and observation of the camel's psychology.

One of the very popular melody of Morin Khuur is recognized through the Documentary film "The story of the Weeping Camel" (Byambasuren Davaa, 2003). The film tells that a female camel gave a birth during the climate disaster. She was very tired and after her delivering she rejected her offspring. Then the nomadic people use the Morin khuur to solve the situational problem. *(The film link <https://www.youtube.com/watch?>).* We see at the beginning that the camel was angry with her baby and people are so sad from the youngest to the elder people. When a man plays the Morin Khuur, its melody helps both animal and people to feel compassionate. This scene shows the Morin khuur has motivational value, which energize humanity even animals, those who have any difficulties during their life time, with invisible power. Mongolian people can get magic energy from music and use it to overcome and solve their problems.

From the film we also can see that a woman, who sings a kind of son, which is called coaxing. The sound of the Morin khuur is tied in with coaxing animals. This tie attracts human and animal heart to be softened as well in terms of the affective characteristics of the aesthetic values. This shows that nomadic people observe their animals' behaviour and have a great deal of experience how to take care them. Here, they have explored that the camels are soft animal so they use the Morin khuur to attract the camel's heart.

Melting or weeping into melody of Horse-head fiddle implies how the melody of Horse-head fiddle is powerful to attract human heart.



Occasions for playing morin khuur.

- State ceremonies start with melody of Morin Khuur.
- Morin Khuur is used for other ceremonies and activities such as wedding, conferences.
- During the Mongolian New Year as called White Moth, every family must play Morin khuur on the first day of the New-Year. Because it had symbols that the melody of the Morin Khuur removes all the bad things from home.

From Poetry to Vocal Lines

Warinthip Worawisattawan¹

Abstract

This article discusses the importance of singing by emphasizing linguistic clarity and conveying the meaning of the song through melodies through the technique and rhythm of singing as a result of developing vocal skills. Taking into account the balance of organs involved in the pronunciation of consonants and vowel sounds. A resonant sound and clear enunciation are essential for a captivating singing performance. The singer's primary task is to deeply comprehend the lyrics of the song, allowing for effective interpretation and meaningful delivery that enables the listener to fully appreciate the beauty of the music.

The article "From Poetry to Vocal Cords" presents the reader with an understanding of the basics of understanding the basics of singing lessons and points the reader to the importance of organ function related to pronunciation. The results of this article will help those interested in singing (1) understand the functions of organs involved in pronunciation; (2) Align the organs involved in pronunciation correctly according to the principles of consonants. and (3) create vocal resonance to provide melodic clarity in a language that enables learners to practice vocal skills. It considers the balance of organs involved in the pronunciation of consonants and vowels, as well as the singing techniques used to create softness in the tone

Keywords: functions of organs are related to pronunciation, the placement of organs is involved in pronunciation, vocal technique

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Introduction

Singing is one of the most popular and widespread activities. “ **Singing is a science and art that combines language and music together**” (Tiewthong, D., 2017: p. 26). Singing has a great influence on people causing changes in the thoughts and behavior of listeners and triggering feelings of well-being in both the singer and the audience (Thirawat, S., 2022: p. 71)

Good music is artfully expressed, as is speech. Reading a poem or melody on stage requires more linguistic clarity than a conventional conversation and singing, in addition, it has to be very clear in the language too. The accent in the syllables, which gives rise to the meaning, connects the song in the lyrics and synchronizes it in the piece of music. In this way, it can convey a greater sense of the audience's understanding of the meaning of the song. (Amatayakul, D., 2003: p 32).

The author strongly agrees with the statement that "a singer should not ignore the clarity of language in singing, because the expression of sung songs is clear and natural, and the use of a beautiful tone elevates the singer above the instrumentalist." (Van A. Christy, 1979: p. 63). Therefore, singers or those who perform the songs are integral to the entire creative work. We call them artists who convey the emotions of the song through language and beautiful melodies with charisma.

I strongly believe that everyone wishes to have a beautiful voice when speaking or especially when singing, but that is the destination that everyone dreams of. The recurring reality is that we never pay attention to the origin of sound. Many people when singing will try to make a beautiful voice by bending or imitating the voice of the original artist, regardless of their physical characteristics, causing distortion in tone and language and inability to control the tone of voice at the time of singing.

Compared to exercise If we posture correctly, the muscles in the active part will work fully and there will be no injury to that organ after use. So does singing, if we do not know which organs are involved in singing, then it will affect the vocals that are voiced in some way, such as lack of wind control, the vocals are powerless, singing with wind leakage or indistinct language, etc.

This article I have written is based on the initial understanding of singing lessons and points out to the reader the importance of organ function related to pronunciation.

This article provides valuable insights for aspiring singers, helping them comprehend the roles of organs involved in pronunciation. It emphasizes the importance of controlling these organs, such as shaping the mouth correctly and aligning them according to consonant principles. The use of the International Phonetic Alphabet (IPA) assists in producing vowel sounds and ligatures, enhancing

vocal resonance, and ensuring melodic clarity while singing lyrics. Learners can practice vocal skills by striking a balance between the organs involved in pronouncing consonants and vowels, while also employing singing techniques.

The author has seen the importance of creating an understanding of pronunciation and clarity of language, as well as creating melodiousness of vocals. Therefore, it is presented for the readers to know.

1. The functions of organs related to pronunciation
2. The shape of the mouth and organs associated with the pronunciation can be placed correctly according to the principle of consonants. Pronunciation, vowel sounds, and ligatures using IPA
3. The importance of resonance of the vocals and clarity in the language while singing the lyrics

This article will discuss the basic steps for learning singing by dividing the learning into 3 steps according to the objectives that have been defined. Regarding the arrangement of organs used in pronunciation according to the IPA, which are consonants and vowel sounds, and the presentation of phonetic pronunciation according to the phonetic pronunciation table by dividing the vocal color characteristics according to the vocal position, which will be according to the characteristics of the sound color that is in bright sound and dark sound, and we hope that this article will be useful and help solve the problem of vocal use for those who are interested in developing singing.

Content

1. The Function of the Organs Related to Pronunciation. The functioning of the phonetic organs is caused by factors such as crying, laughing, speaking, and singing. Understanding the working system of the organs used to pronounce allows us to control the organs and muscles while working to achieve excellent performance while singing. The internal organs and muscles in different parts of the body are the ones that we cannot touch but could practice. Observing and understanding allow us to remember and recognize the function of the organs and muscles in different parts of singing, such as opening the throat and spreading the vocal cords in singing. Raising the soft palate or placing the shape of the mouth and tongue in language pronunciation and the use of the diaphragm to control the wind forces in singing produces resonance in song.

The organs used in vocalization can be divided into 3 parts: (Worawisattawan, W., 2021: p. 18) 1. Lungs and diaphragm 2. Larynx and vocal cords 3. Organs above vocal cords

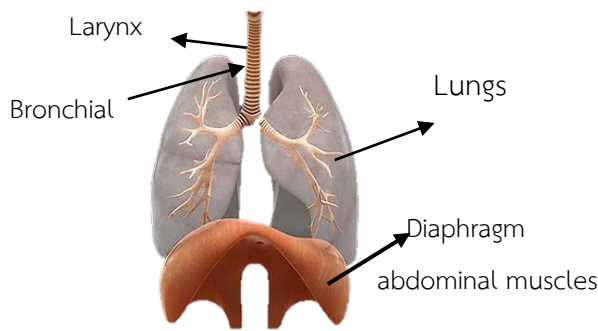


Figure 1: Lungs and diaphragm
Source: Katarina, H. (2018)

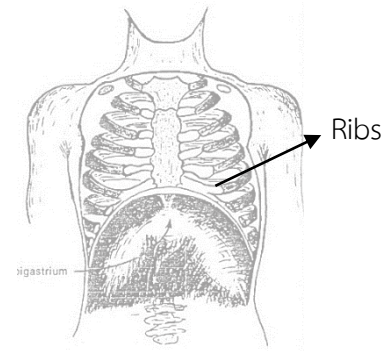


Figure 2: dome-shaped diaphragm that separates the chest cavity and abdomen.
Source: Van A. Christy. (1979)

The lungs and diaphragm are the main organs that perform breathing functions, comparable to the alveoli on both sides of the body. The position of the lungs is that the chest cavity is surrounded by rib cages with the diaphragm. The position of the diaphragm is characterized by a dome-shaped muscle plate, located at the bottom between the chest cavity and the abdomen. (Worawisattawan, W., 2021: p. 19) During inhalation, the muscles that control the respiratory system pull the ribs up with the stretch out, and the diaphragm is pressed lower as a result of the expansion of the lungs to receive oxygen, and at the time of exhalation, the muscles pull the ribs together.

While singing, we breathe out of the lungs and release the abdominal muscles. The front muscles, which are located in front of the diaphragm, expand when we inhale and contract when we exhale. This muscle is the same muscle as the back muscles, which control the amount of air, loud and light vocalization, and the creation of narrow sounds to find a wide voice. (Creativecrash, 2020, n.d.)

Larynx and Vocal Cords. The larynx, also called Adam's voicemail/apple, is positioned above the windpipe. Inside the larynx are 2 vocal cords, which are the most important organs for vocalization. The tendons and muscles are draped in a horizontal (vocal process), with one end of the two vocal cords adjacent to each other and attached to the thyroid cartilage located in front of the larynx. The other end of each vocal ligament is attached to each arytenoid cartilage. The male vocal cords are about 15.5 millimeters long and those of women are about 11.5 millimeters. Short vocal cords give a squeaky sound. (Niamnak, W., 1989: p 62).

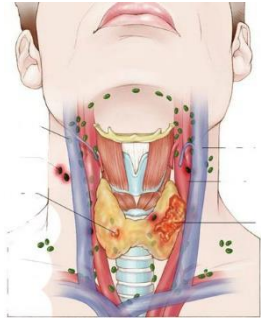


Figure 3: Placement of Larynx

Source: Kjetil Larsen (2017)

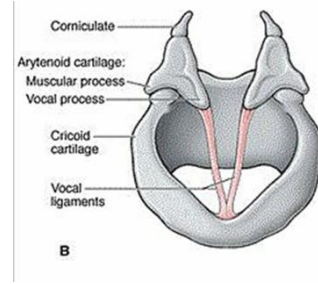


Figure 4: vocal cords

Source: pediagenosis (2018)

When airflow passes through the glottis without causing vibrations, the produced sound is either quiet or absent. These processes are not fully developed as speech until the airflow passes through the organs of the oral cavity and undergoes a transformation into speech.

On the other hand, when airflow passes through the tightly stretched vocal folds and causes vibrations, it generates audible sounds. These vibrations of the vocal folds result in specific frequencies and speech sounds.

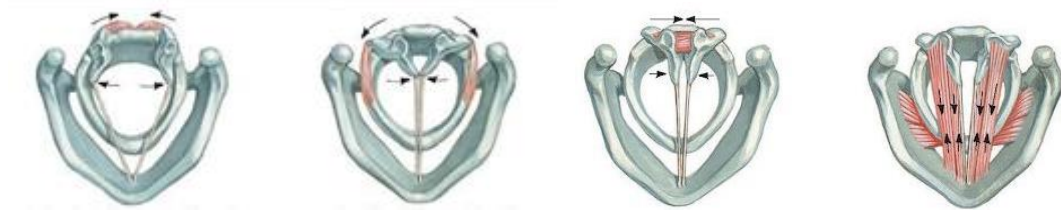


Figure 5: Movement of vocal cords

Source: pediagenosis (2018)

- 1 lips
- 2 Upper and lower teeth
- 3 Alveolar ridge
- 4 Hard palate
- 5 Soft palate
- 6 Uvula
7. Tip of the tongue
8. Nostrill
- 9 Front of the tongue)
- 10 Back of the tongue or velum
- 11 Root of the tongue
- 12 Pharyngeal cavity
- 13 Epiglottis
- 14 True vocal folds or Vocal cords
- 15 Larynx
- 16 Trachea
- 17 Nasal cavity
- 18 Esophagus

Organs above vocal cords

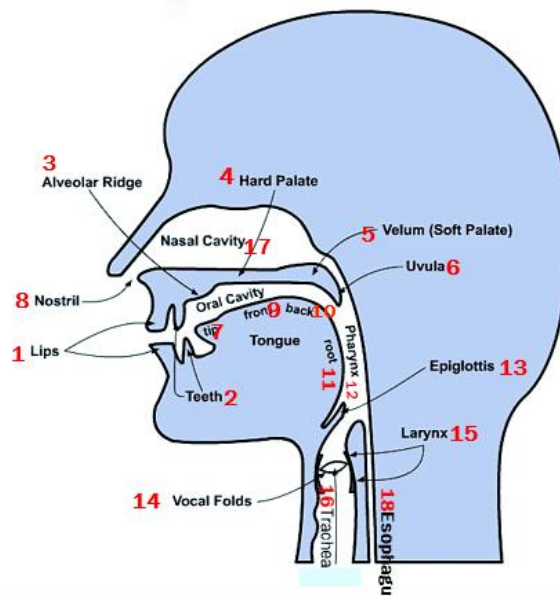


Figure 6: Organs above vocal cords

Source: Mason, J. (2021)

“The pronunciation of a good accent depends on the functioning of all parts of the pronunciation organ, and the singer who pronounces the word well will be the one who has a good accent and sings colorfully, which is one of the elements of the singer’s character who has special qualities to appeal to the listener.”

Thewthong, D. (2017: p. 192)

Organs above vocal cords. The journey through the vocal cords of the exhaled breath is the point of transition from wind to a sound wave, forming different types of natural sounds, which are not complete enough to be spoken. As a result, the entire oral cavity and nasal cavity are vital organs, to convert air from the lungs to vocals and speech. (Thuayjaroen, P., 2004: p. 86).

Lips play a role in pronunciation, we can use the upper and lower lips to completely separate to pronounce /b/b, /p/p, /m/m, such as the words pink, ball, music, etc. In Thai, using the upper teeth to tap the lower lip can produce the sounds /f/, /v/ such as flu, fan, fun, value, etc.

Teeth, in addition to being used to grind food, are also the points that give birth to vowel consonants, which in most cases, the upper teeth play a greater role than the lower teeth. The pronunciation of consonants and vowels is associated with tongue placement and tooth contact. Both the front and jaw have an effect on the facial contours, and abnormal tooth contact affects the pronunciation of the language.

The palate is divided into 2 parts: hard palate and soft palate, there are muscles attached to the soft palate that hangs into the neck cavity, called the chicken tongue. When the palate muscles and the chicken tongue are lowered, it will cause the air current from the throat to come up through the nose, thus causing sounds called Nasal Sounds.

The tongue is an important organ used to adjust airflow. The movements of the tongue at each point in different parts inside the oral cavity affect the release of IPA, it is necessary to clearly identify the parts of the tongue, such as the tip of the tongue, the blade, the front of the tongue, the middle part of the tongue (anterior tongue), the back of the tongue (Velum), and the base of the tongue. (Root of the tongue).

The pharyngeal chamber is part of the neck and throat, located behind the mouth and nasal cavity. It has a conical tube above the larynx, Duties The pharynx is part of the gastrointestinal tract and respiratory system of the organism. This is because both food and air pass through the pharynx.

The epiglottis, a connective tissue plate, functions as a lid to close the airway during swallowing to prevent choking. The pharynx is also involved in pronunciation, aided by the muscles lining the neck walls.

The neck cavity is responsible for adjusting the space to support the movement of the posterior tongue and the base of the tongue in pronunciation. The first part of the cavity shows the resonance of the sound and a reflection in the chest.

2. The shape of the mouth and organs associated with the pronunciation can be placed correctly according to the principle of consonants, pronunciation, vowel sounds, and ligatures using IPA

If the singer is not familiar with the singing language the form the placement of the mouth and the tongue becomes none natural while singing. Therefore, it is important to be aware of the shape of the mouth, tongue, and organs associated with the pronunciation. Learning and practicing phonetic pronunciation will help to pronounce the spoken language clearly.

The process of using organ systems to produce speech so that the voice is clear and understandable.

the articulatory system within the oral and vocal tract plays a vital role in regulating the quantity and pressure of airflow. It also modifies the internal space within the oral cavity through tongue movements. These processes enable the production of speech sounds that accurately represent letters and words.

We can separate groups of organs to transform sounds according to the nature of movement can be divided into 2 groups as follows: (Effort, 2020, Online)

1. Passive articulators are called **bases**: This organ classified as the upper part of the mouth, is a mobile organ such as the upper lip – upper teeth – alveolar ridge – hard palate – soft palate (velum) – uvula

2. Active articulators are called **korns**, namely: - lower lip – lower teeth – tongue

Sound Generation The air stream must be trapped in some way. The trapping of airflow is done by the moving organ group moving towards, approaching, or approaching the immobile organ group, creating different types of consonant sounds that vary according to the form of airflow blockade, also known as the pronunciation method itself. The airflow from the wind source passes through different pathways, resulting in various speech sounds such as plosives, fricatives, trills, and more.

Sound of consonants are formed by forcing different forms of airflow.

The sound of this consonant comes from the arrangement of the organs used in pronunciation in different ways, resulting in the forced flow of air in different ways: the airflow is completely closed, partially closed, periodically closed, and open. These variations allow us to classify the resulting consonant sounds as follows:

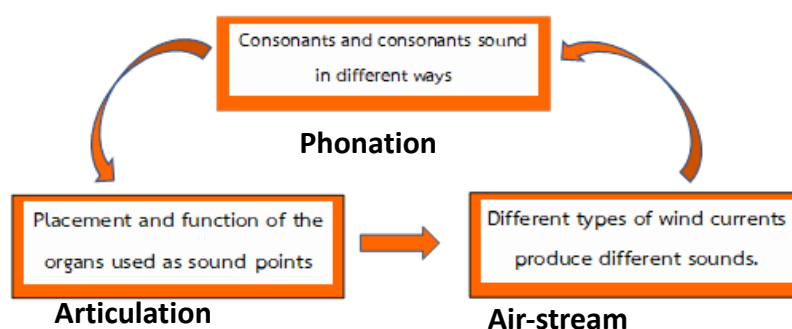


Figure 7: Relationship of sound generation

Source: Worawisatwan, W. (2021: p. 79)

Language is an important organ in pronouncing consonants and vowels. It has complex muscles, so movements can take many forms when the tongue is placed in a normal manner. We can classification of the resulting consonant sounds as follows:

1. **The plosive sound** is caused by the close proximity of a pair of organs, such as the upper and lower lips, or the base of the tongue and the chicken tongue, causing a brief retention of air in the area. The wind that is standing there is a strong gush, called an explosion. It is illustrated by the following visual characteristics.

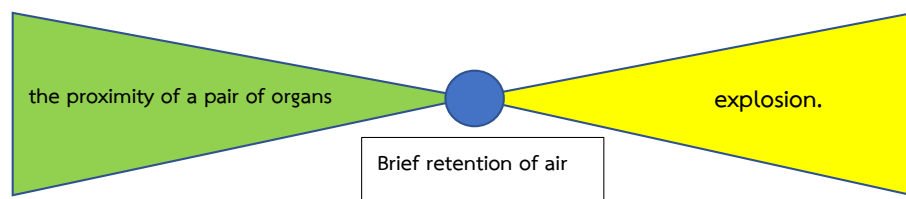


Figure 8: The occurrence of sound explosions.

Source: Thuycharoen, P. (2004, p. 33)

It can be divided into non-echo and echo. As follows

The characteristic of non-echoing sound is that the vocal cords are wide open and can only be heard by the wind. Written in the phonetic alphabet are /t/, /p/, and /k/, such as words **too**, **tie**, **pool**, **key**, **cat**, **rooster**, etc.

The characteristic of echoes is that there is a vibration of the vocal cords when the sound is emitted. It is written in the international phonetic sound: /d/, /b/, /g/ as **day**, **bee**, **bow**, **gun**, **earth**, etc.

2. The nasal sound is an echo, a sealed airflow, which is done by keeping the upper and lower lips together while lowering the soft palate and uvula so that the air exits through the nasopharynx one way. Written according to the phonetic sounds are /m/, /n/, /N/ such as **mom**, **may**, **come**, **rim**, **nice**, **net**, **gone**, **sung**, **wing**

3. Affricate sounds are characterized by explosions and frictions, and the point at which the sound originates must be at the same place or close to each other, but the air output is slower. Therefore, a narrow channel is formed at the point of sound, so the wind can insert it. It is divided into 2 characteristics:

Characteristics of echoes It is written according to the international phonetic sound such as /δZ/ compared to the English sound j, such as the word **jam**, **joy**, **gentleness**, **bridge**, and **charge**.

The nature of the sound does not echo. Written in international phonetic terms, such as /τΣ/ compared to English sounds such as a **church**, **cheek**, **champ**

4. Fricative sounds are caused by the phonetic organs and the origin of the sound being very close to each other but not to each other. There is the insertion of air through the organs used in pronunciation. This satirical sound can be divided into 2 characteristics:

The nature of the sound does not echo. It is written according to the international phonetic sounds: /φ/, /T/: close to the sound T, given that the tip of the tongue is between the upper teeth and the lower lip), /σ/, /Σ/, /h/ such as **food**, **find**, **rife**, **box**, **set**, **city**, **this**, **think she**, **wash**, **him**, **hall**

Characteristics of echoes It is written in international phonetic terms: /v/, /z/, /D/ (the: the sound is close to d, given that the tip of the tongue is behind the upper tooth and lower lip, there is a vibration that occurs while pronouncing), /Z/ (a: usually appears in the middle of the word) such as vat, wave, Zen, buzz, these, that

5. Lateral, notice that the tip of the tongue is closely attached to the gum bottom. During pronunciation, the first part of the wind is directed out of the side of the tongue before flicking the tip of the tongue down, written according to the international phonetic sounds, such is /λ/ such as the words long, life, lack, kill, full

6. Roll or trill sounds are characterized by the intermittent opening and closing of the air, which involves the use of organs that are used to pronounce and then open them alternatively. Written according to the international phonetic sound, i.e., /r/ (r/ (r) can be divided into 2 types: Tapping is a symptom that rolls the tip of the tongue upwards to touch the gum bottom and flicks down quickly. Retroflex is a symptom of rolling the tongue up to the soft palate, such as rim, right, wrong, roll,

7. Semivowel sounds are characterized by open sounds, the organs used in pronunciation and the origin of the sound are not adjacent to one another. It is written according to the phonetic sounds of /ω/, /φ/ sounds such as usable, wool,

Table 1 the functional relationships of the organs used for pronunciation and the characteristics of consonant colors.

Consonant sounds produced by forcing airflows	Both lips	Upper front teeth with Lower lip	Upper front teeth with the tip of the tongue	Bottom with Tip of the tongue	Behind the gum bottom and the tip of the tongue	Hard palate with The tip of the tongue rolls.	Palate with Front tongue	Soft palate with Back tongue	Uvula and the back tongue	Neck wall with tongue base
เสียงพ้อง (Plosive)	Both lips /b/ (labial) Bee, Boy			/d/ (labial) Day, Dog			/t/ (labial) Tch, Seed, I/ Yes, Yard	/k/ (labial) Gab, God	/q/ (labial) quit	
เสียงพ้อง (echoes sound)				/f/ (labial) Toy, Tear				/g/ (labial) King, Kit		
เสียงพ้อง (non-echoing sound)	/p/ (labial) Put, Pink			/v/ (labial) Nose, Name				/ŋ/ (labial) Sing, ring		
เสียงพ้อง (Nasal)	/m/ (labial)			/ŋ/ (labial) Joy, Gentle						
เสียงพ้อง (echoes sound)				/ŋ/ (labial) Cheek, Match						
เสียงพ้อง (non-echoing sound)										
เสียงพ้อง (Africate)										
เสียงพ้อง (echoes sound)										
เสียงพ้อง (non-echoing sound)										
เสียงพ้อง (Fricative)		/v/ (labial) Vase	/θ/ (labial) These, That	/z/ (labial) Zell, Zoo	/ʃ/ (labial) Vision					
เสียงพ้อง (echoes sound)		/ʃ/ (labial) Face, rifle	/θ/ (labial) Think, Thank	/z/ (labial) Set, Box	/ʃ/ (labial) Show, wash					
เสียงพ้อง (non-echoing sound)				/l/ (labial) Long, full						
เสียงพ้อง (Lateral)										
เสียงพ้อง (echoes sound)										
เสียงพ้อง (Roll trill)										
เสียงพ้อง (echoes sound)										
เสียงพ้อง (Semi-vowel)	/w/ (labial) Want, week									
เสียงพ้อง (echoes sound)										

To maintain vocal consistency, it's crucial to practice managing vowel variations when words change. It greatly depends on the position of the organs and the cavity resonance. Too much mouth opening won't produce a more melodious or resonant tone. Therefore, it is important to be in shape when using different facial muscles. It supports and links to the organs that aid in singing with a melodic resonance and helps to pronounce it clearly in the language.

Figure 9: The functional relationships of the organs used for pronunciation along with having both short and long vowels, vowels also include mixed vowels, which are created by mixing two vowels while keeping one of them as the dominant sound. Vowels also give the words or songs their hue. The tonal qualities of vowel sounds can be divided. There are two kinds. 1. Dark tone. 2. Bright tone. According to the international phonetic alphabet, it may be represented as the following:

Table 2 Presents IPA Vowel Pronunciation.

เสียงสระ โทนสว่าง (Bright sound)				สระผสม (Diphthong)		เสียงสระ โทนหม่น (Dark sound)			
สระเสียงสั้น		สระเสียงยาว		IPA	ตัวอย่าง	สระเสียงสั้น		สระเสียงยาว	
IPA	ตัวอย่าง	IPA	ตัวอย่าง			IPA	ตัวอย่าง	IPA	ตัวอย่าง
[ɪ] ออกเสียง อิ	it, kiss, tip, pick build [ɪ] system, busy, pity	[i:] ออกเสียง อี ภาษา	meet, meal, leave, sea, field, ski, believe, machine, pizza [i:]	[eɪ] ออกเสียง อัย ไอ + อี	late, race, able, aim, wait, may, weight, they , break [eɪ]	[ʊ] ออกเสียง อุ	look, book, foot, put, push, pull, would, could, should	[u:] ออกเสียง อู / อือ	rude, June do, move, room, chew, flew, jewel true, fruit, juice
[e] ออกเสียง เอะ	let, tell, press bread, deaf [e] dead, weather	[æ] ออกเสียง อา	army, car, party calm, palm, dark	[aɪ] ออกเสียง อาย อา+อัย	ice, find, tie, guide, quite, my, style, buy height, eye [aɪ]	neutral sound [ə]	about, taken, violent, memory, reason, family	/ɜ:/ ออกเสียง เออ	heard, word, surface
[æ] ออกเสียง แอะ	cat, apple, land	/ɔ:/ ออกเสียง ออ	fork, order, cord, walk law, saw, pause bought, thought	[aʊ] ออกเสียง เอา (อา+อุว)	out, about cow, owl, powder				
/ɒ/ ออกเสียง แอะ	pot, hot, hospital			/ɔɪ/ ออกเสียง ออย (ออ+อัย)	oil, voice, noise, boy, toy				
/ʌ/ ออกเสียง อึะ	cut, jump, cover , duck			[oʊ] ออกเสียง โอะ (โอ+อุ)	go, open, old, note road, boat, low				
				[ər] ออกเสียง	serve, herb, burn, hurt, girl, sir, work, word, doctor, heard, earn, earth				
				/ɪə/ ออกเสียง เอีย (อี+เออร์)	clear, fear				
				/ʊə/ ออกเสียง อัว (อุ+เออ)	tour, pure, mature				

Figure 10: IPA Vowel Pronunciation
Source: Worawisattawan, W. (2021). p, 85

Creating a resonance of tone

Having a pleasant tone of voice, resonance, (not hoarseness), and stability in the tone will surely delight the listener. A good singer should observe their voice and choose the right song to suit their tone. In addition, choosing the right key signature for the vocals will allow the singer to fully demonstrate his skills. To maintain vocal quality, it is important to practice improving skills and increasing the width of the vocal range (Register). Human voice resonating chambers are similar to acoustic instruments like the guitar, piano, or violin. Once the tone is generated by the vibrating vocal cords, it travels and resonates within the open ducts and chambers. Since the vocal tract is associated with different parts of the body, these resonance chambers are commonly referred to as the chest, mouth, nose/"mask," or head.

When singing, the singer must adjust the space of their throat to match the level of their voice while they sing, focusing on certain points in the body to create the right resonance and sound by controlling the different cavities in their throat to suit the high or low vocal volume.

The expansion of sound and resonance begins from the mechanism of larynx activity through the vibration of the muscle mass and related organs, which does not result in sound, then sends this vibration to the gaps in different parts of the body, including the dome-shaped neck cavity of the mouth. Cavities around the face, including the forehead, nasal cavity, cheekbones, chest tone, and skull gaps. The form of the individual affects the type of cavities. Any region will vibrate and experience a resonance as a result of the vibrations brought on by the noise levels, the body's various postures create. Vibration in other places, such as the head's position when making high-pitched vocalizations. Once we comprehend the cause of the resonance that takes place within the body. Making a melodious sound is no longer challenging.

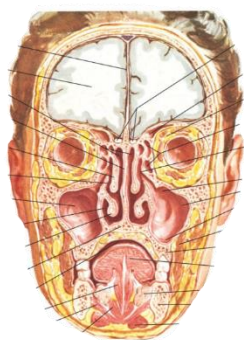


Figure 11: Cavities around the face

Source: Pediagenosis (2019).

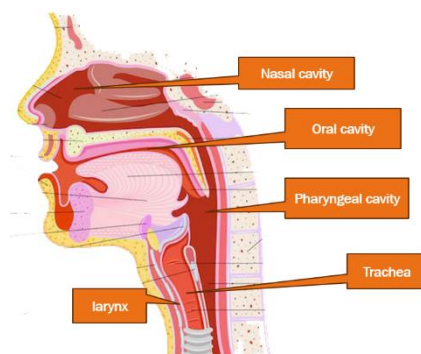


Figure 12: resonance Cavities

Source: Turhanerbas (2019).

How to practice resonance

Method 1 Humming

The art of utilizing the space behind the nose is known as hum (HM) or Han (Hn). The nasal cavity is stimulated by adding the letter "h" before humming or Han, which can be thought of as warming the sound and preparing the bodily cavity for use. Humming while raising the cheeks in the shape of a little lollipop is a simple technique for improving the resonance of the tone. You may use hum (HM) and Han (Hn) to see the way the muscles in your face and mouth move and function by gently pressing down on the base of your tongue, imagining the start of a gag yawn, and doing these things. Keep in mind the resonant sensation that you get when singing high-pitched notes, which will cause your face and forehead to resound from the rear of your nasal cavity. Try out various volumes and pay attention to the vibrations that appear, to determine the location of the resonance.

Method 2 Dragging sound ng

It is possible to practice this by holding the base of the tongue against the soft palate while the soft palate is raised to open the throat cavity. Lowering the jaw, open the lips to wrap the mouth and notice how the placement of the muscles and the movement of the internal organs affect the resonance of the resulting tone, observe the vibrations behind the nose and around the face, experimenting with various sound systems, and then notice the vibrations that take place.

After practicing wind feeding to resonance, progressively transition from procedures 1 and 2. Open the lips' edges so the voices can flow freely. In order for the vocalist to become accustomed to using the relevant muscles and organs, the voice should be at a level that they can manage. Then begin simultaneously uttering vowels and consonants.

Preparation before training

1. The student has the option of standing or sitting, which promotes relaxation rather than stress. The body has to be extended upward. No room exists in the chest. Because the spine is linear, avoid wrapping the shoulders. Put your weight on both toes if you're standing; if you're seated, sit half-buttocks up.

