



The th**18** International Conference on Humanities and Social Sciences

Proceedings of

IC-HUSO 2023

APPLYING HUMANITIES AND SOCIAL SCIENCES
FOR A SUSTAINABLE FUTURE

27 NOVEMBER 2023

FACULTY OF HUMANITIES AND SOCIAL SCIENCES
KHON KAEN UNIVERSITY, THAILAND

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Proceeding of IC - HUSO 2023

**Applying Humanities and Social Sciences
for A Sustainable Future**

**Faculty Humanities and Social Sciences
Khon Kaen University, THAILAND**

January 2024

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The 18th International Conference on Humanities & Social Sciences 2023

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2. Jusuf Kalla School of Government. Universitas Muhammadiyah Yogyakarta, Indonesia
3. Faculty of Social Science, Srinakharinwirot University
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8. Center for Research on Plurality in the Mekong Region, KKU
9. Research Group on Wellbeing and Sustainable Development, KKU
10. Centre for ASEAN Studies, KKU

Year: 2023



**Reporting Speech from the Dean
Faculty of Humanities and Social Sciences,
Khon Kaen University, THAILAND**

Mr. President, Lecturers, Distinguished delegates, Ladies and gentlemen,

On behalf of the Faculty of Humanities and Social Sciences, it is my great pleasure to be here today and welcome all of you to the 18th International Conference on Humanities and Social Sciences (IC-HUSO 2023).

This month (November), we have just reached half a year since the WHO declared the end of the COVID-19 global public health emergency. Most of us have been able to return to a “normal” lifestyle, and with that, many questions arise in relation to sustainability. The global pandemic showed us that the future is truly in our hands. But it also showed us that for whole societies to change course, the people’s will needs to be strong. There is truly no better time than now to bring our voices and knowledge together in order to discuss how to apply the Humanities and Social Sciences to a sustainable future.

Research in the Humanities and Social Sciences encompasses a multitude of fields, such as language and literature, philosophy and religion, culture, sociology and anthropology, social development, public administration, media, information and communication, and education. Studies supported by the Humanities and Social Sciences aim to explain social dynamics, their causes, and their effects. The knowledge gained from research studies in these fields is crucial and valuable. It is applied as a precious tool to guide societies along a path forward. Aside from discovering new bodies of knowledge, scholars in humanities and social sciences are also tasked with continually investigating, revising, and developing knowledge in order to keep up with dynamic social situations. It is very important that scholars have platforms to discuss and share opinions on their related studies, bringing interdisciplinary perspectives to their work. The International Conference on Humanities and Social Sciences offers such a platform – an open stage for scholars to share experiences, knowledge, and problems related to their research and fields of study. We trust that this kind of open

dialogue will result in knowledge development and collaborative relationships that will strengthen our collective scholarship.

The Faculty of Humanities and Social Sciences, Khon Kaen University realizes the significance of research and knowledge development. We therefore host this conference to distribute knowledge gained from research in the Humanities and Social Sciences and to enhance cooperative learning and understanding between researchers, scholars, lecturers, and students in our fields of study. Therefore, we are so pleased to have received 74 paper submissions this year, including submissions from half a dozen countries from all over the world. Through this conference, we hope the ideas of our outstanding scholars in the Humanities and Social Sciences will be uplifted in a way that will benefit our local and international communities socially, culturally, and sustainably into the future.

At this auspicious moment, I would like to invite the President of Khon Kaen University, Assoc. Prof. Charnchai Panthongviriyakul, M.D., to give the opening speech for the 18th International Conference on Humanities and Social Sciences (IC-HUSO 2023).

Thank you very much.



**Opening Remarks from the President
Khon Kaen University, THAILAND**

Dean, lecturers, distinguished delegates, ladies and gentlemen,

I am most honored and delighted to have the privilege of giving the opening remarks for the 18th International Conference on Humanities and Social Sciences. I wish, first of all, to offer a warm welcome to all of the distinguished scholars who have come from many places around the world. We truly appreciate your interest in coming and participating in the conference this year hosted by Khon Kaen University.

Human societies and cultures in every country have never stopped changing. And when it comes to our future as a species, scholars in the humanities know there is nothing that will determine that future more than how our own human societies and cultures shape the world in which we live. Research in the Humanities and Social Sciences offers us a foundation for explaining dynamic social phenomena, their causes, and their effects. It is therefore imperative that we apply the diverse fields of study that fall under the humanities and social sciences toward creating a sustainable future.

I hope that the outcome of this year's International Conference on Humanities and Social Sciences will not only be strong, long-term relationships that can enhance collaboration among us, but also clarity on upcoming issues of sustainability, thanks to the outstanding scholars, researchers, and academics joining us this year.

First and foremost, among those scholars is our keynote speaker. I would like to take this opportunity to thank **Professor Martin Seeger, from The University of Leeds, United Kingdom, who will address our main topic for this conference in his enlightening speech, "Applying Humanities and Social Sciences for a Sustainable Future."**

At this auspicious moment, I would like to officially declare the opening of the 18th International Conference on Humanities and Social Sciences.

Thank you very much.

Professor Martin Seeger

The University of Leeds, United Kingdom



About Martin Seeger:

Position: Professor of Thai Studies

Areas of expertise: Theravada Buddhism; Thai Buddhism; modern Thai history;
Thai language

Email: M.Seeger@leeds.ac.uk

Profile

From 1997–2000 I was ordained as a Theravada Buddhist monk in northern Thailand. During this time I studied the Thai language, Thai history and culture, Pali chanting, and meditation. At the same time a number of Thai Buddhist monks taught me Theravada Buddhist doctrine, using the textbooks of the traditional clerical examination for Thai Buddhist monks (Nak Tham) and numerous other important texts of the Thai Theravada tradition.

From 2000–2004 I studied Thai Buddhism, Thai history and culture, Pali language and early Indian Buddhism at the University of Hamburg, predominantly with my teachers and MA/PhD supervisors Professor Barend Terwiel and Professor Lambert Schmithausen.

I joined the University of Leeds in 2004 as a Teaching Fellow in Thai Language Studies before being promoted to Lecturer in Thai Language and Culture in 2006. In 2011 I was promoted to Senior Lecturer and from 2013–2019 I was an Associate Professor of Thai Studies. In 2019 I was promoted to a Chair.

Research interests

In my research I often combine ethnographic with textual studies. Much of my research focuses on the life and work of the Thai Buddhist thinkers and practitioners Somdet Phra Buddhaghosacariya Jaroen Nanavaro (1872–1951), Buddhadasa Bhikkhu (1906–1993), Somdet Phra Buddhaghosacariya (P. A. Payutto, b. 1939), Khunying Damrongthammasan (Yai, Wisetsiri, 1882–1944) and Khun Mae Bunruean Tongbuntoem (1895–1964).

I have also done research on Thai Buddhism and environmentalism, Human Rights in Thai Theravada Buddhism, development monks in the northeastern region of Thailand, and teaching

Thai as a foreign language. In my book "Gender and the Path to Awakening: Hidden Histories of Nuns in Modern Thai Buddhism" I investigate understandings of female sainthood in Thai Buddhism, its expressions in material culture, and the importance of orality and memory in Thai Buddhism.

Book Publications

[anonymous]. 2562 [2019]. Thongtham nangsue hok lem samai roo. 5 [Thongtham: Six Dhamma Books from the Reign of King Rama V], edited by Martin Seeger and Naris Charaschanyawong. Bangkok: Thammasapa. 156 pp.

Seeger, Martin. 2018. Gender and the Path to Awakening: Hidden Histories of Nuns in Modern Thai Buddhism. Chiang Mai: Silkworm Books/Copenhagen: NIAS Press. 360 pp.

Thammakathikajan. 2561 [2018]. Hattham Siangtham sattri samai roo. 5 [Practising the Dhamma: The Voice of Truth by Women from the Reign of King Rama V], edited by Martin Seeger and Naris Charaschanyawong. Bangkok: Thammasapa. 428 pp.

Damrongthammasan, Khunying (Yai Wisetsiri). 2559 [2016]. Damrongtham, edited by Martin Seeger and Naris Charaschanyawong. Bangkok: Thammasapa. 428 pp.

Research projects

Any research projects I'm currently working on will be listed below. Our list of all research projects allows you to view and search the full list of projects in the faculty.

-Documentary Films and Buddhist Performing Arts : innovative ways of engaging with Buddhist teachings and rethinking gender roles in modern Thai Buddhism

Qualifications

PhD (University of Hamburg)

MA (University of Hamburg)

Postgraduate Certificate in Learning and Teaching in Higher Education, University of Leeds

Nak Tham Tri (Buddhist Expert of the First Level)

Research groups and institutes

-Thai

-Asia Pacific Studies

-East Asian Studies

Conference schedule
18th International Conference on Humanities & Social Sciences 2023
Faculty of Humanities and Social Sciences, KKU
27th November 2023

Monday 27 th November 2023					Room
08.30-09.00		Welcome /Registration			at the 1 st floor, HS.03 Building
09.00-09.10		Show: Fon Prathip Somma Bucha Nak			at meeting room 3218, the 2 nd floor, HS.03 Building Meeting ID: 941 3939 4778 Passcode: ICHUSO2023
09.10-09.30		Opening ceremony, Assoc. Prof. Charnchai Panthongviriyakul, M.D., President of Khon Kaen University Opening Remark, Assoc. Prof. Orathai Piayura, Ph.D., Dean Faculty of Humanities and Social Sciences			
09.30-10.00		Thesis Award Ceremony, Faculty of Humanities and Social Sciences, Academic Year 2023 Assoc. Prof. Charnchai Panthongviriyakul, M.D., President of Khon Kaen University			
10.00-11.00		Keynote speech: “Applying Humanities and Social Sciences for a Sustainable Future” Professor Martin Seeger University of Leeds, United Kingdom			
11.00-11.20		Q & A			
11.30-12.30		Paper Presentation Section			
R.1: Language Teaching and Learning (a)	R.2 : Language Teaching and Learning (b)	R.3 : Economic & Management (a)	R.4: Economic & Management (b)	R.5: Urban Interface and Wellbeing (WeDS)	at the 5 th floor, HS.01 Rattana Pittaya Building
1.ICHUSO-002/ A Comparative Study of Onomatopoeia Translation Techniques in 'Diary of a Wimpy Kid': Spanish and Thai Perspectives/	1.ICHUSO-022/ The initial step in determining the status of multiple languages employed in Cham Pa society is through the examination	1.ICHUSO-003/ Guideline Development Small Business: Case Study Pang Pang Bread, Buriram Province, Thailand/ <i>Jintuta Namseekaew</i> ,	1.ICHUSO-016/ The Impact of Cash Flow Management on the Profitability of Trading Enterprises in Vietnam/ <i>Do Thanh Phuong and Hoang Thi</i>	1.ICHUSO-068/ The Concept of Human Nature between Contractarianism and Anarchism/ <i>Denpong Saenkum and Homhuan Buarabha</i>	

<i>Chadchavan Sritong and María Teresa Aranda Garrido</i> 2.ICHUSO-012/ Intercultural Communication Influences On Attitudes Toward Education Of International Students From Myanmar A Case Study In Chiang Rai/ <i>Kannikar Kantamas, Nang Phaung Kham and Nang Num Hsai</i> 3.ICHUSO-020/ Engaging Participants Activities Support Actual Majority (PASAM) Model with EFL Learners for Reading Skills Improvement in Digital Environment/ <i>Samran Sikkhagit</i> 4.ICHUSO-021/ The Development of Reading Instructional (PASAR) Model based on Task-based Language Teaching Approach to Enhance Reading Comprehension for Grade 10 Students/ <i>Saowaluck Phissanui</i>	of locations in Quang Nam Province/ <i>Phan thi thanh thuy</i> 2.ICHUSO-027/ Audiovisual Translation Strategies in Dubbing of Foreign Films/ <i>Airen C. Sajulga</i> 3.ICHUSO-040/ Improving ESL Undergraduate Learners' Vocabulary knowledge through a Morphological Approach/ <i>KSGS Nishantha</i> 4.ICHUSO-057/ Psychosocial Factors Affecting Students' Persistence and Dropout of Undergraduates Maejo University: Discriminant Factor Study/ <i>Pinnapa Muakyod</i>	<i>Rapheephan Phonginwong , Chaninart Thipaksorn,Kittikawin Eaimviriyawat, Kittikorn Huadsri,Bui Thi Kim Pha and Truong Thi Thu Huyen</i> 2.ICHUSO-011/ Developing the Composite Financial Development Index and Applying for Empirical Analysis of Asian Countries/ <i>Tran Thi Thuy Ana, Le Thanh Tamb and Pham Thi Hoang Anh</i> 3.ICHUSO-013/ Exchange Rate Determinants In The Long Run: Study On Vnd/Usd In 2008 – 2020/ <i>Dang Bien</i> 4.ICHUSO-014/ The impact of business performance of textile enterprises on CO2 emissions: Empirical analysis in Vietnam/ <i>Do Hong Nhung</i>	<i>Lan Huong</i> 2.ICHUSO-036/ Ho Chi Minh's ideologies on social security and suggestions for making policies of social security in the post-Covid-19 era in Vietnam/ <i>Lại Quốc Khánh and Phạm Thị Thuý Vân</i> 3.ICHUSO-043/ Green marketing and green purchase behavior: A systematic review/ <i>Le Thuy Huonga, Phan Thành Hưng and Pham Thai Ha Anh</i>	2.ICHUSO-069/ Comparison of the context of eco-city development in the Northeast and Thailand/ <i>Kritsada Phatchaney and Thanapauge Chamaratana</i> 3.ICHUSO-072/ Knowledge and Understanding towards Digital Citizenship of the Youths in Khon Kaen Province/ <i>Pornsan Piyanantisak, Kritsada Phatchaney and Ninlawadee Promphakping</i> 4.ICHUSO-070/ Ecotourism Development in Border Urban Areas of the Greater Mekong Subregion/ <i>Min Liu and Thanapauge Chamaratana</i>	
HS01-5A1	HS01-5A2	HS01-5A3	HS01-5A4	HS01-5A5	Room
Meeting ID: 917 6381 2662 Passcode: ICHUSO2023	Meeting ID: 639 692 2685 Passcode: ICHUSO2023	Meeting ID: 638 795 6985 Passcode: ICHUSO2023	Meeting ID: 914 177 2445 Passcode: ICHUSO2023	Meeting ID: 979 2742 7298 Passcode: ICHUSO2023	Zoom Meeting ID