2. Prepare the cavity by inhaling as deeply as you can via your nose and mouth. (Do not lift the shoulders). When breathing in, raising the palate slightly will feel chilly on the neck wall. To relax the air, blow out candles or make consonant sounds like /f/, /s/, or /v/. Count to three or four, then yawn while closing your lips.

3. "Position the breath deep in the pelvic abdomen, avoiding excessive tension. Utilize humming or vocalizations like 'han' to explore the full range of your voice, from high to low or low to high. Pay attention to the resonance produced and modulate the sound accordingly. Reflection of the sound is always present, with high notes resonating in the head and low notes resonating in the chest."

"Begin by feeling vibrations and resonance in the nasopharynx with the first note, then extend them through the face and front of the head (raising the cheekbones slightly can aid in dispersion). Connect the sound downward to resonate in the chest. Note the lingering tremor and resonance in the head, which signifies correct cavity utilization and sound reflection."

4. In vocal practice, control over transitioning between notes is crucial. This involves maintaining a relaxed airflow and gently tapping the new note before increasing vocal intensity. The techniques "hm" or "Hn" involves keeping the lips together, except when producing the sound "ng." For "ng," the base of the tongue touches the dropped soft palate, allowing air to flow into the nasal cavity without sealing the lips. Learners should observe resonance in the nasal cavity and head for high and low tones, despite the primary chest resonance. Once mastery is achieved, students can explore the full-scale range in ascending or descending patterns.

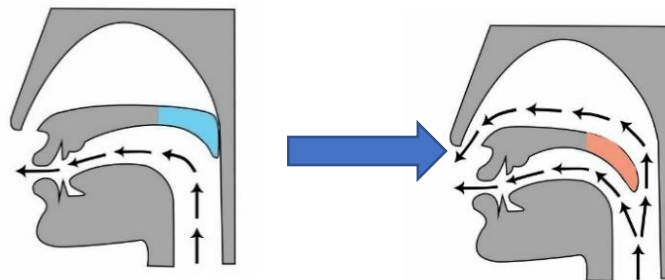



Figure 13: Raising the soft ceiling to open the throat expands the resonance

Source: Singgeek. (n.d.)

5. In vocal technique, it is important to position the lips in alignment with the prescribed consonants and vowels, ensuring that the sound's resonance remains consistent. Resonance occurs in specific areas depending on the pitch range, with high notes resonating in the chest and low notes resonating in the brain. It is essential to maintain a continuous connection between vocal notes, striking a balance between volume, breath support, and muscular strength. When encountering syllables that begin with a vowel sound but end with the "ng" sound, the base of the tongue should be dragged to the soft palate, allowing air to pass through the nasal cavity. This nasal cavity serves as the resonating space for the sound. As the resonance is maintained, the lips can gradually expand to articulate the required vowels.

Exercise 1

แบบฝึกที่ 1



mmm... / ม
nnn... / น
ng... / ง

Exercise 2

แบบฝึกที่ 2



mmm... / ม
nnn... / น
ng..... / ง

Exercise 3

แบบฝึกที่ 3




mmm... / ม
nnn... / น
ng... / ง

Exercise 4



ma me mi mo mu Yam yam yam yam yam... da di do du da di do du da di do du da di do du
มา เม มิ โม มู ย่า ย่า ย่า ย่า ย่า คา ดี โด ดู
Si_____ ng Si_____ ng Si_____ ng Si_____ ng Si_____ ng
ซี_____ ง ซี_____ ง ซี_____ ง ซี_____ ง ซี_____ ง

Exercise 5



mm..ah ay ee mm..ah ay ee mm..ah ay ee mm..ah ay ee mm..ah ay ee
ม__มา เอ อี ม__มา เอ อี...
Sing ah ay ee
ซิง__งา เ ง

Conclusions

Using language in singing is reciprocal support. We can learn and develop language through singing while deriving pleasure from the melodies of the songs. However, to produce a harmonious song, one must learn about the various

components, particularly the organs used in singing and language production, and how to effectively control them. It is essential to train and master the ability to control the body properly. Singers, in addition to having a good personality and a captivating voice, should possess the ability to control their voice and effectively convey the meaning of the song while singing. Therefore, singers should study, understand, and employ correct language production techniques to ensure that songs are imbued with meaning and evoke emotions in the listeners.

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การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติ สถาบันบัณฑิตพัฒนศิลป์ ครั้งที่ ๗
และการประชุมวิชาการนำเสนอผลงานวิจัยระดับนานาชาติ สถาบันบัณฑิตพัฒนศิลป์ ครั้งที่ ๖



Visual Arts

"สุพรรณบุรีศรีนครศิลปถิ่นไทย ก้าวไกลสู่สากล"

“Slowly Learning”
Yarn Embroidery with Material Inspired by New Environment's Nature

Chutima Promdecha¹

Abstract

The purpose of this embroidery's creation is to present an artwork in the form of abstract art created by using visual elements such as lines, colors, shapes, spaces, and texture. The artwork is constructed using the principles of art composition in a two-dimensional format on cotton fabric using the technique of embroidery with a combination of natural materials. The creative process involves seven main steps. 1) filtering and refining ideas 2) studying and gathering information. 3) creating and selecting a sketch. 4) Gathering materials and tools 5) preparing the fabric frame. 6) creating the artwork by embroidering on the fabric. 7) combining the real natural materials into the artwork by hand sewing and interweaving yarn. The study and creation of this artwork are undertaken to fulfill individual needs in conveying the beauty of a newly discovered environment and to solve previous issues in the last creation by using colors, creating textures by yarn, and creating spaces. Regarding the use of colors, it was focused on the gradation, including yellow, green, blue, and purple. The artwork also highlights a focal point using vibrant warm-tone colors such as red, pink, and orange. As for texture's creation, the emphasis is on creating texture at different levels through the characteristics of the punch needle, resulting in varying levels of texture throughout the artwork. The artwork incorporates spaces, arranged symmetrically, that serve as transparent areas that are used to attach real natural materials through hand sewing and interweaving yarn. The creator technique of embroidering with a punch needle is cherished and particularly enjoyed by the creator. This process requires repetition and takes a considerable amount of time, contributing to the creator's mindfulness, tranquility, and fulfillment. This creation became a period of aesthetics that helped enhance emotional stability, gradually understanding from something that is difficult to achieve in a constantly changing environment. Slowly adapting and slowly learning to growing on my own.

Keywords: Embroidery, Yarn, Aesthetics, Abstract Art, Nature.

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Introduction

Relocation and changing residences are prevalent human behaviors driven by an inherent curiosity and a continuous pursuit of knowledge. However, such relocations are not always voluntary, as they can be influenced by family obligations, social status, or work responsibilities. The creator has frequently experienced the necessity to move due to job requirements, which entails confronting unfamiliarity and anxieties related to adapting to a new social environment. Furthermore, these transitions may expose creator to an environment that lacks conducive conditions for personal happiness.

When the creator is forced to move to a new place, the fears and anxieties were found, just as in previous relocations. Furthermore, the new work systems and meeting new people only amplify the fears and anxieties. However, the new natural environment leaves a profound impact on the creator. The majority of the area is covered in various abundant plants. The creator's own mother has cautioned about the potential presence of dangerous wildlife hiding amidst the foliage. Some plant species are familiar to the creator, while others remain unidentified. It is the beauty of this new natural environment that greatly impresses the creator and gives a strength to adapt. The creator was inspired to observe the growth and transformations of the diverse plant life throughout the seasons.

In summary, the creator draws inspiration from personal experiences, the process of adapting to new environments, and the beauty of nature by striving to create artwork that caters to individual needs, conveys the aesthetic appeal of the newly discovered environment while addressing past challenges in the creative process. As a result, the idea of creating two-dimensional visual art using embroidery techniques with punch needle, combining visual elements with real natural material emerges. Through this artistic expression, this artwork serves as a means to communicate emotions, express inspiration, showcase beauty, and highlight the happiness derived from the act of creation.

Purpose of study

1. Create the embroidered artwork "Slowly Learning"
2. Address previous challenges in artwork creation.
3. Express impression and happiness through artwork creation.
4. Generate valuable knowledge and inspire others in the field of visual art.

Creative Methodology

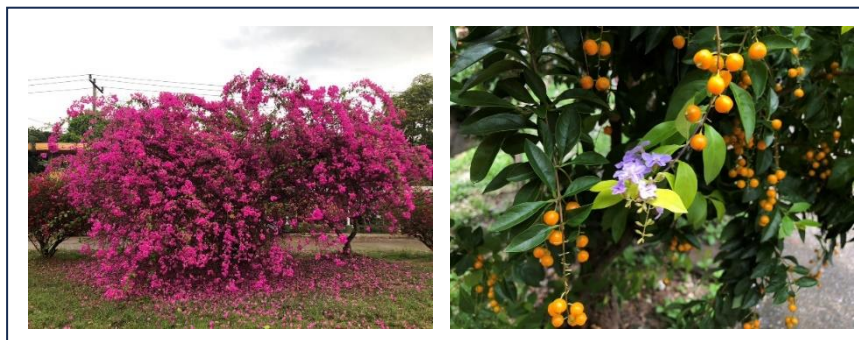
1. Reviewing and examining memories of the current environment and exploring its features.

Figure 1 Photographs of plants found in new environment. (Golden dewdrop, Trumpet flower, Parrot flower and Thai bungor)



Noted. by Chutima Promdecha, 2020

Figure 2 Photographs of plants found in new environment. (Bougainvillea and Golden dewdrop with its flower)



Noted. by Chutima Promdecha, 2020

Figure 3 Photographs of plants found in new environment. (Unknow species riverside plants and Bougainvillea)



Noted. by Chutima Promdecha, 2021

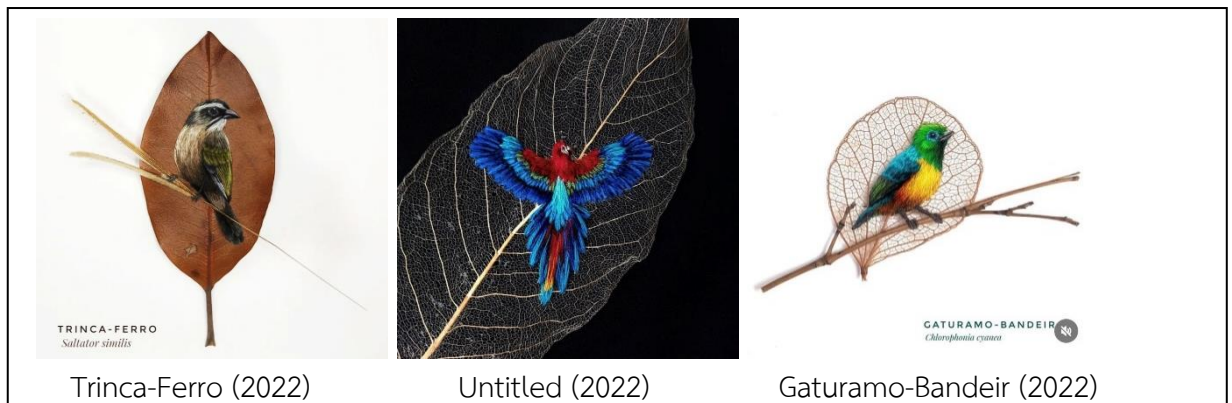
The outcome of the review reveals the inspiration to utilize colors in the creative process. It is evident that the natural environment presents a range of colors, including yellow, green, orange, pink, red, purple. And even though it may not be apparent in the photographs, the creator encounters these vibrant hues as plants grow under the radiant sunlight emanating from the sky in daily life which is a blue color.

2. Collecting relevant information from documents, textbooks, books, and related researchs.

Influenced artists for this creation

2.1 Laura Dalla Vecchia

Figure 4 Three artworks of Laura Dalla Vecchia

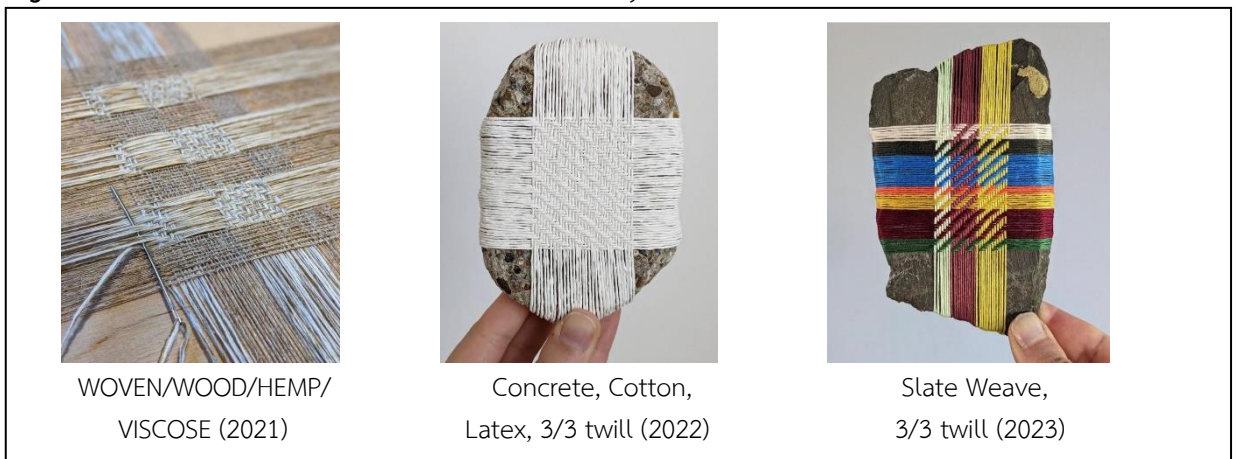


Noted. From “Leveza Art” by Laura Dalla Vecchia, 2022

(<https://www.instagram.com/levezaart>)

2.2 Sarah Ward Podleszny

Figure 5 Three artworks of Sarah Ward Podleszny



Noted. From “Lark & Bower” by Sarah Ward Podleszny, 2021-2023

(<https://www.instagram.com/larkandbower>)

2.3 Kristen Girard

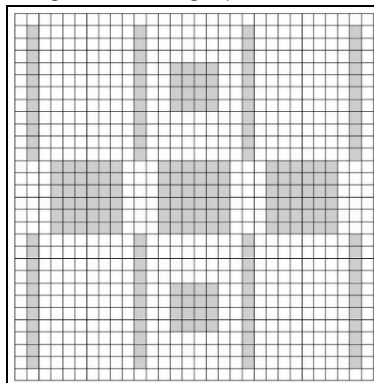
Figure 6 Three artworks of Kristen Girard



Noted. From “Made for Monday” by Kristen Girard, 2022
<https://www.instagram.com/madeformonday>

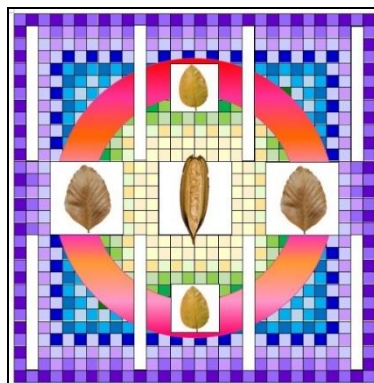
3. Creating and selecting a sketch.

Figure 7 Transparent space design sketch (grey area)



Noted. by Chutima Promdecha, 2023

Figure 8 Selected Sketch.



Noted. by Chutima Promdecha, 2023

4. Preparing the equipment and materials for the creation.

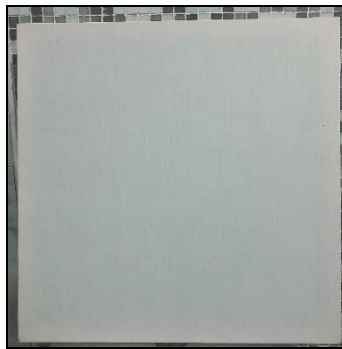
Figure 9 Scissor, Plier, Punch Needle, Needles, Sewing scissor, Needle threader and Yarns.



Noted. by Chutima Promdecha, 2023

5. Preparing a square white cotton frame for the creation.

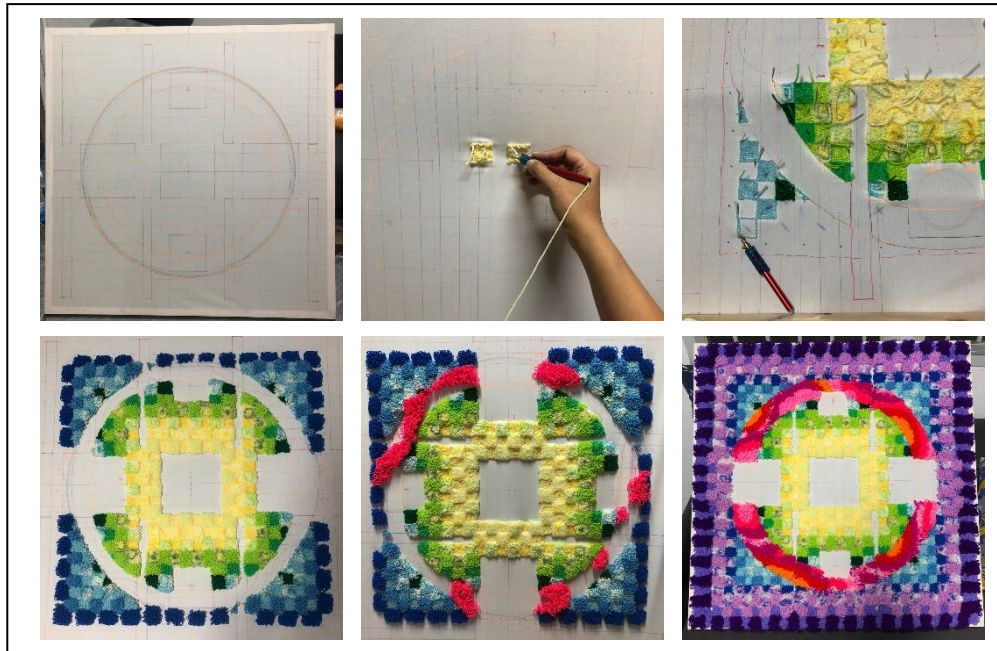
Figure 10 80x80 centimeter white cotton frame.



Noted. by Chutima Promdecha, 2023

6. Embroidering yarns onto the cotton frame according to the selected sketch.

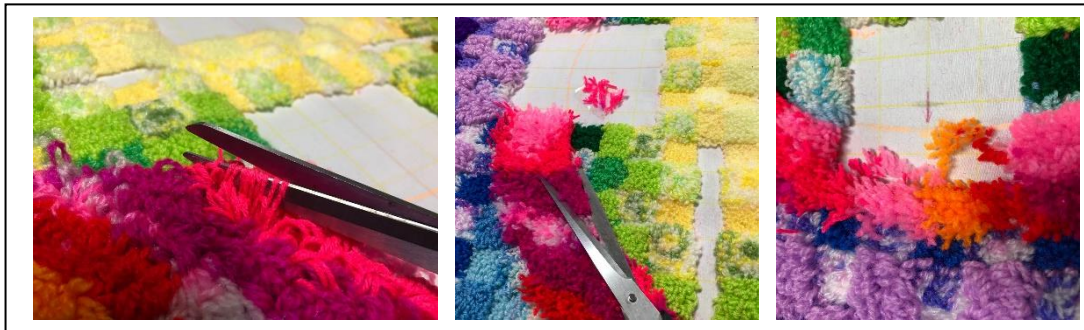
Figure 11 The process of embroidering yarn on cotton frame.



Noted. by Chutima Promdecha, 2023

7. Trimmed the yarn in red, pink and orange area to make the cut-loop texture.

Figure 12 Trim the yarn texture in the donut shape section.



Noted. by Chutima Promdecha, 2023

8. Collect dried leaves and dried fruit in the new environment and select appropriately sized dried leaves and dried fruit that fit the transparent spaces.

Figure 13 Two small yellow dried leaves, two big dried leaves and a dried fruit of African tulip tree.



Noted. by Chutima Promdecha, 2023

9. Attach the dried leaves onto a clear sticker sheet and gently press with a low-temperature iron until the sticker sheet adheres tightly to the dried leaves.

Figure 14 The process of attaching dried leaves to the transparent sticker sheet so that it can be sewn with yarn.



Noted. by Chutima Promdecha, 2023

This approach addresses the previous problem when sewing directly onto dried leaves resulted in cracking, breaking, and tearing. By using this method, sewing yarn onto the dried leaves becomes more successful. The leaves become more flexible and conform to the clear sticker sheet, preventing any cracking or tearing when needles are inserted.

10. Incorporate found real natural materials into the artwork by hand sewing and interweaving with yarn to create the unity and the beautiful composition.

Figure 15 The process of combining the real natural materials into the artwork by hand sewing and interweaving yarn.



Noted. by Chutima Promdecha, 2023

11. Trimmed the cotton fabric on non-embroidered spaces to make transparent area and took caution to avoid the sharp blades of the scissors coming into contact with the yarn and securely attach the trimmed cotton edges using adhesive from a glue gun onto the back of the transparent area.

Figure 16 The process of trimming the cotton fabric on non-embroidered spaces.



Noted. by Chutima Promdecha, 2023

Figure 17 Complete Artwork “Slowly Learning”



Noted. by Chutima Promdecha, 2023

Figure 17 “Slowly Learning” The artwork’s details.



Noted. by Chutima Promdecha, 2023

Result

The study and creation of this artwork are undertaken to fulfill individual needs in conveying the beauty of a newly discovered environment and addressing previous challenges encountered in artistic creation. The artwork incorporates a technique called "color gradation" with an emphasis on color groups, including yellow, green, blue, and purple. Additionally, focal points are created using warm, harmonious colors such as red, pink, and orange, which are derived from the surrounding natural environment, including Golden dewdrop, Trumpet flower, Parrot flower, Thai bungor, Bougainvillea, Various unknow species plants and blue sky, as depicted in the image.

Figure 18 The connection between the colors in the artwork which came from nature in a new environment.



Noted. by Chutima Promdecha, 2023

Furthermore, the design of the artwork aims to link the state of adaptation to the passage of time, as individuals have to adjust to an unfamiliar new environment. When combined with the process of learning, humans can adapt and thrive in a new environment, overcoming fear and uncertainty. Increased knowledge diminishes fear and transforms it into courage and determination, driving humans to continue learning and thriving in the future.

As for the warm color group located in the circular shape at the center of the artwork, consisting of red, pink, and orange, it is strategically placed to create focal points and attract attention. Upon closer examination, the vibrant colors of the embroidered yarns in this artwork are a result of using complementary colors, as depicted in the image.

Figure 19 The artwork portrays complementary colors and a gradient from light to dark, specifically yellow, green, blue, and purple. Within each color group, there is

also a gradient from light to dark. This gradient effect highlights the direction of dispersion and expansion, creating a sense of movement outward which the creator chosen for conveying about the slowly growing and slowly learning in the new environment.



Noted. by Chutima Promdecha, 2023

In terms of line usage, the artwork features vertical and horizontal straight lines arranged in a checkerboard pattern. This linear pattern is characterized by orderliness, simplicity, and a reduction of tension. To achieve a sense of flexibility, the creator incorporates circular shapes composed of curved lines, resembling a target. Within these circular areas, there are free-flowing lines of red, pink, and orange, creating movement and helping to establish balance with the static straight lines of the checkerboard pattern. When combined with the natural curves of dried leaves and fruits, the artwork achieves a harmonious balance through the effective utilization of lines.

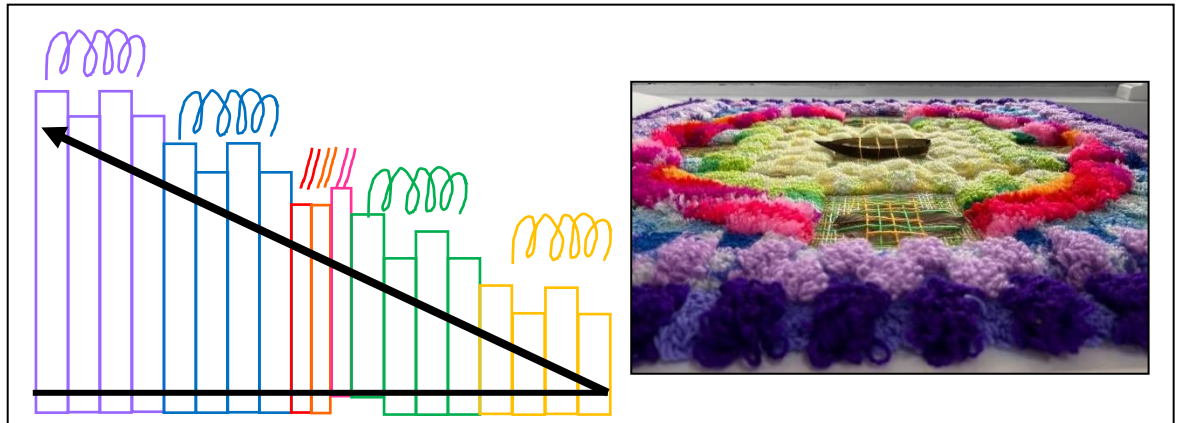
Figure 20 Appearance lines in the artwork include grid lines, curves, free lines and natural lines.



Noted. by Chutima Promdecha, 2023

In terms of creating the texture, the artwork emphasizes the creation of multiple levels by adjusting the needle length of the specialized tool, Punch Needle which was chosen by the creator. When the needle is adjusted to a long length, the resulting yarn form a high texture that appears plush and soft. Conversely, when the needle is adjusted to a short length, the resulting yarn form a low texture that is denser and firmer. This can be observed in the central area of the artwork. In the yellow area, the texture is at its lowest level. It then gradually transitions to higher texture levels in the green area, followed by the blue area with an even higher texture level. Finally, it reaches the purple area where the needle length is adjusted to its maximum length, resulting in the highest texture level. In addition, different textures are created by cutting yarn loops around the red, pink, and orange circles, giving the work a variety of interesting textures as depicted in the image.

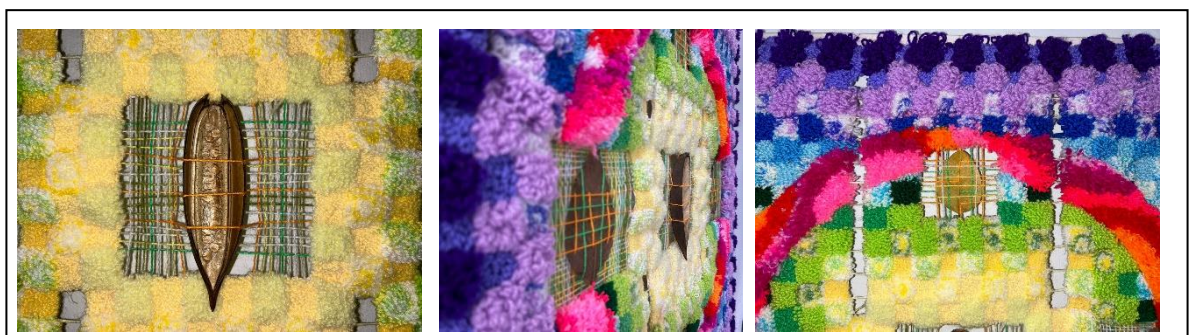
Figure 21 Various created texture on the artwork which associated with gradients to communicate slow growth and slow learning in new environments.



Noted. by Chutima Promdecha, 2023

In the space creation of the artwork, there are a total of 13 spaces, creating a completely transparent area. It was divided into 4 spaces for dried leaves, 1 space for dried fruits, and 8 spaces left empty with only yarn sewed together. The last part mentioned has a narrow and long area. These spaces were designed to address the issue of previous creation where there was too much separation between the artwork and the space. Additionally, the natural materials attached between that artwork did not appear cohesive with the artwork. In this current creation, the design allows the spaces and natural materials to have a greater presence within the artwork. This approach has helped achieve balance, completeness, and has also created a unique identity for the creator's creation.

Figure 22 Spaces design and management with natural materials for more unity of the artwork.



Noted. by Chutima Promdecha, 2023

Discussion and Conclusions

The purpose of this embroidery's creation is to present an artwork in the form of abstract art created by using visual elements such as lines, colors, shapes, spaces, and texture. The artwork is constructed using the principles of art composition in a two-dimensional format on cotton fabric using the technique of embroidery with a combination of natural materials. The study and creation of this artwork are undertaken to fulfill individual needs in conveying the beauty of a newly discovered environment and to solve previous issues in the last creation by using colors, creating textures by yarn, and creating spaces. The artwork utilizes colors in a gradient manner, dividing them into groups, including yellow, green, blue, and purple. Accent points are created using warm and vibrant colors such as red, pink, and orange.

Regarding the texture, the focus lies in creating different "levels" of textures using the unique characteristics of the embroidered yarn. This results in varying textures throughout the artwork, starting with a lower level in the central area and gradually increasing the height of the textures over four levels. The edges of the artwork have the highest and softest texture.

In terms of the empty space, it is thoughtfully arranged in a symmetrical manner. It serves as a transparent area where actual natural materials are attached to the artwork using sewing and stitching techniques. This integration of natural materials into the artwork aims to create a harmonious and balanced space. The embroidery technique using yarn and fabric is a preferred and special method for the creator, bringing joy to the creative process. It requires repetitive actions and provides a tranquil and meditative state, which is essential for the creator's emotional well-being when facing the pressures of adapting to a new environment.

Overall, this artwork reflects the creator's pursuit of creating a harmonious and fulfilling piece by incorporating various visual elements, utilizing embroidery techniques, and integrating natural materials. It aims to evoke a sense of tranquility and emotional stability in response to the challenges of adapting to a new environment, gradually learning from something that is difficult to achieve in a constantly changing environment, allowing the creator to find happiness in the creative process and envision a future filled with contentment.

Suggestions

In future artistic endeavors, it would be beneficial to explore and select suitable needles for each type of yarn. Further study of embroidery weaving techniques can also be undertaken to adapt and incorporate them into the stitching and embroidery process, resulting in beautiful and distinctive creations.

Additionally, it may be worth considering materials beyond those derived from nature and exploring experimental methods of presenting ideas internally. These approaches can help expand the possibilities of creating unique and aesthetically pleasing artworks.

By continually seeking to enhance knowledge and skills in the embroidery arts, the creator can broaden their creative repertoire and discover innovative ways to express their artistic vision. This ongoing exploration can lead to the integration of different materials and the development of specialized techniques to convey artistic concepts effectively.

By embracing these suggestions, the creator can refine their craft skills and establish a distinct artistic identity, producing captivating and original works.

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Education

"สุพรรณบุรีศรีศาสตร์ศิลป์ถิ่นไทย ก้าวไกลสู่สากล"

Constructing a Handbook for Online Teaching and Learning for Post Covid-19 Crisis: A Case Study of Hainan Tropical Ocean University in Sanya, China

Chu Guodong¹ Kris Phattaraphakin² Araya Ariya³

Abstract

The objectives of this study were: 1) to investigate needs and problems of online teaching and learning of teachers and students at Hainan Tropical Ocean University in Sanya, China, 2) to develop a handbook for the effective online teaching and learning for Hainan Tropical Ocean University in Sanya, China. The respondents in this research were divided into 2 groups; namely, 393 students and 333 teachers obtained by stratified random sampling technic at Hainan Tropical Ocean University. The research instruments employed in this study were a questionnaire and a set of questions for the focus group discussion for the approval of the handbook. The information and data collected were analyzed through the content analysis method and then presented in terms of mean values, standard deviation and Likert rating scales. The results of this study indicated that needs and problems of online teaching-learning in the opinions of both students and teachers were rated in the “Highest” level. In addition, the developed handbook of online teaching and learning for Post Covid-19 Crisis composes of ten units. All of the ten units were evaluated and approved by the three specialists (one Thai professors and two English native speakers) in terms of correctness and suitability of the contents and presented in terms of the IOC values ranging from 0.66 to 1.0. Therefore, it can be said that the developed handbook was acceptable and could be used for online teaching and learning at Hainan Tropical Ocean University to enhance the quality of education of the university.

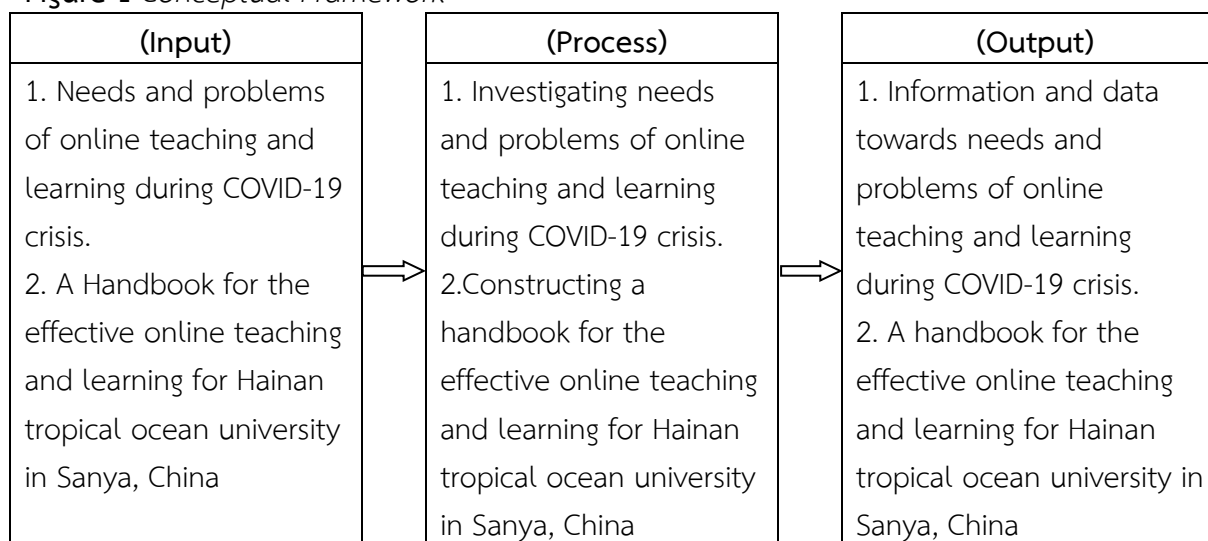
Keywords: Handbook for Online Teaching and Learning, Post COVID-19, Handbook, Hainan Tropical Ocean University.

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Introduction

COVID-19 also called coronavirus disease is definitely one of the most controversial topics in the recent 3 years, which is an infectious disease caused by the SARS-CoV-2 virus. (WHO, Coronavirus disease (COVID-19) 2022) This ongoing epidemic was firstly discovered in 2019, and until 17th of April, 2022, there are more than 504 million cases were confirmed to be infected with the coronavirus disease and more than 6 million patient have been reported died. (WHO, WHO Coronavirus COVID-19 Dashboard 2022) China, which has the world most population also has very high population density, the risks of virus spread is very high. However, China is not on the top-ranking list of the Coronavirus Dashboard according to World Health Organization's data. (WHO, WHO Coronavirus COVID-19 Dashboard 2022) The reason why is because Chinese government are highly valued the risks of the spread of the virus, and paid huge attention on the management to minimize the risks of COVID-19 spread. There are a lot of policies were out for implement to avoid virus spread in the crowd. For instance, wearing masks in the public area, keep social distances, no-touching services, etc. To implement those policies, students are now encouraged study at their own home to minimize the situation of people gathered. Therefore, online teaching seems to be the perfect solution of it. Since the outbreak of COVID-19, many educational institutions have shifted to online teaching to continue providing education to their students. This shift has resulted in a significant increase in the use of online platforms and tools to facilitate learning. While this shift has had some challenges, including technical difficulties and a lack of access to technology and internet for some students, it has also offered some advantages such as flexibility in terms of time and location. From a general perspective, online teaching is defiantly a good solution of minimize the risks of spread of this epidemic and it is likely that online teaching will continue to be an important part of education, even after the pandemic ends, as it offers flexibility and access to education for a wider range of students. In this research, the needs and problems of online teaching will be illustrated in details and a case study will be performed to see what users' opinions toward online teaching are and what can be done to optimize the online teaching and learning for further application.

Figure 1 *Conceptual Framework*



Purpose of study

(1) To investigate needs and problems of online teaching and learning of teachers and students at Hainan tropical ocean university in Sanya, China.

(2) To develop a handbook for the effective online teaching and learning for Hainan tropical ocean university in Sanya, China.

Research Methodology

Population

Hannan Tropical Ocean University in Sanya, China was used as a case study. The population were divided into 2 groups; namely, 1) 22,000 students and 2) 2000 teachers/ administrators.

Sample Groups

In this research, the respondents were divided into 2 groups; namely, 393 students and 333 teachers/administrators from Hainan Tropical Ocean University used for conducting the investigation of needs and problems of online teaching from both students and teachers/administrators (Yamane, 1973). The respondents were selected through stratified random sampling technic.

Research Instruments

In the questionnaire, there are 3 sections; namely, 1) general information, 2) needs of online teaching and learning and 3) problems of online teaching and learning. Each question in the questionnaire was evaluated and approval by the three specialists. Each question was evaluated in the IOC score ranging 0.66-1.

Moreover, a set of questions for the three focus group discussion meetings were used for evaluating the handbook by the three specialists.

Data collection

The researcher himself collected the data and information by emailing to the respondents and then the respondents emailed the questionnaires back to him.

Data Analysis

The Data and information collected were analyzed, interpreted and then presented in terms of frequency count, percentage, mean (\bar{X}), standard deviation (S.D.). The Five Point Likert Rating Scale was also used to rate the level of the respondents' needs and problems.

Result

1. Needs of Online teaching and learning

Table 1 *Needs of Online teaching and learning*

Questions	n=393		n=333		Level of needs
	(students)		(teachers)		
	\bar{X}_1	S.D.	\bar{X}_2	S.D.	
Needs					
1. You think that online learning helps enhance the effectiveness of teaching and learning system.	4.55	0.55	4.52	0.58	Highest
2. You are confident in online teaching and learning.	4.61	0.47	4.64	0.44	Highest
3. Your online teaching and learning equipment are easy to use.	4.54	0.56	4.55	0.55	Highest
4. Online teaching and learning helps you to speed up your teaching tasks.	4.52	0.58	4.53	0.57	Highest
5. Online courses are rich in resources and materials and easy to connect.	4.53	0.57	4.66	0.42	Highest
6. The Wi-Fi in the home is normally easy to connect.	4. 61	0.47	4.53	0.57	Highest

7. Your computer is normally wired with teaching and learning equipment.	4.52	0.58	4.61	0.47	Highest
8. The video playback feature normally facilities you to complete the course playback.	4.55	0.55	4.52	0.58	Highest
9. The online teaching and learning equipment usually works quickly due to good connection.	4.61	0.47	4.62	0.46	Highest
10. Online teaching and learning normally help protect the cheating of the test.	4.59	0.51	4.53	0.57	Highest
11. Online teaching and learning normally have no limitations of interacting with students.	4.62	0.46	4.59	0.51	Highest
12. Online teaching and learning normally increase students' interest in teaching and learning.	4.55	0.55	4.62	0.46	Highest
13. Online teaching and learning normally increase students' teaching and learning time.	4.51	0.59	4.57	0.53	Highest
14. Online teaching and learning normally helps students to review the lesson.	4.52	0.58	4.55	0.55	Highest
15. Online teaching and learning normally help students to consult their teachers.	4.56	0.54	4.52	0.58	Highest
16. Online teaching and learning resources are more abundant.	4.54	0.56	4.53	0.57	Highest
17. Online courses are mostly effective.	4.53	0.57	4.56	0.54	Highest
18. Online courses are normally easy to download or to save files.	4.55	0.55	4.59	0.51	Highest

19. You can watch a lot of online videos to broaden your vision and increase your knowledge.	4.60	0.48	4.53	0.57	Highest
20. Online teaching and learning normally helps sending assignments to the students.	4.57	0.53	4.60	0.48	Highest
Total	4.56	0.54	4.57	0.53	Highest

According to table 1, it is indicated that most of the students rated the needs of online learning at the “Highest level” at the average score (\bar{X}) 4.56 (S.D. =0.54), while teachers rated the needs of online teaching at the “Highest level” at the average score (\bar{X}) 4.57 (S.D. =0.53).

2. Problems of Online teaching and learning

Table 2 *Problems of Online teaching and learning.*

Questions	n=393		n=333		Level of problems
	(students)		(teachers)		
	\bar{X}_1	S.D.	\bar{X}_2	S.D.	
problems					
1. You think that online teaching and learning causes lots of problems for teaching and learning system.	4.55	0.55	4.52	0.58	Highest
2. You are not confident in online teaching and learning.	4.51	0.59	4.55	0.55	Highest
3. Your online teaching and learning equipment are difficult to use.	4.52	0.58	4.61	0.47	Highest
4. Online teaching and learning sometimes causes you to slow down you're teaching and learning tasks.	4.56	0.54	4.59	0.51	Highest
5. Online courses are rich in resources and materials but difficult to connect.	4.54	0.56	4.62	0.46	Highest
6. The Wi-Fi in the home is sometimes hard to connect.	4.62	0.46	4.53	0.57	Highest

7. Your computer is sometimes difficult wired with teaching and learning equipment.	4.57	0.53	4.66	0.42	Highest
8. The video playback feature sometimes creates difficulties for you to complete the course playback.	4.55	0.55	4.53	0.57	Highest
9. The online teaching and learning equipment usually sometimes works slowly due to poor connection.	4.52	0.58	4.61	0.47	Highest
10. Online teaching and learning sometimes makes students easy to cheat the test.	4.53	0.57	4.52	0.58	Highest
11. Online teaching and learning creates some limitations of interaction between teachers and students.	4.52	0.58	4.51	0.59	Highest
12. Online teaching and learning sometimes decreases students' interest in study.	4.55	0.55	4.52	0.58	Highest
13. Online teaching and learning often reduces students' study time.	4.61	0.47	4.56	0.54	Highest
14. Online teaching and learning sometimes creates more difficulties for students to review the lesson.	4.59	0.51	4.54	0.56	Highest
15. Online teaching and learning sometimes creates more difficulties for students to consult their teachers.	4.62	0.46	4.53	0.57	Highest
16. Online teaching and learning resources are more abundant but hard to screen out the qualified teaching materials.	4.55	0.55	4.56	0.54	Highest
17. Online courses are plenty but some are not effective.	4.52	0.58	4.54	0.56	Highest

18. Online courses are usually more difficult to download or to save files.	4.53	0.57	4.62	0.46	Highest
19. You can watch a lot of online videos causing distractions from teaching and learning tasks.	4.56	0.54	4.57	0.53	Highest
20. Online teaching and learning sometimes makes it more difficult for students to finish homework and teachers to handing assignments to students.	4.59	0.51	4.55	0.55	Highest
Total	4.55	0.55	4.56	0.54	Highest

According to table 2, it is indicated that most of the students rated the problems of online learning at the “Highest level” at the average score (\bar{X}) 4.55 (S.D. =0.55), in the same way, the teachers rated the problems of online teaching at the “Highest level” at the average score (\bar{X}) 4.56 (S.D. =0.54).

3. The Handbook for Online teaching and learning

Table 3 *The Index of Congruence (IOC) of the ten units as well as the two parts in each unit in terms of correctness and suitability of the contents.*

Topics/Contents	IOC
Unit1: Log In	
1. Literal description	0.66
2. Picture guide	0.66
Unit2: Create chapter catalog	
1. Literal description	0.66
2. Picture guide	1.0
Unit3: Upload course videos	
1. Literal description	0.66
2. Picture guide	0.66
Unit 4: Add chapter test	
1. Literal description	1.0
2. Picture guide	0.66
Unit 5: Upload a document	
1. Literal description	0.66

2. Picture guide	0.66
Unit 6 Upload pictures	
1. Literal description	0.66
2. Picture guide	1.0
Unit 7 Database upload	
1. Literal description	0.66
2. Picture guide	0.66
Unit 8 Upload test questions	
1. Literal description	0.66
2. Picture guide	1.0
Unit 9 New job	
1. Literal description	0.66
2. Picture guide	0.66
Unit 10 Examination management	
1. Literal description	0.66
2. Picture guide	0.66

According to table 3, it is indicated that all the ten units evaluated by the three specialists (one Thai professors and two English native speakers) in terms of correctness and suitability of the contents and presented in terms of IOC (Index of Congruence) were found ranging from 0.66 to 1.0. It can be said that handbook was acceptable and could be used for online teaching and learning at Hainan Tropical Ocean University to enhance the quality of education of the university.

Discussion and Conclusions

1. Needs and Problems of teachers and students towards the online teaching and learning

The results of this study indicates that: needs and problems of online teaching in the opinions of both were in the “Highest” level. For teachers, holding students to high standards of performance for success of online teaching and learning. Students need a good instructor who is communicative and organized during the online teaching session, and teachers need a well-designed online classroom that student can engage easily and appropriately. The results from this research were found correspondent with Cynthia Janet Tanis (Tanis 2020) in that holding students to high standards of performance, academic honesty and professional conduct was the

most important factor for success of online teaching and learning. Students need a good instructor who is communicative and organized during the online teaching session, and teachers need a well-designed online classroom that student can engage easily and appropriately. The findings put forward by these is same.

2. The handbook for online teaching and learning

All the ten units of the handbook were evaluated and approved by the three specialists and posed the IOC values from 0.66 to 1.0. The content of each unit focuses on the operation of online teaching software, and then simplifies it so that teachers and students can better use it. This study found some solutions to the problem. Regional education departments, normal colleges and other units can take the lead in building an online teaching resource cloud platform, and build a high-quality teaching resource library covering the whole teaching according to the local academic situation and examination situation by collecting firewood courses, in order to deal with problems such as the decline in the efficiency of teachers' homework, the increase in intensity, and the sudden change in work methods. From the perspective of equipment and technology, the designer of the online teaching platform can improve the function of the homework section. For objective questions, you can use functions such as online answering, online automatic correction, and automatic statistical results. From the teacher level, formulate more specific learning task plans for students with different characteristics, and deal with the problem of poor self-arrangement of students' time; they can also strengthen the supervision of students' after-school learning through live broadcasting and uploading videos. The concepts and contents of the handbook similar to (Hang Lee), he mentioned in order to make students and teachers able to quickly adopt online teaching and learning method, policy makers, educators, and system developers should prioritize the implementation of training programs for teachers and learners in e-learning, aiming to enhance their skills and acceptance of online education systems. Additionally, there is a need to establish a more comprehensive technical infrastructure that can facilitate the rapid adoption and sustained use of e-learning systems. (Lee 2021)

Suggestions

1. Research regarding to specific teaching form of online teaching during the class.

2. Research on high-quality teaching resources and learning platform for students.
3. Research regarding to expand the application area of information network.

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Constructing a Handbook for Music Teaching in the classroom for Junior High School Students: A Case of Study Weifang Middle School

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Abstract

The objectives of this study were: 1) to investigate problems of teaching music in the classroom of junior high school, 2) to investigate needs of a Handbook for Music Teaching in the classroom for Junior High School Students: A Case of Study Weifang Middle School, and 3) to develop a handbook for teaching music in the Classroom for Junior High School Students. The respondents of this study were divided into 2 groups; namely, 345 students and 210 teachers/administrators obtained through stratified random sampling technic at Weifang Middle School. The research instrument used in this study were a questionnaire and a set of questions for focus group discussion meeting. The information and data collected were analyzed through content analysis and presented in terms of frequency count, percentage, mean, standard deviation and Likert rating scale. The results of this study showed that both teachers and students rated problems of music teaching in the “highest” level; in the same way, the respondents rated the needs of the handbook for music teaching in the classroom at the highest level. The handbook composes of five units. Each unit is presented in an illustrated format to make it easy for teachers and students to teach or learn music lessons. All five units were evaluated and approved by three experts in terms of content correctness and suitability and presented with IOC values. The IOC values for all 5 units ranged from 0.66 to 1.0, indicating that the handbook is acceptable and can be used for music teaching in classroom for junior high school students at Weifang middle schools.

Keywords: Handbook, Music teaching, Weifang Middle School.

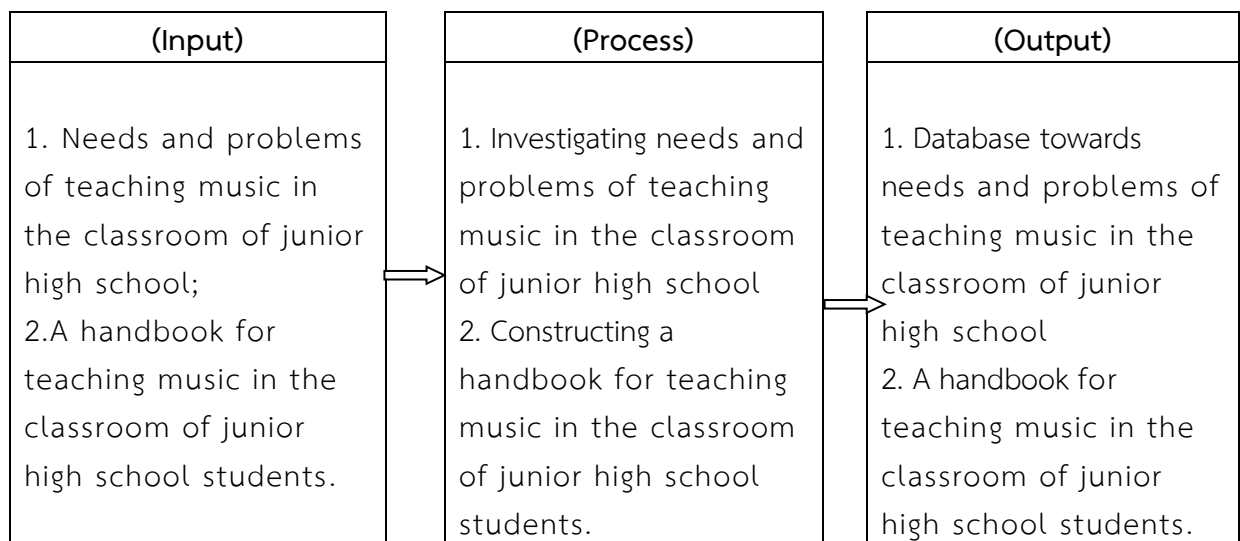
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Introduction

Entering the 21st century, China has entered a stage of rapid development. In order to comprehensively improve the quality of the nation and implement education quality, the Ministry of Education has officially launched the curriculum reform of basic education. In the 2011 music curriculum reform, the following description is given for music lessons: "Students learn through music lessons and participate in various art practice activities enriching emotional experiences, cultivating good aesthetic sensibilities and a positive and optimistic attitude towards life and promote healthy physical and mental development." (Ministry of Education of the People's Republic of China, 2012) requires music teachers to arrange students rationally and scientifically and guide them to engage in emotional experience activities through perception, experience, practice, participation, and cooperation, and thus accomplish their learning goals. In 2014, the Ministry of Education released the Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Building Virtue, in which the character and ability requirements for each stage are elaborated. In the six cores of humanistic heritage, scientific spirit, learning to learn, and healthy living, students' emotions are addressed. (Ministry of Education of the People's Republic of China, 2014) This indicates that in the new historical stage, studying the emotional goals of music classroom teaching is an inevitable requirement in the new era. As an important part of teaching objectives, the affective goals of classroom teaching must be studied. At present, the research on affective goals of classroom teaching in China mainly starts from design, production, achievement, and definition. Scholars have expressed some opinions according to their own perceptions and practices, which have promoted the research process of affective goals of classroom teaching, but some problems have also emerged. Some think that affective goal is a vague goal, which is neither specific nor clear, nor can be tested and evaluated, and is a redundant goal in classroom teaching practice; some think that classroom teaching itself is a dynamic process, and affective goals should be constructed and generated instantly in teaching, and no emphasis should be placed on pre-determined affective goals in advance; some even think that affective goals are useless goals, and their appearance delays the progress of teaching; in the design of affective goals for classroom teaching, most tend to focus only on curriculum standards, textbooks and students, and pay too little attention to teachers' own abilities. Identifying specific problems and the causes of the problems

and trying to find solutions was the starting point of this study. For these reasons, the researcher intended to investigate the needs and problems of teaching music in the middle school classroom and to suggest effective strategies for music teaching to middle school students. The results of this study provide 1) data and information conveying the needs and problems of teaching and learning in middle school music classrooms and 2) a guide to strategies for teaching and learning in middle school music classrooms.

Figure 1: Conceptual Framework



Purpose of study

- 1) To investigate the needs and problems of music teaching in the classroom of junior high school
- 2) To construct a handbook for music teaching in the classroom of junior high school students

Research Methodology

Population

Wei Fang Middle School was used as a case study for this research. The population were divided into 2 groups; namely, 1) 2500 students; 2) 438 teachers and education administrator.

Sample Groups

In this research, the respondents were divided into 2 groups; namely, 345 students and 210 teachers/administrators used for the investigation of needs of the handbook and problems of music teaching in the classroom of junior high school

students (Yamane,1973). The respondents were selected through stratified random sampling technic.

Research Instruments

In the questionnaire, there are two sets of respondents: 1) students and 2) teachers/administrators. The questionnaire is divided into 3 sections; namely, 1) general information, 2) needs of music teaching handbook and 3) problems of music teaching. Each question in the questionnaire was assessed and approved by three experts. Each question possessed IOC scores between 0.66 and 1. By applying a Likert scale, the respondents rated opinions in the level from 1 to 5.

Data collection

The research herself collected the data and information online through Emailing.

Data Analysis

The Data and information collected were analyzed, interpreted and then presented in terms of frequency court, percentage, mean (\bar{X}), standard deviation (S.D.). The Five Point Likert Rating Scale was used to rate the level of respondents' needs of the handbook and problems of music teaching.

Results

1.Needs of handbook for teaching music in the classroom of junior high school.

Table 1: Needs of a handbook teaching music in the classroom of junior high school.

Questions	N=345		N=210		Level of needs
	(students)		(teachers)		
	\bar{X}_1	S.D.	\bar{X}_2	S.D.	
1. You think teaching music requires good management.	4.54	0.34	4.55	0.37	Highest
2. You think that teaching music needs to meet the needs of students for music.	4.54	0.46	4.52	0.29	Highest
3. You think music is helpful for students of all ages.	4.56	0.29	4.56	0.24	Highest

4. You think that a student learning music will make him calmer.	4.63	0.37	4.53	0.43	Highest
5. You think students learning music is helpful to their studies.	4.55	0.34	4.53	0.26	Highest
6. You think everyone needs to learn music.	4.52	0.24	4.60	0.50	Highest
7. You think that students must know the same musical instrument?	4.53	0.20	4.54	0.35	Highest
8. You think that students studying music will bring employment opportunities.	4.58	0.39	4.61	0.42	Highest
9. You think that learning music can make students concentrate more on learning.	4.63	0.35	4.52	0.29	Highest
10. You think music can help students develop a good character.	4.51	0.27	4.56	0.26	Highest
11. You think it is very important for teachers to stimulate students' interest in learning music in music class.	4.54	0.34	4.55	0.37	Highest
12. You think it is very important for the teacher to plan the class content in advance before the music class.	4.54	0.46	4.52	0.29	Highest
13. You think learning music is helpful to study.	4.56	0.29	4.56	0.24	Highest
14. You think that students at every stage should learn music.	4.63	0.37	4.53	0.43	Highest

15. You think students need good teachers to learn music.	4.55	0.34	4.53	0.26	Highest
16. You think learning music makes learning more fun.	4.52	0.24	4.60	0.50	Highest
17. You think learning music can make more friends.	4.53	0.20	4.54	0.35	Highest
18. You think that learning music will make students more cheerful.	4.58	0.39	4.61	0.42	Highest
19. You think it is very important to learn resources in music class.	4.63	0.35	4.52	0.29	Highest
20 You think it is very important to learn the skills in music.	4.51	0.27	4.56	0.26	Highest
Total	4.55	0.32	4.55	0.34	Highest

According to table 1, students and teachers/ administrators rated needs of a handbook for teaching music at the highest level , with an average score of (\bar{X}) at 4.55 (S.D. =0.34), and (\bar{X}) 4.55 (S.D. =0.32) successively.

2.Problems of teaching music in the classroom of junior high school

Table 2: Problems of Teaching Music in the classroom of junior high school.

Questions	N=393		N=333		Level of problems
	(students)		(teachers)		
	\bar{X}_1	S.D.	\bar{X}_2	S.D.	
1. As a teacher, you think that if students spend more time on music, it will affect other learning.	4.56	0.21	4.57	0.31	Highest
2. As a teacher, you think learning music will cost more money.	4.53	0.41	4.51	0.32	Highest
3. As a teacher, you think that students playing the piano in the classroom will affect the learning of students in other classrooms.	4.61	0.32	4.56	0.47	Highest

4. As a teacher, you think students will use learning music as an excuse not to study.	4.55	0.30	4.63	0.28	Highest
5. As a teacher, you think students will ask their parents for money under the pretext of learning music.	4.54	0.28	4.57	0.25	Highest
6. As a teacher, you think students will tell their parents that learning music can cost a lot.	4.56	0.38	4.55	0.29	Highest
7. As a teacher, you think the school does not have enough music classrooms and music equipment to support students' learning.	4.53	0.39	4.56	0.31	Highest
8. As a teacher, you think it is difficult to find gifted students.	4.60	0.27	4.58	0.45	Highest
9. As a teacher, you don't think schools have enough money to hire good music teachers.	4.54	0.41	4.54	0.37	Highest
10. As a teacher, you think the school management would disagree with paying high fees to hire music teachers.	4.50	0.36	4.56	0.28	Highest
11. As a student, you think the teacher should plan the content of the music class in advance.	4.56	0.21	4.57	0.31	Highest
12. As a student, you think teachers should demonstrate their skills in the music class.	4.53	0.41	4.51	0.32	Highest
13. As a student, you think teachers should give more help and	4.61	0.32	4.56	0.47	Highest

encouragement to students in the classroom.					
14. As a student, you think the school should improve the musical instruments in the music classroom.	4.55	0.30	4.63	0.28	Highest
15. As a student, you think the school should hire more excellent music teachers.	4.54	0.28	4.57	0.25	Highest
16. As a student, you think the school should help us hold concerts.	4.56	0.38	4.55	0.29	Highest
17. As a student, you think teachers and schools should guide us more about music theory knowledge.	4.53	0.39	4.56	0.31	Highest
18. As a student, you think schools should support students in learning music.	4.60	0.27	4.58	0.45	Highest
19. As a student, you think the school should help students find venues for music performances.	4.54	0.41	4.54	0.37	Highest
20. As a student, you think that learning should improve music books and venues.	4.50	0.36	4.56	0.28	Highest
Total	4.55	0.33	4.56	0.33	Highest

According to table 2, students and teachers/administrators rated the highest level for the problems of teaching music in the classroom at the average scores (\bar{X}) at 4.56 (S.D. =0.36), and (\bar{X}) at 4.55 (S.D. =0.33) in succession.

3. The handbook of music teaching in the classroom of junior high school

Table 3: Handbook of Music Teaching in the Classroom of Junior High School.

Topics/Contents	IOC
Unit1: Glorious History	
1.Sing: Guerrilla Song	0.66
2. Appreciation: Defending the Yellow River	0.66
Unit2: Music Story	
1. Sing: Trout	0.66
2. Appreciation: Wearing the Sea and Sinbad	0.66
Unit3: Quyuán Tiāndì	
1. Sing: Love at the Front Door--Big Bowl of Tea	1.0
2. Appreciation: Reorganizing Mountains and Seas for Future Generations	0.66
Unit 4: Western Music	
1. Sing: Lullaby	0.66
2. Appreciation: Etude in C minor	0.66
Unit 5: Dance Theater Music	
1. Sing: Big red dates are sweet and fragrant	1.0
2. Selection: Window Flower Dance	0.66
3. Appreciation: Scene	0.66
My Music Page	
1. Knowledge of music	0.66
2. Vocal practice	0.66
3. Sight singing	0.66
Learning assessment	1.0

According to Table 4.3, It is indicated that all five units were evaluated and approved by three experts (one Thai professors and two native English speakers) for the correctness and suitability of the content and expressed in IOC (Index of Concordance) ranging from 0.66 to 1 saying that it can be used for teaching music in the classroom for junior high school students.

Discussion and Conclusions

1) Problems of teaching music in the classroom and Needs for the handbook of teaching music for junior high school students

According to the results of a survey on music teachers' music classroom teaching. It was found that all items in the needs and problems of teaching music in the classroom were in highest level. The music teachers in the Weifang High School responsibility area were at the "highest" level in terms of professionalism and skills, indicating that music teachers were at an educational level. Music classrooms will help educators create interesting learning materials that stimulate interest, fluency, and motivation that appropriated to their proficiency and learning style. The content of each unit should not be limited to the textbook and incorporate more teaching tools to give students a broader perspective with richer experiences and feelings. The results from the research were similar to the one of Clayton Hadlock in that the findings include that evaluates the overall effectiveness of musical training on academic performance for three different age groups: pre- and elementary school children under 12 years old; middle and high school-age adolescents between 12 and 18 years old; and college and university students over 18 years old. Musical training here includes instrumental and vocal training, as well as instruction in musical theory. Various studies indicated that children and adolescents who received music training had higher academic achievement. (2018)

2) A handbook for teaching music in the classroom of junior high school student

All of the 5 units in the handbook for teaching music was valuated and approval by the specials and possessed the IOC of correction and suitability with the rang of 0.66 to 1. Each unit focuses on the ideology, artistry, and ethnicity of the work based on the singing ability of the songs and the listenability of the appreciation songs, and each unit's songs also take into account the times. The songs are catchy, easy to listen to and remember, so that students love to sing and listen. In the use of sheet music, we take into account the main types of sheet music used in each part of the world. In addition, there are activities such as making their own musical instruments, creating skits, games and dances, etc. to develop students' creative spirit and practical skills. At the end of the textbook, there are activity-based tests and assessments, encouraging students to self-assess, self-evaluate, inter-evaluate and other-evaluate in a variety of forms. The concept and contents of the handbook are

similar to one of Erich A. Weiger in that "A Review of Literature and Suggestions for Practice" the findings include that to synthesize relevant research concerning the blended learning and flipped lesson models, and their potential role in performance-based music classrooms. I provide theoretical backgrounds of these models and introduce Pontederia's Substitution Augmentation Modification Redefinition model as a possible framework for implementation. Overall effectiveness and challenges of the blended learning and flipped lesson models are discussed. Finally, research and experience-based suggestions for practice are provided to help music educators implement these learning models in their classrooms. (2020)

Suggestions

- 1) A study must be conducted to evaluate the effectiveness of Weifang music teachers' music teaching manuals in a music teaching environment.
- 2) Research must be conducted on the music teaching competencies affecting music teachers in Weifang.