12.30-13.30 Lunch [Box Set]					at the 1 st floor, HS.01 Rattana Pittaya Building
13.30-15.00 Paper Presentation Section					
R.6: Social Sciences (a)	R.7 : Social Sciences (b)	R.8: Economic & Management (c)	R.9: Digital & Information Literacy	R.10: Urban Interface and Wellbeing (WeDS)	at the 5 th floor, HS.01 Rattana Pittaya Building
1.ICHUSO-001/ Intimate Partner Violence against Men in South Asia/ <i>Anisur Rahman Khan</i> 2.ICHUSO-004/ Community-Based Natural Resource Management for Well- Being and Sustainable Environment in the Forest of Northern Thailand: A Case Study of Wiang Kaen District, Chiang Rai Province/ <i>Reni Juwitasari, Sawang Meesaeng and Yuki Miyake</i> 3.ICHUSO-010/ Roles of Social Learning to Foster Community Resilience and Collaborative Flash Flood Governance: Case Study of Mae Chan District, Chiang Rai Province/ <i>Maya Dania and Wanwalee Inpin</i>	1.ICHUSO-025/ Education Policy Communication On Social Networks In Developing Countries/ <i>Pham Huong Tra, Le Nguyen Phuong Thao and Nguyen Lan Phuong</i> 2.ICHUSO-028/ Social Networks and Innovations in Local Service: Two Case Studies from Phare Province Thailand/ <i>Poome Petkanjanapong and Thasita Supatanarungsan</i> 3.ICHUSO-030/ University Students' Awareness of Non-Traditional Jobs: A Case Study of the H&SS Faculty, University of Ruhuna (Sri Lanka)/ <i>Palitha Niroshan Rathnayake</i>	1.ICHUSO-019/ Mediating Role of Person-Job Fit in Person- Organization Fit's Effect on Turnover Intention/ <i>Uthit Thaveerat and Idaratt Rinthaisong</i> 2.ICHUSO-026/ The Impact of FinTech on Retail Banking: Empirical Evidence from Bank for Investment and Development of Vietnam/ <i>Thanh Son Vu, Chien Thang Nguyen, Hoang Le Duc and Minh Ngoc Vu</i> 3.ICHUSO-045/ The impact of academic aspect quality on negative customer engagement intention of Gen Z students in higher education: a case study in Vietnam/ <i>Pham Thi Kim Thanh and Vu Tri Dungb</i> 4.ICHUSO-050/ EFFECT OF EWOM ON VIETNAMESE CONSUMERS' INTENTION TO	1.ICHUSO-024/ Digital Government: Concepts to apply Technology and Innovation for Public Service/ <i>Nipapan Jentsantikul, Rakpong Sansri and Thalinee Sangkachan</i> 2.ICHUSO-032/ FACTORS AFFECTING PROVINCIAL COMPETITIVENESS INDEX OF NAM DINH PROVINCE, VIETNAM/ <i>Duong Thi Tinh, Ta Thi Thanh Huyen, Ngo Thi Tan Huong, Nguyen Thi Gam and Pham Thi Ngoc Van</i> 3.ICHUSO-035/ The impact of online and offline experiences on the repurchase intention and word of mouth of women's fashion products with the intermediate trust factor/ <i>Nguyen Ngoc Quang, Nguyen Hoai Long, Trinh Thuy Giang,</i>	1.ICHUSO-071/ Actor-network of A Tourism Route Development for The Songkhla Living Museum/ <i>Rasita Dasri, Pimpach Phuthong Ritdet, Siwakorn Pisagenitichot, Rattana Krainara</i> 2.ICHUSO-073/ The Food Security of Urban Poor Households in Khon Kaen Province/ <i>Nisarat Aunchanthee, Aphiradee Wongsiri and Buapun Promphakping</i> 3.ICHUSO-074/ The Post-COVID Academic Climate: Analyzing the Educational Wellbeing of Students in the Northeast Thailand/ <i>Pattaraporn Weeranakin, Nattapon Meekaew and Thanapauge Chamaratana</i> 4.ICHUSO-075/ Development of	

		PARTICIPATE IN CIRCULATORY BUSINESS MODELS: RESEARCH IN THE RETAIL SECTOR/ <i>Truong Dinh Chien, Huynh Van Khai, Trinh Van Trang, Vu Truong Huy and Nguyen Tuan Thanh</i>	<i>Nguyen Thi Minh Phuong, Do Khac Huong and Nguyen Minh Then</i> 4.ICHUSO-009/ MULTIPLE INTELLIGENCES AND WORKING STYLES AMONG COLLEGE FRESHIES/ <i>Fhadzralyn Lumabao Aidil-Karanain</i>	Innovations to Reduce Educational Inequality in the post-COVID-19 Era: A Case Study of the School Cluster under the Jurisdiction of Khon Kaen Municipality, Khon Kaen Province, Thailand/ <i>Aphiradee Wongsiri, Monchai Phongsiri and Pornpen Somaboot</i>	
HS01-5A1	HS01-5A2	HS01-5A3	HS01-5A4	HS01-5A5	Room
Meeting ID: 917 6381 2662 Passcode: ICHUSO2023	Meeting ID: 639 692 2685 Passcode: ICHUSO2023	Meeting ID: 638 795 6985 Passcode: ICHUSO2023	Meeting ID: 914 177 2445 Passcode: ICHUSO2023	Meeting ID: 979 2742 7298 Passcode: ICHUSO2023	Zoom Meeting ID
R.11: Social Sciences(c)	R.12 : Social Sciences and Philosophy	R.13 : ASEAN Studies	R.14: ASEAN Studies	R.15: Literacy, Discourse, and Linguistics	at the 5th floor, HS.01 Rattana Pittaya Building
1.ICHUSO-015/ Citizenship: The Ethics of Political Participation of a Civil Society Organization in the North of Thailand/ <i>Suthep Khammek, Pornamarin Promgird and Jaggapan Cadchumsang</i> 2.ICHUSO-033/ Poverty Reduction and Its Linkages on Sustainable Development Goals (SDGs) in Viet Nam/ <i>Le Thu Hoa, Nguyen Thi Thanh Nga and Vo Thanh Son</i>	1.ICHUSO-044/ Green marketing and green purchase behavior: A systematic review and prospective research in Vietnam/ <i>Pham Hong Hoa, Dinh Van Oanh and Pham Thi Kim Thanh</i> 2.ICHUSO-049/ The Development of Popular Buddhism in Agricultural Society of Thailand/ <i>Banpot Khathaisong and Phramaha Pocana Suvaco.</i>	1.ICHUSO-053/ Educational Policy in Vietnam for Sustainable Development in the 21st Century/ <i>Hoai Nguyen Thu, Worrawoot Jumlongnark and Van Cao Thi Hong</i> 2.ICHUSO-054/ Thanaka: From Local Wisdom to the Uniqueness of Myanmar/ <i>Kiattiwut Boonnoon and Soisara Kumsuret</i> 3.ICHUSO-077/ Reinterpreting the vulnerability of women in Indonesian society: sundel bolong and pocong in Indonesian	1.ICHUSO-052/ Methods for Translating Vietnamese Idioms with Critical Meanings into Thai/ <i>Wantanee Nachaingern</i> 2.ICHUSO-055/ Badminton and Football: A Reflection on Racial Problems under British rule/ <i>Wasunan Puenthong and Kritsada Rampoei</i> 3.ICHUSO-056/ Lady Triew: From the Loser in the War to Heroine of Vietnam/ <i>Thanadol Deeprakong and Siramate Threerapornpat</i>	1.ICHUSO-018/ Lexical Choice to Create Vietnamese Representation in Thai Daily Newspaper/ <i>Ngo Dinh Don and Thinnawat Sroikudrua</i> 2.ICHUSO-041/ A Generative Syntactic Approach to Teach English Sentence Construction at the Undergraduate Level/ <i>Prof. M.G. Lalith Ananda</i> 3.ICHUSO-042/ Learners' Attitudes and Benefits towards a Languaging Course: Wikipedia as a Real-	

3.ICHUSO-039/ Forest carbon standards and applicability in Vietnam/ <i>Nguyen Hong Kien and Nguyen Quang Hong</i> 4.ICHUSO-048/ Impact of teaching quality to repurchase intention of online English course/ <i>Đinh Vân Oanh, Nguyễn Hoài Long, Phạm Hồng Hoa, Phạm Thị Kim Thanh and Trần Hồng Nhung</i>	3.ICHUSO-051/ The Struggle for Women's Rights in Iran through the Lens of the Hijab/ <i>Katika Kannan, Chatchaya Sanguanklang, Nathatai Manadee and Akarya Sangkachan</i> 4.ICHUSO-076/ Who Are the Burakumin? A closer Look at the Identity of a Japanese Minority/ <i>MARTIN STURDIK</i>	horror films/ <i>Yoshimi Nishi</i> 4.ICHUSO-078/ Sharing views on social order and fairness through storytelling: The appropriation of Hamlet in popular theatre in Malaya/ <i>Yamamoto Hiroyuki</i>	4.ICHUSO-058/ The Administrative Reformation of Thai Sangha in Monthon Chanthaburi by Vajirananavongs (1898-1902)/ <i>Sapol Ongphichetmetha</i>	World Writing Task/ <i>Sutharat Puangsing and Pimpaporn Dechvijankit</i>	
HS01-5C1	HS01-5C2	HS01-5C3	HS01-5C4	HS01-5C5	Room
Meeting ID: 926 5043 0562 Passcode: ICHUSO2023	Meeting ID: 925 4430 7898 Passcode: ICHUSO2023	Meeting ID: 914 8204 1303 Passcode: ICHUSO2023	Meeting ID: 919 5046 8603 Passcode: ICHUSO2023	Meeting ID: 940 9488 5344 Passcode: ICHUSO2023	Zoom Meeting ID
15.00-15.15 Break and Refreshment					
15.15-17.15 Paper Presentation Section					
R.16: Economic & Management (d)	R.17 : ASEAN Studies	R.18: Public Policy	R.19: Public Policy	R.20: Round table	at the 5th floor, HS.01 Rattana Pittaya Building
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Intimate Partner Violence against Men in South Asia

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Abstract

Introduction: Gender equality is imperative to social justice and human right. All genders including men and other gender-diverse groups could be impacted by gender inequality. Intimate partner violence (IPV) is a deeply rooted source of gender inequality. Men are always portrayed as the perpetrators of intimate partner violence (IPV) while women as the natural victims. Such stereotypical notion continues to ignore and admit the occurrence of female-to-male IPV in society. Society is largely reluctant to believe the incidents of male victimisation of IPV and also to address the discursive impacts of IPV against men perpetuated by women, causing a serious violation of men's human rights.

Objectives: Against this backdrop, this review was conducted to explore the extent and dynamics of IPV against men in South Asia. Based on the findings, it also intends to suggest policy measures to ensure social justice for the victimised men.

Methodology: This literature review has primarily been initiated to understand the extent and dynamics of IPV against men in South Asia. The search was performed through PubMed, Scopus, Google and Google Scholar. The breadth of the search includes all available works published up to May 2022. As the numbers of academic studies are very limited, all available works ($n=19$) discussing fully or partially IPV against men in different South Asian countries were included. Country specific results were analysed thematically.

Results: Available studies confirm that men in this region are encountering psychological/emotional, physical, economic and sexual violence in manifolds. Upsettingly, due to social stigma and harsh social realities as well as the absence of legal/policy and institutional supports, victimised men continue to keep themselves away from seeking help. Broadly, studies in South Asia have produced two gloomy realities: one confirming men's poor help-seeking practices and the other confirming the dearth/absence of legal and institutional support mechanisms for the victimised men.

Discussion: Several lessons may be drawn from this maiden review in the context of South Asia. It confirms the existence of female-perpetrated IPV against men in most South Asian countries, although evidence of scholarly works was not available for three countries such as Bhutan, Maldives and Afghanistan. But it might be erroneous to completely disregard the absence of IPV in these three countries. In view of the dearth of empirical works in South Asia, it is a necessity to advance scholarly knowledge on IPV against men. National and regional funding should be in place to attract scholars to intensely investigate the problem and produce quality research outcomes so that appropriate policy interventions may be undertaken.

Conclusion: Existing social development discourses need some kind of (re) orientation/shifting from the one-sided 'women-only' focus to include men's sufferings and experiences as a focus of intervention. In particular, IPV should be considered a 'human issue'. Gender-neutral legal and policy interventions are needed to protect men at home from their violent partners.

Keywords: IPV against Men, Women, South Asia, Review



Introduction

Intimate partner violence (IPV) is a critical worldwide public health concern. World Health Organisation [WHO (2022)] defines IPV as, “behaviour within an intimate relationship that causes physical, sexual or psychological harm, including acts of physical aggression, sexual coercion, psychological abuse and controlling behaviours”. This definition covers violence by both current and former spouses and partners. Globally, such violence is considered a gendered phenomenon, affecting women only (Scott-Storey et al. 2023). While IPV perpetrated by men against women has received significant attention from the academia, media and policy discourses in both Western and non-Western societies, the opposite is true for IPV perpetrated by women against men (Khan, Ali, Abdullah & Shahid, 2018). IPV is immediately portrayed as a gendered problem rooted in patriarchy, and women are perceived as the usual victims while men as the perpetrators (George, 2007). Such a stereotypical worldview has been established as a common myth among people (Tsui, 2014). M. J. George (1994) also views female-perpetrated IPV as a “Great Taboo”—a subject not appropriate for common public discussions. Society is largely reluctant to believe the incidents of male victimisation of IPV and shows skepticism about the nature, context and motivation of female violence (Hines & Douglas, 2010). Often the issue is sidelined on the plea that men are stronger than women and as such they are less susceptible to IPV perpetrated by female intimate partners. Also, men tend to be victimised more by strangers or acquaintances rather than by their intimate partners (Carmo, Grams, & Magalhães, 2011). Some further argue that IPV is a tool for men to maintain power and control over women. Thereby, it is impossible for women to be the perpetrators of IPV against men (Hines & Douglas, 2010). Considering IPV is a fact for one gender only, deliberately marginalising the other (men).

The knowledge available on IPV predominantly comes from the samples/experiences and the plight of women in their relationships with men (Scott-Storey et al. 2023). Such a well-established IPV research norm is greatly promoted by political advocacy for women’s rights worldwide (George, 2007). However, scholarly initiatives to tap the incidence of IPV against men by women began since the early to mid-1970s in the Western world (Hines & Douglas, 2009; Gelles 1974). Recent examples from the developed societies/Western world are also confirming men as victim of IPV. According to the Centre for Disease Control and Prevention (2022), IPV is a serious public health concern in the USA which badly affecting men and society. About 41% of women and 26% of men have experienced some form of sexual violence, physical violence, and/or stalking by an intimate partner during their lifetime. From the reporting of National Intimate Partner and Sexual Violence Survey 2015, it has been noted that men sustain more psychological violence, followed by physical violence and sexual violence in USA (Machado, Hines, & Douglas, 2020). While, according to the Centre for the Social Justice (2022), one-third of IPV victims are men in the UK.