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Constructing Guidelines Handbook to Enhance the Quality of Human Resource Management at BeiJing University of Foreign Studies Hefei International College

LingYong¹,Uswin Chaiiwat²,Nithipatara Balsiri³

Abstract

The objectives of this research were: 1) to investigate problems of human resource management at Beijing University of Foreign Studies Hefei International College,2)to investigate needs of guideline handbook to enhance the human resource management at Beijing University of Foreign Studies Hefei International College,3)to construct guideline handbook to enhance the quality of human resource management at Beijing University of Foreign Studies Hehei International College.The population and sample groups were 100 educational administrators including directors, deputy directors, heads of sections/department/programs at Foreign Studies Universtity Heifei International College, China.The research instrument employed in this study were a question nairea and a set of questions from the focus group discussion meetings.The information and data collected were analyzed through the content analysis method and presented in terms of mean values,standard deviation and Likert rating scales, The findings indicated that:1) problems of human resource management at Beijing University of Foreign Studies Hefei International College were found in highest level(\bar{X} =4.68, S.D.=0.38),2)Needs of the guideline to enhance the quality of human resource management were found in the highest level(\bar{X} =4.68, S.D.=0.38). the Constructed Guidelines Handbook to Enhance the Quality of Human Resource Management at BeiJing University of Foreign Studies Hefei International College comprises of 9 chapters; namely 1)The management process of human resources,2)The workflow for analyzing work,3)Recruitment workflow,4) The workflow of employee relationship management,5)The workflow of employee training,6)The workflow of performance management,7)The workflow of salary management,8)Employee change management workflow and 9)employee career development management workflow. Each chapter was evaluated by 3 specialist, (2 native speakers and 1 Thai professor)in terms of correctness and suitability of the contents and possessed the IOC values from 0.66 - 1.It can be assumed that the guideline handbook can be used to improve the quality

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of human resource management to improve the human resource management level of Beijing Foreign Studies University Hefei School of International Management.

Keywords: guideline handbook, human Resource management, Beijing University of Foreign Studies Hefei International College

Introduction

With the development of global economic integration, it has an impact not only on politics and economy, but also on education. The current educational environment has gradually changed from being applicable to only one nation or one country to facing international development. The policy background of "National Vocational Education Reform Implementation Plan" in 2019 has made new contributions to promoting China to go global better and the world to know China better. Under the background of continuous improvement of its ability to participate in global governance, the country urgently needs knowledgeable, skilled, professional and linguistic talents who can participate in global governance. Language has become a very important strategic resource. Foreign language education, as an important forehand and booster for the high-quality development of vocational education and the promotion of internationalization level, plays a vital role in cultivating high-quality international technical and technical talents and serving the national "the belt and road initiative" educational action. In order to conform to the development trend of China's education globalization and provide high-quality talents for the education industry, the employment and planning of teachers is a more important and arduous task faced by China's vocational education, which is related to the future development prospect of higher vocational education in the whole country. It is urgent to develop the construction of teaching staff in higher vocational colleges. The construction of teaching staff in model higher vocational colleges is an important strategic measure.

The researcher is interested in Investigating the Current Situation and constructing guideline to enhance the quality of Human Resource Management at Beijing University of Foreign Studies Hefei International College the findings from this study provided data expectation.

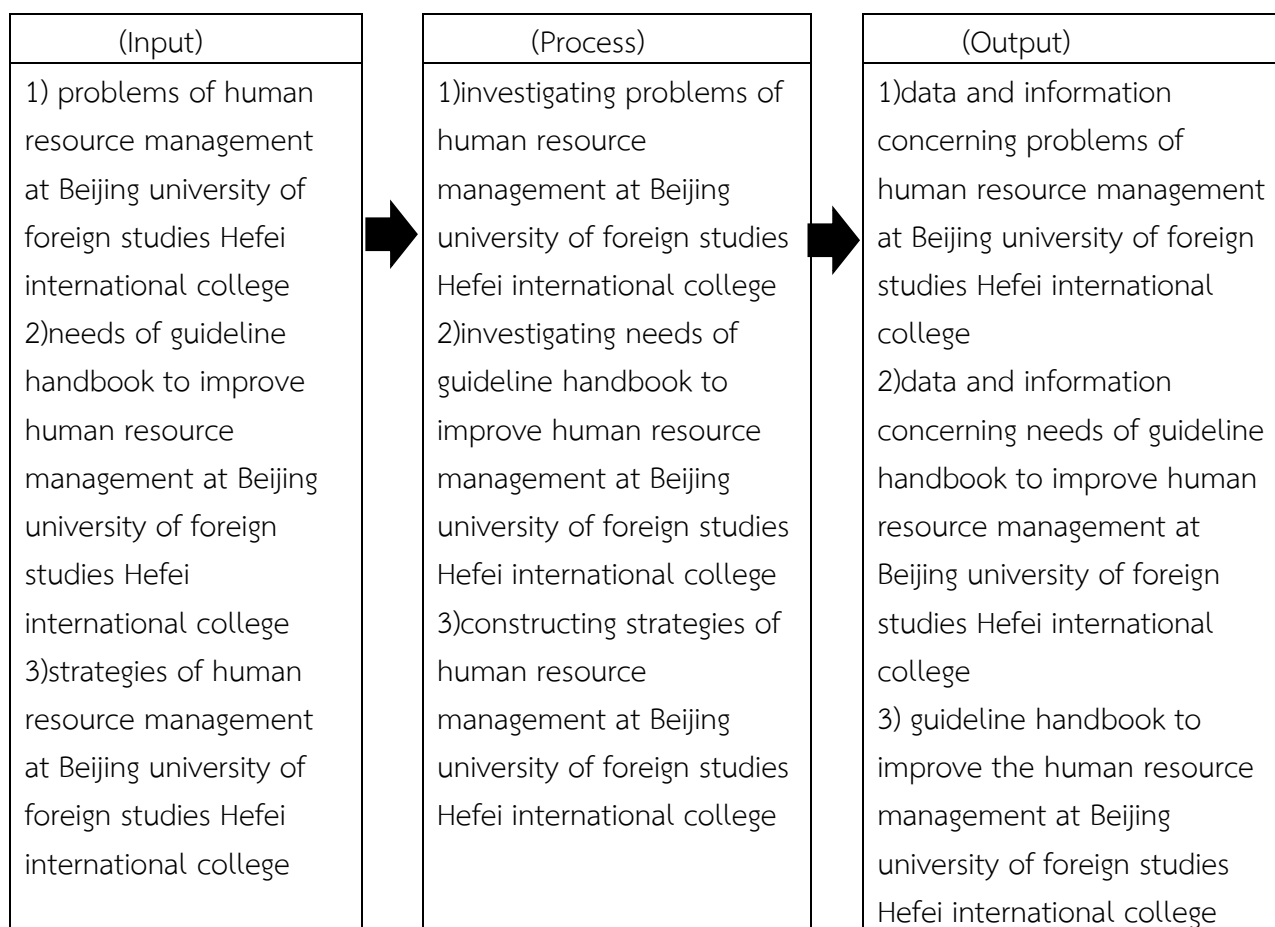


Figure 1 *Conceptual Framework*

Purpose of study

1)To investigate problems of human resource management at Beijing University of Foreign Studies Hefei International College.

2)To investigate needs of guideline handbook to enhance Beijing University of Foreign Studies Hefei International College.

3) To construct guideline handbook to enhance the quality of human resource management at Beijing University of Foreign Studies Hefei International College.

Research Methodology

Population/Samples

For the problems of Human Resource Management at Beijing University of Foreign Studies Hefei International College and needs of guideline handbook, Beijing Foreign Studies University Hefei International College was used a case study. The population and sample groups were be 100 educational administrators including

director, deputy directors, heads of sections/ department/programs at Foreign Studies University Hefei International College.

Research Instruments

The 100 questionnaires were used to collect data and information to investigate the problems of human resources management at Hefei International College, Beijing Foreign Studies University and needs of the guidelines. The questionnaires were approved in terms of correctness and suitability of the contents by the 3 specialists (one Thai professors and two English native speakers). All items in the questionnaire possessed the IOC (Index of Congruence) value of 0.66 to 1, which were acceptable for being used to collect data and information of this research.

Data Collection

1) To collect the data and information for the investigating of the problems of Human Resource Management at Beijing University of Foreign Studies Hefei International College and needs of the guidelines, the researcher herself collected the data and information by emailing the to the respondents.

2) To evaluate the quality of the guidelines for human resource management at Beijing University of Foreign Studies Hefei International College, three focus group meetings were organized. The 3 specialists were invited to attend the meeting and evaluated the correctness and suitability of the contents the guidelines handbook. All units of the guideline handbook possessed the IOC (Index of Congruence) value of 0.66 to 1; therefore, It can be used as guidelines to improve the quality of human resource management at Hefei International College of Beijing Foreign Studies University.

Data Analysis

The information and data collected were analyzed through the content analysis method and presented in terms of frequency count and percentage mean and S.D.

Results

1) Problems of Human Resource Management at Hefei International College, Beijing Foreign Studies University

table1 Problems of Human Resource Management at Hefei International College, Beijing Foreign Studies University

Questions	n=100		Level of problems
	\bar{X}	S.D.	
1.I am very satisfied with my current salary	4.58	0.54	Highest
2. The existing colleague relationship is relatively harmonious	4.35	0.32	Highest
3. Difficulties in existing work can be effectively resolved	4.61	0.52	Highest
4. Harmonious relationship between boss and employees	4.51	0.48	Highest
5. The school has complete technology, hardware, and intelligent facilities	4.51	0.54	Highest
6. The creativity of administrative personnel has been well inspired	4.63	0.49	Highest
7. Adequate rest time for school administrative personnel	4.69	0.25	Highest
8. Administrative personnel have a certain degree of freedom in their work	4.57	0.24	Highest
9. Scientific and reasonable working hours of administrative personnel	4.71	0.35	Highest
10. School commuting and convenient transportation	4.54	0.21	Highest
11. Good school welfare and benefits	4.62	0.37	Highest
12. The promotion space and channels for school administrative personnel are guaranteed	4.7	0.26	Highest
Total	4.59	0.38	Highest

Research has shown that most of the problems among human in human resource need to be addressed. At the highest level.

2)Needs of Guideline Handbook to Enhance the Quality of Human Resource Management

Table2: *Needs of Guideline Handbook to Enhance the Quality of Human Resource Management*

Questions	n=100		Level of Needs
	\bar{X}	S.D.	
1. School administrators need higher salaries	4.47	0.40	Highest
2. The relationship between colleagues is friendly and harmonious	4.76	0.49	Highest
3. School administrative personnel need more career guidance and training	4.70	0.42	Highest
4. Strong leadership from school executives and principals	4.44	0.45	Highest
5. Schools need to provide more training on technology, hardware, and intelligent facilities	4.40	0.28	Highest
6. School administrative personnel need more creativity enhancement	4.77	0.47	Highest
7. School employees need more rest time	4.72	0.25	Highest
8. School employees need to have more freedom in their work	4.50	0.43	Highest
9. School employees need to reduce workload	4.75	0.44	Highest
10. School employees need discounted and affordable housing for employees to live in	4.69	0.41	Highest
11. School employees need reasonable benefits and rewards	4.54	0.28	Highest
12. School employees need to have clearer promotion channels when achieving business goals	4.50	0.27	Highest
Total	4.60	0.38	Highest

The improvement of talent management in most human resource is pointed out. At the highest level.

Table 3 *The Index of Congruence(IOC) of the nine units as the three parts in each unit in terms of correctness and suitability of the contents*

Topics/Contents	IOC
Chapter 1 The management process of human resources	
case reading	0.66
problem practice	0.66
Chapter 2 The workflow for analyzing work	
case reading	0.66
problem practice	1.0
Chapter 3 Recruitment workflow	
case reading	1.0
problem practice	0.66
Chapter 4 The workflow of employee relationship management	
case reading	0.66
problem practice	1.0
Chapter 5 The workflow of employee training	
case reading	0.66
problem practice	0.66
Chapter 6 The workflow of performance management	
case reading	1.0
problem practice	1.0
Chapter 7 The workflow of salary management	
case reading	1.0
problem practice	0.66
Chapter 8 Employee change management workflow	
case reading	1.0
problem practice	0.66
Chapter9 employee career development management workflow.	
case reading	0.66
problem practice	0.66

According to the above table, the correctness and applicability of the contents of the 3 specialists (One Thai professors and Two native speakers of English) and the nine units proposed by the International Olympic Committee (consistency index) are 0.66 or above, which can be used as a manual for Talent management to improve the level of human resources management at international management of Beijing Foreign Studies University, Hefei.

Discussion and Conclusions

Problems of human resource management at Beijing University of Foreign Studies Hefei International College and Needs of guideline to improve the human resource management.

The results of the survey on human resources management at Hefei International College of Beijing Foreign Studies University are based on the gender structure, age structure, education structure, and professional title structure. Certain advantages. The educational background and professional title structure of university administrators are mainly based on intermediate professional titles and master's degrees. The proportion of high-level professors with senior professional titles is obviously low, and the structure of professional titles needs to be improved. But at the same time, according to the requirements of the school's development plan, the training of existing human resources and the construction of the echelon of teachers need to be scientifically and rationally combined.

The core of the school's current talent work is to speed up the construction and improvement of the talent introduction management system. The school's talent introduction management system is divided into two levels, one is the construction of a high-level (core) talent introduction system, and the other is the construction of an urgently needed (non-core) talent system. The former affects the school's strategic development. The construction of high-level talent introduction and evaluation mechanism can provide necessary support for talent introduction and improve the work efficiency of human resources management quality.

Guideline handbook to enhance the Human Resource management at Beijing University of Foreign Studies Hefei International College.

The content of each unit focuses on examples and conceptual passages drawn from referable and reliable sources, which are then simplified to suit the level of awareness of Academy learners. Each unit in the Human Resource Management Quality Improvement Guidebook of Beijing Foreign Studies University Hefei International College is composed of a human resource leading model framework for practical learning from entry to mastery. The model framework encourages learners to combine case practice from understanding to mastery. All models The framework is all about improving the quality of human resource management. Articles are a fusion of traditional "conceptual" and "practical". That is, through the improvement of the quality of human resource management of learners, it will help the management personnel and reserve cadres of Hefei International College of Beijing Foreign Studies University to provide reference and improve the quality of human resource management.

Suggestions

1) An evaluation study must be conducted on the effectiveness of the Human Resource Management Quality Improvement Guidebook of Beijing Foreign Studies University Hefei International College.

2) Research on the influencing factors of human resources management quality at Beijing Foreign Studies University Hefei International College must be carried out.

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Lessons learned from leadership roles in government, community and religion
through dialogue: A case study of community of Village 1, Tumbon Angthong,
Amphoe Thapsakea, Prachuap Khiri Khan Province

Surasak Yam-um¹, Kanchana Boonsong², Pairath Maneechote³

Abstract

An interesting phenomenon about the relationship between the community and the school emerged after an initial conversation with the students. After studying Paulo Freire's theory of community education, which focused on principles of dialogue, it was a challenge for us to try it out in the area. This article therefore aimed to study the community which was located in western part of Thailand through the process of dialogue as laid down by Paulo Freire. The main method of this study was the phenomenological approach. Firstly the literature review was used then we conducted informal interviews and in-depth interviews with 13 key informants. Thematic analysis was the analytic induction. The phenomenon illustrated that the role of the head-monk of the local temple as a religious leader has merged with the role of community leaders. He was the mediators in resolving the community's problems when the confidence in government leaders was lost. The research process can begin with the words of the students as a unit of the community and lead to some phenomena reflected in the dialogue.

Keywords: Leadership role, Government leader, Community leader, Religion leader, Dialogue

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Introduction

During the current decade Government circles, especially educational agencies, spoke extensively about the principle of 'Borwon' (Home Wat School) management. This principle is to understand the mechanism of participatory development of 3 parties in the community, namely 'Home' means family. It consists of villagers, groups of people in the community. Even though it is the smallest unit or institution in the structure of society but it is a starting point of a large society. 'Wat' means religious institutions. It consists of abbots, monks, religious leaders or religious organizations in the community. It is the place of spiritual center of Thai people, and 'School' refers to educational institutions and government agencies in the community. It is a structured place of knowledge for youth. (Piyadhammo et al., 2021) As the understanding of the principle of cohesion within the community spreads more widely and deeply therefore it is not overwhelming that we may perceive any phenomenon in society or community not only through our own eyes but relying on conversations from one corner of this 'Borwon' triangle may also be useful.

As Freire and Vittoria (2007, as cited in Shih, 2018) told us that the real educational praxis must be linked to its social context and to the complexity of its environment illustrated the point of view which involves the true dialogue between students and teachers. For this reason it made the researchers aware of the importance of having a conversation with students.

The researchers had an opportunity to discuss about families with each student in the class. This means that the researchers started the conversation from the corner of 'School'. Their stories were about overall living conditions and family members who surround students.

For the researchers, the recognizing what students tell about their families invited us to reflect on 2 issues that represented the phenomenon immediately. The first issue was that a half of the students' families are troubled families, divorce and poverty, which may significantly affect the quality of education. Secondly, the fact that their parents were Generation Y people or the Millennials who were characterized by their dependence on technology, detachment from traditional institution, optimism, and open-mindedness (Wahyuningtyas et al., 2021) may affected educational perspectives and parenting.

However when we analyzed these data with the previous unverified information, therefore, the question arises. The question was even more than 85 percent of the students' parents graduated at Banangthong School, indicated that the

villagers likely felt that the school belonged to the community, but why, as far as the past, the situation was not like that? Not long after, these doubts were initially relieved by the simple words of Pairath Maneechote that “even their own children they are still unable to fully love and empathize. Therefore, it is not surprising that they do not love and cherish their educational institutions.” At this point, the two pairs of ‘key words’ appeared, namely school-educational institution (referred to as the object-side) and community-them (referred to as the subject-side) as direct interactions of ‘School’ and ‘Home’. In this case, the finding facts from the subject-side should provide some clearer answers than the object-side. For this reason, the researchers were interested in finding out what happened to the community by using an in-depth community study process.

Purpose of study

To study the phenomenon of leadership roles which was located in western part of Thailand through the process of dialogue as laid down by Paulo Freire.

Scope of Research

This research was conducted to study the social phenomenon of community of Village 1, Tambon Angthong, Amphoe Thapsakea, Prachuap Khiri Khan Province.

Research Methodology

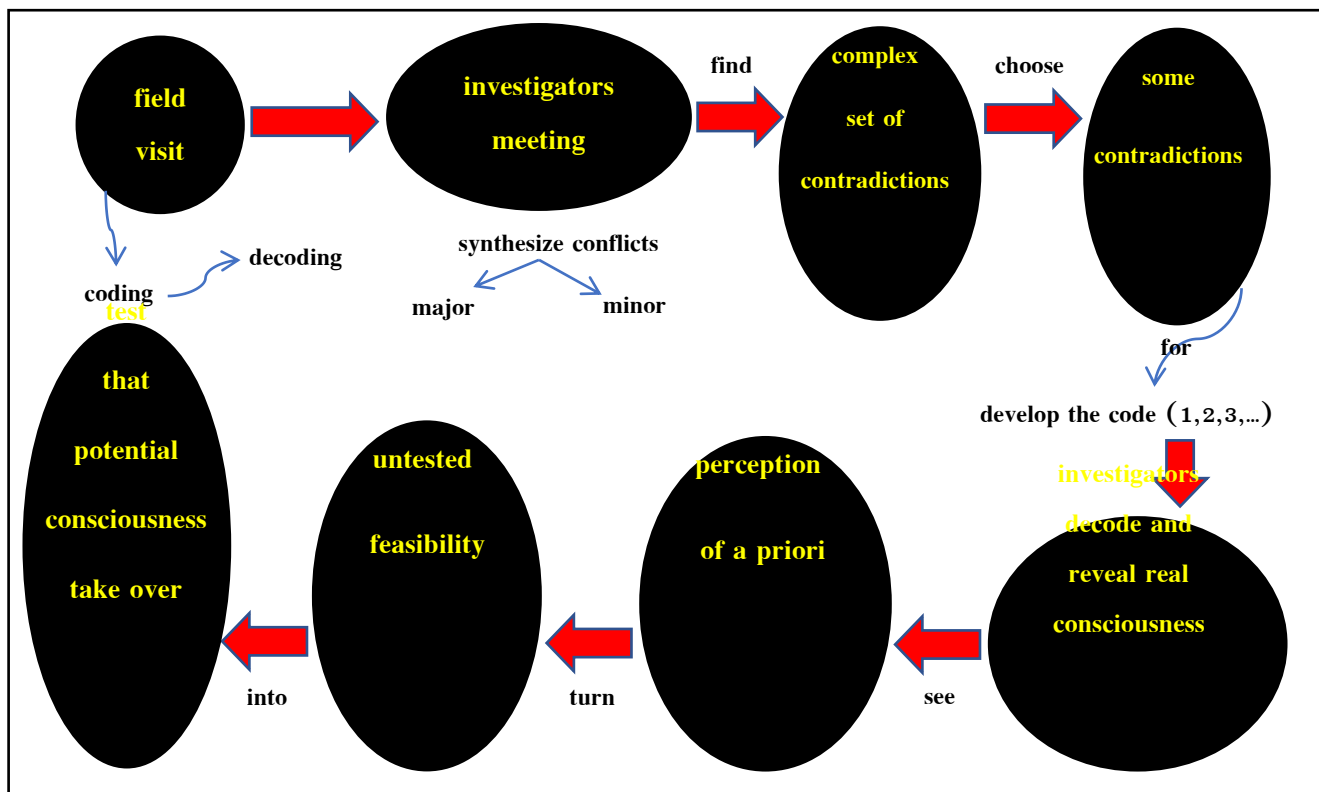
1. Reviewing literature

Of course, the process of knowledge building or finding answers to explain some phenomenon effectively must be based on the concept or theory (Aphakaro, 2005). The theory of community studies of Paulo Freire to be used in this participatory action research.

Paulo Freire, Brazilian educator laid down several principles. The writing that showed his identity in the most complete and clear way is ‘Pedagogy of the oppressed’. Freire (2017) stated the main goal of this writing presentation that it was “...not an introducing a new methodology...but the development of a liberating educational process that invited and challenged learners through learning to read and write critically for learning how to negotiate with the world in which they live with a critical attitude, for exposing and managing stress and conflicts of the relationship between the oppressor and the oppressed. Hence ‘Pedagogy of the oppressed’...is the awakening of knowledge, creative thinking, and the capacity for critical reflection in the oppressed.” Throughout Freire’s writing, the key words that he frequently mentioned were ‘Banking Education’, ‘Praxis’, ‘conscientização’, ‘co-intentional’, ‘libertarian education’, ‘no man’s land’, ‘communion’, ‘dialogue’, ‘meaningful

thematics’, ‘generative themes’, ‘thematic universe’, ‘coding’, ‘decoding’, and ‘cultural revolution’, all of these reflect both abstract ideas and practical actions. Here, the researchers selected only the practical action to mention in order to see the guidelines for applying the theory into practice.

The process of studying social phenomena that Frerie traced to us included: field visiting along with initial coding and decoding. Then there was a joint meeting of the investigators to synthesize the conflicts and identify major-minor conflicts. From here, the investigators found a complex set of contradictions and picked out some of those contradictions to develop the code. Subsequently, the investigators worked together to decode and revealed their real consciousness in order to see the perception of their priori and turned untested feasibility into tested that potential consciousness took over. The process mentioned above can be schematized as follows.



From the above practical process, the creation of a group of investigators is very important. Since the people in this group represented the ‘insiders’ of the community and at the same time represented the ‘outsider’. To reach their destination it depended on both personal and time. In this case, the investigator team consisted of three teachers represented educational institutions, one villager and an alumnus of the school.

Incidentally, this community studies seem like an experiment and proof of a fundamental theory at the same time. That is, the researchers have never used theory before, so it was an experiment and learned from practice along with the findings that occurred little by little. The researchers wanted to know how this theory could ultimately yield results. In other words, it was also a proof of the theory. When the perspective of field visiting was open-minded and ready to learn, the dialogue therefore proceeded naturally, full of consciousness, and with the colors of human beings who sympathized with each other.

2. Interview

While helping to move things out of the room of another investigator teacher, the room owner rode a motorcycle just past. The researcher greeted and asked questions without even realizing it as coding the dialogue process. The researcher intended to participate the village meeting, which scheduled regularly on the 4th day of each month and would like to know more about the atmosphere of the meeting, so asked her that “Your house is in the village 1, right? Do you normally attend village meetings?” The answer was gushing out, “No, I didn’t go any.¹ Well, I didn’t think that I was in a position higher than them. But maybe I’ve been at a point where there’s something in order. But the condition like this, it was not what it should be. They made all the noise and just agreed in their own group. Supposedly, for voting, there was someone who raised hand up and told others to raise their hands as well. Look at the matter of asking how many people attend the meeting. It turns out that the assistant had to recount it again, it was not right. Look, most of them were elderly. It was not suitable to edify them. I saw it like this and finally decided not to go. The government leader of the village 1 also was not clear at all, heedlessly and vignettes. About the water supply in village, I normally paid 120 baths per month but there was a month that flows slowly, but the water cost has increased to 190 baths. The reason for this case was even when the water flowed lightly, but the air pressure can turn the meter. When I told him² he said he didn’t know and he didn’t request me to use the water supply in this village.” Teacher W.³ who kept the things in the room but could hear the conversation from a distance told about the conversation that “I didn’t listen continuously but heard that it was her voice talking to you. After listened for a while, the sound seemed to start loudly and like not satisfied with anything. Then I heard about the village water supply.” Teacher P.⁴ who was standing in that

¹ The researcher has not asked further questions. But keep attentive listening.

² The government leader of the village 1

³ The one of the investigators

⁴ Another one of the investigators

situation by listening quietly said, “Her tone is not okay.” Here, the code was the sentence for asking about the village meeting.

Coincidentally, on the same day, while Miss. S.⁵ came to pick her son up from school in front of the teacher’s house. The researcher had the opportunity to test the same code above again together with the two investigators above. The atmosphere is as follows.

Researcher - Miss. S., do you usually go to village meetings?

Miss S. - Go, go every month.

Researcher - Oh, this Tuesday I would like to take another teacher to listen and also to observe the meeting.

Miss. S. - Oh, it’s too late. If you went there about 2 months ago, it would be fun⁶.

Researcher - Fortunately, I did not go. Your house is in the village 1, right? Or it is in the village 3?

Miss. S. - Village 1, but it is on the edge, far away, not many people are interested. Fortunately, we got the new headman. He even built a new road for convenience

Researcher - The new one is Mr. C.? So who was the old one?

Miss. S. - Mr. K.

Researcher - He’s not new anymore. I think he has been 3 years already.

Miss. S. - Actually, it has been a project since Mr. K.’s time. Now, Mr. C. carries on. We had to constantly provoke him, otherwise he won’t progress.⁷ We had to constantly provoke him again and again, otherwise he would be dismissed. The villagers gave an ultimatum, if he did not take action clearly, they would appeal to the Damrongdhama Center⁸. So he would pay compensation. It is expected to be completed within 3 months.

Researcher - Are you a member too?

Miss. S. - Yes, we didn’t know anything about it before. We find out later that the money was gone. The money account of village is messed up. They even take the amount of money and our name to borrow twice and not send, so we lost all our credit. I don’t know if I would be able to get all the money back or not. Ok I am going. Let’s my son prepare the football player shoes first.

⁵ The names of dialogue participants were pseudonyms.

⁶ At that time, there was a problem with the village’s money corruption.

⁷ She abruptly changed the subject of the conversation.

⁸ A kind of justice office

The Researcher and the two investigators looked at each other and concluded that the informant, Miss. S., seemed to be in a bad mood.

The lesson learned from that conversation was the coding with the right words to start the dialogue, the 'code', will arouse the informant to reveal the 'distress' in the Four Noble Truths and the suffering or deep feelings in his heart (Payutto, 2003) It revealed that each informant expressed some contradictions and becomes 'the theme expands' on its own. In addition, it was learned that in conversation, the investigators would not speak to suggest ideas. Instead, they should use the method of repeating their words or expressing their feelings. Initially, the distress of the two informants arising from the coding of village meetings clearly reflected the targeting of government leaders such as village headman. For this reason, village meeting attendance became even more important.

On October 4, 2022 at 6 p.m., the village meeting of Village 1 began. Mr. C., the village headman, was the chairman of the meeting. The abbot of Angthong Temple attended the meeting by sitting in front beside the village headman. There were 43 people attending the meeting. The topics used in the meeting were in order. It can be summarized as follows:

- The state welfare card is almost over. Ask villagers who have not yet registered to take action and keep publicizing each other as well.
- There are a total of 6 village water supplies, but only 2 can be used at present. Nowadays it is in the process of being revised and used by the Sub-district Administrative Organization.
- There were courtesy of several sets of lamps that follow the way. But the village budget must be used for hiring and installing.
- Public relations for the Farmer Network Project to plant forests to the villagers of Village 1, which the provincial forestry officials planned to visit the area of Village 1 around the beginning of 2023, on February.
- Introducing the new teacher of Banangthong School.
- USO (Universal Service Obligation) NET room's staff publicizes the use of the room to the villagers.
- The abbot of Angthong Temple stood up and spoke by expressing appreciation for the merit that the villagers helped to make desserts to be distributed in Bangkok to help flood victims. Followed by public relations for the Kathin⁹ at

⁹ A Buddhist ceremony

Angthong Temple and asks the villagers to help with bananas, sugarcane, and coconuts¹⁰.

- The abbot shifted the topic into the village scope by asking the question: "Which direction should you have our village go?" A voice replied "Forward development", he then continued to emphasize that "To develop our village, it must be transparent". At this point, the villagers were quiet and attentively listening to the abbot that was talking about the rules and regulations of the village. Less than 2/3 of the villagers, as members of the village fund, attended the meeting therefore a new village fund committee could not be elected. But the abbot chose 'Audit Committee' of 5 people by himself. This committee is responsible for investigating fraud if corruption problems arise. Acting as a volunteer had no compensation. The attitude of the villagers agreed with. Mr. I. suggested that for setting the announcement of the appointment of this committee, it should be specified as the appointment based on the resolution of the meeting. It should not be appointed by only the village headman. The abbot clarified that it must be appointed by the 'homeowner', in this case, is the village headman. Hereafter, a brief discussion of the wording would be clarified for a while.

- The abbot went on to say that he wished to raise the temple's cows as the property of the village fund (and continued to debate about the name of the committee of the Million Money Fund). The abbot suggested that the village headman make a name plate to be clearly visible. Mr. I. suggested that we could read from the last meeting and find out who is listed as a member of this committee.

- The abbot turned back to talk about the village savings fund that just had a corruption problem. The villagers made noise saying that the story was not over yet because they had not received their money back. Two defendants in this matter walked out of the meeting while the abbot had not finished explaining.

- There was a little discussion from the words of the village headman who said that he was not a government official and therefore could borrow the fund. The abbot argued that if he was not a government official, why would he be concerned about Section 157 of the Law?¹¹ At this time, the emotional temperature started to rise. Villagers affected by the corruption of the Village Savings Fund began to vent their frustration at the revealing words as they knew to the abbot.

- The abbot asked the Audit Committee to find evidence of financial documents for the village headman who bears the money back.

¹⁰ The tone of the villagers asking the abbot about the almshouse sounded threatening, not the soft tone as a woman would expect to use to address the monks.

¹¹ At this point, it showed the inaccuracy of the rules and regulations of the village headman.

The meeting finally ended at 7:50 p.m. The villagers dispersed to go home. No one was interested in staying and having a conversation outside of the round.

The observations that the investigators experienced during this village meeting were:

1. The village meeting building was a building with air conditioning. Recently it was renovated, so it looked in beautiful condition. There was a storage room on the side. It had a good amplifier system. There was an information label and Public Policy Signboard. There was a point to serve both hot and cold drinks.¹²

2. There were a total of 56 chairs that have been prepared for the villagers to sit in the meeting which was considered a small number of villagers who came to the meeting. They usually comes full number of chairs.

3. The village headman's team wore the black vest of the Administrative Department that looked formal and solemn.

4. The village headman invited the teachers to talk to the villagers in the front, despite having informed from the beginning that there was nothing from the school. Teachers just came to observe.

5. The village headman tried to tear up the gap or distance with the villagers. But the villagers did not allow it to be so.

6. The atmosphere of the village 1 meeting seems to be sensitive of conflicts at all times.

At this point, the researcher knew 'some contradictions' together with the investigators from two angles.¹³ We still need more assurance from the remaining angle. Coincidentally, the school had the opportunity to bring rice to offer to the abbot of Angthong Temple on another Buddhist holy day. After the teachers had returned to school, the researcher and another investigator had the opportunity to interview the abbot of Angthong Temple, about the issues of views towards the community and villagers as well as the village meeting on that day.

The researcher began a conversation about the villagers' faith in Buddhism. The abbot mentioned that the villagers' faith in Angthong Temple was very high. Whether villagers from Village 1, Village 2 or Village 3 had have faith and unity for helping the temple business as well. In addition he said that the biggest problem of the villagers was the lack of knowledge, for example, about knowing basic rights according to the law knowledge that can be used to improve living and career. The researcher started to ask about the role of the abbot in the past village meeting that

¹² This was different from the physical condition of village 3 and 11 that were simply planted.

¹³ They are the angle of the villagers through informal conversation and the angle of the government through village meetings.

“At the meeting that day, your role was outstanding. Why is it that you raise that issue? Why does it have to be a monk who invites the villagers to talk and invite them to know the information?” The abbot explained in a firm voice that “The problems faced by the villagers are caused by the fund, the fund that lack knowledge and not very transparent. And one more thing in the view of the villagers, it was that the villagers now did not trust each other. When they do not trust each other, who can he trust? It is me. So I had to go and tell them. I gave solutions to them. Then let they fixed, what they would do from this time. They already have wisdom. I only went to tell them, oh, like this, like this, he was relieved, making them felt that they had relying on the mind. And another thing is that if there is a mediator they can talk to each other. Finally everything in the village would be peaceful. Now my best role is to suggest the right thing. I went to describe the knowledge that, well, what kind of regulations, rules, and laws of fund, then there will be no wrong doing.” In conclude the villagers did not trust each other especially about the village fund. For this reason, the abbot was entrusted by taking the leader role for solving the problem. In addition, the abbot also mentioned in the past that the status of Banangthong School was as a community center.

Dialogue synthesis as result

After the field study of coding and decoding finished, it entered the process of the investigator meeting to synthesize major-minor conflicts and choose some of the contradictions that form the generative themes. The synthesis results were in descending orders of importance as follows.

1. Dissatisfaction with the lack of transparency in the management of the village fund
2. Crisis of faith in government leaders
3. Paranoia of each other in financial matters (which is due to the living problems of the villagers as well).
4. Interaction with words implying the division between government leaders as community leaders and villagers.
5. Expressing opinions based on the lacked knowledge of the villagers
6. The abbot as a religious leader rose up to take on the role of community leader in being a mediator to solve community problems.
7. Teachers are also reliable figures for the villagers.
8. The atmosphere of the place and the relationship between community leaders and villagers are in accordance with the context of that area.
9. Notifying news through Line channels has become more important.
10. The sitting position of the villagers indicates the group or mutual interest.

From some of the above contradictions, it can be seen that items 1-6 are chained conflicts, that is, when there is a lack of transparency in the management of the village fund, where the headman is directly involved in this matter. Thus, a crisis of faith in government leaders arose, the paranoia was taking place and nothing happened for solving this problem. During this time, the interactions between government leaders and villagers, particularly those directly affected, deteriorated. People's opinions are expressed by way of using emotions over wisdom. The abbot, as a religious leader, has always foreseen that he should speed up the creation of knowledge for the villagers and he was aware that he was in the position of mediators, therefore rising up to take on the role of a community leader in being a medium for resolving community problems. These contradictions were of prime importance (the rest of the items are minor issues). Hence it was developed into the generative theme that may be dubbed as 'Leadership roles overlap in religious leader when trust in government leaders is lost.'

Discussion and Conclusions

The result, that religious leaders rose to play a stronger role, as community leaders, than those of government leaders such as village headmen, may not exceed expectations of common people. However, the researchers would like to inform that from the beginning point to this conclusion we had not seen the picture beforehand. The researchers did not have an intimate understanding or contact with the abbot or religious leader of the community. Therefore, we did not know how high his role was. After the study, it was discovered that religious leaders had a high role.

The process of studying, that it has been done, the researchers started by using Paulo Freire's theory, which began from class interviewing. From this point the studying of community Freire's educational process was done. However, we did not predetermine which issues we aimed to study about that community. On the other hand, this theory invited us to visit the area. Then we found out many contradictions, which were then selected through the process of meeting of the investigators. In other words, this meeting of the investigators was used as one of the triangle to verify the validity or correctness of the information received. After selecting and identifying major and minor conflicts, we therefore saw that it was the issue of leadership roles in the community that would be used as the generative theme. For this reason, it was important to reiterate that this study did not fix this phenomenon in the first place. The first phenomenon that we saw was the question of what exactly the villagers' attitude towards the school was. The answer was that the villagers love and cherish educational institutions. But this is not mentioned as the main point because after seeing some contradictions, it is not as important as the leadership of religious

leaders. It also demonstrated that this theory can be used to study practical communities according to the framework of research studies in real and effective ways. Unfortunately, this study was limited by time and personnel size conditions. The study is therefore only halfway through the whole process, at the stage of selecting some conflicts as the generative theme for further development of the code.

The other findings were that the conclusion of this study, firstly, could explain the origins behind this phenomenon in a step-by-step way, we secondly could see the origin of the relationship of people, for example, the mutual respect, etc.

Suggestion

Additional observation or assumption, that the researchers did not want to look forward to conclusion because the information received was still insufficient, was remained. The villages in Anghong Sub-district, which have a total of 11 villages, are the villages that the researchers had the opportunity to visit. Most of them are rather peaceful. That peace may or may not be caused by surrendering or allowing to be oppressed by government or official leaders. This is because peace of the village may have other causes, for example, the gross happiness in the lives of the villagers may already be high. Therefore, it felt that there was no need to create any conflict. The above conditions need further study.

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The Development of Strategies for the Enhancement of The Education quality of Pre-school Students: A Case Study of Quan Na Kindergarten in Qing Hai Province, China

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Abstract

The objectives of this research were: 1) to investigate needs of strategies for the enhancement of educational quality of pre-school students, and 2) to develop strategies for the enhancement of the education quality of Pre-school Students. The population and respondents in this research were divided into 2 groups; namely, 300 students' parents and 100 teachers/administrators obtained by stratified random sampling technique at Quan Na Kindergarten in Qing Hai Province, China. The research instruments employed in this study were a questionnaire and a set of questions for focus group discussion meeting. The information and data collected were analyzed through the content analysis method and presented in terms of frequency count, percentage, mean values, standard deviation and Likert rating scales. The findings of this study indicate that: Needs of the strategies for the enhancement of educational quality of pre-school students in the opinions of both students' parents and teachers/administrators were in the "Highest" level. The strategic handbook for the Enhancement of The Education quality of Pre-school Students composes comprises of five units; namely, 1) Formulation of public service guarantee policies for inclusive pre-school education in Y County, 2) Implementation Status, 3) Policy implementation model, 4) Effect of policy implementation, and 5) Human resource development effect. All of the 5 units were evaluated and approved by the three specialists in terms of correctness and suitability of the contents and presented in terms the IOC values ranging from 0.66 to 1.0. It can be said that the strategic handbook is suitable as a tool for the enhancement of educational quality of pre-school students.

Keywords: Strategies, Enhancement of The Education quality, Pre-school Students

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Introduction

Preschool education is the foundation and guarantee of the quality of basic education, and its basic status has become a social consensus. With the popularization of free compulsory education, more and more people turn their attention to preschool education. at the same time, due to personal concepts and ideas, as well as the establishment of functional institutions and government planning and other reasons. The reform and development of preschool education faces a lot of problems. China has formulated a series of regulatory documents on preschool education, but the legislative level is low and the effectiveness is limited. Preschool education has a public welfare nature in China. In the world, preschool education is also generally included in the scope of social public undertakings. Therefore, in most cases, we regard preschool education as a public product or quasi-public product. It is only the different levels of economic and social development in different countries that result in different degrees. China's preschool education emphasizes public welfare and welfare, which all originated from the early national welfare undertakings. Preschool education needs a variety of social forces to conduct, explore the diversity of channels, realize the optimal allocation of educational resources, and provide effective and high-quality education and teaching environment for school-age children. So, we highlight the publicity of preschool education, emphasize the performance of government responsibilities, and effectively ensure the timely, sufficient and high-level supply of public service. Modern trends in the development of preschool education are conditioned by requirements of the Federal State Educational Standard and are aimed at the processes of its modernization and quality improvement. Authors emphasize that the quality of preschool education is studied from the point of view of actual conformity of conditions, organization, methods of evaluating the properties and results of education, an educational process to necessary requirements of the standard. The dynamism of quality characteristics of preschool education implies construction and development of quality management system in conditions of preschool educational organization in order to achieve optimal balance of internal and external conditions of its activity, harmonization of relations with teachers and social environment, effective implementation of norms of professional ethics, orientation for the future development and improvement. Development and implementation of such a system place high demands on managerial competence of an executive, which is considered by authors as a complex of value-motivational, analytical and design, organizational and executive, communication and activity, reflexive and assessment competencies. Components and indicators of achievement of the proposed competencies are allocated. (Belinova, N. V., Bicheva, I. B., Krasilnikova, L. V., Khanova, T. G., & Hizhnaya, A. V., 2020). A significant

enhancement in the concentration, preference, and willingness of participation among children in the experimental group after participation in the course. However, these effects were not observed and were not found among the children in the control group. Additionally, it was also found that the positive impact of enhanced motor skills, such as dynamic balance, hopping, and jumping, was significantly better among children in the experimental group than those in the control group. Consequently, this research study supports the integration of music technology and images into physical courses for children. Clinically, it indicates a significantly improved enhancement effect towards learning mentality and motor skills among children. This innovative teaching approach suggests a high probability to substantially assist the preschool's course management strategy and methodical learning effects (Liza Lee ,Wei-Ju Liang, and Fu-Chih Sun, 2020)

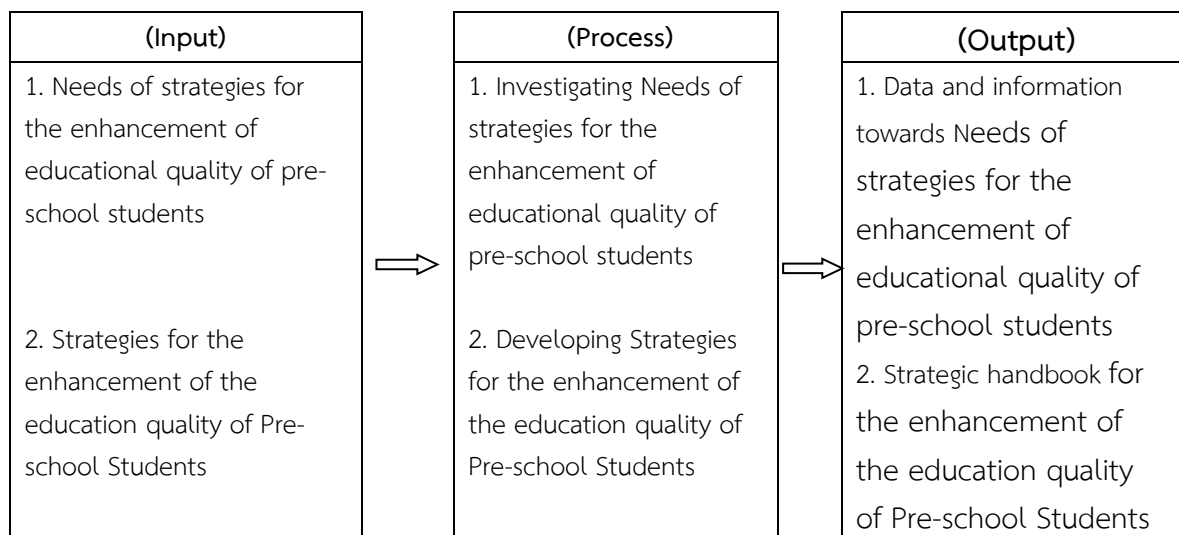


Figure 1: *Conceptual Framework*

Purpose of study

- 1) to investigate needs of strategies for the enhancement of educational quality of pre-school students.
- 2) to develop strategies for the enhancement of the education quality of Pre-school Students.

Research Methodology

Population

QuanNa Kindergarten was used as a case study. The population in this research project were divided into 2 groups; namely, 1) 300 students' parents and 2) 100 teachers/administrators.

Sample group

In this research project the sample groups were divided into 2 groups; namely, 1) 107 students' parents 2) 54 teachers. (Yamane, 1973).

Research Instruments

In this research project, a questionnaire was employed for the data and information collection. The questionnaire was divided into 2 sets; namely, 1) students' parents set and 2) teachers set. The questionnaire was divided into 2 parts, 1) general information, 2) needs of strategies for the enhancement of educational quality of pre-school students. The questions in the questionnaire were evaluated and approved in terms of correctness and suitability via index of congruence scores (IOC scores) by the three specialists. Each question in the questionnaire was evaluated and approved with the range of IOC 0.66 to 1.00. Therefore, it can be used as a research tool.

Data collection

The researcher himself collected the data and information online through emailing.

Data Analysis

The Data and information collected were analyzed, interpreted and then presented in terms of frequency count, percentage, mean (\bar{X}), standard deviation (S.D.). The Five Point Likert Rating Scale was used to Preschool education teaching quality.

Result

1. Needs of the Strategies for the Enhancement of The Education quality of Pre-school Students

Table 1 *Needs of the Strategies for the Enhancement of The Education quality of Pre-school Students in the opinions of student's parents*

Questions	n=107		Level of needs
	\bar{X}	S.D.	
1. You haven't learned enough about the public service guarantee measures for preschool education.	4.51	0.55	Highest
2. The main safeguard measures haven't currently been implemented for the preschool education industry	4.56	0.51	Highest
3. There are always many difficulties in implementing and promoting measures.	4.64	0.67	Highest
4. It is difficult to solve problems after	4.67	0.34	Highest

implementing and promoting measures.

5. Urban and rural proportion of public service investment in inclusive pre-school education are not reasonable	4.52	0.53	Highest
6. The proportion of financial investment is not reasonable.	4.62	0.28	Highest
7. there are not sufficient dedicated funding input during the budget stage	4.51	0.21	Highest
8. Financial investment cannot improve the current situation of inclusive preschool education public services in urban and rural areas.	4.67	0.52	Highest
9. Government don't carries out supervision on kindergartens.	4.65	0.40	Highest
10. The responsibilities of regulatory personnel is not clear.	4.54	0.23	Highest
11. there is not a phased evaluation standard and report.	4.53	0.39	Highest
12. The implementation of self-monitoring in kindergartens is not strong.	4.55	0.33	Highest
13. Parents' supervision of kindergartens in home cooperation has many deviations.	4.56	0.21	Highest
14. The supervision of kindergartens by society causes pressure to kindergartens.	4.62	0.37	Highest
15. Teaching staff between urban and rural kindergartens is different.	4.62	0.42	Highest
16. Teacher training system is not complete.	4.56	0.43	Highest
17. The evaluation and appointment of teacher titles are not fair.	4.52	0.15	Highest
18. Kindergarten teaching quality evaluation system is not effective.	4.54	0.37	Highest
19. Teaching quality regulations has not been established.	4.51	0.55	Highest
20. The public service guarantee system on	4.52	0.42	Highest

the quality of kindergartens doesn't have a big impact.

Total	4.56	0.39	Highest
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According to table 1, it is indicated that the needs of the Strategies in the opinions of student's parents at the highest level. (\bar{X} =4.56, S.D. =0.39)

Table 2 Needs of the Strategies for the Enhancement of The Education quality of Pre-school Students in the opinions of teachers/administrators

Questions	n=54		Level of needs
	\bar{X}	S.D.	
1. As a teacher, you have learned enough about the public service guarantee measures for preschool education.	4.72	0.22	Highest
2. As a teacher you think the main safeguard measures are not correct.	4.51	0.55	Highest
3. There are always many difficulties in implementing and promoting measures.	4.53	0.43	Highest
4. It is difficult to solve problems after implementing and promoting measures.	4.62	0.34	Highest
5. Urban and rural proportion of public service investment in inclusive pre-school education are not equal	4.54	0.60	Highest
6. The proportion of financial investment is not reasonable.	4.56	0.58	Highest
7. There are enough dedicated funding input during the budget stage	4.61	0.52	Highest
8. Financial investment cannot improve the current situation of inclusive preschool education public services in urban and rural areas.	4.55	0.44	Highest
9. Government doesn't carry out supervision on kindergartens.	4.53	0.17	Highest
10. The responsibilities of regulatory personnel are not clear.	4.52	0.20	Highest
11. there are not a phased evaluation	4.56	0.29	Highest

standard and report.			
12. The implementation of self-monitoring in kindergartens is not strong.	4.61	0.50	Highest
13. Parents' supervision of kindergartens in home cooperation has many deviations.	4.55	0.45	Highest
14. The supervision of kindergartens by society brings pressure to kindergartens.	4.51	0.22	Highest
15. Teaching staff between urban and rural kindergartens is different.	4.52	0.55	Highest
16. Teacher training system is not complete.	4.61	0.43	Highest
17. The evaluation and appointment of teacher titles sound is not reasonable.	4.61	0.34	Highest
18. Kindergarten teaching quality evaluation system is not effective.	4.52	0.60	Highest
19. Teaching quality regulations haven't been established.	4.54	0.58	Highest
20. The public service guarantee system of kindergartens doesn't have impact on quality.	4.51	0.51	Highest
Total	4.55	0.40	Highest

According to table 2, it is indicated that the needs of the Strategies in the opinions of teachers/administrators are at the highest level. (\bar{X} =4.55, S.D. =0.40)

2. Strategies for the Enhancement of The Education quality of Pre-school Students

Table 3 *The Index of Congruence (IOC) of the five chapters in terms of correctness and suitability of the contents of the strategic handbook*

Topics/Contents	IOC
1. Formulation of public service guarantee policies for inclusive pre-school education in Y County	
- Fiscal policy and regulatory policy	0.66
-Talent introduction policy and quality improvement	0.66
2. Implementation Status	

- Status of preschool education infrastructure construction	0.66
- Balanced development of urban and rural areas	0.66
3. Policy implementation model	0.66
4. Effect of policy implementation	1.0
- Management effect	0.66
- Investment of financial funds	0.66
- Supervision plays a role	1.0
5. Human resource development effect	
- Composition of teachers	0.66
- Construction of teaching staff	0.66

Table3 shows the IOC scores of the 5 units assessed in terms of content correctness and suitability by the three specialists(Two English Native Speakers and one Thai Professor). All of the 5 units possessed the IOC scores ranging from 0.66 to 1.0. It can be assumed that the strategic handbook, can be used as a tool to improve the quality of education of Pre-school Students.

Discussion and Conclusions

The findings from the study indicated that the needs of the Strategies in the opinions of both students' parents and teachers/administrators were at the highest level. The developed strategic handbook composes of five units helps how to improve the growth of preschool children, and play a role in helping and promoting the growth of preschool children, such as strengthening the government's financial introduction, system improvement, introduction of teacher-teacher training, and training on all aspects of children's world cognition. This is correspondent with findings of the research study conducted by Bilbokaitė, R., Bilbokaitė-Skiauterienė, I., & Juknevičienė, A. (2021) in that the results of the study revealed that the strategy, as a document, is an appropriate tool in the process of management of pre-school education institutions, but it is not emphasized or often applied in the real activities of educational institutions. The SWOT analysis of the strategies of pre-school education institutions in Northern Lithuania reveals that the strengths of institutions are mostly highlighted, i.e. creation of a safe, constantly renewing aesthetic environment, adapted to the needs of community members, qualified teachers and specialists, promotion of children's health, development and implementation of health programs. The following weaknesses of the activities of pre-school education institutions are emphasised – the lack of projects and funding, insufficiently safe outdoor and indoor environment, insufficient involvement of parents in the activities of the education institution. The most common threats are the dominance of the

older team and the lack of young teachers, the deteriorating health of children, the growing number of children with special educational needs, negative social changes (migration, emigration), and the lack of teachers motivation due to excessive requirements. The strategies emphasize the opportunities for the activities of pre-school institutions - participation in international and cooperation projects, systematic professional development of teachers. In addition,

Suggestions

- 1) The government should strengthen and improve its fiscal and institutional functions
- 2) The level of teachers needs to be strengthened

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Strategies for the Cultivation of Primary School Students' Self-Management Ability: A Case Study of Shuren School in Songzhuang Town, Tongzhou District, Beijing, China

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Abstract

The objectives of this research were: 1) to investigate needs of strategies for the cultivation of primary school students' self-management ability, and 2) to develop strategies for the cultivation of primary school students' self-management ability. The respondents were divided into two groups; namely, 1) 286 students, and 2) 40 teachers and administrators. The research instrument employed in this study was a questionnaire with 40 questions. In addition a set of questions were used as a tool for the focus group discussion meetings. The information and data collected were analyzed through the content analysis method and then presented in terms of percentage, mean value, standard deviation and Likert rating scales.

The findings from the research indicated that the opinions of students and teachers/ administrators towards needs of strategies for the cultivation of primary school students' self-management ability were rated in the "Highest level" ($\bar{x} = 4.80$, $SD = 0.36$, and $\bar{x} = 4.80$, $SD = 0.36$, for students, and teachers/administrators, successively). The developed strategies for the cultivation of primary school students' self-management ability comprise of 7 units; namely, 1) Student Daily Code of Conduct and Guidelines, 2) Leave and Attendance System, 3) Punishment for Disciplinary Violations, 4) Beijing Unified Level Examination and Intra-mural Examination Instructions, 5) Dormitory Management Regulations, 6) Rules for Primary and Secondary School Students and, 7) Daily Code of Conduct for Primary and Secondary School. All of the 7 units were evaluated and approved by the three specialists in terms of correctness and suitability and possessed the IOC scores ranging from 0.66 to 1.0. it can be said that the developed strategies for the cultivation of primary school students' self-management ability are suitable for the cultivation of the self-management ability for primary school students

Keywords: Strategies for the Cultivation, Primary School students, Self-management ability

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Introduction

Modern education advocates students to cultivate self-consciousness, which is also an important embodiment of advocating students' individual self-management. It is the focus of education. Self-management is a necessary quality for current talents, and it also lays a good foundation for future development. Under quality education, the purpose of education is no longer just to improve students' intellectual development, but more importantly, the comprehensive development of students' moral, intellectual, physical, artistic and labor.

Therefore, under quality education, students should be allowed to develop independently in a loose and free educational environment. Of course, this kind of independent development is not absolutely independent, but requires the cooperation of teachers, parents and society. In particular, the primary school students' brain nerves are not fully developed, and their development core also depends on the development core in childhood, while the development core in childhood is mainly congenital inheritance, so it needs correct guidance from the outside world, requires unremitting long-term training, encourages students to play their subjective initiative, and stimulates students to rely on their knowledge and experience to understand the world and transform the world. In the process of students' understanding and transforming the world through their own knowledge and experience, their abilities will be exercised. After they can skillfully use this ability, they should internalize these abilities into the deepest memories in their hippocampus and store them in their long-term memory bank, making it a habit. Only the things that students have experienced personally or accumulated through their own efforts can form memories and become a habit. The "Core Literacy of Chinese Student Development" proposes the qualities and abilities that contemporary students need to possess to adapt to lifelong development and social development, including six major qualities: humanistic heritage, scientific spirit, learning to learn, healthy life, responsibility, and practical innovation. It is specifically refined into eighteen basic points, and self-management is one of these eighteen basic points. Its connotation is to be able to correctly self-awareness and conduct self-evaluation; Choose a suitable development path based on one's own characteristics and potential; Able to allocate time reasonably and effectively utilize it; Having the will to achieve goals, etc. The Opinion of the Ministry of Education on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Cultivating Virtue and Cultivating People also emphasizes the importance of students' independent development, which cannot be separated from the improvement of their self-management ability. Wei Dong (2000) in his article "On the Cultivation of Self

management Ability of Primary and Middle School Students", proposed that the cultivation of students' self-management ability is just to mobilize students' enthusiasm and creativity, so that they can develop correct self-consciousness through repeated participation in various training activities, improve their self-evaluation ability, understand self-esteem and self love, and form various psychological qualities such as self-discipline, self-control, self-cultivation, and self optimization. Taking high school students as the research object, Xu Aimin believes that the self-management of high school students is the ability of a certain individual within the group of high school students to control their own knowledge, feelings, intentions, behavior and other aspects to achieve a certain goal and task, so as to improve their overall development. Song Qingyang's book "On Self development Education" systematically put forward specific practices of individual self-management. He believes that students should be taught to manage their own affairs; Plan and manage their own goals; Allocate your own time reasonably; Be responsible for your own actions; These four aspects should be the starting point for teaching students self-management. He also believes that the main ways of teaching students self-management are as follows: teaching students self-management in self-consciousness education; Teach students self-management in the construction of class collective culture; Teach students self-management in practical activities.

The researcher as a teacher has been teaching senior primary school students for more than ten years. During the teaching process, the researcher found that senior primary school students have poor self-directed learning ability and lack corresponding self-management ability, which has also had a certain impact on my teaching. Through daily observation and communication with colleagues, researcher have found that the weak self-management ability of senior primary school students is a common phenomenon. Researcher want to find the reasons behind this phenomenon through my own research and propose improvement strategies, which can not only promote students' self-management ability but also better serve my education and teaching work.

Purpose of study

- 1) To investigate needs of the strategies for the cultivation primary school students' self-management ability.
- 2) To develop strategies for the cultivation of primary school students' self-management ability.

Research Methodology

Population

Beijing Shuren Primary School was used as a case study for this research. The population were divided into 2 groups; namely, 1) 1000 students and 2) 200 teachers / school administrators

Sample Groups

In this research, the sample groups were divided into 2 groups; namely, 1) 286 students , and 2) 40 teachers/administrators. The respondents were selected through Stratified Random Sampling Technique. (Yamane, 1973).

Research Instruments

An online survey was conducted using questionnaires. The questionnaire is divided into 4 sections; namely, 1) general information, 2) needs of the strategies for the cultivation of primary school students' self-management ability in the opinions of students, and 3) needs of the strategies for the cultivation of primary school students' self-management ability in the opinions of teachers/administrators. Each question in the questionnaire was evaluated and approved by the three specialists (two native English speakers and one Thai professor). All questions in the questionnaire were evaluated in the IOC score ranging 0.66-1 which can be said that it is suitable to be used as a tool for this research. In addition,

3.4 Data collection

For this research project, the researcher himself collected the data and information from the sample groups online via emailing. The respondents were emailed the questionnaires back to the researcher.

3.5 Data Analysis

The Data and information collected were analyzed, interpreted and then presented in terms of frequency count, percentage, mean (\bar{x}), standard deviation (S.D.). The Five Point Likert Rating Scale was used to measure the level of the respondents' needs.

Results

1. Needs of strategies for the cultivation of primary school students' self-management ability

Table 1: Needs of strategies for the cultivation of primary school students' self-management ability in the opinions of students

Questions	n=286		Level of needs
	\bar{X}	S.D.	
needs			
1) you often lose temper.	4.95	0.21	Highest
2) you often make decision on impulse.	4.65	0.53	Highest
3) when you are angry, depressed, you feel bitter about this matter.	4.78	0.32	Highest
4) when you are troubling, you always believe everything will be better.	4.36	0.58	Highest
5) When you face a slightly challenging task, you are willing to try hard to complete it.	4.53	0.48	Highest
6) When you encounter difficulties in doing things, you can actively seek solutions to problems.	4.92	0.29	Highest
7)You always change your mind when you encounter setbacks.	4.95	0.22	Highest
8) You can tell clearly what kind of character you are.	4.97	0.25	Highest
9) You can evaluate your ability correctly.	4.68	0.42	Highest
10) You know your values.	4.54	0.53	Highest
11) You can plan most of the tasks you have to do every day	4.82	0.35	Highest
12) When you want to achieve a goal that requires long-term accumulation, you will make a clear plan for it.	4.83	0.35	Highest
13) You Have planned your future life	4.91	0.28	Highest
14) You know your dream career in the future.	4.83	0.38	Highest
15) when you at school, teacher always encourage you	4.75	0.41	Highest
16) when you at home you can finished your homework.	4.79	0.41	Highest
17) You always go to extracurricular when you are free.	4.96	0.22	Highest

18) You can balance the relationship.	4.84	0.37	Highest
19) You can always keep a good habit to keep clean.	4.90	0.33	Highest
20) parents always remind of you to do something.	4.77	0.46	Highest
Total	4.80	0.36	Highest

Table 2: Needs of strategies for the cultivation of primary school students' self-management ability in the opinions of teachers.

Questions	n=40		Level of Needs
	\bar{X}	S.D.	
needs			
1) you think your students often lose temper.	4.92	0.28	Highest
2) you think your students often make decision on impulse.	4.65	0.57	Highest
3) you think your students when they are angry, depressed, they feel bitter about this matter.	4.83	0.31	Highest
4) you think your students when they are troubling, they always believe everything will be better.	4.51	0.52	Highest
5) you think your students When lthey face a slightly challenging task, they are willing to try hard to complete it.	4.64	0.45	Highest
6) you think your students When they encounter difficulties in doing things, they can actively seek solutions to problems.	4.92	0.26	Highest
7) you think your students always change mind when they encounter setbacks.	4.94	0.25	Highest
8) you think your students they can tell clearly what kind of character they are.	4.95	0.22	Highest
9) you think your students can evaluate	4.63	0.43	Highest

their ability correctly.

10) you think your students they know their values.	4.52	0.56	Highest
11) you think your students can plan most of the tasks they have to do every day	4.80	0.35	Highest
12) you think your students When they want to achieve a goal that requires long-term accumulation, they will make a clear plan for it.	4.83	0.32	Highest
13) you think your students Have planned future life	4.93	0.23	Highest
14) you think your students know their dream career in the future.	4.84	0.36	Highest
15) you think your students when at school, teacher always encourage them.	4.75	0.43	Highest
16) you think your students when at home they can finished homework.	4.75	0.44	Highest
17) you think your students always go to extracurricular when they are free.	4.97	0.21	Highest
18) you think your students can balance the relationship.	4.82	0.32	Highest
19) you think your students can always keep a good habit to keep clean.	4.91	0.35	Highest
20) you think your students' parents always remind of them to do something.	4.72	0.43	Highest
Total	4.80	0.36	Highest

2. Strategies for the cultivation of primary school students' self-management ability

Table 3: The Index of Congruence (IOC) of the seven units for correctness and suitability of the contents.

Topics/Contents	IOC
Unit1: Student daily code of conduct and guidelines	
1.Tense 1 : Purpose and scope	0.66
2. Tense 2: General requirements	0.66
Unit2: Leave and attendance system	
1. Tense 1: Purpose	0.66
2. Tense 2: Specific requirements	0.66
Unit3: Punishment for disciplinary violations	
1. Tense 1: In any of the following circumstances, a verbal warning shall be given	1.00
2.Tense2: In any of the following circumstances, a written warning shall be given and parents shall be notified	0.66
Unit 4: Beijing Unified Level examination and intramural examination instructions	
1. Tense 1: Candidates should prepare before the exam	1.00
2.Tense2: Examination	0.66
3. Tense3: In the exam	0.66
Unit 5: Dormitory management regulations	
1. Tense 1: Basic requirements for accommodation	1.00
2.Tense2: dormitory public property requirements	0.66
Unit 6: Rules for primary and secondary school students	
1. Tense 1: Love the Party, the country and the people	0.66
2.Tense2: Studious and inquiring	0.66
Unit 7: Daily code of conduct for primary and secondary school	
1. Tense 1: self-respect, pay attention to the instrument	0.66
2.Tense2: honest and trustworthy, polite to others	1.00
3. Tense 3: Obey rules and discipline and study hard	0.66

According to table 1, in the students sample group, there are 172 female (60 %) and 130 male (40%). Most of the sample group are in the age between 7-9(57%) and rest are in between 10-12(43%). it is indicated that 223students (77.9%) are Upper level, and 40 students(14%)are middle level, moreover it is found that only 23 students (8.1%) are

According to table1, it is indicated that the students rated the needs of the strategies for the cultivation pf primary school students' self-management ability at the highest level. According to table 2, it is indicated that the teachers rated the needs of the strategies for the cultivation of primary school students' self-management ability at the highest level. According to table 3, it is indicated that the construct strategies for the cultivation of primary school students self-management ability was considered suitable to be used to cultivate the students to improve their self-management ability.