Studies on IPV against men in Asian contexts are very limited. Available studies confirm men are most likely the hidden victims of IPV who hardly find any space to seek help against IPV. For example, a study from Hong Kong revealed that men face different levels of psychological and cultural barriers and decisional challenges to seek help in the event of IPV (Tsang, Chan, & Cheung, 2021). Generally, the availability of support system for male victims of IPV is virtually absent in Asia. Moreover, Asian men’s psychological notions, personal feelings and traditional cultural values negatively affect their decision making to seek help when they become the victims of IPV (Cheung, Leung & Tsui, 2009).



South Asia is a region comprising countries namely, Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka. More than one-fifth of the world's population resides in this region (Ramakrishnan et al., 2012). Since violence against women and girls is so persistent in South Asia, all countries of this region have made several legal and policy provisions to protect them (Solotaroff & Pande, 2014). While legal and policy provisions to protect men in South Asia from female-perpetrated IPV are far from a reality.

Objectives of the Review

Against this backdrop, this review was conducted to explore the extent, criticality and dynamics of IPV against men in South Asia. Based on the findings, it intends to suggest policy measures to ensure social justice for the victimised men. Following that, it also intends to draw attention of the academics, social/development interventionists and policy planners to take up the topic as a frontier of development concern and to take appropriate measures in different country contexts of South Asia.

Methodology of the Review

The search strategy of this review was carried out to find out scholarly works on IPV against men from the countries of the South Asian region. The search was performed through PubMed, Scopus, Google and Google Scholar. The breadth of the search includes all available works published up to May 2022. Search items include violence against men, intimate/domestic/family/spousal/partner violence against men, female-perpetrated violence against men, and country names of South Asia (Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka).

Empirical (qualitative, quantitative or mixed-method), review and conceptual articles published in English language in academic journals/book chapters as well as research reports were included. All non-academic write-ups such as newspaper reports, blogs, legal reviews and policy briefs were excluded.

As the numbers of academic studies are very limited, all available works ($n=19$) discussing fully or partially IPV against men were included. Specifically, there were 11 studies on India, 2 on Pakistan, 2 on Sri Lanka, 1 on Nepal and 3 on Bangladesh. No research is available on Bhutan, Maldives and Afghanistan.

Although research on men's experiences of IPV in South Asia is very limited (Bandara et al., 2022), available studies are summarised through a country-specific reporting format. In this regard, the extent of knowledge on IPV against men in a specific country was depicted thematically. Thereafter, an overall interpretation was made. No quality assessment was done keeping in mind the limited available work. Any overlapping (if any) among the studies has been carefully avoided. Being a review and already published online for the readers, no formal ethical approval was needed.



Notably, in the academic and development literature, IPV is synonymously used as family violence, spousal violence, partner violence, domestic violence and so on (Adebayo, 2014). This review has used these words interchangeably.

Country-Specific Study Findings

India

The number of studies in India is higher than in other South Asian countries. These studies have captured different dimensions of IPV including prevalence, nature and practices, factors, consequences/effects, help-seeking practices and legal-institutional framework, amongst others. The major impressions of the findings of the studies are thematically stated below.

Prevalence of IPV

A country-wide survey on domestic violence against men/IPV was conducted by *Save Family Foundation in conjunction with My Nation* during April 2005-March 2006 on 1650 husbands/men aged between 15 and 49 years. This survey explored that 98% of the respondents experienced domestic violence from their wives/partners more than once in their life. Economic violence (32.8%) is the most common form followed by physical violence (25.2%), emotional violence (22.2%), and sexual violence (17.7%) (Sarkar, Dsouza & Dasgupta 2007).

Domestic violence against women was a segment of the National Family Health Survey 2005 which also interviewed abused women regarding their involvement in spousal violence against their husbands in their lifetime. One (1.8%) per cent of married women reported ever initiating violence against their current or most recent husbands, and 1.1% reported being involved in such violence in the last 12 months of the survey. The initiation of such violence is higher for women who experienced spousal violence compared to women who have never experienced such violence [International Institute for Population Sciences (IIPS), 2007].

A cross-sectional study in rural Haryana by Malik and Nadda (2019) on 1000 men aged between 21 to 49 years reveals that 52.4% of men ever experienced violence by their wives/intimate partners in their lifetime, followed by 10.5% in the last 12 months. The most common incidence of such violence is emotional (51.6%), followed by physical (6%) and sexual (0.4%).

Nature and practices of IPV

Several studies have categorically highlighted the nature of this violence. Some of the examples are picked up in the following.

Under *emotional/psychological violence*, Kumar (2012) reported that men experience a great extent of violence from their wives. Upon returning home wives irritate their husbands through grumbling, murmuring and cursing. Sometimes wives are verbally very abusive, often find faults and harass their husbands in different ways targeting their profession/work, attitude, and daily activities, physical and sexual problems. They often insult not only their husbands but also their aged in-laws. Disturbingly, many men are threatened even by their in-laws to behave and act as per the desire of their wives. Malik and Nadda (2019) found the categories of psychological/emotional violence as criticism, insulting in front of others, and threatening to hurt.



Sarkar et al. (2007) noted women deliberately delay food when their husbands come back home from work. They also deny sex without any valid reason and raise children against their fathers. Sometimes they force men to send their parents to old age homes and treat their in-laws badly or even do not take care of them. Moreover, in-laws also threaten men. The study concludes that Indian women are “most abusive and dominating”.

Men’s emotional state of mind and psychological well-being are often ignored by their partners or by the family at large (De Souza, 2022). One of the most traumatic psychological/emotional forms of violence faced by Indian men is the threat to lodge false allegations under the pro-women legal framework such as the Dowry Prohibition Act or Domestic Violence Act, noted repeatedly by Daspande (2019), Kumar (2012) and De Sousa (2022).

Under *physical violence* against men, Malik and Nadda (2019), Pandey (nd.) and Despande (2019) found slapping is the most common practice and hitting by a weapon is the least common practice of physical aggression against men in India. While De Sousa (2022) and Farhana E.V. (2022) identified physical abuse directed at men includes slapping, pushing, scratching, biting-up, hitting or throwing objects such as utensils, cell phones, and crockery at the husbands. IIPS (2007) also documented physical violence against men such as slapping, kicking and hurtful beating.

In the event of *sexual violence*, several studies reported that men are often denied sex without reason by their wives. In intimate relationships, sex stands as a bargaining tool for women. They use it to get things done for them (Sarker et al., 2007; Kumar, 2012; De Sousa, 2022). Malik and Nadia (2019) and Nayak (n.d.) found several practices of sexual violence such as applying physical force to have sex or having sex against active drive.

The evidence of *economic violence* includes placing illogical financial demands on the husbands (Farhana E.V., 2022), keeping husbands away from decisions related to finance and purchase, purchasing unnecessary costly items (Pandey, nd.), taking away the salaries or earnings of the husbands, forcing husbands to pay for wives’ families and restricting them not to help their own families (Sarkar, et al., 2007).

Factors of IPV

Several socio-cultural intricacies related to income and financial matters, poor income of the husband or more income by the wife, unrealistic and difficult expectations on men, poor anger management and frustration by women, domination of women, level of education, alcoholism, nuclear family set-up, increasing economic and other dependencies on women, higher duration of the marriage, extramarital affairs, amongst others, are associated with IPV against men (Malik & Nadda, 2019; Deshpande, 2019; Kumar, 2012; De Souza, 2022).

Effects of IPV

In India, women in most cases perpetuate mental/verbal or emotional violence rather than physical violence. Severe assaultive injuries and lethality, although rare, are not uncommon (De Sousa, 2022). However, the effect of mental/emotional violence could be serious on men as they are often over-sensitive to such violence. For example, being labelled as a coward, impotent or a failure can have a very different psychological impact on men than women (Kumar, 2012). Since Indian women are verbally very abusive, such behaviour often results in serious mental torture for men (Sarker et al., 2007). Violence may also push men into the habit of alcoholism and other life-



threatening drugs and lead to depression or suicide in extreme cases. Every year approximately 17000 married Indian men commit suicide due to domestic violence (Pandey, n.d.). The incidents of suicide are higher in India among married men than those who are separated or divorced (Deshpande, 2019).

Reporting of IPV or help-seeking practices

The incidents of male victimisation of IPV by their wives often go unreported in India. Studies have identified several factors behind men's poor help-seeking practices in the event of IPV. The intricacies associated with masculine ideologies are worth noting. Seeing help or disclosing suffering is considered feminine behaviour or a shameful act for men (Kumar, 2012). Due to masculine pursuits, men are ashamed of talking and sharing their experiences of violence (Deshpande, 2019). Often the sufferings of men are not believed or even their complaints are not taken seriously. The pressure of the family members to continue the relationship, the likelihood of getting trapped in false legal accusations, belief and anticipation of getting things better, fear of losing respect and social position, fear of getting blamed or ridiculed, love towards children, the anticipation of the effects on children, fear of losing custody of children, fear of loneliness, getting divorced and overall lack of appropriate legislation deter men to indulge the sufferings of IPV silently and also restrict them seeking help (Deshpande, 2019; Kumar, 2012; Nayak, *n.d.*; Farhana E.V., 2022).

Legal and institutional support

There are no legal frameworks to protect men from female-perpetrated IPV in India (De Sousa, 2022). The legal structure of India intends to protect women from all kinds of atrocities carried out by men but is very unfair towards men (Pandey, *n.d.*). All laws in India covering issues of (domestic/IPV) violence portray women as victims, (Deshpande, 2019; Nayak; *n.d.*), but fail to recognise that men can also be victims (Diwakar, 2016; Sengupta & Bhatt, *n.d.*). Due to the prevailing biasness in the legal framework, many women take advantage of them and lodge false accusations against men (Farhana E.V., 2022). Men constantly face the fear of getting arrested by the Police for crimes for which they are not responsible (Sengupta & Bhatt, *n.d.*). No law has yet been formulated to protect men against female-perpetrated IPV or domestic violence. On the other hand, all laws on IPV such as the Dowry Prohibition Act 1961 and the Domestic Violence Act 2005 were specifically enacted to protect women (Deshpande, 2019). Even in terms of passing verdicts on divorce, child custody and maintenance after divorce, women are looked at more sympathetically (Deshpande, 2019).

India is a pro-women country, where millions of people fight for women's rights. Conversely, a few NGOs and proactive individuals have raised their voices against the atrocities faced by men, and are providing legal and institutional support (Pandey, *n.d.*). In order to protect men in their homes, it has also been suggested to enact gender-neutral, unprejudiced and undifferentiated laws in India (Diwakar, 2016; Deshpande, 2019). Good to note that considering the extent of false allegations and the intricacies associated with the existing legal system of India, the Supreme Court has already passed several directives for the protection of men and their families including prohibiting the police from making arrests on the mere basis of a complaint



(Nayak, n.d.; Diwakar, 2016; Sarker et al., 2007; Sengupta & Bhatt, n.d.). But due to lack of communication and understanding by the implementing agencies, the directives of the Supreme Court are not being followed appropriately (Sengupta & Bhatt, n.d.).

Pakistan

There are only two research on IPV against men in Pakistan. The key findings of these works are stated below.

Prevalence of IPV

Khan, Ali, Abdullah and Shahid (2018) collected data in *Dir (lower)* district from 258 married men aged between 22 and 62 years who are currently living with their wives. Psychological and physical are the two forms of violence that men encounter in their conjugal life. Almost all respondents (99.6%) experienced some kind of psychological abuse from their wives. The extent of such violence was scaled up as 'mild' experienced by 32.2% men, 'moderate' by 19.7% men, 'severe' by 32.6% men and 'very severe' by 15.5% men. This study also noted that 39.42% men experienced physical violence from their wives. The extent of such violence was scaled up as 'mild' experienced by 16.5% men, 'moderate' by 35.9% men, 'severe' by 23.3% men and 'very severe' by 24.3% men.

On the other hand, a qualitative research by Munirkazmi and Mohyuddin (2012) at *Nai Abaadi Chaaakra* explored some extent of psychological/emotional and physical violence against men.

Nature and practices of IPV

Khan et al. (2018) reported the incidents of *psychological violence* by women on their husbands include insulting, humiliating in front of others, imposing decisions, forcing to listen their instructions, restricting to contact family members, seeing friends and doing shopping, abusing or intimidating verbally and threatening to hurt. Munirkazmi and Mohyuddin (2012) reported that women tend to create a very stressful family environment that fell men into the state of depression and anxiety. Often the husbands have to succumb to the desire of their wives. In many occasions, wives use rude and indecent words and apply manipulative tactics to play with the emotions of their husbands.

The incidents of *physical violence* by women on their husbands include slapping, throwing objects, pushing, pulling the hair, hitting with fist or deadly objects, punching and kicking. Amongst these practices of violence, pushing is used more frequently followed by throwing objects. Kicking is the least applied practice of physical aggression by women (Khan et al., 2018). On the other hand, Munirkazmi and Mohyuddin (2012) stated that wives sometimes assault their husbands using sexual harassment or physical beatings.

Factors of IPV

Khan et al. (2018) observed that a wife's family background stands as a critical risk factor for IPV. Men may be exposed more to IPV if the families of their wives are politically and financially superior. While Munirkazmi and Mohyuddin (2012) found violent behaviour is carried out towards men due to the factors associated with jealousy, anger, desire to control the



relationship and confusion. The techniques of self-defence and retaliation of females should also be mentioned in this regard. The lack of education and poor financial conditions too generate frustration and anxiety, ultimately leading to violent behaviour.

Reporting of IPV or help-seeking practices

Munirkazmi and Mohyuddin (2012) stated that men in the study area usually do not seek help or report the violent behaviour of females. They tend to remain silent in the event of IPV. It is due to the fact; men fear that they will not be believed or even be ridiculed. Moreover, lower or middle-class men are too concerned about their livelihood and they do not have much time to share their experiences of violence with others. Resource constraints also put hindrances in support-seeking for men. People are mostly uneducated and unaware of their legal rights, if any. It is worth mentioning that traditional gender roles or masculinity also deter men to seek support or disclose their sufferings (Munirkazmi and Mohyuddin, 2012). The other study conducted by Khan et al. (2018) has not highlighted the help-seeking practices of abused men.