Discussion and Conclusions

Students' personal factors, according to the above analysis, there is a significant difference between boys and girls in the upper grades of primary school in self-learning ability, and boys are lower than girls. Under the interaction of innate factors and environmental factors, it is an unchangeable objective fact that there are psychological differences between male and female students. Girls in the lower grades of primary school had more positive social behaviors than boys, and the gap narrowed with the increase of age, but girls were still higher than boys. Boys have more aggressive behaviour than girls in the upper years of primary school, and this difference persists throughout this period. Parents have different expectations for boys and girls, and this difference in expectations begins when children enter primary school, reaching a higher level in the upper grades after several years of schooling. Some families give men more rights and care, which may cause boys to be dependent, afraid of difficulties, not independent enough, selfish and other bad qualities, reflected in the lack of independent learning ability, and then affect the boy's self-learning ability. Family factors, the family environment can be divided into two categories: hard environment and soft environment. The hard environment mainly refers to the factors that can be quantified, such as family living standard, parents' education level and parents' occupation. The soft environment refers to the moral, cultural and ideological environment of the family, including the family upbringing and family structure. School factors, the questionnaire data showed that in the four dimensions of self-management ability, the senior primary school students scored the highest in the dimension of self-learning. These questions show that once

they are related to learning, students will consciously put learning first, which reflects that students know that their main task is to learn and will put learning first, and also reflects the effectiveness of school education from the side. The results show that the overall score of self-management of senior primary school students is medium, among which the score of self-learning dimension is high, the score of self-regulation and self-control dimension is medium, and the score of self-control dimension is low. Overall, the self-management ability of senior primary school students still has a lot of room for improvement. Specifically: boys' self-management ability is lower than girls'; The self-management ability of the only child is lower than that of the non-only child; The self-management ability of students from single-parent families is lower than that of parents in healthy families. The self-management ability of the students brought up in the loving, authoritarian and free families is lower than that of the students brought up in the democratic families. The self-management ability of ordinary students is significantly lower than that of class cadres; The self-management ability of students with low achievement level is lower than that of students with high achievement level. In addition, the self-management ability of senior pupils is also affected by teacher-student relationship, peer relationship and other aspects. The results were also relevant to the ones of Liu Ping (2014) in that she classifies self-management ability into: self-care ability, namely, the ability to serve and protect oneself, self-consciousness ability, namely, the ability to regulate self cognition and emotion, self-discipline ability, namely, the ability to restrain and control self behavior, the ability to coordinate self and group relations, namely, the ability to communicate and cooperate with peers, and the ability to solve problems clearly. It is found that the results from this research are relevant to He Xiaoge (2004) in that the Self management Scale for College Students with 13 factors, including knowledge learning, self-expression, resource utilization, trend needs, thought expression, physical and mental health, interpersonal relations, work attitude, self-control, goal planning, self-efficacy, research thinking and concept awareness. In addition, the results are relevant to the results of Zhang Zhen, Chen Yimin and Liu Li (2015) who investigated the self-management level of 840 college students in Nanjing Forestry University with a self-made scale. Through mean comparison and correlation analysis, it is found that there are differences in students' self-management level in terms of gender, whether they have class cadre experience, family growth environment, etc. It can be seen from the analysis that the measurement method of self-management made by scholars has a great correlation with their own self-management dimensions, and different measurement objectives also make a great difference in the direction and content of measurement. To measure the self-management of a special group,

the characteristics of the group should be divided, and the existing scale should not be used blindly.

Suggestions

Primary schools need to apply these strategies for the cultivated of student self-management ability. The strategies to be taught to teachers, students and their parents to provoke all groups of people related to teaching and learning of students in the primary schools. This is to produce students with high level of self-management ability. So that they will be an able person who knows how to spend life wisely in the future once he becomes an adult.

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Developing Strategic Guidelines to Enhance The Quality of Education of the Four-Year Students Entering Workforce. A Case Study of Nantong College of Science and Technology

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Abstract

The objectives of this research were: 1) to investigate problems of the quality of the education of the fourth-year students entering workforce, 2) to investigate needs of strategic guidelines to enhance the quality of education of the fourth-year students entering workforce, and 3) to construct strategic guidelines to enhance the quality of education of the fourth-year students entering workforce. The population and respondents in this research were divided into 2 groups; namely, 80 students and 20 teachers/administrators at Nantong College of Science and Technology. The research instrument employed in this study were questionnaires and a set of questions for focus group discussion meetings. The information and data collected were analyzed through the content analysis method and presented in terms of frequency count, percentage, mean values, standard deviation and Likert rating scales, The findings indicated that: 1) problems of the quality of education of the fourth-year students entering workforce were found in the highest level ($\bar{X}=4.68, S.D=0.38$), 2) the needs of strategic guidelines to enhance the quality of education of the fourth-year students entering workforce were found in the highest level ($\bar{X}=4.67, S.D=0.38$). The strategic guideline comprises of 9 units; namely: 1) The management process of student education, 2)The workflow for teach, 3)Study workflow, 4) The workflow of students relationship management, 5)The workflow of students training, 6) The workflow of students management,7)The workflow of salary management ,8)Employee change students workflow and, 9) Students career development management workflow. Each unit was evaluated and approved by the three specialists (One Thai professors and Two English native speakers) in terms of correctness and suitability. All of the 9 units possessed the IOC scores from 0.66 to 1 meaning the Strategic guidelines can be used to enhance the quality of education of the Fourth-Year students of entering workforce.

Keywords: strategic guideline, quality of education, workforce.

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Introduction

In 1996, China officially set up and launched the master of Education professional degree, which is an important channel for the professional development of basic education teachers, and an important strategic choice to further implement quality education and meet the new challenges of the 21st century. After more than ten years of development, Master of Education professional degree education has injected fresh blood into the team construction of primary and secondary school teachers and teaching management personnel, but also provides a direct and effective way for them to achieve continuing education, and fully meets the requirements of social development and China's basic education curriculum reform. At the beginning of the establishment, the professional degree of Master of education was only a training mode for on-the-job personnel to pursue Master of education. Now, relevant policies and training systems have been relatively perfect, and independent training programs have been formed, and each training unit has gradually formed its own training characteristics according to its own advantages and disadvantages. In the follow-up survey and feedback on the training of master of education, students and employers have also obtained a good evaluation. The researcher is interested in Investigating the Current Situation and constructing guideline to enhance the quality of Education at Nantong College of Science and Technology the findings from this study provided data expectation.

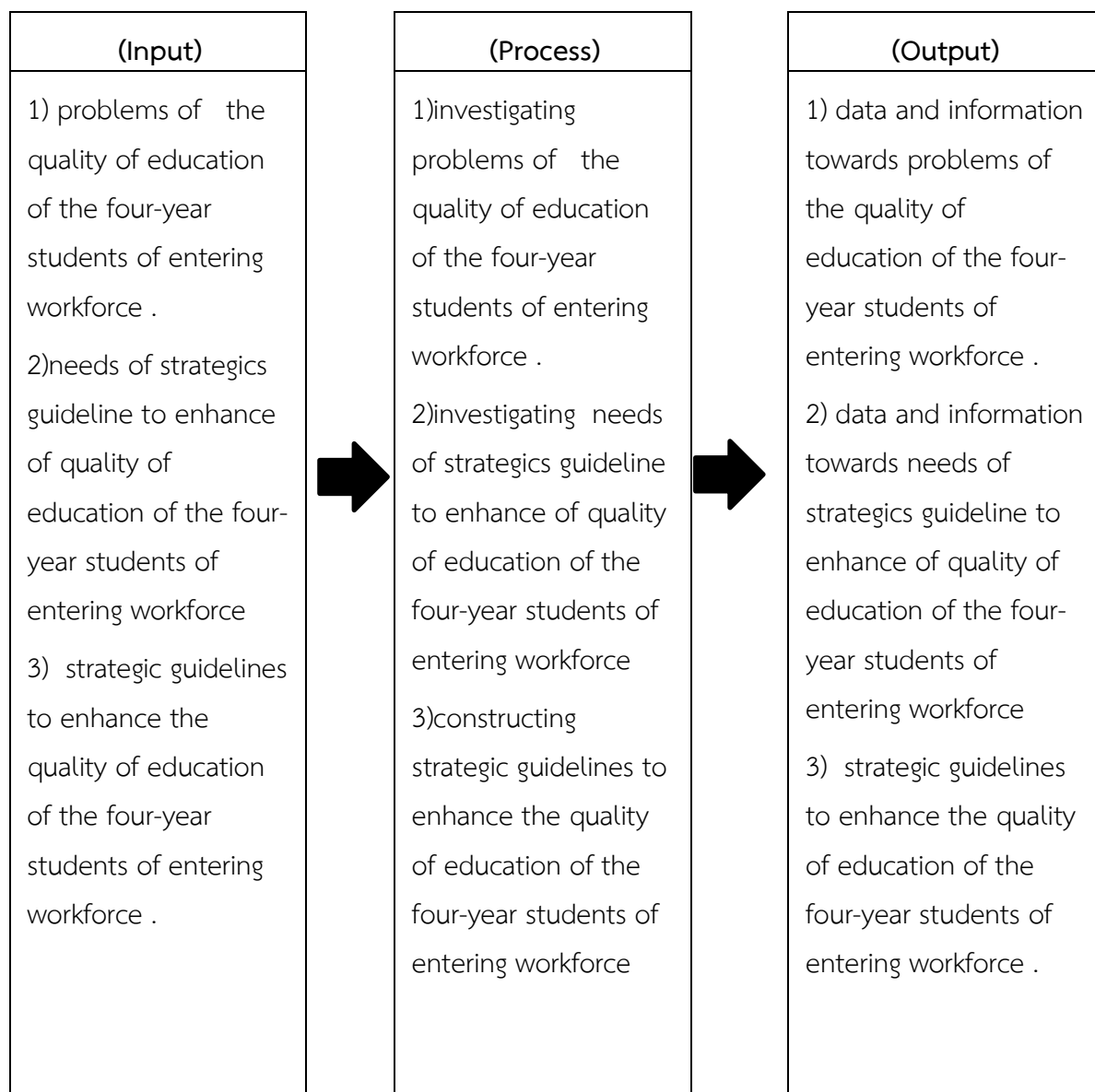


Figure 1 *Conceptual Framework*

Purpose of study

1) To investigate problems of the quality of the education of the fourth-year students entering workforce

2) to investigate needs of strategic guidelines to enhance the quality of education of the fourth-year students entering workforce.

3) to construct strategic guidelines to enhance the quality of education of the fourth-year students entering workforce.

Research Methodology

Population/Sample Groups

In this study, students and teachers/administrators at Nantong University of Science and Technology were employed as respondents. The population and sample groups of this research project were divided into 2 groups: 1) 80 students, and 2) 20 teachers teaching the 4th-year students/administrators

Research Instruments.

The 100 questionnaires were used to collect data and information to investigate the problems of quality of Education at Nantong University of Science and Technology and the needs of the strategic guidelines to enhance the quality of Education of the Fourth-year students, the questionnaires were evaluated and approved by three specialists (One Thai professors and Two English native speakers) based on the correctness and suitability of the contents. All items in the questionnaire possessed the IOC (index of Congruence) value ranging from 0.66 to 1, which can be used to collect data and information for this study.

Data Collection

1) To collect the data and information for the investigating of problems of the quality of the Four-Year students education at Nantong University of Science and Technology and needs of the strategic guidelines, the researcher himself collected the data and information online via e-mailing.

2) To develop strategic guidelines to enhance the quality of quality of the Four-Year students education at Nantong University of Science and Technology, the three focus groups discussion meetings were set up. The three specialists were invited to participate the meetings and share ideas and comments towards the constructed guidelines.

Data Analysis

The information and data collected were analyzed through the content analysis method and presented in terms of frequency count, percentage, mean and standard deviation.

Results

1) Problems of the quality of Education of the fourth-year students entering workforce

Table1 : *Problems of the quality of Education of the fourth-year students entering workforce*

Questions	n=100		Level of problems
	\bar{X}	S.D.	
1、 You think the school can not improve its training, such as training objectives, curriculum content, scientific research training and so on	4.69	0.54	Highest
2、 You think the industry and the country can not do to improve the treatment of teachers	4.72	0.32	Highest
3、 You think schools can not add to enhance the professional competence of primary and secondary school teachers of students in this major	4.67	0.52	Highest
4、 The major you selected isn't the one you like	4.65	0.48	Highest
5、 You think you are not satisfied with your current job	4.66	0.54	Highest
6、 Your previous employment intentions didn't match your current occupation	4.62	0.49	Highest
7、 From the perspective of students, the employment didn't need master degree	4.67	0.25	Highest
8、 You can't take up your post this year, what are your next plans	4.75	0.24	Highest
9、 In case you can't find jobs in you field, you go to work other	4.67	0.35	Highest
10、 You don't like the major you graduated	4.68	0.21	Highest

11、 You are not working in your field of study	4.69	0.37	Highest
12、 You think that employment guidance is not helpful for job hunting and employment	4.65	0.26	Highest
Total	4.68	0.38	Highest

The research results indicates that students and teachers/administrators rated the level of problems of the quality of Education of the fourth-year students entering workforce at the highest level ($\bar{X}=4.68, S.D=0.38$).

2) Needs of strategic guidelines to enhance the quality of Education of the fourth-year students entering workforce

Table2 *Needs of strategic guidelines to enhance the quality of Education of the fourth-year students entering workforce*

Questions	n=100		Level of Needs
	\bar{X}	S.D.	
1、 You need the quality of graduate education in your school to be improved	4.57	0.40	Highest
2、 You need independent measures and systems for your education	4.66	0.49	Highest
3、 The internal safeguard measures are relatively complete. But some measures need to be taken	4.63	0.42	Highest
4、 There are needs for the implementation of the dual tutorial system in your school	4.64	0.45	Highest
5、 You think it is necessary to play an inherent role in guaranteeing the quality of professional education for masters in education	4.65	0.43	Highest
6、 You need corresponding internal security machine Is the system sound	4.66	0.47	Highest

7、 You need independent measures and systems, to be with academic degree students	4.78	0.25	Highest
8、 You think that the improvement of the quality of graduate students education are needed	4.62	0.43	Highest
9、 You need the current batch of M.Ed. students in your school are doing very well in finding jobs before graduation	4.75	0.44	Highest
10、 You need the faculty offers help or follows up the graduates career	4.72	0.41	Highest
11、 Your need strengthening and improving the internal guarantee mechanism for the quality of postgraduate education	4.69	0.28	Highest
12、 You need your career plan for the future is entering workforce	4.67	0.27	Highest
Total	4.67	0.38	Highest

The research results indicates that students and teachers/administrators rated the level of needs of strategic guidelines to enhance the quality of Education of the fourth-year students entering workforce ($\bar{X}=4.67$, S.D=0.38).

3) Strategic guidelines to enhance the quality of the fourth-year students at Nantong Institute of Science and Technology

Table3 : *The Index of Congruence(IOC) of the nine units in terms of correctness and suitability of the contents*

Topics/Contents	IOC
Unit 1 The management process of student education	
case reading	0.66
problem practice	0.66
Chapter 2 The workflow for teach	
case reading	0.66

problem practice	1.0
Chapter 3 Teach workflow	
case reading	1.0
problem practice	0.66
Chapter 4 The workflow of students relationship management	
case reading	0.66
problem practice	1.0
Chapter 5 The workflow of students training	
case reading	0.66
problem practice	0.66
Chapter 6 Performance management process	
case reading	1.0
problem practice	1.0
Chapter 7 The workflow of salary management	
case reading	1.0
problem practice	0.66
Chapter 8 Employee change students workflow	
case reading	1.0
problem practice	0.66
Chapter9 students career development management workflow.	
case reading	0.66
problem practice	0.66

According to the above table, the correctness and applicability of the contents of the strategic guideline by the three specialists (One Thai professors and Two English native speakers) it indicates that all of the nine units processed the IOC scores ranging from 0.66 to 1 showing that the guidelines to enhance the quality of the fourth-year students at Nantong Institute of Science and Technology is acceptable.

Discussion and Conclusions

According to the research results, students and teachers/administrators rated the level of problems of the quality of Education of the fourth-year students entering workforce. In addition the results indicate that students and teachers/administrators needs of strategic guidelines to enhance the quality of Education of the fourth-year

students entering workforce. The strategic guidelines developed help enhance the quality of the fourth-year students at Nantong Institute of Science and Technology. The results are relevant to the research results of Denise L. Ohler and Edward M. Levinson (2012) in that using Holland's Theory in Employment Counseling: Focus on Service Occupations. The authors describe Holland's 6 personality types and research on the theory, as well as formal and informal assessment and counseling strategies within the context of the theory's use and resources for employment counselors. Growth trends within service occupations and the fastest growing occupational groups within the service sector are identified. A case study of a 20-year-old college student that combines Holland's theory with labor market trends in service occupations is presented.

Suggestions

- 1) A job training program for the 4th-year students needs to be added in the curriculum
- 2) The 4th-year students needs more job training in the workplace
- 3) the colleges' administrators should make good connection with factories or companies where graduates will have a good chance to be employed.

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Developing Strategic Guidance of Parents' Involvement in Students' Reading skills under the Perspective of Home -School Cooperation: A Case study of Xiangshan Primary School in Haidian District, Beijing

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Abstract

The objectives of this research were: 1) To investigate problems of reading skill of the primary school students. 2) To investigate the needs of parents' involvement in improving students' reading skill. 3) To construct strategic guidance of parents' involvement in improving students' reading skills from perspectives of home-school cooperation. The population and respondents in this research were divided into 2 groups; namely, 1) 400 primary students' parents and 2) 30 teachers/administrators in Xiangshan Primary School. The research instruments employed in this study were questionnaires and a set of questions for focus group discussion meetings. The information and data collected were analyzed through the content analysis method and presented in terms of frequency count, mean values, standard deviation and Likert rating scales. The findings indicated that: 1) Problems of reading skill of primary school students were found in the "Highest" level, 2) Needs of parents' involvement in primary students' readings from the perspective of parents are in the "Highest" level. 3) The developed strategic guidance of Parents' Involving in Students' Reading skills composes of 6 units; namely, 1) Feel and Imagine. 2) Reasonable and Smart Predictions. 3) Learn to Think and to Raise Questions. 4) Mindful Observation 5) Improving Reading Speed. 6) Reading with a Purpose. All of the 6 units were evaluated and approved for the correctness and suitability by the three specialists in terms of IOC score. It was found the IOC scores for all the 6 units were in the range of 0.66 to 1. It can be said that the developed strategic guidance is acceptable.

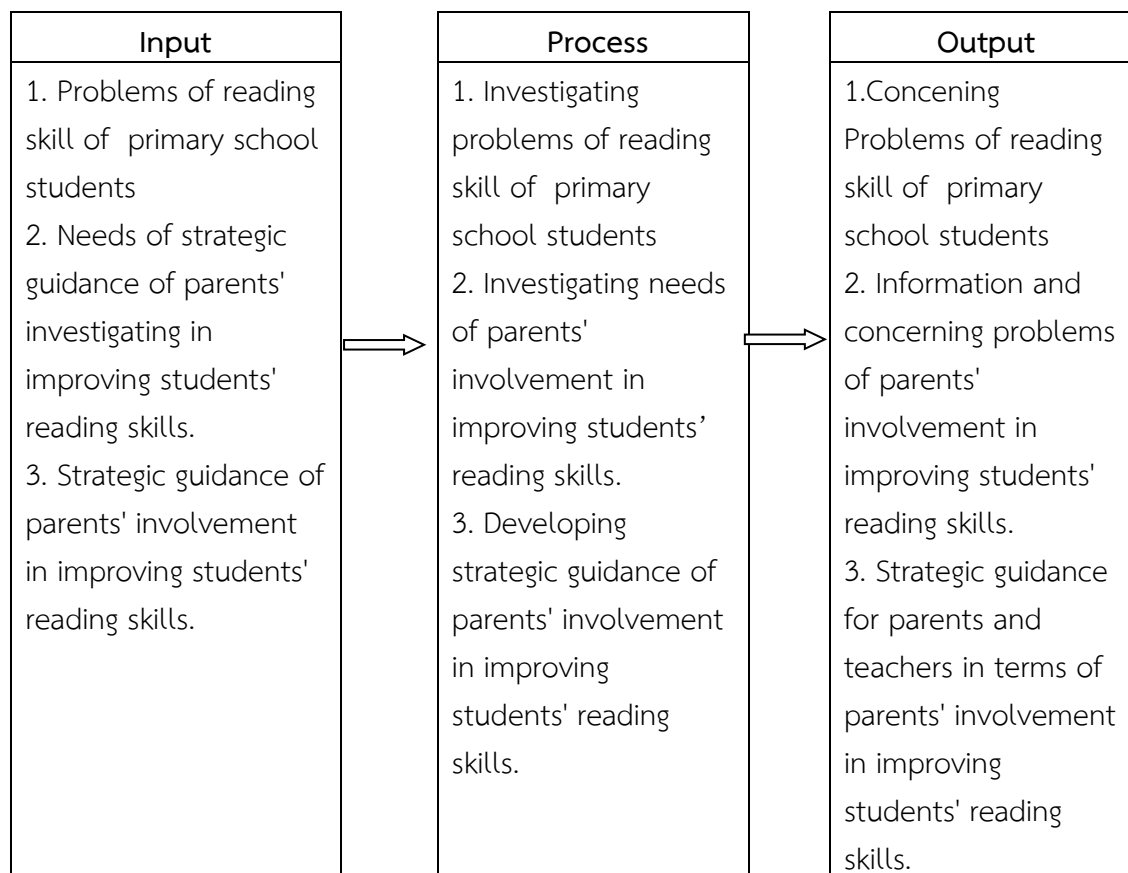
Keywords: Strategic Guidance, reading skill, parent's involvement, home-school cooperation

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Introduction

The Report on the Development of Language Education Research in China also clearly states that "students' reading frequency is positively correlated with their language performance and reading ability performance" (Su Ling, 2020). Burak Gökbulut (2018) examined the relationship between children's reading habits and parents' educational level and their level of awareness in this regard. It is obviously parents' involvements in children's reading are conducive to improving their reading skills. However, most parents are unsure of how to guide their children's reading and their involvement in reading with primary school children is not effective. Wang Shanshan (2019) conducted a research project titled "Specific strategies for developing primary school students' language reading skills", and he pointed out that teachers' guidance is not enough in current students reading. It is important for teachers to guide parents in their children's reading.

Figure 1: Conceptual framework of the research



Purpose of study

- 1) To investigate problems of reading skill of primary school students
- 2) To investigate needs of parents' involvement in students' reading skill under the perspectives of teachers and parents.
- 3) To construct strategic guidance of parents' involvement in improving students' reading skills under the perspective of home-school cooperation

Research Methodology

Population and respondents

To investigate problems of reading skill of primary school students and needs of parents' involvement in students' reading skill under the perspectives of teachers and parents, Xiangshan Primary School in Haidian District, Beijing was used as a case study. The population and samples in this research project were divided into 2 groups; namely, 1) 400 students' parents 2) 30 teachers and administrators.

Research Instruments

The questionnaires for collecting the data and information for the investigation of problems of reading skill of primary school students and needs of parents' involvement in students' reading skill under the perspectives of teachers and parents were constructed. The questionnaires then were evaluated and approved in terms of correctness and suitability of the contents by the three specialists (One Thai professors and two English native speakers). All items in the questionnaire possessed the IOC (Index of Congruence) value ranging from 0.66 to 1 which were acceptable for being used as a tool to collect data and information for this research.

Data Collection

1) To collect the data and information towards the problems of reading skill of primary school students and the needs of parents' involvement in students' reading skill under the perspectives of teachers and parents, the 430 questionnaires were emailed to the target groups by the researcher. Then they e-mailed it back to the researcher.

2) To evaluate the strategic guidance of parents' involvement in improving primary school students' reading skills from the perspective of home-school cooperation the three focus group meetings were organized. The three specialists were invited to attend the meeting to evaluate the correctness and suitability of the contents the strategic guidance. It was found that all the 6 units in the strategic guidance possessed the IOC (Index of Congruence) values ranging from 0.66 to 1,

which were acceptable for being used as guidance for parents to guide their children to improve Chinese reading skills and competence.

4) Data Analysis

The data and information collected were analyzed, interpreted and presented in terms of frequency count, percentage; mean (\bar{x} standard deviation (S.D.). In addition, the five point Likert rating scale was used to evaluate the levels of respondents' needs and problems of reading skills.

Results

1 Needs of parents' involvement in primary school students' reading under the perspective of home-school cooperation

Table 1 Needs of parents' involvement in primary school students' reading skills opinions of students' parents' skill

Questions	n=400		Level of Needs
	\bar{x}	S.D.	
1. You would like to know how is your child's learning at school	4.66	0.43	Highest
2. You would like to know your child's current reading ability	4.57	0.68	Highest
3. You know your child's current reading requirements and goals	4.55	0.39	Highest
4. You know how much attention and importance that teachers pay to child's reading	4.65	0.44	Highest
5. You would like to see teachers take the initiative to communicate about child's reading	4.59	0.37	Highest
6. You would like teachers to strengthen their supervision of child's reading	4.66	0.46	Highest
7. You would like teachers to recommend reading books	4.63	0.26	Highest
8. You would like teachers to give you some advice on how to guide child's reading	4.65	0.85	Highest
9. You would like to know how can do parent-child reading more effectively	4.56	0.33	Highest

10. You would like to know how to test the effectiveness of child's reading	4.60	0.42	Highest
11. You would like teachers to give you some advice on how to develop child's reading habits	4.52	0.39	Highest
12. You would like the school to organize more parent-child reading activities	4.56	0.28	Highest
Total	4.60	0.44	Highest

According to table 1, it is indicated that needs of parents' involvement in primary school students' reading from the perspective of parents are at the "Highest" level with average score of 4.55 (S.D=0.44).

2. Problems of reading skill of students' opinions of students' parents'

Table 2 Problems of reading opinions of students' parents' skill

Questions	n=400		Level of problems
	\bar{x}	S.D.	
1. You are not capable of guiding your child's reading	4.63	0.55	Highest
2. You do not have enough time to participate in your child's reading	4.60	0.30	Highest
3. You are not experienced in guiding your child's reading	4.62	0.54	Highest
4. You are unable to solve most of the problems what your child encountering in reading	4.52	0.49	Highest
5. You seldom understand your child's feelings after reading	4.68	0.53	Highest
6. You seldom read a book together with your child	4.66	0.50	Highest
7. You do not understand the learning materials	4.57	0.24	Highest
8. You are not sure how to assess the effectiveness of your child's reading	4.56	0.23	Highest

9. You seldom participate in parent-child reading activities	4.56	0.26	Highest
10. You feel that your child has too much time to study and does not have extra time to read	4.55	0.42	Highest
11. You do not feel it is your responsibility to guide child in reading	4.56	0.38	Highest
12. You generally do not supervise your child in completing the reading tasks left by the teacher	4.66	0.45	Highest
13. You rarely encourage your child when it comes to reading	4.54	0.21	Highest
14. You do not buy your child any extracurricular books	4.56	0.29	Highest
15. You rarely take your children to places related to reading	4.62	0.52	Highest
16. You do not usually ask your child questions when you are reading together	4.66	0.31	Highest
17. You know how your child learns to read at school	4.56	0.57	Highest
18. You feel that there are not enough reading activities in school	4.58	0.33	Highest
Total	4.59	0.40	Highest

According to table 2, it is indicated that problems of parents' involvement in primary school students' reading from the perspective of parents are at the “Highest” level. with average score of 4.59 (S.D=0.40).

3. Needs of parents' involvement in primary school students' reading skill opinions of teachers

Table 3 Needs of parents' involvement in primary school students' reading skill opinions of teachers

Question	n=30		Level of needs
	\bar{x}	S.D.	
1. Parents can learn some skills to participate in students' reading	4.55	0.54	Highest
2. Parents can spare some time to participate in students' reading	4.67	0.55	Highest
3. Parents can check students' reading-related homework	4.56	0.33	Highest
4. Parents can help with content that students do not understand in class	4.54	0.64	Highest
5. Parents can take the initiative to motivate students to read	4.54	0.25	Highest
6. Parents should monitor students' reading regularly	4.66	0.42	Highest
7. You believe that appropriate parental encouragement can promote students' reading	4.55	0.31	Highest
8. Parents can regularly check the results of their students' reading	4.56	0.59	Highest
9. You hope that parents can take their students to reading-related places regularly	4.52	0.46	Highest
10. You hope that parents can actively participate in the reading activities organized by the school	4.60	0.65	Highest
11. You expect that the school can actively develop reading activities and invite parents to participate	4.67	0.30	Highest
12. You expect that the school can provide more training in reading instruction	4.56	0.39	Highest

13. You want the school to upgrade its equipment	4.59	0.46	Highest
Total	4.58	0.45	Highest

According to table 3, it is indicated that needs of parents' involvement in primary school students' reading from the perspective of teachers are at the "Highest" level with average score of 4.58 (S.D=0.45).

4. Problems of parents' involvement in primary school students' reading skills opinions of teachers

Table 4 Problems of parents' involvement in primary school students' reading skills opinions of teachers

Question	n=30		Level of problems
	\bar{x}	S.D.	
1. You do not think parents are capable of guiding students in reading	4.52	0.24	Highest
2. You do not think parents have enough time to be involved in students' reading	4.56	0.35	Highest
3. Parents are too dependent on the school when it comes to students' reading	4.56	0.29	Highest
4. Parents are too expectant when it comes to student reading	4.58	0.40	Highest
5. The reading atmosphere at home is not strong	4.66	0.33	Highest
6. Parents do not pay enough attention to students' reading	4.65	0.87	Highest
7. Parents' involvement lacks scientificity and effectiveness	4.55	0.38	Highest
8. Parents are not very motivated to participate in school reading activities	4.56	0.43	Highest
9. Students do not fully understand the content in the classroom	4.55	0.36	Highest
10. Students have not formed good reading habits	4.58	0.45	Highest

11. Students have little interest in reading	4.68	0.26	Highest
12. Students' reading time and amount of reading are not enough	4.58	0.34	Highest
13. There are some problems with the home-school cooperation mechanism	4.52	0.37	Highest
14. The school has few parent-child reading activities	4.55	0.42	Highest
15. The school has little training for teachers in reading instruction	4.52	0.38	Highest
Total	4.57	0.39	Highest

According to table 4, it is indicated that problems of parents' involvement in primary school students' reading from the perspective of teachers are at the “Highest” level with average score of 4.57(S.D=0.39).