Legal and institutional support

Munirkazmi and Mohyuddin (2012) noted legal and institutional mechanisms are not supportive of abused men. Most of the domestic violence services/support centres are specifically aimed at helping the female population of the country. A strong reluctance to seek help by the abused men is evident. Even if the support is available, abused men may feel they would not be welcome by the service providers. Within the existing legal framework, men are often overlooked as victims of domestic violence. There is a lacking of institutional and legal support mechanism for men in need.

Sri Lanka

Two studies expressed the IPV/domestic violence against men in Sri Lanka. The study conducted by Rathnaweera (2017) is purely clinical that broadly analysed the forensic aspects of one 30-year-old victim who was seriously assaulted by his wife in Karapitiya. While the other study was conducted by Bandara et al. (2022) to ascertain the clinical and psychosocial aspects of IPV/domestic violence among men and women in Kandy. The key findings of these two studies are stated below.

Prevalence

Bandara et al. (2022) noted that men and women experience a similar prevalence of domestic violence (women: 19% 95% CI 15%–23%; men: 18% 95% CI 14%–22%). Separately, psychological abuse stands as (women: 16% 95% CI 13% - 19%; (men: 15% 95% CI 12% - 20%) and physical/sexual abuse (women: 5% 95% CI 3% - 7%; men: 3% 95% CI 2% - 6%). Being a single case study, no such statistical prevalence is available for the other study conducted by Rathnaweera (2017). However, it depicts the clinical evidence of serious physical assault by the wife.

Factors of IPV

Bandara et al. (2022) captured the clinical and psychosocial factors of IPV, and did not find any significant variance between men and women. The clinical factors that are associated with IPV for both men include depression symptoms, suicidal ideation, previous self-harm, prior



diagnosis of psychiatric disorder, chronic illness/disability, and perceived low social support. But men with chronic illness are more exposed to IPV than men without chronic illness. The psycho-social factors associated with IPV include the presence of in-laws, low social and community support, having three or more children, and being divorced, separated or widowed. Low community supports are strongly associated with IPV against men

Rathnaweera (2017) recorded the case history of a 30-year-old man who was severely assaulted by his wife with a club and was hospitalised thereof for treatment. The reason for such a crude attack was that the wife was suspecting his husband of having been involved in extramarital relations, although the allegation was strongly refused.

Effects of IPV

Rathnaweera (2017) confirmed the injuries suffered by the victim resulted in laceration over the head, skull fracture and extradural hemorrhage with midline shift. Overall the injuries were fatal and life-threatening. No effect of IPV was examined by Bandra et al. (2022).

Nepal

A community based cross sectional study was conducted by Devkota, Niralua, Singh, Adhikari and Chakravartty (2021) with a sample of 210 married men in Katmandu city to ascertain the prevalence and associated factors of IPV. The key findings of this lone study in Nepal are as follows.

Prevalence of IPV

The lifetime prevalence of IPV was revealed as psychological violence (56.2%), physical violence (41.4%) and sexual violence (5.2%). While the prevalence of IPV within twelve months was captured as psychological violence (50.5%), physical violence (31.9%) and sexual violence (4.3%).

Factors of IPV

A range of factors were revealed to be associated with IPV against men. Age of respondent, ethnicity, education, family income, marriage type, decision in marriage, age of wife, smoking habit and depression were significantly associated with physical violence. The habit of consuming alcohol by the wife is associated with sexual violence. On the other hand, education, family income, age at marriage, spousal age gap, marriage type, marriage decision and smoking habit are significantly associated with psychological violence.

Bangladesh

Khan and Arendse (2022) have broadly captured some critical dynamics of female-perpetrated domestic violence in Bangladesh. Moon (2019), Moon, Kabir, Begum and Islam (2019) have partially captured the problem while studying gender violence in rural areas of Sirajganj district. The salient analyses/findings of these studies are as follows.



Prevalence of IPV

Khan and Arendse (2022) highlighted some grim realities of physical and emotional/psychological violence against men by their female intimate partners. Citing estimations of the Bangladesh Men's Rights Forum (BMRF), Khan and Arendse (2022) informed that 80% married men in Bangladesh have faced mental/emotional violence by their wives. While Moon (2019) noted some prevalence of psychological violence against a case of male victim of IPV.

Nature and practices of IPV

By reviewing newspaper sources, Khan and Arendse (2022) brought some grievous cases of physical and emotional violence. These cases include the killing of a husband by his wife and then dismembering the body into six pieces, amputating the husband's penis and cutting his throat, forcing to suicide, abducting the husband by the hired people and torturing him.

Moon (2019) analysed a lived case of psychological victimisation of IPV by her wife. The man is the victim of his wife's suspicious behaviour who always thinks her husband is engaged with another woman. The husband never found peace in his conjugal life on this matter. Most of the time they were involved in quarrelling, ultimately forcing them to live separately.

Causes of IPV

Khan and Arendse (2022) found some intrigue financial issues, second marriage of the husband and wife's infidelity as causes behind IPV against men. On the other hand, suspicious behaviour of the wife is the cause of IPV against the husband, as noted by Moon (2019). While Moon et al. (2019) generally commented that financial problems, lower income, lack of family supports and arguments are the common issues leading to IPV.

Reporting of IPV and help-seeking practices

Khan and Arendse (2022) observed that men in Bangladesh are generally ashamed of sharing and reporting their experiences of IPV due to the complexities associated with their manhood. Moreover, the social antipathy and silence towards the issue and the possibility of being ridiculed or not being believed also deter men not to seek help. Moon et al. (2019) found that out of a strong sense of shame, men tend not to express their sufferings in intimate relations.

Legal and institutional support

There is a plethora of legal, policy and institutional mechanisms to protect women from men's violence both in domestic and public spheres in Bangladesh. Conversely, no specific legal, policy and institutional mechanisms are available to save men from female-perpetrated violence/IPV. Women often take advantage of these favourable legal and policy mechanisms and lodge false complaints against men or husbands for dowry demands, torture, and/or rape/attempted rape (Khan & Arendse, 2022).



Bangladesh Men's Rights Forum (BMRF) is the first organisation working to establish men's rights. It aims to eliminate discrimination against men, end all forms of violence against men, establish the rights of men and provide necessary legal services to the victims. It also has placed demands on the government for a specific law for domestic violence against men. Yet, it has not been able to bring broader coverage to protect men to several constraints (Khan & Arendse, 2022).

Afghanistan, Bhutan and Maldives

No study on IPV against men is available in these countries.

Discussion

The focus of this review was to depict the nature and extent of female-perpetrated IPV against men in South Asia. All relevant empirical, conceptual and analytical manuscripts and research reports were reviewed. In total, 19 studies were included in this review. Where there is ample evidence of scholarly literature on any form of violence against women and girls in South Asia (Khan & Arendse, 2022), the number of studies on men's experiences of violence is exceedingly very limited. Amongst the 8 South Asian countries, India has produced more than half of the studies on IPV/violence against men. But Afghanistan, Bhutan and Maldives are yet to produce any scholarly work on this problem. However, these studies provide an impression of the existence of female-perpetrated IPV against men in South Asia.

It has been noted that men in South Asia encounter several harmful practices of physical, sexual, psychological/emotional and economic violence in their intimate relations. The statistical prevalence of various practices of different categories of violence seems disturbing. For example, nearly all respondents (more than 90%) of the relevant empirical studies, with some variations, admitted having experienced some kind of IPV in their life. The prevalence estimation of IPV against men in South Asian countries is consistent with several studies from outside South Asia (see, Khalifeh et al., 2015; Kolbe & Büttner, 2020; Enakele, 2019).

With some unique and spatial differences, the practices and forms of violence are the same for men and women. For example, the *In-depth Study Report on All Forms of Violence against Women: Report of the Secretary General (A/61/122/Add.1)* that emerged in 2006 documented several practices of domestic violence under four categories of violence (see, United Nations, 2006). Many of the practices identified by this global study are quite similar to what has been found in this review. A recent systematic review outside South Asia also confirms that men are the victims of a range of physical, psychological, and sexual violence (Scott-Storey et al., 2023). The current analysis is also consistent with this review.

Some of the studies have explored effects of IPV on men. Evidence shows that these effects are not only mere emotional/psychological, but also resulted in life-threatening consequences such as self-harm/suicide and even homicide. Findings as such are in consonance with an extensive review conducted by Kolbe and Büttner (2020) covering several countries that reported IPV as very impactful on men in terms of physical injuries, impaired physical health, mental anxiety or disorder, increased risk of alcohol consumption and illegal substance use. Homicide by women in an intimate relationship is not unknown elsewhere. For example, an analysis of a large number (50



279) of intimate partner homicide cases in the USA from 1976 to 2001 confirms that 18 309 men were killed by women, although the methods used for killing differ between men and women. Women use less aggressive and less hand-on methods than men in killing their partners (Mize, Shackelford & Shackelford, 2009). On the other hand, suicide is typically a male phenomenon. The rate of suicide of men is 2.3 times higher than women across all regions and socio-economic groups (WHO, 2021). The disturbances and complexities in intimate relationships have been noted as one of the critical risk factors of suicide not only in the Western context (see, Evans et al., 2016; Scourfield & Evans, 2014), but also in the South Asian context, explored by Khan, Arendse and Ratele (2023).

Several risk factors were identified as fostering IPV against men. Some of these factors are consistent with several other studies from outside South Asia (See, Seamans, Rubin, & Stabb, 2007; Balabukha et al., 2016). However, the risk factors of IPV against men may be better explained by the ‘ecological framework’ entailing individual, relationships, community and societal level factors (WHO, n.d.) According to this framework, violent behaviour is influenced by a complex and interrelated network of systems (Lawson, 2012). The ecological framework is based on the evidence that no single cause may potentially explain why some groups or individuals are at greater risk of IPV (WHO, n.d.).

Studies in South Asia have produced two gloomy realities: one confirming men’s poor help-seeking practices and the other confirming the dearth/absence of legal and institutional support mechanisms for the victimised men. Findings of several studies that have hinted at men’s poor help-seeking practices are also consistent with South Asian context. For example, one recent study from the UK finds masculine identity and its behavioral norms, denial of the victim status, internalised stigma, issues related to status and credibility, health and well-being issues both for self and children, fear of disbelief, discreditation and scorning are some of the critical factors that stand against for poor help-seeking men (Taylor, Bates, Colosi, & Creer, 2022). On the other hand, a cross-sectional study in USA confirms that discrimination against male victims within the criminal justice system, fear of disbelief, fear of being arrested, perceived shame, and ineffective services hinder the victims to seek formal support (Tsui, 2014).

Conclusion: Lessons Ahead

Several lessons may be drawn from this maiden review in the context of South Asia. It confirms the existence of female-perpetrated IPV against men in most South Asian countries, although evidence of scholarly works was not available for the three countries. But it might be erroneous to completely disregard the absence of IPV in these three countries. In view of the dearth of empirical works in South Asia, it is a necessity to advance scholarly knowledge on IPV against men. National and regional funding should be in place to attract scholars to intensely investigate the problem and produce quality research outcomes so that appropriate policy interventions may be undertaken. In the early phase of academic work on family violence issues, leading scholars Straus and Gelles (1986, 42) stated, “violence by wives has not been an object of public concern. There has been no publicity, and no funds have been invested in ameliorating this problem because it has not been defined as a problem.” Later on, McNeely et al. (2001) raised their concerns that the biased state policies that exclusively fund women-only activities and resources based on the pretext that women never or rarely engage in IPV against men may only ignite the problem. Under



the circumstances, it might not be wrong to apprehend that IPV against men by women is a grey area in South Asia both in terms of funded research and interventions.

Sustainable Development Goal 5 exclusively deals with achieving gender equality and empowering women and girls. Eliminating all forms of violence against women is one of the key targets to achieve this goal (Kusuma & Babu, 2017). But gender equality is imperative to social justice and human right—not particularly a women’s issue or gender-specific issue. All genders including men and other gender-diverse groups could be impacted by gender inequality. If IPV against men by women gradually becomes a common practice, it might destabilise the order of society and stand as a serious impediment to development. Thereby, it is imperative to shift the exclusive women-centric development approach to a more inclusive focus. It must be recognised that IPV is not a gender-specific phenomenon—rather a human issue (McNeely et al., 2001). As both men and women are subject to such violence, gender-neutral policy, research and legal interventions are needed for a sustainable and peaceful social development. No way, South Asian governments, scholars, interventionists, legal experts and policymakers can avoid the urgency of this call. If IPV against men continues to be ignored, it might have a disastrous effect on any country in the long run. In order to protect men from all kinds of violence including IPV against women, the men’s rights movement/activism could serve as an important support mechanism in South Asia. There are several good and visible examples to advance the men’s rights movement/activism outside South Asia (see, De Conning, 2020). Men’s rights organisations/activism are also getting momentum in India with definite purposes and strategies of action. Unfortunately, feminists are not comfortable with the emergence of men’s rights organisations/activism (see, Chowdhry, 2014). Against this backdrop, this literature review has primarily been initiated to understand the extent and dynamics of IPV against men in South Asia,

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A Comparative Study of Onomatopoeia Translation Techniques in *Diary of a Wimpy Kid*: Spanish and Thai Perspectives

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Abstract

This study examines the translation techniques used for onomatopoeias in the Spanish and Thai versions of *Diary of a Wimpy Kid*. The research identified 107 onomatopoeic expressions in the original English text and classified them using seven translation techniques: literal translation, amplification, adaptation, compensation, discursive creation, modulation, and omission. The results revealed distinct patterns between the Spanish and Thai translations. Literal translation was more prevalent in the Spanish version accounting for 44.85% of the techniques used reflecting the closer phonetic and cultural similarities between English and Spanish. In contrast, the Thai version utilized the adaptation technique more extensively representing 43% of the techniques used. This finding underscores the influence of substantial phonetic and cultural differences between English and Thai on the choice of translation technique. Future research could build on this study by incorporating more texts and languages or exploring other aspects of translation.

Keywords: Onomatopoeia translation, translation techniques, Spanish-Thai translation, linguistic and cultural considerations



1. Introduction

Onomatopoeia, the formation of a word from a sound associated with what it is named, presents unique challenges in the field of translation. These linguistic phenomena are particularly tied to cultural and phonetic context, often varying significantly from one language to another. This paper focuses on the translation of onomatopoeia found in the popular children's book series, *Diary of a Wimpy Kid*, by Jeff Kinney, specifically comparing translation techniques used in Spanish and Thai renditions of the first volume.

Diary of a Wimpy Kid has gained international acclaim and popularity among young readers for its engaging narration and relatable storylines. Presented in the format of a personal journal, the book features a significant range of onomatopoeic expressions that enrich the storytelling by imitating sounds from daily life. Translating these onomatopoeias while maintaining their original context and intent necessitates intricate strategies, making this book an intriguing choice for this comparative study.

2. Objectives of the Study

This study aims to:

- 1) Identify and categorize onomatopoeias in *Diary of a Wimpy Kid* and classify the translation techniques employed for these onomatopoeias in the Spanish and Thai versions of the book.
- 2) Compare and contrast the translation strategies employed in the Spanish and Thai translations, identifying any commonalities or disparities.
- 3) Discuss the linguistic and cultural factors that might influence the choice of translation technique.

In the following sections, we present our methodology, including corpus selection and the process of identifying and classifying onomatopoeias and translation techniques. The study then moves on to the comparative analysis and discussion of our findings and concludes with remarks on the broader implications of this research and future areas of exploration.

3. Literature review

The *Diary of a Wimpy Kid* series by Jeff Kinney has garnered significant attention in the academic realm particularly in the context of translation studies. This literature review delves into various research articles that have analyzed different aspects of the series, especially its translation into various languages.

Pastyříková (2020) offers a comparative analysis between the original *Diary of a Wimpy Kid* and its Czech translation *Deník malého poseřoutky* emphasizing the challenges and strategies employed in translating children's literature, especially when addressing cultural references, idiomatic expressions, and maintaining a tone suitable for young readers.

Nugraha (n.d.) focuses on the translation of idioms from English to Indonesian in the *Diary of a Wimpy Kid*, identifying various translation types, strategies, and some translation errors, which highlight the intricacies of idiom translation.

Muzayyanah (2015) delves into the translation of slang in the novel and its Indonesian counterpart, categorizing the types of slangs found in the novel and discussing the strategies employed by the translator. The research underscores the contribution of its findings to teaching English-Indonesian translation.



Purnomo (2017) examines the translation of cultural words and expressions in the *Diary of a Wimpy Kid* series identifying various translation techniques and evaluating their effectiveness in conveying the intended meaning while preserving the cultural essence.

Pastyrikova (2020) provides a sociolinguistic analysis of the series emphasizing the portrayal of the main character's social status and its implications while offering insights into the linguistic choices made in the series and their impact on character development and narrative progression.

Several other studies, such as those by Al-Jabri (2020), Rizqi (2017), and HALLER (2014), have explored the *Diary of a Wimpy Kid* series from various perspectives, analyzing the series' translation into different languages, its sociolinguistic aspects, and its portrayal of childhood and adolescence.

4. Methodology

To conduct a comparative analysis of onomatopoeia translation techniques used in the Spanish and Thai renditions of *Diary of a Wimpy Kid*, a comprehensive methodology was implemented. This process was divided into three primary stages: selecting the corpus, identifying the onomatopoeia, and classifying the translation techniques.

4.1 Corpus Selection

This study employs the first volume of the globally recognized children's book series, *Diary of a Wimpy Kid*, written by Jeff Kinney, as the research corpus. The wide appeal and extensive translation of this series render it an appropriate selection for investigations across languages. The book, presented as the personal diary of the protagonist, Greg Heffley, navigating his middle school life, encapsulates a variety of expressions, including a plethora of onomatopoeic words that resonate with everyday life and interactions. The language employed is fairly straightforward and simple, catering to the target audience of young children and teens, which allows for a concentrated analysis of onomatopoeia translation without the distraction of intricate narrative or descriptive elements.

The corpus includes both the Spanish and Thai translations of the book allowing for a comparative analysis. These officially published translations ensure a degree of quality and authenticity in the translation techniques applied.

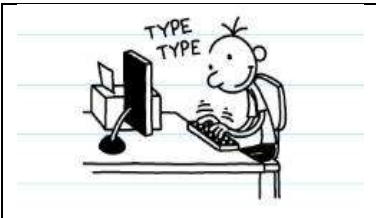
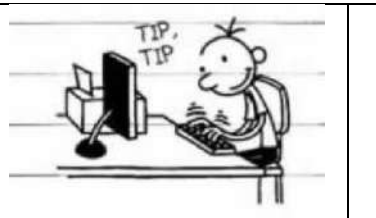
		
TYPE TYPE	TIP, TIP	ต๊อก ๆ แด็ก ๆ
English	Spanish	Thai

Figure1: Example of the corpus

4.2 Onomatopoeia Identification

All versions of the text were meticulously examined to identify and extract instances of onomatopoeia. The onomatopoeic expressions were categorized into four sections: animal sounds, sounds produced by nature, human-made sounds, and sounds made by objects. The expressions were then compared across the original English version and its Spanish and Thai counterparts.



4.3 Classification of Translation Techniques

The Spanish and Thai versions' onomatopoeic expressions were analyzed in context to classify the translation techniques applied. The techniques used were adapted from Molina and Hurtado Albir's proposal (2002) and included literal translation, amplification, adaptation, compensation, discursive creation, modulation, and omission. The frequency and percentage of each translation technique used were calculated to facilitate comparative analysis. This process aimed to reveal patterns or trends in the application of different techniques across the two languages, providing insight into the linguistic, cultural, and stylistic factors influencing translators' choices.

5. Analysis

In this section, we present the results of our comparison of onomatopoeia translation techniques between the Spanish and Thai translations of *Diary of a Wimpy Kid*. The findings are summarized in tables and graphs for clarity.

5.1. Identification and Categorization of Onomatopoeias

Upon analysis of the corpus, a total of 107 instances of onomatopoeia were identified in the original English version of "Diary of a Wimpy Kid." These onomatopoeias were categorized into four categories: animal sounds (1.87%), nature sounds (0%), sounds made by humans (68.23%), and object sounds (29.90%). Table 1 illustrates the frequency and percentage of each category.

Classification Of Onomatopoeias	Numbers Of Expressions Founded	Percentage
1. Animal Sounds	2	1.87
2. Nature Sounds	0	0
3. Sounds Made By Human	73	68.23
4. Object Sounds	32	29.90
Total	107	100

Table 1: Categorization of Onomatopoeias in the Original Version

5.2 Classification of Translation Techniques

The translation techniques used for each onomatopoeic expression in the Spanish and Thai versions were identified and classified based on the model proposed by Molina and Hurtado Albir (2002). The techniques were categorized as literal translation, amplification, adaptation, compensation, discursive creation, modulation and omission.

In the Spanish translation of *Diary of a Wimpy Kid*, all seven translation techniques were used at varying frequencies. Literal Translation was the most used technique, accounting for 44.85% of the instances, while Adaptation (33.64%) and Discursive Creation (14.01%) were also fairly common. The other four techniques - Amplification, Compensation, Modulation, and Omission - were utilized less frequently, each accounting for less than 5% of the total instances.

On the other hand, in the Thai translation of the same work, only five translation techniques were utilized. Adaptation was the most frequently used, covering 43% of the instances, followed by Literal Translation (28.05%), Compensation (12.14%), and Discursive Creation (12.14%). Amplification was only used in 4.67% of the instances.



Remarkably, the Thai translation of the book did not utilize two techniques - Modulation and Omission - at all. This observation could hint at the unique linguistic and cultural factors that Thai translators had to consider when translating onomatopoeic expressions from English. For example, Modulation and Omission could have been consciously avoided to uphold the semantic coherence and auditory effect of the original onomatopoeias.

Overall, these differences in translation techniques usage between the Spanish and Thai versions highlight the different strategies employed by translators when handling the unique challenges of translating onomatopoeia, a form of language heavily reliant on specific cultural and phonetic contexts.

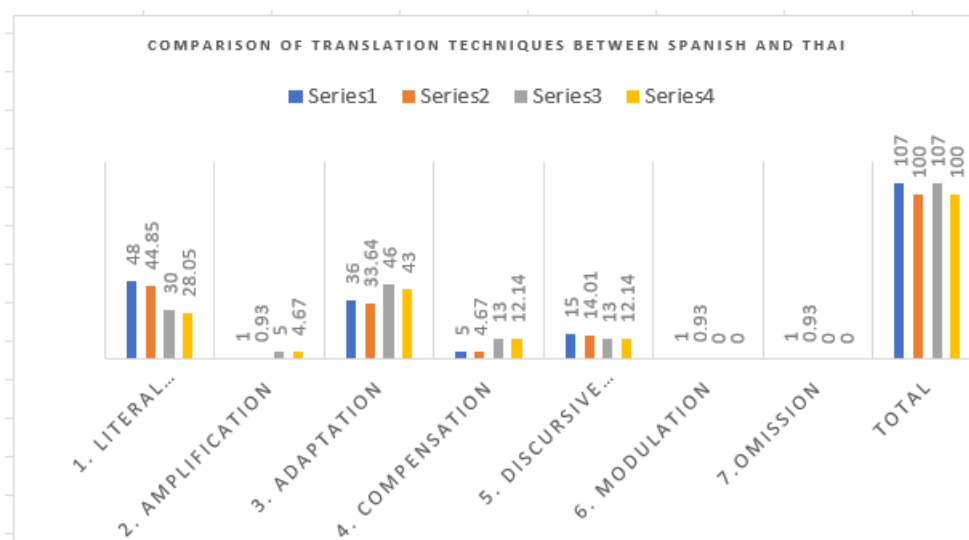
Table 2 provides a detailed breakdown of the frequency and percentage of each translation technique used in both versions.

Translation Techniques Used	Frequency of Spanish Translation	Percentage	Frequency of Thai Translation	Percentage
1. Literal Translation	48	44.85	30	28.05
2. Amplification	1	0.93	5	4.67
3. Adaptation	36	33.64	46	43
4. Compensation	5	4.67	13	12.14
5. Discursive Creation	15	14.01	13	12.14
6. Modulation	1	0.93	0	0
7. Omission	1	0.93	0	0
Total	107	100	107	100

Table 2: Classification of Translation Techniques in the Spanish and Thai Versions

5.3 Comparison of Translation Techniques

Comparing the Spanish and Thai translations reveals interesting differences in the application of translation techniques. While literal translation was more prevalent in Spanish, the Thai version made greater use of adaptation. This could suggest different strategies in dealing with onomatopoeia, potentially influenced by linguistic and cultural factors. Figure 2 visually represents this comparison.



Series1 (Blue): Represents the frequency of each translation technique used in the Spanish version.

Series2 (Orange): Indicates the percentage representation of each technique in the Spanish version.

Series3 (Grey): Represents the frequency of each translation technique used in the Thai version.

Series4 (Yellow): Indicates the percentage representation of each technique in the Thai version.

Figure 2: Comparison of Translation Techniques Between Spanish and Thai

5.4 Linguistic and Cultural Considerations

Analysis of the data suggests that both linguistic and cultural factors may have played a role in the choice of translation technique. For instance, the greater use of adaptation in Thai could be attributed to the phonetic differences between English and Thai, requiring a different approach to retain the auditory mimicry inherent in onomatopoeia. Conversely, the higher rate of literal translation in Spanish may indicate closer phonetic or cultural similarity to English in the context of the onomatopoeias used.

Our analysis of the data suggests that both linguistic and cultural factors significantly influence the choice of translation technique (Schäffner, 2004; Munday, 2016).

5.4.1 Linguistic Factors

Phonetic differences between languages play a critical role in the translation of onomatopoeias (Crystal, 2010). This is clearly seen in the Thai translation, where adaptation is used more frequently than literal translation. Unlike Spanish, Thai has phonetic elements that do not exist in English, and vice versa. This necessitates the adaptation of onomatopoeias to fit the phonetic framework of Thai retaining the auditory mimicry that is essential in onomatopoeia (Akita, 2009). An illustrative example is provided below.



On the other hand, Spanish, being another Indo-European language like English, shares more phonetic similarities (Romaine, 1995). As a result, there is a higher prevalence of literal translation in the Spanish version of *Diary of a Wimpy Kid*, as Spanish can more easily replicate the sounds depicted by the English onomatopoeias (Davies, 2005). An illustrative example is provided below.

5.4.2 Cultural Factors

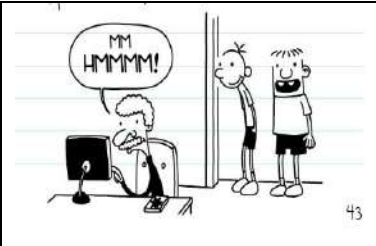
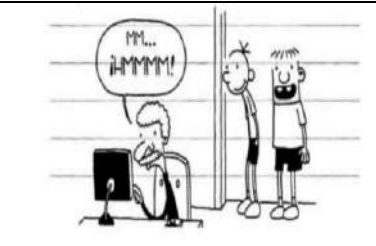
Take animal sounds, a common source of onomatopoeia, as an example. The representation of these sounds can greatly differ between cultures, driven by unique perceptions and portrayals of the sounds animals make (Nord, 2005). This cultural divergence might provide insight into why the Spanish translation tends to utilize a literal translation approach, whereas the Thai version opts more frequently for adaptation (Baker, 2018).

In the following sections, we explore specific instances from our dataset, enhancing our understanding of the linguistic and cultural intricacies involved in translating onomatopoeias (Molina and Hurtado Albir, 2002). These examples will further illustrate the points discussed and provide a more nuanced insight into the topic.

6. Case Studies

In the following section, we examine more closely the translation of onomatopoeias in *Diary of a Wimpy Kid* spotlighting specific instances translated using diverse techniques in both Spanish and Thai. Our objective is to shed light on the methods employed by translators when navigating the intricacies of onomatopoeia, a linguistic feature deeply entwined with cultural and phonetic contexts. Importantly, the examples selected for this study do not include instances involving Modulation and Omission techniques in Thai translation, as our preliminary analysis indicated these techniques were not implemented in the Thai rendition of the book.

6.1 Literal translation

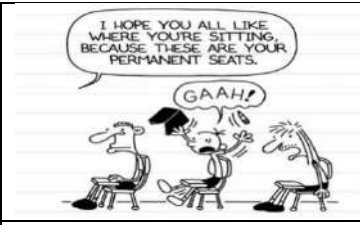
		
MM HMMMM!	MM...;HMMMM!	อืม อืมมมม!
English	Spanish	Thai

Literal translation, as the name suggests, involves translating the source text word-for-word, without modifying the content, context, or style. This technique works best when the languages in question share significant linguistic and cultural similarities.

For instance, the onomatopoeic sound "MM HMMMM!" is translated to "MM...;HMMMM!" in Spanish and "อืม อืมมมม!" in Thai. In both cases, the translators attempted to maintain the sound and meaning of the original text. However, note that while Spanish, being phonetically closer to English, is able to utilize a more literal approach, Thai, with its different phonetic system, still employs a version that closely mirrors the sound and intention of the original.