5. Strategic guidance of parents' involvement in improving students' reading skills from perspectives of home-school cooperation

Table 5: The Index of Congruence (IOC) of the six units as well as the two parts in each unit in terms of correctness and suitability of the contents

Topics/Contents	IOC
Unit 1: Feel and Imagine	
Passage 1: Three Bags of Wheat	0.67
Passage 2: Things That More Important than the Ranking	1.0
Unit 2: Reasonable and Smart Predictions	
Passage 1: The Best Corn	1.0
Passage 2: The Calf and the Old Mule	0.69
Unit 3: Learn to Think and to Raise Questions	
Passage 1: Nian	1.0
Passage 2: The Lanes of Zhujiajiao	0.67
Unit 4: Mindful Observation	
Passage 1: Camellia	1.0
Passage 2: The Magical Hogweed	0.67

Unit 5: Improving Reading Speed	
Passage 1: Books and Letters without Words	0.66
Passage 2: Killed by a Loophole	0.8
Unit 6: Reading with a Purpose	
Passage 1: "The Demon in the Air"---Acid Rain	1.0
Passage 2: Palace of Versailles	0.67

According to table 5, it was indicated that all the six units evaluated by the three specialists (One Thai professors and two English native speakers) in terms of correctness and suitability of the contents and presented in terms of IOC (Index of Congruence) were found 0.8 or more, which were acceptable for being used as strategic guidance of parents' involvement in improving primary school students' reading skills.

Discussion and Conclusions

1) Problems of reading skill and needs of parents' involvement in improving primary school students' reading skills from the perspective of parents and teachers which is in the reliable area in Xiangshan Primary School in Haidian District, Beijing.

The overall findings in this research is that needs and problems of parents' involvement in primary school students' reading under the perspective of home-school cooperation were all in the "Highest" level, respectively ($\bar{x}=4.55$, S.D.=0.44), ($\bar{x}=4.66$, S.D.=0.40) from the perspective of parent and ($\bar{x}=4.57$, S.D.=0.45), ($\bar{x}=4.63$, S.D.=0.39) from the perspective of teachers, indicating that parents have great needs of teachers' guidance and there are many problems in involving primary school students' reading. indicating that parents have great problems in involving primary school students' reading and parents greatly need teachers' guidance in involvement of children's reading. The results was relevant to the one of Yang Jingping's (2022) researches in that he found that some parents pay less attention to participate in pupils reading, which makes their children' reading activities method is not rigorous science, perfunctory and makes reading activities become a mere formality. The findings was also relevant to Shi wenjie's (2023) research who concluded that some parents attach great importance to their children's examination results, but are unable to distinguish between priorities when it comes to monitoring and managing their students' learning.

2) The strategic guidance of parents' involvement in improving primary school students' reading skills in Xiangshan Primary School in Haidian District, Beijing. The contents in each unit focusing provide parents reading tips and reading exercise in accordance with reading objectives. The guidance is relevant to the finding of Cao Meihua (2018) who had already used an exemplary form of instructional methods to guide parents in their primary students' reading activities. Based on reading goals of the three learning sections of primary school in Chinese curriculum standards, the six units were confirm respectively and the difficulty of the six units is gradually increasing and the content is gradually in-depth. Passages in each unit are selected and extracted from referable and reliable sources which in line with reading objectives of each grade.

Suggestions

1) A research on the evaluation towards for effectiveness for the strategic guidance of parents' involvement in improving primary school students' reading skills in Xiangshan Primary School in Haidian District, Beijing for parents must be executed.

2) A research of factors affecting the competence of primary school students' reading in Beijing must be executed.

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Constructing a Strategic handbook for Online English Grammar Teaching: a Case Study of Kunming Medical University Haiyuan College

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Abstract

The objectives of this research were: 1) to investigate needs and problems of online English grammar teaching, and 2) to construct a strategic handbook for online English grammar teaching. The respondents in this research were 392 students and 40 teachers obtained through simple random sampling at Kunming Medical University Haiyuan College as a case study. The research instrument employed in this study was a questionnaire with 40 questions for 5 rating scales. The information and data collected were analyzed through the content analysis method and presented in terms of percentage, mean value, and standard deviation. The findings indicated that: 1) the English grammar online teaching problems and needs of English teachers and students at Kunming Medical University Haiyuan College were all in the “Highest” level. For teachers, online teaching is prone to results such as decreased work efficiency, increased work intensity, sudden change in work style, inconvenience in supervising students, and inconvenience in getting feedback on students' learning status. For students, online teaching is prone to lack of serious participation in class, failure to complete homework independently, lack of urgency, distraction by electronic devices, poorer time arrangement, and unstable mindset. At the level of equipment and technology, not all teachers are familiar with the use of online teaching software, it is inconvenient for teachers to correct assignments, and students' attention is easily distracted by electronic devices. 2) The constructed English grammar online teaching handbook comprises of nine units. All of the nine units were evaluated for its correctness and suitability by the 3 specialists and possessed the IOC values from 0.66 to 1.0 meaning the constructed English grammar online teaching handbook was acceptable and could be used as an English grammar online teaching handbook for English teachers and students at Kunming Medical University Haiyuan College to enhance their English grammar skills and knowledge in the further study related English grammar learning and teaching.

Keywords: Strategic Handbook, Online English grammar, Kunming Medical University Haiyuan College.

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Introduction

It has been accepted that English is widely used for communicated by people all around the world as a result of differences among their native language. Therefore grammar has an irreplaceable position in English teaching and learning. If we compare English vocabulary to the blood and flesh of human body, grammar would be the skeleton that connects blood and flesh as a whole. As Wilkins (Wilkins,1972) asserted:“Without grammar, very little can be conveyed.”And Cheng(Cheng,2013) put forward “Grammar teaching plays an important role in the process of language acquisition.”

Moreover, the college students, who don't do well in the college entrance examination, they are not very good at English. Their English grammar is weak in particular. The common problems are: 1) the conceptual framework is far from complete. Some of students cannot even distinct transitive verbs, intransitive verbs, predicative's, adverbial modifiers, complements, positives, 2) Poor syntactic patterns application. Most of students master only basic sentences. They are not good at English special sentence patterns at all and chinenglish sentence patterns are visible all over.3) Poor comprehension of long and difficult sentences. Only a few of them are able and willingly to analyze long and difficult sentences with the usage of grammar knowledge. 4) Low efficiency and accuracy of grammar usage in oral and written expressions. When they do speaking and writing exercises, they are not used to checking the rights and wrongs of grammar usage in their exercises, which drastically reduce the effectiveness of grammar internalization by exercise practicing, for all of those reasons, college students need to improve their English grammar, especially study online. And also teachers should be improve their previous teaching online.

English learning as an indispensable aspect of language, grammar is considered as a compulsory and difficult part in English foreign learning students' learning, especially for the vocational school students. Thus the study of English grammar teaching has always been an important issue in the field of English teaching. However, students in traditional grammar teaching classes are generally considered as passive language learners and their interests in grammar learning are seldom elicited. Accordingly, an urgent need for the reform of grammar teaching is requested.

As is known to us, most of vocational students' English language proficiency is low in colleges; this is true for students taught by the researcher. That is evidenced by the students' (they are involved in this study) scores on final English Test during covid-19 (average score= 54.00). Through the author's working experience, it is found that the students have a lot of difficulties in items of grammar. On the other hand, knowing how to produce grammatically correct sentences is required for the understanding a language. And according to Hymes (1971), language competence is related to the understanding of grammar. To start verbal conversations and communicate with others, a person needs to rely on implied knowledge, a resource of which is grammatical knowledge. Obviously, although grammar is not the most important one in language learning, it does not mean that its role in communication is unimportant. Therefore, attention should be paid to grammar learning and teaching.

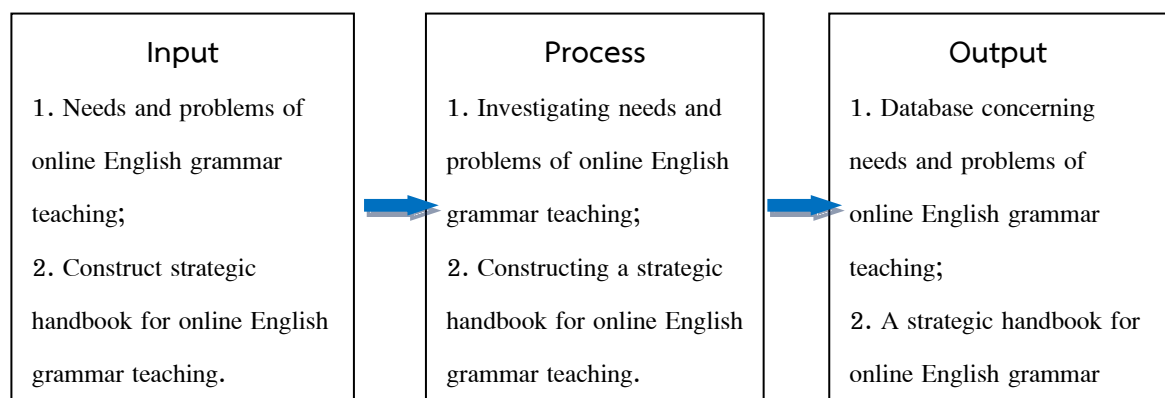
At the beginning of 2020, with the outbreak of the "COVID-19" pneumonia epidemic, in order to strengthen the education and management of students and ensure the normal development of teaching work, colleges and universities have actively carried out online teaching activities in accordance with school requirements (Ministry of Education, 2020). In the education sector, online teaching has also developed rapidly. At the same time, Li Zhengtao proposed that online and offline teaching should be integrated with each other, and more attention should be paid to the harmonious coexistence of the two. In response to the educational needs in the post-pandemic era (Li,2020), dual-line integration can combine the advantages of online teaching and traditional classroom teaching, combine face-to-face communication with online interaction, and take into account the teaching and learning effects of teachers and maximize the role of students.

During the delayed opening of the spring semester of 2020, schools across the country have carried out various forms of online teaching in order to ensure that "classes are suspended without stopping teaching and learning" during the delayed opening of the school year; the epidemic has also dealt a heavy blow to the out-of-school training institutions, and in the rapid development of network technology, the online teaching method has also been accelerated during the epidemic. With the continuous alleviation of the epidemic, schools across the country gradually resumed normal teaching again, but in the absence of sufficient suppression of the global epidemic, localized outbreaks occurred one after another in China, and the online teaching method was applied to the classrooms of secondary schools from time to time. Many teachers have applied the favorable teaching methods they have found during the period of online teaching to their daily teaching and explored new ideas

for teaching English grammar; for off-campus training institutions, online teaching has become a new development direction with its unique advantages; for countries and regions overseas where the epidemic has not yet been brought under control, online teaching has become the norm in their teaching.

For these reasons, the researcher conducted this research project in order to 1) investigate needs and problems of online English grammar teaching; and 2) find out the effective strategies for effective online English grammar teaching, development an English grammar practice handbook in the contexts for the English teachers in Kunming so they can use and apply it for the effective English teaching and learning at their schools. In addition, the main purpose of using the contexts in the English grammar practice handbook is to encourage the English teachers to apply the information and knowledge obtaining from the grammar tense to construct some essentials life experiences for their students as well as enhance the knowledge level of their students concerning arts and cultures of all students in Kunming. The students are able to learn and enhance their English grammar skills online through the grammatical rules.

Figure 1 *Conceptual Framework*



Related literature

Concept of Online English Grammar Teaching

Online teaching is a generic term which designates a type of teaching by means of online devices. More precisely, it describes teaching done with the help of a computer connected to the Internet, which offers students and course-attendants a new opportunity to learn almost anytime and anywhere. Online teaching can be defined as a synthesis which results from using online devices (electronics) combined with instruction through the Internet ((Cerghit, qtd. in Stefan, 2017:244-249).

Since 1990s, online language teaching has made a rapid development. More and more scholars begin to conduct a study on online language teaching and they

give different definitions about it from different perspectives. Khan defines that online language teaching is an innovative approach, which offers those remote learners instructions via Internet which is regarded as an instructional delivery system. Richie & Hoffman (1997) illustrate online language teaching from the perspective of its characteristics. They define it as a hypermedia-based instructional program, which creates a kind of language teaching environment where learning is trained and encouraged by using the traits and resources of the web.

In terms of online English grammar teaching of this thesis, it is defined: Online English grammar teaching is a new instructional approach which takes the network as a medium of English grammar teaching. It provides students with an environment of learner autonomy. Learners can access desired information on the online teaching platform, which includes rich grammatical learning resources (e.g. video, audio, ppt, exercises), and can be provided with group learning. And an interaction between teacher and learners, learners and learners has been achieved. Additionally, students' grammar learning can also get help online and doesn't take time or space into consideration. The student can access the desired information at any time, study it for as long as he/she considers it necessary and discover shortly a lot of systemized and concise information with the help of multimedia.

Online English grammar learning refers that learners (refers to vocational students in this thesis) make full use of network learning platform for a kind of inquiry-based learning with the guidance of teachers. It is a kind of teacher-guided self-access learning. In the process of learning, learners are supposed to be regarded as the subjects in class and teachers try to cultivate students' autonomous English grammar learning ability so that students' subjective initiative can be developed and their self-consciousness and learning motivation can be aroused as well.

A Review of Online English Grammar Teaching

1) Characteristics of Online English Grammar Teaching

Online teaching is generally known as a vital means to improve the accessibility and quality of the teaching-learning process. According to the definition of online English grammar teaching above, the characteristics of online English grammar teaching are summarized as follows:

a) Various kinds of teaching tools. By using communication applications, e.g. wechat, QQ, e-mail, discussion forums, and so on, learners and teachers communicate each other conveniently. It also provides the instructors to spread the grammar course materials and keep on touch with the students at any time.

b) Studying English grammar synchronously and asynchronously. Online English grammar teaching is seen as a teaching technique which enables students to study English grammar and communicate with the instructors without restrictions at

anytime and anyplace.

c) Interaction. Since the online teaching platform provides learners with group learning, an interaction between teacher and learners, learners and learners can be achieved. Learners can check their partners' homework, ask questions, discuss freely in the forum and so on.

d) Learning individually. Online English grammar learning is a process of teacher-guided self-access learning. Learners can choose what grammatical items to learn on the online learning platform autonomously. Chances are that learners will learn individually and solve problems on their own.

2) Previous Studies on Online English Grammar Teaching at Home and Abroad Studies on online grammar teaching both at home and abroad are scattered and relatively less. Studies by foreign researchers such as Hubackova (2016), McKinney (2016), Baturay et al. (2010), and Abuseileek (2009), mainly focused on online grammar teaching strategies (Abuseileek, 2009). Hubackova (2016) studied digital learning and its application in grammar practice (Hubackova, 2016). McKinney (2016) believed it could use digital education to solve students' grammar defects effectively (McKinney, 2016). Baturay et al. (2010) designed an auxiliary online grammar review material system with rich audio-visual aids, which could be presented in the grammar context (Baturay et al., 2010). Abuseileek (2009) proposed a new method of grammar learning based on the complexity of language structure. It was believed that the learning method based on the computer and the teaching of deductive techniques could reflect more complex and elaborate structure (Abuseileek, 2009).

Additional studies explored the relationship between online grammar teaching and learning effects. The impact of technology on the development of language skills in general and grammatical development in particular by L1 and L2 elementary, high school and college students were the focus of several studies. Studies by Grant (1998), Nagata (1996), and Collentine (2000) found technology to be an effective tool in teaching and learning grammar. Grant (1998) conducted a study with two groups of 5th grade students in which one group received computer-based instruction in English grammar, and the other received computer-based instruction in mathematics (Grant, 1998). The instructional programs included drill and review. Results of the opinion survey revealed that the computer-based instruction increased students' interest in school and learning in general. Students reported an increase in satisfaction with learning with immediate responses. In a study with Japanese students, Nagata (1996) compared the effectiveness of Nihongo-CALI (Japanese Computer Assisted Language Instruction) with non-CALI workbook instruction (Nagata, 1996). The ongoing intelligent computer feedback was found to be more effective than simple workbook answer sheets for developing learners' grammatical skill in

producing Japanese particles and sentences. In a third study, a computer-assisted language learning software containing user-behavior tracking technologies promoted abilities of foreign-language learners of Spanish in generating indirect speech (Collentine, 2000).

A line of investigation was pursued by domestic researchers such as Hu (2016), Wang (2007), Pan (2006) and Zhuo (1999). Hu (2016) and Wang (2007) explored the application of network in English grammar teaching class in schools. A new model called “online grammar module teaching” was set up by Pan (2006), whose study showed that this method boosted learners’ interests in grammar learning and made substantial improvements in their grammar consciousness and grammar performance. Likewise, Zhuo (1999) examined the effect of hypermedia on grammar instruction and learning (Zhuo, 1999). She developed a hypermedia courseware through authoring tools such as Macromedia Authorware and Director. Post-treatment scores showed that participants’ achievement significantly increased, confirming the premises that the hypermedia-based instruction was very effective for grammar teaching and learning. However, the proficiency level and instructional sections did not have significant effects on learning time. The performance of learners with different cognitive styles did not significantly differ, which indicated that hypermedia-based instruction could accommodate the needs and ability of different individuals.

Purpose of study

- 1) To investigate needs and problems of online English grammar teaching
- 2) To construct a strategic handbook for online English grammar teaching

Scope of Research (if any)

This research project was conducted at Kunming Medical University Haiyuan College as a case study. The main reasons the researcher selected this school as the case study were: 1) the researcher has been working in this college for five years; therefore, she is concerned about the quality of education of the college, and 2) it was convenient to get permission from the director of college to collect data and information from the respondents.

Research Methodology

3. Population

In this research, Kunming Medical University Haiyuan College was used as a case study. The population in this research project was divided into 2 groups; namely,

1) 20,000 students participated in online English grammar teaching in 2020 and 2) 40 teachers teaching English Grammar online.

4. Samples groups

In this research project the sample groups were divided into 2 groups; namely, 1) 392 students (Yamane,1973), and 2) 40 teachers teaching English grammar online. The respondents were collected through the random sampling technique.

5. Research Instruments

The questionnaires were constructed according to the review of other relevant research papers and theories of constructing questionnaires from other related textbooks both in Chinese and English. For the purpose of getting a better understanding of the present status of secondary vocational school students' online English grammar learning ability, the researcher chose the suitable questions from He Mingxia's (2012) doctoral dissertation questionnaire when she graduated from Shanghai International Studies University and compiled the secondary vocational school students' online English grammar learning ability questionnaire for this study. The questionnaires were evaluated and approved in terms for correctness and suitability of the contents by the three specialists (one Thai professor and two English native speakers). All of the questions in the questionnaires possessed the IOC (Index of Congruence) value of 0.66 or more, which were acceptable for being used to collect data and information of this research.

6. Data collection

1.1 To collect the data and information for the investigating of the needs and problems of online English grammar teaching at Kunming Medical University Haiyuan College online survey, the researcher herself e-mailed questionnaire to the 392 students and 40 teachers, then all of the questions were e-mailed back to the researcher.

1.2 To evaluate the effectiveness of the English grammar practice handbook constructed in terms of correctness and suitability of the contents by the three specialists (one Thai professor and two English native speakers), three focus group meetings were organized. The constructed handbook possessed the IOC (Index of Congruence) value of 0.66 or more for all the nine units, which were acceptable for being used as an English grammar practice handbook for the English teachers and students at Kunming Medical University Haiyuan College.

7. Data Analysis

5.1 The information and data collected were analyzed through the content analysis method and presented in terms of mean value as follows:

3.4.1 The needs and problems of online English grammar teaching of teachers and students were analyzed and presented in terms of means value (\bar{X} and S.D.) and level of problems according to Likert Rating Scales.

5.2 For the constructed English grammar handbook, all nine units of English grammar practice handbook in the English contexts were evaluated in terms of correctness and suitability of the contents and presented in terms of IOC (Index of Congruence) values.

Table 1 : *problems of English grammar online learning for students and teachers*

Questions	n=392		n=40		Level of problems
	(students)		(teachers)		
	\bar{X} 1	S.D.	\bar{X} 2	S.D.	
Problems					
1) You think that online learning causes lots of problems for learning systems.	4.69	0.20	4.56	0.21	Highest
2) You are not confident in online learning.	4.55	0.51	4.57	0.48	Highest
3) Your online learning equipment is difficult to use.	4.56	0.33	4.67	0.32	Highest
4) Online learning sometimes causes you to slow down your learning tasks.	4.64	0.57	4.59	0.55	Highest
5) Online courses are rich in resources and materials but difficult to connect.	4.56	0.47	4.69	0.45	Highest
6) The Wi-Fi in the home is sometimes hard to connect.	4.58	0.28	4.66	0.24	Highest
7) Your computer is sometimes difficult wired with learning equipment.	4.65	0.21	4.60	0.20	Highest
8)The video playback feature					

sometimes creates difficulties for you to complete the course playback.	4.55	0.21	4.63	0.20	Highest
9) The online learning equipment usually sometimes works slowly due to poor connection.	4.58	0.48	4.68	0.47	Highest
10) Online learning sometimes makes students easy to cheat the test.	4.66	0.51	4.59	0.47	Highest
11)Online learning creates some limitations of interacting with teachers.	4.63	0.39	4.66	0.37	Highest
12) Online learning sometimes decreases students' interest in study.	4.61	0.33	4.59	0.31	Highest
13) Online learning often reduces your study time.	4.56	0.27	4.65	0.23	Highest
14) Online learning sometimes creates more difficulties for students to review the lesson.	4.61	0.37	4.68	0.36	Highest
15) Online learning sometimes creates more difficulties for students to consult their teachers.	4.59	0.42	4.67	0.42	Highest
16) Online learning resources are more abundant but hard to screen out the qualified teaching materials.	4.61	0.41	4.78	0.40	Highest
17) Online courses are plenty but some are not effective.	4.65	0.20	4.64	0.20	Highest
18) Online courses are usually more difficult to download or to save files.	4.69	0.37	4.67	0.34	Highest
19) You can watch a lot of online					

videos causing distractions from learning tasks.	4.59	0.31	4.63	0.40	Highest
20) Online learning sometimes makes it more difficult for students to finish homework.	4.56	0.42	4.67	0.42	Highest
Total	4.61	0.36	4.64	0.36	
Highest					

Table 2 *needs of English grammar online learning for students and teachers*

Questions	n=392 (students)		n=40 (teachers)		Level of needs
	\bar{X} 1	S.D.	\bar{X} 2	S.D.	
Needs					
1) You think that online learning helps enhance the effectiveness of learning system.	4.69	0.41	4.51	0.21	Highest
2) You are confident online learning.	4.55	0.38	4.57	0.48	Highest
3) Your online learning equipment is easy to use.	4.56	0.20	4.59	0.32	Highest
4) Online learning helps you to speed up your learning tasks.	4.64	0.37	4.59	0.55	Highest
5) Online courses are rich in resources and materials and easy to connect.	4.56	0.50	4.69	0.45	Highest
6) The Wi-Fi in the home is normally easy to connect.	4.58	0.41	4.66	0.24	Highest
7) Your computer is normally wired with learning equipment.	4.65	0.52	4.58	0.20	Highest
8) The video playback feature normally facilities you to complete the course playback.	4.55	0.44	4.67	0.20	Highest
9) The online learning equipment usually works quickly due to good connection.	4.58	0.42	4.68	0.47	Highest
10) Online learning normally helps					

protect the cheating of the test.	4.66	0.20	4.59	0.47	Highest
11) Online learning normally has no limitations of interacting with students.	4.63	0.38	4.66	0.37	Highest
12) Online learning normally increases students' interest in learning.	4.61	0.50	4.69	0.31	Highest
13) Online learning normally increases students' learning time.	4.56	0.43	4.55	0.23	Highest
14) Online learning normally helps students to review the lesson.	4.61	0.39	4.58	0.36	Highest
15) Online learning normally helps students to consult their teachers.	4.59	0.32	4.55	0.42	Highest
16) Online learning resources are more abundant.	4.61	0.28	4.68	0.40	Highest
17) Online courses are mostly effective.	4.65	0.36	4.64	0.20	Highest
18) Online courses are normally easy to download or to save files.	4.69	0.40	4.59	0.34	Highest
19) You can watch a lot of online videos to broaden your vision and increase your knowledge.	4.59	0.41	4.67	0.48	Highest
20) Online learning normally helps sending assignments to the students.	4.56	0.21	4.67	0.42	Highest
Total	4.61	0.37	4.62	0.36	Highest
					t

Table 3: *The Index of Congruence (IOC) of the nine units as well as the three parts in each unit terms of correctness and suitability of the contents.*

Topics/Contents	IOC
Unit1: The Simple Present and The Present Continuous	
1.Tense 1 :The Simple Present	0.66
2. Tense 2: The Present Continuous	0.66
Unit2: The Simple Past and The Past Continuous	

1. Tense 1:The Simple Present	0.66
2. Tense 2:The Present Continuous	0.66
Unit3:The Present Perfect and The Present Perfect Continuous	
1. Tense 1: The Present Perfect	1.0
2.Tense2: The Present Perfect Continuous	0.66
Unit 4:The Past Perfect and The Past Perfect Continuous	
1. Tense 1: The Past Perfect	1.0
2.Tense2: The Past Perfect Continuous	0.66
The Future and The Future Continuous	0.66
Unit 5: The Future and The Future Continuous	
1. Tense 1: The Past Perfect	1.0
2.Tense2: The Past Perfect Continuous	0.66
Unit 6 Active Voice and Passive Voice	
1. Tense 1: Active Voice	0.66
2.Tense2: Passive Voice	0.66
Unit 7 Simple, Compound, and Complex Sentences	
1. Tense 1: Simple	0.66
2.Tense2: Compound	1.0
3. Tense 3:Complex Sentences	0.66
Unit 8 Positive and Negative Sentences	
1. Tense 1: Positive	0.66
2.Tense2: Negative Sentences	1.0

Unit 9 Questions and Questions Tags	
1. Tense 1: Questions	0.66
2.Tense2: Questions Tags	1.0

Result

According to table1, it can be indicated that most of the students rated the problems of English grammar online learning at the highest level of average score (\bar{X}) at 4.80(S.D. =0.36), where teachers rated the problems of online teaching at the highest level of average score (\bar{X}) at 4.81(S.D. =0.36).

According to table2, it is indicated that most of the students rated the needs of English grammar online learning at the highest level of average score (\bar{X}) at 4.82(S.D. =0.37), in the other hands, the teachers rated the needs of online teaching at the highest level of average score (\bar{X}) at 4.81(S.D. =0.36).

According to table3,it was indicated that all the nine units evaluated by the three specialists (one Thai professor and two English native speakers) in terms of correctness and suitability of the contents and presented in terms of IOC (Index of Congruence) were found 0.66 to 1, which were acceptable for being used as an English grammar online teaching handbook for the English teachers and students at Kunming Medical University Haiyuan College to enhance their English grammar skills and knowledge.

Discussion and Conclusions

1. Needs and problems of online English teaching

The findings from the investigation of the English grammar online teaching problems of English teachers in Kunming which is in the responsible area of Kunming Medical University Haiyuan College. Chinese students as using English as a foreign language, the grammar of Chinese and English language rules are different; therefore, Chinese students get confused of the two languages. For teachers, online teaching is prone to results such as decreased work efficiency, increased work intensity, sudden change in work style, inconvenience in supervising students, and inconvenience in getting feedback on students' learning status. For students, online teaching is prone to lack of serious participation in class, failure to complete homework independently, lack of urgency, distraction by electronic devices, poorer time arrangement, and

unstable mindset. At the level of equipment and technology, not all teachers are familiar with the use of online teaching software, it is inconvenient for teachers to correct assignments, and students' attention is easily distracted by electronic devices. It is correspondent with Nur Syafiqah Yacob&Melor Md Yunus(2019). The findings put forward by these two people are same as researcher, it is indicated that teachers should use of language games as an approach to enhance learners' grammar understanding and acquisition as it directly develops their interest, fluency and motivation in the learning process. Mastering grammar is important to digital generations today as it shows competency and is useful in daily interaction with people. Similarly, the proficiency in using grammar in context builds better confidence. Hence, grammar should not be taught or learnt in isolation but through meaningful methods where learners can relate easily to its usage.

2. A Strategic handbook for online English grammar teaching

All units of the handbook were evaluated and approved by the 3 specialists with IOC rang 0.66-1. The contents in each unit focusing on the English grammar tenses extracted from referable and reliable sources and were then simplified to be suitable for the knowledge level for English grammar learners. The part of practice in the English grammar handbook in the contexts for the English teachers in Kunming focus on practicing and enhancing grammar skills for comprehension as well as writing skill of describing the details and information from the practice correctly and clearly. The contents of all practices encouraging learners to study grammar online well. And the learners must be able to apply the knowledge obtained from the exercises to the real situations. The learner's activities in the part of grammar and writing skills comply with one of the traditional ways which is the grammar translation method by encouraging learners to understand and memorize the English grammar rules as well as English vocabulary. This helps the learners practice and develop their intelligence and competency in English language. In a highly decentralized learning environment, students need to be more frequent communication and a sense of feedback (Huang, 2020). Teachers should pay attention to the way of interaction in the live broadcast, use online video interaction in class to attract students' attention, and exercise students' oral English during the interaction process (Zheng, 2020). For students, to participate in online teaching, they must learn to adjust their mentality, understand that online teaching is not a holiday, and must adapt to the home learning

environment; at the same time, parents should also provide certain supervision and guidance within their capabilities.

Suggestions

1) A research on the evaluation towards for effectiveness for the English grammar handbook in the English contexts for the English teachers in Kunming must be executed.

2) A research of factors affecting the competence of English grammar competence of the English teachers in Kunming must be executed. And Research regarding to specific teaching form of online teaching during the class.

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Constructing Guidelines for the Integrating "Red Cultures" into the Compulsory English and Chinese Courses: A Case Study of The Technician Institute in Jia Xing City

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Abstract

The objectives of this research were: 1) to investigate problems of the integration of "Red Cultures" required course into the compulsory English and Chinese courses at the technician Institute in Jia Xing city, 2) to investigate the needs of the integration of "Red Cultures" required course into the compulsory English and Chinese courses, and 3) to construct guidelines for the integration the of "Red Cultures" into the Compulsory English and Chinese Courses. The population and respondents in this research were divided into 2 groups; namely, 1) 400 students , and 2) 20 teachers/administrators at the Technician Institute in Jia Xing city. The research instrument employed in this study were questionnaires and a set of questions for the focus group discussion meetings. The information and data collected were analyzed through the content analysis method and presented in terms of frequency count, mean values, standard deviation and Likert rating scales. The findings indicated that: 1) Needs and problems of the integration of "Red Cultures" into the Compulsory English and Chinese Courses were in the "Highest" level, 2) the guidelines handbook for the integration of "Red Cultures" into the Compulsory English and Chinese Courses comprises of 5 units; namely, 1) Integrates the red film into the teaching of outline of Modern and Contemporary Chinese History, 2) integrates red songs into the teaching of "Outline of Modern and Contemporary Chinese History, 3) Integrates the red poetry into the teaching of outline of Modern and Contemporary Chinese History, 4) Integrates the red relics into the teaching of outline of Modern and Contemporary Chinese History, and 5) Integrates the red spirits into the teaching of outline of Modern and Contemporary Chinese History. All the five units were evaluated by approved by the three specialists in terms of correctness and suitability of the contents and possessed the IOC values ranging from 0.66 to 1.0. It can be said

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the guidelines handbook is suitable to be used as guidelines for the integration the of "Red Cultures" into the Compulsory English and Chinese Courses.

Keywords: red culture, red boat spirit, Blended teaching.