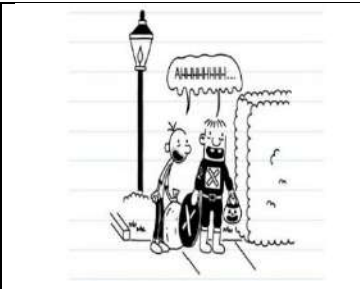
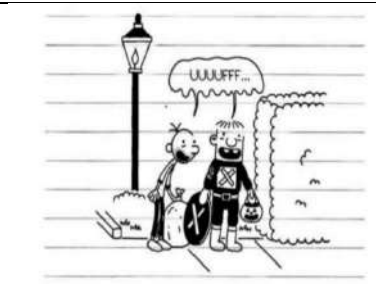
6.2 Amplification

A:

		
GAAH!	¡OH, NO!	อะจ๊ากกก!
English	Spanish	Thai

Note: The Spanish version employs the Amplification technique, while the Thai version uses the Adaptation technique.

B:

		
AHHHHHHH...	UUUUFFF...	เฮ้อ ค่อยยังชั่ว...
English	Spanish	Thai

Note: Thai version employs the Amplification technique while Spanish version uses the other.

Amplification as a translation technique involves expanding upon the meaning of the original text. This can be a way to convey aspects of the text that might be lost in a direct translation due to cultural or linguistic differences.



A:GAAH! - In the original English text, this onomatopoeic expression is a common exclamation of surprise, fear, or frustration.

In the provided context, Greg is reflecting on the importance of choosing a seat wisely on the first day of school. He emphasizes the significance of this decision by recounting a past experience. Greg casually chose a seat without much thought, only to later realize that the teacher would make those seating choices permanent for the duration of the school year. When the teacher announces that the students' current seats will be their permanent ones, Greg exclaims "Gaah!" This onomatopoeic expression captures his immediate reaction of surprise, frustration, or dismay upon hearing the teacher's decision. His reaction is further justified when it's revealed that he ended up seated between his two annoying classmates implying that this seating arrangement is not ideal for him.

In the Spanish translation, "¡OH, NO!" is a more explicit expression of alarm or disappointment. It adds more explicit semantic content than the original interjection, hence employing the amplification technique. This suggests that the Spanish translator aimed to make the emotional reaction more explicit for Spanish readers.

The Thai translation "อะจ๊ากกก!" attempts to emulate the sound of surprise or shock, just like "GAAH!" in English. This could be due to the translator's intention to preserve the original sound effect, although it also amplifies the exclamation through the use of a longer and more dramatic sound, "อะจ๊ากกก!".

B: AHHHHHHH... - This is a common interjection in English used to express a variety of emotions, from relief and relaxation to fear and surprise, depending on the context.

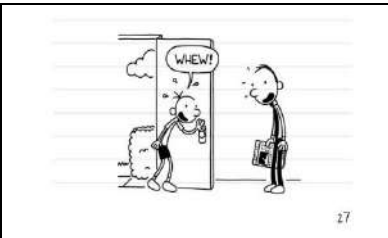
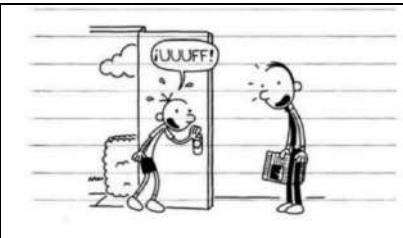
In the given context, Greg and Rowley find themselves in a tense situation with three individuals in a truck. As tensions escalate with the exchange of shouts, the two friends make a quick decision to flee, leading them into unfamiliar territory. The uncertainty of their escape route and the adrenaline from the chase compounds their anxiety. However, after navigating through the unknown, they eventually recognize their surroundings and find their way back home. Their combined exclamation of "AHHHHHHH..." captures a mix of emotions.

The Spanish translation, "UUUUFFFF...", implies a sense of relief or exhaustion. The translator chose to clarify the emotional tone by choosing an onomatopoeic expression that Spanish readers would readily recognize as a sign of relief or exhaustion, hence amplifying the intended sentiment.

The Thai version, "เฮ้อ ค่อยซึ้งชั่ว...", loosely translates to "Oh, what a relief.", which gives a more specific interpretation of the context than the original exclamation. This indicates the application of the amplification technique as the Thai translator added contextual cues that were not present in the original.

Upon examination of the translations, we observed that Spanish and Thai versions often employ different techniques when translating onomatopoeias from the original English version of 'Diary of a Wimpy Kid.' This variation suggests that the translation process is not merely linguistic but also involves cultural considerations.

6.3 Adaptation

		
WHEW!	¡UUUFF!	ແອ່ກ ໑ ໑ !
English	Spanish	Thai

Adaptation involves changing the content and context of the source text to make it culturally relevant to the target audience. This is often necessary when the source text contains culturally specific content that may not be directly translatable or understandable in the target culture.

For instance, "WHEW!" is a sound that denotes relief or tiredness in English. The Spanish translation "¡UUUFF!" and Thai translation "ແອ່ກ ໑ ໑ !" both seek to convey this same emotion using culturally specific onomatopoeic expressions.

6.4 Compensation

		
JUICE! JUUUICE!!!	¡AGUASSS, AGUASSS!	ป๊อกกะจู้ เจ็บจืด ໑ !!!
English	Spanish	Thai

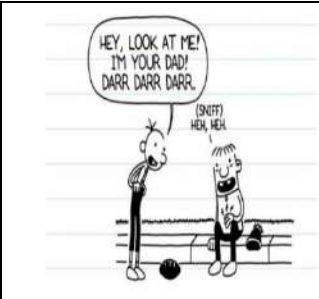
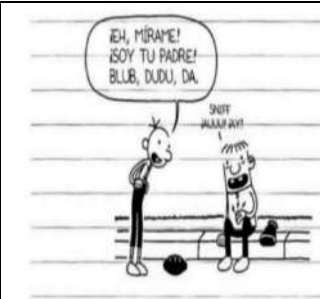
This technique involves offsetting a loss of meaning in one part of a text by introducing a compensatory measure in another part of the text.

For example, the English phrase "JUICE! JUUUICE!!!" is translated to "¡AGUASSS, AGUASSS!" in Spanish and "ป๊อกกะจู้ เจ็บจืด ໑ !!!" in Thai. Although "juice" and "agua" (water) are not the same, the Spanish translator uses "agua" as a way to mimic the urgency and desperation in the original text. Similarly, the Thai translator compensates for the lack of a direct equivalent by using an expression that evokes a sense of urgency.

The Thai translation "ป๊อกกะจู้ เจ็บจืด ໑ !!!" adds an additional layer of complexity. Here, "ป๊อกกะจู้" is an informal slang, mostly used by kids, referring to the male genitalia, adding a humorous aspect to the translation. "เจ็บจืด ໑", on the other hand, can be interpreted as an expression of urgency, as if one urgently needs to use the toilet. Thus, the Thai translation, while not literally translating "JUICE! JUUUICE!!!", manages to retain the urgency and adds a layer of culturally specific humor, which enhances the reading experience for the Thai audience.

In the described context, Fregley, a friend of Greg, has a unique and quirky way of communicating. He's created his own idiosyncratic language, which is evident when he uses the term "Juice! Juuuice!!!" as a code for needing to use the bathroom. While the other students have become accustomed to Fregley's peculiar linguistic choices and can decode his meaning, Greg observes that the teachers haven't quite grasped Fregley's made-up language.

6.5 Discursive Creation

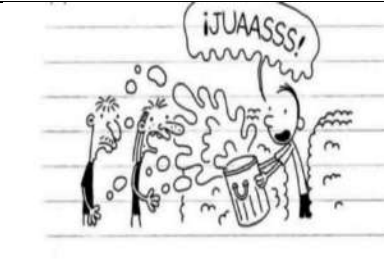
		
HEY, LOOK AT ME! I'M YOUR DAD! DARR DARR DARR. (SNIFF) HEH, HEH	¡EH, MÍRAME! ¡SOY TU PADRE! BLUB, DUDU, DA. SNIFF ¡AUUU, AY!	เฮ้ ดูนี่สิ! ฉันคือพ่อนาย! หึ ๆ เหอ ๆ แฮ่ ๆๆ (จืด ๆ) แหะ แหะ
English	Spanish	Thai

This technique involves creating a new text that maintains the effects and impact of the source text but does not necessarily follow the original wording.

An example is the English phrase "HEY, LOOK AT ME! I'M YOUR DAD! DARR DARR DARR. (SNIFF) HEH, HEH" which is translated to Spanish as "¡EH, MÍRAME! ¡SOY TU PADRE! BLUB, DUDU, DA. SNIFF ¡AUUU, AY!" and to Thai as "เฮ้ ดูนี่สิ! ฉันคือพ่อนาย! หึ ๆ เหอ ๆ แฮ่ ๆๆ (จืด ๆ) แหะ แหะ". In both translations, the exact wording is not maintained, but the overall sense and humor of the original are preserved.¹

By adopting this technique, translators ensure that the humor fits the culture and connects with readers, even if the words themselves change. The aim is to capture both language and feelings of the original texts. This way, all readers can enjoy the humor creating a shared understanding across different languages.

6.6 Modulation

		
YAAARGH!	¡JUAASSS!	อะไรวะ!
English	Spanish	Thai

Modulation involves changing the point of view or cognitive category in relation to the source text.

An example is "YAAARGH!" which is translated to "¡JUAASSS!" in Spanish. The Spanish version modifies the sound but aims to maintain the same intensity of emotion as the original.

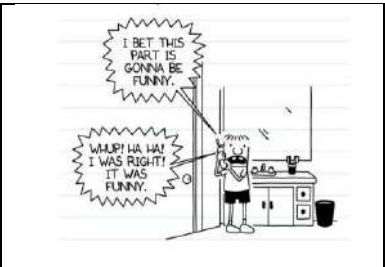
Note: The Spanish version employs the Modulation technique, while the Thai version uses the Adaptation technique.

In the example "YAAARGH!", when translated to Spanish as "¡JUAASSS!", the sound of the expression is altered. The English version "YAAARGH!" might evoke a certain kind of shout or scream, while "¡JUAASSS!" in Spanish modifies this sound. However, the Spanish version still aims to convey the same intensity of emotion as the original. The change in the sound represents a modulation because it shifts the way the emotion is

expressed phonetically, but the core sentiment (a strong exclamation of surprise, fear, or frustration) remains consistent.

On the other hand, the Thai version "อ๊ะโห—ะ!" is an example of Adaptation. Adaptation in translation refers to making changes that allow the text to conform more closely to the cultural, linguistic, or contextual norms of the target language. It might involve adding, reducing, or altering elements to make the content more relatable or understandable to the target audience. In this case, the Thai translation might provide a sound that is more familiar or resonant to Thai speakers, ensuring that the emotion behind "YAAARGH!" is effectively communicated, even if the exact sound or expression is different from the original.

6.7 Omission

		
WHUP! HA HA!	¡UAH! ...¡YA LO DECÍA YO!	อะ ฮะ ฮ่า ๆ
English	Spanish	Thai

This technique involves leaving out certain parts of the source text in the target text.

For instance, "WHUP! HA HA!" is translated as "¡UAH! ...¡YA LO DECÍA YO!" in Spanish. Here, the laughter ("HA HA!") in the original is omitted in the Spanish translation, possibly because the translator felt that the humor was already conveyed adequately without it.

Note: The Spanish version employs the Omission technique, while the Thai version uses the Literal translation technique.

7. Role of Punctuation in Translating Onomatopoeias

Our analysis extends beyond the words themselves to the role of punctuation in the translation of onomatopoeias, specifically the use of the exclamation mark (!). Punctuation marks can significantly influence the interpretation and impact of a text, serving as crucial tools for communicating the intended tone, rhythm, and emphasis.

In the Spanish translation of *Diary of a Wimpy Kid*, the exclamation mark is employed consistently in alignment with Spanish punctuation norms. For instance, it appears in an inverted form at the beginning of exclamatory sentences or phrases, and as a standard exclamation mark at the end. For instance, the English exclamation "YEEOWW!" might be translated as "¡AUUAAH!" in Spanish. Notice the inverted exclamation mark at the beginning and the standard one at the end, which is a unique feature of Spanish punctuation. This practice assists in preserving the original expressive intensity of the English onomatopoeias demonstrating the translator's skillful navigation of linguistic rules to maintain the mood of the original text.

In the Thai version, although Thai possesses its unique set of punctuation marks, the use of the exclamation mark, which has been borrowed from Western languages, is evident. The adoption of this mark in the translation serves to convey the original expressive force of the onomatopoeic sounds. For an onomatopoeic sound like "GAAH!", even if the word is translated to a Thai equivalent, the exclamation mark might still be retained, such as "แก๊ห!" (pronounced 'wâek')



Overall, the use of the exclamation mark in both translations highlights the intricate considerations translators must undertake to faithfully reproduce not only the literal meanings but also the stylistic, emotional, and cultural nuances of the original text. The role of punctuation in translation, therefore, is an essential aspect that warrants further attention in translation studies.

8. Discussion

The data showed the varying patterns between the Spanish and Thai translations. Literal translation was more prominent in the Spanish rendition accounting for 44.85% of the translation techniques employed, as opposed to 28.05% in the Thai version. This higher prevalence is likely due to the closer phonetic and cultural ties between English and Spanish, both being Indo-European languages. Such similarities facilitated a more direct transference of onomatopoeic sounds without causing significant loss in their auditory mimicry or cultural denotation, a notion supported by de la Rosa (2015) research on the translation of onomatopoeic words in manga.

Contrarily, the Thai translation demonstrated a greater inclination towards the adaptation technique, constituting 43% of the techniques employed, as opposed to 33.64% in the Spanish version. The necessity for adaptation can be ascribed to the significant phonetic and cultural differences between English and Thai. A direct transference of onomatopoeic sounds from English to Thai was often not feasible or failed to convey similar cultural connotations. Consequently, translators had to adapt the original English onomatopoeic expressions into forms aligning with Thai phonetics and cultural context (Katan, 2004). This observation is in line with Inose's (2007) findings on the translation of Japanese onomatopoeic words into Spanish and English, which accentuated the role of adaptation when translating onomatopoeias across languages with substantial phonetic and cultural disparities.

Therefore, this study not only uncovers the range of techniques utilized in translating onomatopoeias but also underscores the importance of cultural and linguistic considerations in the translation process.

9. Conclusion

This study delivers a distinct and thorough exploration of translating onomatopoeias from English to both Spanish and Thai, with the globally recognized children's book *Diary of a Wimpy Kid* serving as our reference text. The insights garnered underscore the intricacy involved in translating onomatopoeias, bringing to light the substantial influence that linguistic and cultural elements exert on the selection of translation techniques.

Our investigation divulged that literal translation was predominantly used in the Spanish context, potentially a result of the closer phonetic and cultural ties with English. Conversely, Thai translations leaned more towards the adaptation technique, reflecting the necessity to address phonetic disparities and culturally-specific sound interpretations. Furthermore, we observed instances where techniques such as amplification, compensation, and discursive creation were deployed to encapsulate the essence of the original text's onomatopoeias.

The findings of our study not only amplify our comprehension of the complexities inherent in translating onomatopoeias, but they also radiate broader implications for the realm of translation studies. The findings highlight the necessity for translators to remain flexible, adapt to the cultural and linguistic nuances of the target language, and utilize a range of techniques to effectively deliver the original text's intended meaning.

For educators and students in the field of Spanish-to-Thai translation, our study emphasizes the importance of understanding cultural contexts, mastering various translation techniques, recognizing phonetic similarities and disparities, and embracing creativity in the translation process. This knowledge can significantly enhance the translation of not just onomatopoeias but other culturally and linguistically intricate elements as well, thus enriching the overall quality and reader experience of translated works.



In conclusion, the translation of onomatopoeias is a nuanced task that requires a delicate balance between linguistic precision, cultural awareness, and creative interpretation. The insights from this study offer valuable contributions to this intriguing aspect of translation showcasing the multifaceted and artistic nature of the translation process.

10. Future Research

The findings from our study present an array of enticing trajectories for future research initiatives. A potential route for exploration could involve broadening this analysis to encompass other literary works, genres, or even divergent types of media. Given the fact that our analysis was limited to a singular book, it would be insightful to ascertain whether the patterns we've identified persist across different kinds of source material. This could provide a more holistic understanding of the translation of onomatopoeias and other linguistic nuances across various contexts.

Likewise, our analysis could be expanded to include other language pairings. While our focus was centered on English to Spanish and Thai translations, inspecting the translation of onomatopoeias between other languages might bring new patterns and complexities to light. This could enrich our comprehension of how linguistic and cultural variables influence the translation process across a wider range of languages.

Branching beyond the singular concentration on translation techniques, future research could delve into additional aspects of translation. For example, studies might explore how translators maintain a balance between literal and conceptual equivalence, or probe into the strategies used to express humor, sarcasm, or other subtle nuances in translation. Such investigations could provide valuable insights into the intricate responsibilities of the translator's role.

Moreover, future studies could incorporate reader response or reception studies to understand how readers from different cultural backgrounds interpret and react to translated onomatopoeias and other cultural elements in a text. This could contribute to a more holistic view of translation, considering not just the process, but also the impact of the end product on its audience.

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Guidelines for Small Business Development, Case Study : Pang Pang, Buriram Province, Thailand

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Abstract

The purpose of this research is to aim at the approaches for small business development Pang Pang Bread case study in Buriram province, Thailand. This research is qualitative. This research uses the concept of PDCA and BCG economy model to explain the conceptual framework of the study. There are 15 people consisting of owners and employees. The research tools were structured interviews. We analysed research data using interpretation and writing a descriptive essay. The results showed that the approach for small business development Pang Pang Bread case study, Buriram Province, Thailand. A short-term development approach focuses on the quality of the products that consists producing a public health standard hygiene and saves cost, smartly utilizes of leftover raw materials in the production process.

Keywords: Guideline development, Small business, Smart utilization of raw materials

1. Introduction

Thailand has a policy to restore and strength the country after Thai people have been affected by the spread of the COVID-19 pandemic. The government of General, Prime Minister Prayut Chan-o-cha, has formulated a national strategy consisting of 1) Agriculture and Food, 2) Health and Medicine, 3) Energy, Materials, and Biochemicals, 4) Tourism and Creative Economy (Legislative Institutional Repository of Thailand, 2021).

In addition, the Thai government supports the adoption of the BCG economy model which is a guideline for operations in all dimensions of the country. The government believes that the adoption of te BCG economy model will lead to sustainable development. BCG Economy Model is a new economic model that consists of bioeconomy, circular economy, and green economy (Royal Thai Embassy, 2021).

At the regional level, every province in Thailand has both Government and private sectors that have focused on the development of trade and investment. Moreover, the determination of public health measures is as safe as possible. However, in the lower Northeastern region, especially Buriram province which is an area with entrepreneurs of the size have the potential to develop business according to the BCG economy model. In addition, Buriram Province is interested in the revitalization of tourism and sports because entrepreneurs believe that it will increase income at the provincial level(Institute for development of environmental-economic accounting,2022).

As mentioned above, the purpose of this research is to present information about medium and small business promotions, entrepreneurs are strong and sustainable in businesses. Especially traditional businesses that have an establishment age of more than 50 years, including the production of naturally dyed fabrics, the production of wickerwork as souvenirs for tourists, food processing business, and especially the confectionery production business of Chinese Thai people whose sweets are delicious. For the bread production business, these sweets are still popular in various festivals, such as sweets souvenirs for the Happy New Year festival and Chinese New Years's Worship or as souvenirs for sale to tourists. Therefore, to achieve the prosperity and sustainability of the business, this research aims to find ways to develop small businesses by focusing on bread shop research. It is a qualitative research with the research objectives as detailed.



2.The research's objective

To approach small business development, a case study of Pang Pang Bread, Buriram Province, Thailand

3. The conceptual and theory framework

Most business administration scholars have observed that organizations survive in all situations. An organization must have one more strategy for its operations. Sometimes, the firm can adjust the operation of the organization depending on the situation. Checking the operation and fixing the problems regularly will limit many errors. In addition, the organization's development to support the organization has been accepted by customers and has led to the expansion of the customer base. Moreover, problem-solving continuity will generate new knowledge, to be used to solving organizational problems. Therefore, in this research, the concept of PDCA was applied to reduce the loss and error in operation.

Similarly, economic scholars have said they to make the business sustainable, the customers must be trusted, especially the current danger that is caused by the human body, from the consumption of processed food, which is easy and convenient to eat. As a result of these things human beings are affected very quickly. Therefore, in modern times, many businesses focus on organic products or purity without chemicals or containing a small amount of chemicals. As mentioned above, the key variables that support organizational management are PDCA and BCG, the economy model. Therefore, we would like to expand the meaning of these terms.

PDCA is meaning to the principle including the Plan-Do-Check-Act cycle which many companies are using in the management system. The principle is the Plan-Do-Check-Act (PDCA) cycle which is a quality management system. Most scholarly management suggests that PDCA helps departments reduce work processes and make work continuity.

In addition, it is also a product quality control to be standardized. However, D. Schneider (1997) commented that the PDCA method which in principle is more future-oriented, flexible, logical, and reasonable to do is useful to make continuous improvements without stopping and contains a description of all elements of the plan drawn up.

BCG economy model is referred to The BCG Economy framework integrates three different policy response models: the Bio-Economy model, the Circular Economy model, and the Green Economy model. While each of these models has a common purpose in terms of achieving sustainable economic growth that minimizes the impact on the environment, they each consider different parts of the environment-society-economy system (National Science and Technology Development Agency (NSTDA),2021)

The Bio-Circular-Green (BCG) Economy concept was championed by the Royal Thai Government for its Asia Pacific Economic Cooperation (APEC) host year. It is a promising post-pandemic growth strategy in which science, innovation, and technology are applied to promote the efficient use of resources and maintain and restore our ecosystems and reduce waste to build a system where government and businesses can thrive. It aims to contribute to the global efforts of comprehensively addressing all environmental challenges, including climate change, extreme weather, and natural disasters, for a sustainable planet (Institute for Development of Environmental-economic Accounting ,2022)

Quality perception is meaning to the results of work that have been shown to make customers accept and trust. The outcome showed that a system operation is safe for employees. The operation area is clean and hygienic work. The organization has shown the uniqueness of the original organization. However, there is an effort to develop standards to be international.

Therefore, it can be seen that both the PDCA concept and the BCG economy model are the policy of Thailand to drive agencies into practice. In this research, both concepts were integrated with the traditional bread production business. PDCA concept was a tool for inspecting work to improve quality, especially work that requires repeat work or work in the same format and PDCA helped to see the flaws in the work. The The BCG economy helped organizations save and supports government policy. And from the definition of variable terms, leading to the research framework as follows

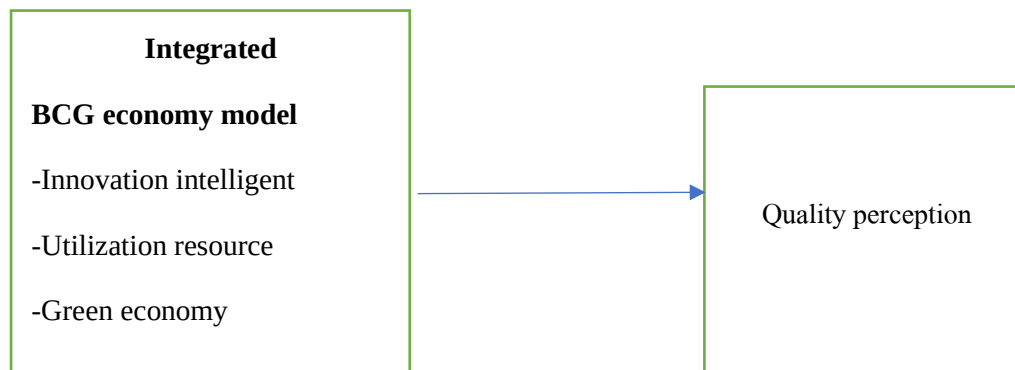


Figure 1 The conceptual framework



4. Research method

Data

This research is qualitative. There are 15 people consisting of owners and employees of Pang Pang Bread. The reason owners and employees are used as samples that they are the ones who will provide operational data within the organization. Moreover, they know the problems that arise in the organization and the constraints that cannot be solved. In addition, this research is a case study and uses a purposive sampling method. The sample is the population.

The variables in this research are the integrated BCG model consisting of innovation intelligence, utilization of resources, green economy, and quality perception. In addition, this research; therefore, a literature review, theory, and a structured interview. The questionnaire was a structured interview and the researchers were sent to 3 experts of management review and suggestions. After that, the researchers revised their suggestions before using the interview form to collect data.

Collect and Analysis data

After that, the researchers revised their suggestions before using the structured interview form to collect data. This research involves analysing study results through interpretation and writing

5. Results

The research results are divided into two parts: 1) research results that present the personal information of the sample and 2) Research results that respond to the research objective from interviews with bread owners and employees.

Part 1:

The sample consisted of 15 people, 4 males, and 11 females. They were between 30 and 45 years old. In this company, there were 2 supervisors and 13 operational employees. Considering the age of work, it was found that the employees had work experience of 5 to 15 years.

Part 2:

Information on interviews with business owners and employees of bread company Using PDCA principles to formulate development guidelines, show that Table 1.

Table 1: *Information on interviews with business owners and employees of bread company*

Number	Topic	Development guidelines
1	The factory area is an open system that can be well-ventilated. Before : No plastic curtain at the entrance to the factory.	The arrangement of the warehouse where the bread is placed looks complete and closed. After : Plastic curtains prevent insects and dust in the area factory doors.
2	Bread flour uses flour from industrial plants.	Bread flour made from volcanic rice in Buriram province
3	Using the machine to work including mixing flour.	Using renewable energy to save energy. The use of belts to reduce material handling time.
4	Bread molding requires manual labor and using of automatic molding machines. Before : Employees do not wear gloves and masks.	Requires employees to wear cover up to ensure cleanliness in the production of bread. After : Employees wear gloves and masks.
5	Bread packing uses both manual labors and automatic machine.	The packaging of the product requires a cover-up dress code.
6	Discarding bread crumbs in the production process. Before : The factory wasted resources.	Using bread crumbs as fish food. After : Use resources in the factory to maximum benefit

Therefore, the concept of PDCA is an important factor in business development. Applying PDCA principles to examine performance results. Repeat operations audits yielded results regarding factory hygiene. The guidelines development for short-term the company using the easy concept to adapt the area warehouse bread, Changing the behaviour of employees to keep them clean and dress properly while working. Install industrial blinds



The bread factory is supported by a government agency working on business consulting as public health standards for traditional bread factories.

Academics who have the knowledge and they give to know how about the cost of production. The factory is the centre of learning for students. This activity made the factory accepted by society.

Moreover, the bread factory has applied the BCG model concept to its operation

1. They used the raw materials from local agriculture to produce bread such as squash, mung beans, and flour made from volcanic rice in Buriram province
2. Encourage employees to comply with public health standards such as wearing hats, face coverings, wearing gloves when working, wearing shoes
3. Promoting safety for employees by sending employees to attend various training courses from government agencies
4. The factory is the centre of learning for students. This activity made the factory accepted by society.

6. Discussion and Conclusion

The result of research showed that development a bread factory was a solution to solving problems and developing an organization. Using local resources as raw materials for bread production. Improving factory hygiene made easy. Utilizing resources remaining from production to benefit. This research applied the concept of PDCA to the business development guideline. The details of the PDCA concept suggest that problem-solving in the management process must be planned to know the problems that will occur in each activity. Implementation, also known as Do, may be a difficult, and costly problem, so businesses need academics or government agencies to help, contains knowledge of hygiene management principles by the requirements of public health organizations.

Therefore, process C checks the cleaning company and product standards that supported define work plans to reduce work steps. Their employees are easy to work, and they are happy. Finally, in Era globalization and Era past COVID-19, business sustainability is an important factor. The factory focuses on food and the raw material is organic. The policy is to bring resources back into circulation for the greatest benefit of the factory. For example, the bread factory uses bread crumbs to give to some fish, and the cultivation of crops is an ingredient in bread production. The result of research supported Arturo Realvázquez-Vargas and other (2018) suggested that the company checked the process product and using PDCA to development organization and concept circular economy was utilizing resources and cost savings.

Summary, it was found that Pang Pang bread was a traditional bread factory. The company has a long experience in manufacturing. However, times have changed. In order for the business to survive, it is necessary to change the concept of operation, using the PDCA concept to verify the current operation and using the BCG model concept to support the standard and quality of the bread factory (Masi, D., Day. S., & Godsell, J. (2017).