Introduction

Red culture is Chinese people's precious cultural heritage forged in revolutionary war era, carrying rich revolutionary spirit and profound cultural connotation. Jiaxing city is located at the southern end of the Yangtze River Delta in the northern Zhejiang, in early August of 1921, the First National Congress of the CPC was concluded on a pleasure boat of South Lake. It was where the CPC was formally established. Thus, the Chinese Revolution set sail from South Lake, and Jiaxing became the birthplace of the CPC. Therefore, red culture in Jiaxing is rooted in the establishment of the CPC. A small boat gave birth to a Marxist political party, and as a result, this Red Boat would forever be recorded in historical accounts of the Chinese Revolution. The boat witnessed a great incident in the development of the revolution, and it serves as a symbol of the beginning of the CPC. The power of spirit is extremely important. If a party is without the guidance of an advanced culture, or the nourishment and inspiration of a great spirit, it will lack the vitality and cohesiveness that a party with an advanced nature requires. These valuable cultural heritages are worthy of further understanding, inheritance, and promotion by contemporary college students. For a long time, college English teaching is only a pure language skill cultivation and the introduction of western literary culture and does not play its due role in inheriting Chinese red culture. The article takes red boat red culture as an example, discusses the significance of red culture in introducing English courses, and combines the characteristics of English discipline, according to the existing English weak political literacy of teachers, inadequate teaching materials, and unscientific and scientific evaluation system should be put forward as solution strategies, and explore the realization way of introducing red culture in foreign language courses in colleges and universities. Red culture, as an important part of Chinese culture, hasn't been attached enough attention to it deserves. The purpose of this paper is to highlight the significance of introducing red culture into college English teaching, to present the current situation of integration of red culture into English teaching and to compare the application of "Red Cultures" required course in

the English and Chinese courses. Red culture is an important part of Chinese traditional culture and a unique cultural heritage of China. In China, the educational effect of red culture is widely recognized, because it not only enhances students' understanding of history and culture, but also cultivates students' patriotism and national pride. Red culture is Chinese people's precious cultural heritage forged in revolutionary war era, carrying rich revolutionary spirit and profound cultural connotation. Red culture contains the excellent gene of Chinese cultural self-confidence. The importance of red culture concept and red culture education have many different understandings and expressions in the academic circle, but anyway red culture refers to the whole history of the global socialist and communist movement (Zhao J.H., 2015). In a narrow sense, red culture refers to the sum of civilizations formed and developed in the leadership of the Communist Party of China in its revolution and construction. Red culture, as a specific civilization, can be manifested as material civilization and non-material civilization, such as relics, sites and memorial sites; intangible resources include red boat spirit, Long March spirit, and Yan'an spirit, various literary and art works, various systems, regulations, etc. (Tang Jiaqing, 2013).

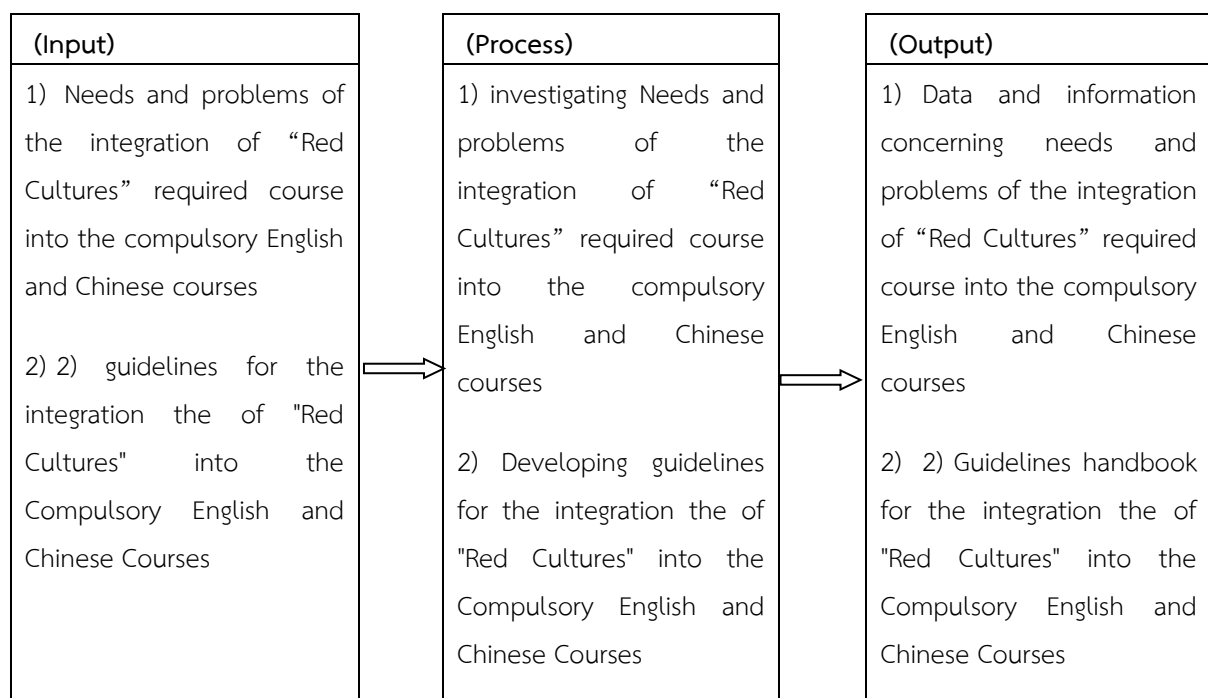


Figure 1: Conceptual framework of the research

Purpose of study

1) To investigate the problems of the integration of “Red Cultures” required course into the compulsory English and Chinese courses at the technician Institute in Jia Xing city.

2) To investigate the needs of the integration of “Red Cultures” required course into the compulsory English and Chinese courses at the technician Institute in Jia Xing city

3) To develop guidelines for the integration the of "Red Cultures" into the Compulsory English and Chinese Courses: A Case Study of The Technician Institute in Jia Xing City

Research Methodology

Population and respondents

In this research, Technician Institute of Jia Xing was used as a case study. The population and sample groups in this research project were divided into 2 groups: namely, 1) 400 students 2) 20 teachers teaching red cultures at the Technician Institute in Jiaying city.

Research Instruments

The questionnaires were used for collecting the data and information from the students and teachers at the Technician Institute in Jiaying city. The questionnaires were approved in terms of correctness and suitability of the contents by the three specialists. All items in the questionnaire possessed the IOC (Index of Congruence) value ranging from 0.66 to 1, which were considered acceptable for being used as a tool to collect data and information for this research.

Data Collection

1) To collect the data and information for the needs and problems of the integration of "Red Cultures" into the Compulsory English and Chinese Courses, the researcher herself collected the data and information online through emailing.

2) To evaluate the guidelines handbook for the integration of "Red Cultures" into the Compulsory English and Chinese Courses, the three specialists were invited to attend the focus group meetings and evaluated the correctness and suitability of the contents the guidelines handbook. All units in the handbook possessed the IOC (Index of Congruence) value ranging from 0.66 to 1, which were acceptable for being used as a handbook for the integration of "Red Cultures" into the Compulsory English and Chinese Courses.

Data Analysis

The information and data collected were analyzed through the content analysis method and presented in terms of frequency count, percentage, mean, and standard deviation

Results

1) Problems of the integration of “Red Cultures” required course into the compulsory English and Chinese courses for students and teachers

Questions	n=400 (students)		n=20 (teachers)		Level of problems
	\bar{X}	S.D.	\bar{X}	S.D.	
Problems					
1) You don't like college's English classes	4.53	0.20	4.56	0.21	Higher
2) You don't like the atmosphere in your college English classroom	4.58	0.48	4.55	0.51	Highest
3) there are no impressive things about college English classes	4.61	0.33	4.55	0.51	Highest
4) You have none of your favorite way of learning English	4.56	0.57	4.63	0.47	Highest
5) You don't like the red movies and TV scenarios and questions that teachers set up in college English classes	4.63	0.47	4.56	0.57	Highest
6) you don't like the red film and television classics interspersed with the explanation of the English teacher	4.51	0.27	4.51	0.28	Highest
7) The red film and television examples given by the teachers in the classroom cannot stimulate your enthusiasm for learning and inquiry.	4.53	0.21	4.55	0.20	Higher
8) you cannot use what you have learned in college English to introduce the issue of red film and television culture	4.61	0.21	4.52	0.36	Highest
9) you think that there is not a red culture in the English language of instruction in college	4.67	0.48	4.56	0.20	Higher
Total					
	4.55	0.36	4.54	0.37	Highest

According to table 1, it was indicated that students and teachers rated the problems of the integration of "Red Cultures" into the Compulsory English and Chinese Courses

at the highest level of average score $\bar{X} = 4.55$, S.D. =0.36 and $\bar{X}=4.54$, SD=0.37 for students and teachers in succession.

Table2: Needs of the integration of "Red Cultures" required course into the compulsory English and Chinese courses for students and teachers

Questions	n=400		n=20		Level of needs
	(students)		2(teachers)		
	\bar{X}	S.D.	\bar{X}	S.D.	
Needs					
1) When you think of "red culture", you feel connected with	4.74	0.41	4.71	0.38	Highest
2) you think of as part of red culture	4.56	0.38	4.55	0.20	Highest
3) Thinking of being heroes of the revolution that most impress you	4.66	0.20	4.64	0.37	Highest
4) you think of the benefits of inheriting red culture	4.54	0.37	4.66	0.50	Highest
5) You have your own ways to learn about regional red culture	4.66	0.50	4.65	0.38	Highest
6) you think there are some obstacles of gaining knowledge of regional red culture	4.65	0.41	4.63	0.38	Highest
7) you always think of the significance of promoting the knowledge of red culture	4.55	0.52	4.61	0.50	Highest
8) you think that in the new era, is it necessary to inherit and promote red cultural resources through the way of college education	4.75	0.44	4.76	0.43	Highest
9) Your college doesn't include relevant content on red cultural resources education in its ideological and political education courses	4.78	0.42	4.72	0.39	Highest
10) you want your college to carry out the practice of educating people with red cultural resources	4.63	0.20	4.59	0.32	Highest

11) There is no assessment of the school's use of red cultural resources to carry out practical activities to educate people.	4.63	0.38	4.61	0.28	Highest
12) you think of a valuable and meaningful way to educate students with red cultural resources	4.61	0.50	4.65	0.36	Highest
13) you often focus of education on red cultural resources	4.76	0.43	4.66	0.39	Highest
14) you think that red cultural resource education plays a great role in improving ideological and moral quality	4.61	0.39	4.69	0.32	Highest
15) you think that red cultural spirit is important for college students in the new era should inherit	4.59	0.32	4.52	0.28	Highest
16) In the process of learning English, is it necessary to learn regional red culture	4.51	0.28	4.55	0.36	Highest
17) Your information and content about the red culture contained in current university English textbooks	4.55	0.36	4.59	0.32	Highest
Total	4.52	0.37	4.51	0.39	Highest

According to table 2, it is indicated that students and teachers rated needs of the integration of "Red Cultures" into the Compulsory English and Chinese Courses at the highest level of average score \bar{X} = 4.52, S.D. =0.37 and \bar{X} = 4.51, S.D. =0.39 for students and teachers successively.

Table3: The Index of Congruence (IOC) of the five units in terms of correctness and suitability of the contents.

Topics/Contents	IOC
Unit 1 integrates the red film into the teaching of outline of Modern and Contemporary Chinese History	
Passage 1: From the May Fourth Movement to the founding of the People's Republic of China	0.66

Passage 2: From the founding of the People's Republic of China to the reform and opening up	0.66
Passage 3: From reform and opening up to a new era of socialism with Chinese characteristics	0.66
Unit 2 integrates red songs into the teaching of "Outline of Modern and Contemporary Chinese History"	
Passage 1: From the May Fourth Movement to the founding of the People's Republic of China	1.0
Passage 2: From the founding of the People's Republic of China to the reform and opening up	0.66
Passage 3: From reform and opening up to a new era of socialism with Chinese characteristics	0.66
Unit 3 integrates the red poetry into the teaching of outline of Modern and Contemporary Chinese History	
Passage 1: From the May Fourth Movement to the founding of the People's Republic of China	1.0
Passage 2: From the founding of the People's Republic of China to the reform and opening up	0.66
Passage 3: From reform and opening up to a new era of socialism with Chinese characteristics	0.66
Unit 4 integrates the red relics into the teaching of outline of Modern and Contemporary Chinese History	
Passage 1: From the May Fourth Movement to the founding of the People's Republic of China	1.0
Passage 2: From the founding of the People's Republic of China to the reform and opening up	0.66
Passage 3: From reform and opening up to a new era of socialism with Chinese characteristics	1.0
Unit 5 integrates the red spirits into the teaching of outline of Modern and Contemporary Chinese History	

Passage 1: From the May Fourth Movement to the founding of the People's Republic of China	1.0
Passage 2: From the founding of the People's Republic of China to the reform and opening up	0.66
Passage 3: From reform and opening up to a new era of socialism with Chinese characteristics	0.66

According to table3, it was indicated that all the five units evaluated by the three specialists (Two Thai professors and one English native speaker) in terms of correctness and suitability of the contents and presented in terms of IOC (Index of Congruence) ranging from 0.66 to 1, which were considered acceptable for being used as guidelines for the Integration of "Red Cultures" into the Compulsory English and Chinese Courses.

Discussion and Conclusions

The results from the study indicated that students and teachers rated needs and problems of the integration of the integration of "Red Cultures" into the Compulsory English and Chinese Courses at the highest level. The guidelines handbook for the integration of "Red Cultures" into the Compulsory English and Chinese Courses comprises of 5 units; namely, 1) Integrates the red film into the teaching of outline of Modern and Contemporary Chinese History, 2) integrates red songs into the teaching of "Outline of Modern and Contemporary Chinese History, 3) Integrates the red poetry into the teaching of outline of Modern and Contemporary Chinese History, 4) Integrates the red relics into the teaching of outline of Modern and Contemporary Chinese History, and 5) Integrates the red spirits into the teaching of outline of Modern and Contemporary Chinese History. To sum up, red culture was the precipitation and inheritance of an excellent cultural spirit, bearing the great belief, advanced thought, lofty moral character, and fine style of Chinese Communists. It was a great achievement made by the people of all ethnic groups under the leadership of the Communist Party of China in the nearly hundred years of journey. It was also a high-quality cultural resource and an important part of China's advanced socialist culture. Although traditional college English teaching pays attention to the cultivation of well-rounded high-level talents, it often ignores cultural education in the teaching process. Western values had a certain impact on

students' cultural consciousness and cultural confidence. The premise of college students' strong professional quality is that the political direction should be correct, and teachers should cultivate students' patriotism while teaching professional knowledge. Therefore, the current university English teaching should try to combine English classroom with social big classroom, should not only give full play to the leading role of teachers, and to highlight the role of subjectivity of students, promoted the red culture into college English education teaching, let college students accept the baptism of red culture, carry forward the spirit of red, red genes. In the new era, we will cultivate a group of college students with correct political direction, solid professional knowledge, noble patriotic sentiment, and full of practical passion to serve the local government and build the motherland. The results from this research were relevant to Xi Jinping (2015) in that the General Secretary Xi Jinping advocated strengthening students' ideological and political education. Red culture is a good way to achieve the goal. Teenagers are in an important stage of the formation of life values, so red culture plays an important role in cultivating the spirit and quality of patriotism, hardship and simplicity, and willingness to contribute. Xi pointed out that we should carry forward the advantages of red resources and pass on the red gene from generation to generation [2018]. Every red tourist attraction is a lively classroom, which is constantly learning, and contains rich political wisdom and moral nourishment. By reading red culture literate works, visiting revolutionary sites, etc., College students can be immersed in the situation and be touched physically and mentally, and then establish a correct world outlook. What's more, red culture is to prosper the socialist culture with Chinese characteristics and enhance the cultural confidence of our people. In addition, the results are relevant to Tan, X. X. (2014) and Hou, Q. S. (2017) in that as a part of the excellent traditional culture of the Chinese nation, red culture injects vitality into the spirit of the Chinese nation and becomes an important part of the advanced socialist culture). Red culture contains the excellent gene of Chinese cultural self-confidence. Witnessing the rejuvenation of our motherland, the younger generation of China should build up their personality by absorbing the perseverance, struggling and self-reliance which are the precious value of red culture. And they can proudly show our Chinese culture to the world. Therefore, to enhance the cultural confidence of the Chinese people is inseparable from the inheritance and promotion of red culture.

Suggestions

1) A research on the evaluation towards the usefulness of the red cultures practice guideline for the English teachers in Technician Institute in Jia Xing City must be executed.

2) A research on factors affecting the integration of "Red Cultures" into the Compulsory English and Chinese Courses in the Technician Institute in Jia Xing City must be executed.

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Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students: A Case Study of Jiangsu College of Finance & Accounting

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Abstract

The objectives of this research were: 1) to investigate needs of strategic guidelines for Establishing Effective Cooperation between Vocational College and Educational Stakeholder for the Enhancement of Learning Quality of the Students and 2) to develop strategic guidelines for Establishing Effective Cooperation between Vocational College and Educational Stakeholder for the Enhancement of Learning Quality of the Students. For this study, Jiangsu Finance and Accounting Vocational College in China was used as a case study. The online survey was implemented using questionnaire as a research instrument, consisting of 2 sections; namely, 1) general information, and 2) Needs of the strategic guidelines for establishing effective cooperation between vocational college and educational stakeholder. In addition, a set of questions were used as a tool for focus group discussion. In this research, there were 2 groups of population and samples; namely, 381 students and 10 teachers/administrator. All of the questions in the questionnaire were evaluated and approved by three specialists for its correctness in terms of IOC scores. Likert scales were utilized for Rating or Ranking the respondents' opinions regarding various aspects of establishing effective cooperation between vocational college and educational stakeholder. The findings of this study indicated that: 1) the needs of the strategic guidelines for establishing effective cooperation between vocational college and Educational Stakeholder for the Enhancement of Learning Quality of the Students and teachers/administrators were rated in the “highest level”. Moreover, the developed strategies guidelines comprise of ten units. Each unit was evaluated and approved for its correctness and suitability by the three specialists. It was found that all of the ten units were evaluated in terms of the IOC with the range from 0.66 to 1. It can be said that the strategies guideline developed are suitable to help establish effective cooperation between vocational college and educational stakeholder for the enhancement of learning quality of the students.

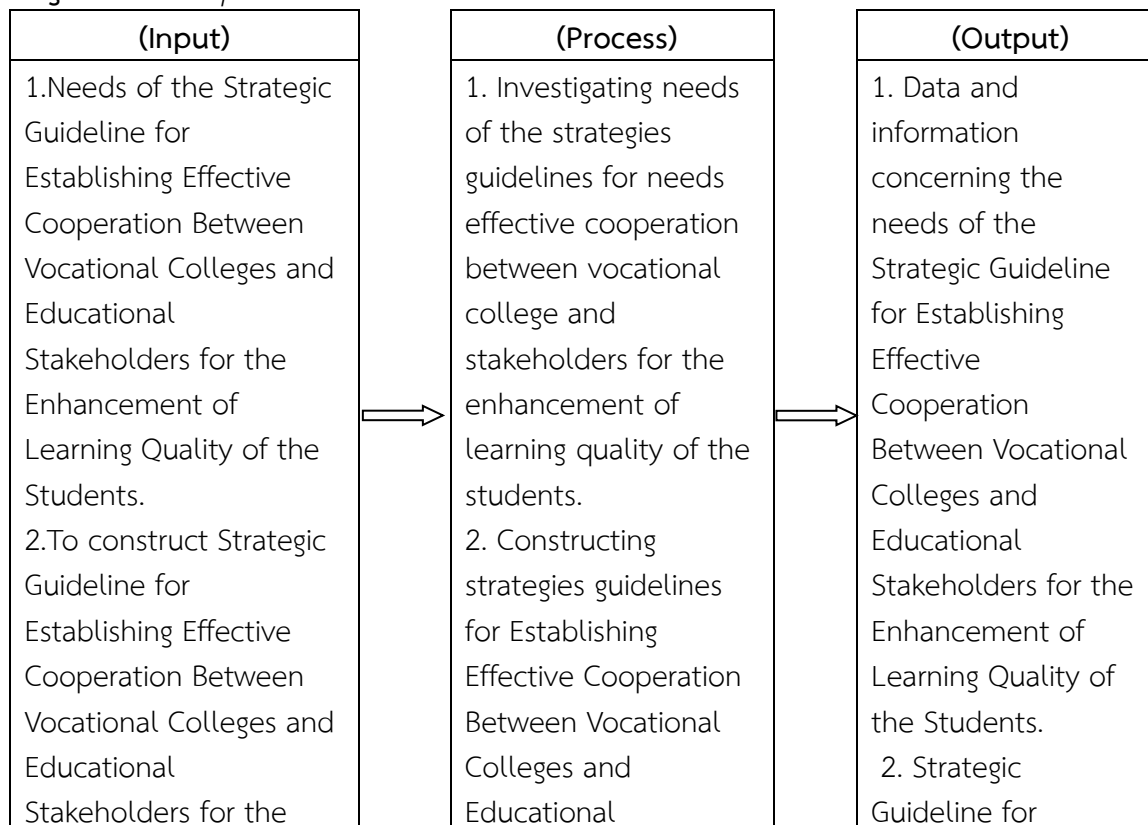
Keywords: Establishing effective cooperation, Educational Stakeholder, Learning Quality,

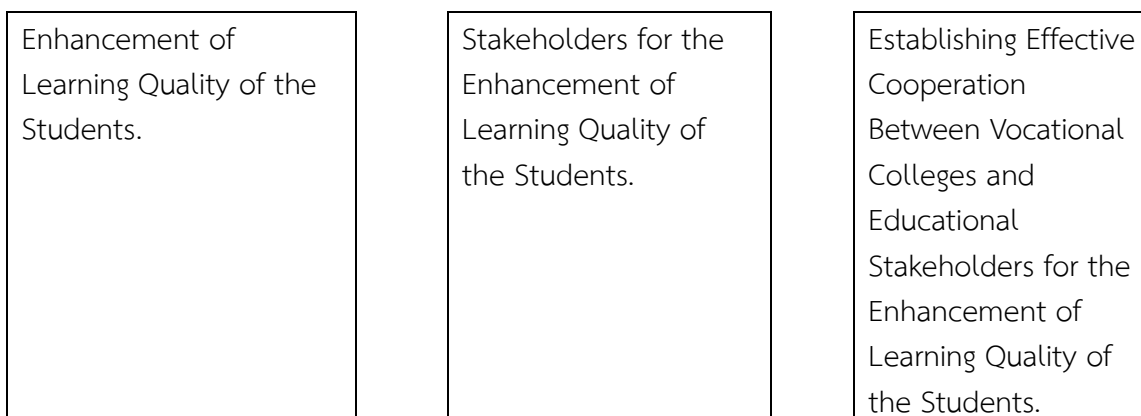
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Introduction

The higher education sector is interacting with a growing number and variety of communities, and each of these has a specific demand on it. Higher education institutions (short for universities) and their external communities or stakeholders now have new and revised relationships as a result (Jongbloed et al., 2008). The current research makes the claim that the collaborative efforts of numerous internal and external stakeholders are necessary for the continuous and comprehensive improvement of the university education system. Collaboration will help to trigger improvement in the university education system (Asiyai, 2014). Despite the significance of partnerships between institutions and stakeholders, there is little research to help with practice (Buys & Bursnall, 2007). In addition, an educational system that something is in trouble is leaving many students behind. The use of effective learning techniques can help students better regulate their learning, which is part of the solution to improving educational outcomes, according to the central premise of this monograph (Dunlosky et al., 2013). In this research, the strategies of establishing effective cooperation between vocational college and educational stakeholder will be illustrated in details and a case study will be performed to see what stakeholders' opinions toward to factor of influence relationship between college and stakeholders and to enhance students learning quality.

Figure 1 *Conceptual Framework*





Purpose of study

1) To investigate needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Quality of the Students.

2) To develop Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Quality of the Students.

Research Methodology

Population

The vocational college in Lianyungang city, Jiangsu province, China was used as a case study for this research. The population were divided into 2 groups; namely, 8,000 students, and 10 teacher /administrators.

Sample Groups

In this research, the sample groups were divided into 2 groups; namely, 381 students and 10 teachers (Yamane, 1973). The respondents were obtained through stratified random sampling technique.

Research Instruments

An online survey was conducted online using questionnaires composing 2 parts; namely, 1) general information and 2) needs of the strategies guidelines for Establishing Effective Cooperation between Vocational College and Educational Stakeholder for the Enhancement of Learning Quality of the Students. Each question in the questionnaire was evaluated and approved by the three specialists. Each question was evaluated in terms of the IOC score ranging from 0.66 to 1.

Data collection

The researcher herself collected the data and information by emailing the questionnaire to the 391 respondents, then the respondents emailed it back to the researcher.

Data Analysis

The data and information collected were analyzed and interpreted and then expressed in terms of frequency counts, percentages, means (\bar{X}), and standard deviations (S.D.). A five-point Likert scale was used to assess the level of respondents' needs of the strategies guidelines for Establishing effective collaboration between vocational institutions and educational stakeholders in improving the quality of student learning.

Result

1. Needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Quality of the Students.

Table 1 *Needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Quality of the Students.*

Questions	n=381		n=10		Level of needs
	(students)		(teachers)		
	\bar{X}_1	S.D.	\bar{X}_2	S.D.	
1. You think that Vocational institutions value the collaboration of schools and educational stakeholders in educating students	4.55	0.37	4.68	0.35	Highest
2. You think that the teachers/ students trust that college is good at exploring and using parents' resources to carry out educational activities to establishing partnership between tertiary institutions and stakeholders.	4.53	0.57	4.69	0.47	Highest

3. You think that the College and student trust their teacher's ability of teach students according to their aptitude.	4.65	0.24	4.47	0.43	Highest
4. College and students trust teachers can skillfully deal with the conflicts between home and school and actively cooperate with teachers.	4.66	0.22	4.49	0.42	Highest
5. Students trust and actively cooperate with parents, school teachers, follow school guidance.	4.56	0.36	4.49	0.41	Highest
6. You are satisfied with the current situation of partnership between tertiary institutions and stakeholders.	4.59	0.34	4.66	0.2	Highest
7. The college releases relevant resources and activities available in the community to establishing partnership between tertiary and stakeholders.	4.67	0.21	4.51	0.4	Highest
8. The college issue questionnaires or hold symposiums to understand the status quo of family education and solicit suggestions from school work.	4.53	0.37	4.57	0.35	Highest
9. The college establish a variety of channels for home school communication, such as QQ group, home school.	4.65	0.41	4.96	0.37	Highest
10. The teachers are proactive in communicating with educational stakeholders to improve the quality of student learning.	4.65	0.24	4.49	0.52	Highest
11. Teachers inform parents of their expectations and requirements of students in academic performance to	4.66	0.2	4.57	0.34	Highest

exchange information to establish partnership between tertiary and stakeholders.					
12. Students actively express their opinions or make suggestions to teachers in school and education stakeholder communications.	4.47	0.46	4.59	0.32	Highest
13. College respect the law of education, set up courses and arrange teaching according to the characteristics of students at different stages of development.	4.59	0.46	4.5	0.2	Highest
14. College respects teachers' labor and dedication, respects and recognizes teachers for their own value, and gives teachers freedom to form a personalized educating style.	4.59	0.34	4.68	0.2	Highest
15. Vocational school teachers see students as independent, whole and unique people, and treat each student with equality and generosity	4.48	0.43	4.49	0.41	Highest
16. Vocational school teachers see students as independent, whole, unique people and treat each student with equality and generosity.	4.72	0.47	4.78	0.43	Highest
17. Vocational school teachers love their work, affirm their social status and social value, and respect their profession as educators.	4.61	0.3	4.5	0.41	Highest
18. It is the responsibility of the faculty to coach teachers on the skills of building partnerships between schools and educational stakeholders.	4.78	0.43	4.69	0.46	Highest

19. It is the responsibility of the faculty to carry out activities to promote school and education stakeholder partnerships under the direction of the university in order to build partnerships.	4.57	0.36	4.66	0.2	Highest
20. The student's responsibility is to maintain close contact with the school and educational stakeholders in order to build partnerships to improve the quality of student learning.	4.54	0.45	4.68	0.37	Highest
Total	4.60	0.36	4.57	0.35	Highest

According to table 1, it is indicated that most of the students rated the needs of the Strategic Guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Quality of the Students at the highest level (\bar{X}) = 4.6, S.D. =0.36; in the same way, teachers rated the needs of effective collaboration among educational stakeholders to improve the quality of student learning at the “highest level” at the average score (\bar{X}) = 4.57, S.D. =0.35.

2. Strategic guidelines for establishing of effective cooperation between vocational college and educational stakeholders for the enhancement of learning achievement of the students

Table 2: *The Index of Congruence (IOC) of the ten units as well as the two parts in each unit in terms of correctness and suitability of the contents.*

Topics/Contents	IOC
Unit1: Log In	
1. How to log in	1.0
2. App management	0.66
Unit2: Create Course	
1. Create course cover	0.66
2. Course Content Editor	0.66

Unit3: Course Construction	
1. Template Video Links	1.0
2. Picture guide	0.66
Unit 4: Course Assignment Exam Management	
1. Editing of assignments	0.66
2. Editing of exams	0.66
Unit 5: Local Upload File	
1. Classification of information	0.66
2. Local Upload	0.66
Unit 6 Add Topic	
1. Add image	0.66
2. Add Audio	0.66
Unit 7 Add URL	
1. Add URL	0.66
2. Cloud Resources	1.0
Unit 8 Upload Test Questions	
1. In the space home page for	0.66
2. Perform in the navigation screen	1.0
Unit 9 Course Status Statistics	
1. Course Learning	0.66
2. Examination results	0.66
Unit 10 Student and Class Management	
1. Student and Classroom Management	0.66
2. Faculty Team and Teaching Assistant Setup	0.66

Table 2 shows the correctness and appropriateness of the ten module contents and the performance of the three experts (one Thai professor and two native English speakers) in terms of IOC (Index of Consistency) are in the range of 0.66-1, which indicates that the guideline is to be used for the establishing effective cooperation between vocational college and educational stakeholders for the enhancement of learning achievement of the students.

Discussion and Conclusions

According to the needs of the strategic guidelines for effective collaboration between vocational institutions and educational stakeholders to improve student learning outcomes. The principles of collaborative education research with stakeholders were found through the establishment of effective collaboration between vocational institutions and educational stakeholders to improve student learning in Jiangsu Finance and Accounting Vocational College. The results of this research were founded correspondent with guidelines constructed by William R. Penuel, Robbin Riedy and Tiffany Clark (2020) in that both of whom are consistent with the researcher's findings that establishing effective collaboration between vocational institutions and educational stakeholders is an effective means of improving the quality of learning. We identified a range of collaborations between vocational institutions and educational stakeholders, and we believe that it is worth trying to draw on and support the application of these in research programmers and projects, as the establishment of effective collaborations between vocational institutions and educational stakeholders can contribute to the quality of learning and strategies of students in education. The content of strategic guidelines for establishing effective cooperation between vocational colleges and educational stakeholders for the enhancement of learning achievement of student. Were evaluated and approved by three specialists and possessed. The IOC value ranging from 0.66-1 it is considered acceptable for using as a guideline for Establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Quality of the Students. Based on the current literature and educational practices, this paper proposes a dimensional integration to reconstruct a collaborative co-parenting system among schools, and educational stakeholders. Based on the guiding principles of school-led, student-centered, scientific, and practical, the paper establishes a school interoperability system and integrates the "co-parenting process - co-parenting approach - co-parenting goals "The school collaborative system is deconstructed and reconstructed from the perspectives of focusing on co-parenting issues, optimizing educational thinking, and innovating cultivation models.

Suggestions

-Create a three-dimensional connection between schools and education stakeholders.

-Establish regional consortia to continuously explore the fit between schools and education stakeholders, integrate efforts, and create innovative initiatives to build "bridges" between schools and education stakeholders.

-Create effective cooperation between schools and education stakeholders to promote "union" with each other, facilitate students to improve the quality of learning, and implement tiered management; highlight the three-dimensional connection with the school as the hub and the school as the core point, and establish a guiding body for schools and education stakeholders, so that schools, families, and society can build together and strengthen cooperative docking; normalize the cooperation between vocational schools and education stakeholders, improve the cooperation system, standardize Cooperation rules to ensure the effectiveness of cooperation.

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