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Community-Based Natural Resource Management for Well-Being and Sustainable Environment in the Forest of Northern Thailand: A Case Study of Wiang Kaen District, Chiang Rai Province

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Abstract

Thailand, particularly in the Northern part, is home to numerous ethnic minorities who have a central role in natural resource management. This study focuses on a case study of a community forest managed by the Hmong ethnic minority in Wiangkaen District, Chiang Rai Province, aiming to explore the interconnections among biodiversity conservation, livelihoods improvement, and socio-economic and cultural conditions under community-based natural resource management (CBNRM) concept. The study methodology involved in-depth and semi-structured interviews with five key informants who are managing and conserving the forest. The study found that CBNRM has successfully triggered adaptive capacity among the local communities, reflected through altering crop patterns and establishing 'fai' or "check dams." The traditional small dams, known as a top-down approach by the local government, are used as an adaptive measure to counter drought, although this program has benefited human nature as conversation efforts, especially bees. This has perpetuated power contestation and a top-down approach to managing forests and natural resources in protected areas.

Keywords: Community-Based Natural Resource Management, Forestry, Sustainable Environment, Well-Being



1. Introduction

The advocacy for sustainable environment and development should be based on local-level solutions derived from community initiatives (Leach, Mearns & Scoones, 1999). Global environmental issues awakened the international community after the 1992 Earth Summit in Rio de Janeiro, Brazil, promoting decentralization and community participation in natural resource management (Holmberg, Thompson, & Timberlake, 1993). Good practices in this regard are reflected in community-based natural resource management (CBNRM) initiatives (Matose & Watts, 2010), emphasizing local administration of the environment and resources. CBNRM or community-based conservation (Milupi, Somer, & Ferguson, 2017) has gained popularity among numerous stakeholders since the 1980s when ownership rights to manage natural resources were granted. On the other hand, this community-based approach promotes significant resource management results through the full participation of communities and resource users in decision-making activities and the incorporation of local institutions, customary practices, and knowledge systems into management, regulatory, and enforcement processes (Matose & Watts, 2002; Milupi et al., 2017). This approach emphasizes the importance of recognizing and respecting the rights, knowledge, and cultural practices of indigenous peoples and ethnic minorities (Kumar, 2005) which promotes authority and power of decentralized reformation to administer the local resources surrounded by local people.

The concept of community-based natural resource management (CBNRM) became more prominent in the 1980s and 90s due to the notable achievements of participatory initiatives (Kumar, 2005). CBNRM is recognized as the effective management of natural resources, facilitated by the local community's knowledge and direct reliance on the protected land and biodiversity, food security, improvements in health, income generation, decreased vulnerability to climate change and resource fluctuations, provision of ecosystem services, and preservation of cultural value (Riehl, Zeriffi, & Naidoo, 2015). The growth of CBNRM has resulted in a shift away from primarily economic objectives towards a greater emphasis on the management of national parks and protected areas, collaborative efforts to control feral and invasive species, and pollution control and remediation for the aim of achieving a sustainable environment (Brunckhorst, 2010). Hence, as posited by Shereni and Saarinen (2020), Community-Based Natural Resource Management (CBNRM) has emerged as a crucial mechanism for advancing the realization of Sustainable Development Goals (SDGs). This approach aims to enhance the livelihoods of rural communities and safeguard natural resources by empowering local community members to govern these resources. The emphasis is placed on addressing SDG priorities such as poverty alleviation, well-being, gender equality, inequality reduction, preservation of marine and terrestrial ecosystems, and fostering partnerships.

Previously, Mansur and Cuco (2002) identified four key components of Community-Based Natural Resource Management (CBNRM): capacity development, revenue production, community organization, and empowerment. Moreover, as stated by Jones and Murphree (2004), the concept of Community-Based Natural Resource Management (CBNRM) is built upon four fundamental

components. These include: 1) the adoption of sustainable use as a conservation framework to safeguard ecosystems, 2) the allocation of economic incentives to resources that increase their value for the community involved in conservation efforts, 3) the transfer of management and decision-making authority from the government to a local institution to ensure sustainable utilization and management of resources, and 4) the establishment of collective ownership for specific groups of individuals, enabling them to exercise their rights over resources in accordance with their own rules, social norms, and strategies. The present research amalgamates the Community-Based Natural Resource Management (CBNRM) framework proposed by Mansur and Cuco (2001) with the model presented by Jones and Murphree (2004), as shown in Table 1.

Table 1 *Synthesis of CBNRM Indicators*

CBNRM Indicators		
Mansur and Cuco (2002)	Jones and Murphree (2004)	Author's Synthesis
1) Capacity building 2) Income generation 3) Community organization 4) Empowerment	1) Sustainable use as a conservation paradigm for ecosystem protection 2) Economic incentives 3) Devolution of management from government to local institution 4) Collective proprietorship	1) Capacity building in adapting the climate change for livelihood improvement 2) Economic benefits 3) Decentralization, participation, and ownership 4) Human-nature intra-action in ecosystem protection

As a result, this study employs the CBNRM indicators, such as 1) Capacity building in adapting the climate change for livelihood improvement, 2) Economic benefits, 3) Decentralization, participation, and ownership and 4) human-nature intra-action in ecosystem protection.

The spatial domain has produced a unique reality for Thailand, where the homogeneity of lowland residents' preconceptions is persistently promoted. Thailand's Upper and Lower North and Western regions, which are predominantly mountainous, are among the country's greatest forest regions (Kesmanee & Trankansupraya, 2005). Additionally, this region is home to a large number of people with distinct cultural beliefs and histories; however, only ten ethnic minorities are officially recognized, including the Lahu, Lisu, Akha, Karen, Lua, Kachin, Karen, Khamu, Mlabri, and Hmong (Kesmanee & Trakanesupraya, 2005). They have their own cultures, languages, customs, modes of dress, and belief systems, all of which have a significant impact on their way of life, particularly in relation to natural resource management, which is "centered on traditional knowledge that has been created, examined, and enacted for many centuries" (Mulyoutami, Rismawan, & Joshi, 2009). The traditional knowledge system for natural resource management is always conducted with minimal environmental degradation in mind. For instance, locals understand reforestation after cutting trees based on their concurrent experience, which includes forest conservation subsequently (Chaipar, Sakolnakorn, & Naipinit, 2013). Additionally, local knowledge can be adapted to new circumstances by employing skills to maintain, conserve, and

cultivate, particularly by increasing food production. For example, shifting cultivation is being replaced by other forms of land use, such as permanent agriculture, tree crops, and plantations, which are believed to be associated with climatic, social, and economic change (Rerkasem, Yimyam, & Rerkasem, 2009).

This study examines CBNRM as a concept emphasizing four pillars of capacity building on livelihoods and conservation, income generation, community organization, and empowerment, particularly in intra-action with biodiversity for a sustainable environment (Mansur & Cuco, 2001; Barkin, 2000). Using a case study of Wiang Kaen district, Chiang Province, where a Hmong community lives adjacent to a conservation forest with a 2,500-rai area bordered by alluvial plains and rugged mountainous features. The emphasis is on the research questions: 1) To what extent is CBNRM successfully implemented? And 2) how can the CBNRM influence well-being and a sustainable environment?

2. Methodology

The present research used an exploratory qualitative methodology, commencing with a comprehensive depiction and examination of community-based natural resource management in Northern Thailand. This region was selected due to its abundance of natural resources and diverse biodiversity, making it an ideal setting for investigation. Furthermore, the qualitative methodology demonstrates adaptability in response to the reciprocal effect and the significance of patterns between the researcher and participants (Pope et al., 2022). In accordance with a qualitative approach, this study often employs the use of a literature review, participant observation, and in-depth interviews. A group of five individuals used the Snowball sampling approach to gather primary data by conducting in-depth interviews lasting between 30 to 45 minutes. The major informants in this study consist of many stakeholders, including a representative from the local government, a village head, two village member organizations, and a community member actively engaged in forest management methods. This study conducted in-depth interviews with a specific local government entity, namely the village head, village members association, and community forest member. The interviews aimed to explore the programs and initiatives implemented by these stakeholders, with a particular emphasis on the technical aspects of their implementation in relation to Community-Based Natural Resource Management (CBNRM). Content analysis is a research method that is used to analyze both primary and secondary material. Secondary data sources such as policy documents, regulations, academic papers, and research publications are relevant to the keywords "natural disaster," "conservation," "management," "environmental," and "community-based" (Gruber, 2010).

The location of the study facility is situated at Wiang Kaen. Wiang Kaen is situated in the easternmost region of Chiang Rai Province, which is located in the northern part of Thailand. In the past, the region was known as Mueang Wiang Kaen, situated along the Ngao River, Chiang Rai Province. The region in question lacks municipal entities, but is instead comprised of four tambon administrative organizations (TAO). The four tambons, including the area, are Muang Yai, Po, Lai



Ngao, and Tha Kham. The Wiang Kaen region is renowned for its agricultural productivity, particularly in the cultivation of oranges, coffee, and Som O. Additionally, the area is characterized by its ability to sustain three rice harvests annually. The region also has a diverse population of many ethnic groups, including Hmong, Tai Lue, Mien, Khamu, and Thai. The local inhabitants mostly engage in occupations related to forest production. The indigenous population engages in the traditional agricultural technique known as slash-and-burn.

3. Results

3.1 CBNRM Situation in Wiang Kaen District, Chiang Province

The role of local communities has been extensively considered in the context of community-based natural resource management (CBNRM) to ensure the sustainability of their well-being and the environment. The reliance on natural resources, particularly among ethnic minorities residing in mountainous regions, has been observed. During the 1980s and 1990s, the community forestry movement in Northern Thailand exhibited considerable strength, as documented by Wittayapak and Baird (2018). This movement aimed to secure the rights of local communities to manage their land independently. Eventually, negotiations were successful, leading to the establishment of operational regulations that governed the forests. These regulations were based on the principles of community-based natural resource management (CBNRM). Notably, in 1997, the Thai Constitution recognized, for the first time, the rights of rural communities to engage in local natural resource management (Wittayapak & Baird, 2018). Community forest management (CFM) is a strategy aimed at enhancing individuals' well-being by implementing sustainability principles and the Sufficiency Economy Philosophy (SEP). This method is guided by the conceptual framework outlined in the 12th National Economic and Social Plan (2017-2021). The aforementioned legislation, known as the Community Forest Act 65 (B.E. 2562), was recently ratified. In the year 2019, a total of over 11,000 community forests were officially recorded (Agarwal et al., 2022).

The Hmong ethnic group residing in Wiang Kaen, Ban Huay Han, engages in a notable agricultural method known as "fallow cultivation," which involves the production of two significant crops, namely maize and dry rice (Siriphon, 2006). Furthermore, it has become evident that the majority of Hmong farmers engage in permanent cultivation practices, with only brief intervals of non-cultivation referred to as "fallow." This highlights the significance of forest-based agricultural management within the Hmong community (Walker, 2004). Consequently, the primary agricultural crops cultivated by the community are maize and dry paddy. The reduction in the cultivation of maize and paddy crops may be attributed to the effects of climate change, necessitating the implementation of adaptation measures and strategic approaches.

3.2 CBNRM Practice and Its Challenges in Wiang Kaen District, Chiang Rai Province

The adaption of local people's main crop production has been prevalent as a means to address various concerns and issues. As a result, the cultivation of corn and maize has emerged as a prominent option for diversifying household-level crop production. There are two primary factors that contribute to the deliberation of crop type modification, namely 1) enhanced economic worth



and 2) adaptability to climate change. As previously noted, the local administration has undertaken an effort to explore the concept of agricultural production.

- 1) “The alterations in agricultural produce assume paramount importance. The subject matter mostly pertains to the economic aspects. The presence of economic stability enables individuals within a given locality to attain a state of well-being and heightened life security. This technique seems to be the most viable approach for enhancing the product's worth. The inhabitants residing in this region cultivate their own indigenous crops, namely corn and maize. However, if the scope of cultivation extends to include additional crops such as coffee, tea, or banana, a diverse range of goods will be available for commercialization in the market.”

Additionally, he said that the inclusion of the manufacturing process was a component of his agenda. He sent the leaders of the villages to other regions in order to participate in workshops. The village leaders were instructed in the techniques of transforming raw resources into finished items. The local government strongly encourages the increased production of "dry bananas" as a significant product with added value. He has also seen it as an economic activity involving direct engagement rather than just selling raw resources to merchants at low costs.

Furthermore, the efforts to increase the size of plantations also stem from the local population. Climate change was seen as a significant obstacle to their economic stability and food security. An association of village people reported the influence of the unexpected climatic pattern on the growing agricultural cycle. As drought conditions intensify, local communities are compelled to extend the duration of their agricultural cycles, using techniques such as slash-and-burn operations, soil fertilization, and seedling cultivation. Hence, the decline in food output has adverse effects on income stability and food security, as previously noted. The individual articulated their intention to enhance household-level plantation practices as a means to ensure basic food security. This would include cultivating select vegetables for personal use.

- 2) “Climate change has had a more substantial influence on humans. The duration of our agricultural season is reduced due to the prolonged periods of drought. The start of our agricultural season is delayed, so impacting food output. Hence, the profound impact of income volatility and food accessibility challenges on our livelihoods cannot be overstated. We cannot provide sufficient funds to cover the cost of purchasing enough food. There is an ongoing endeavor aimed at expanding the existing plantation by including a variety of vegetable crops. This initiative will provide advantages in relation to food security and economic savings. Furthermore, in the event that the product has a higher proportion of veggies, it might be feasible to consider marketing them to potential buyers.”

Furthermore, when considering the connection to climate change, researchers have identified drought as the most formidable calamity in the region. Additionally, the region in question has the potential for landslides to occur during periods of intense precipitation. Consequently, the local administration has also implemented the practice of "fai," specifically referring to the construction of traditional check dams in this particular context. The construction of the tiny is designed to facilitate the movement of people from the main river, known as the "Ngau River," to the several tributaries located in the vicinity of Wiang Kaen and Ban Huay Han, ultimately leading to the



Mekong River. The check dams at Wiang Kaen are constructed using bamboo and wood materials, with a deliberate aim to establish a network of 10,000 check dams throughout the area. This effort aims to preserve forested areas. The presence of water in dams facilitates the natural watering of biodiversity via the replenishment of rainwater and groundwater. Before the development of the check dam, Wiang Kaen had three distinct kinds of dams: 1) permanent dams constructed using cement, 2) temporary dams built using rocks, and 3) check dams composed of bamboo and wood materials. The durability of the check dams extends to a period of two years. The dams are seen to possess ecologically sustainable qualities since they effectively preserve the groundwater and maintain the moisture levels of the surrounding forest, as mentioned by the local government and village head;

- (3) “Check dams are a notable component of Wiang Kaen's strategic approach in mitigating the impacts of catastrophes and addressing climate change. The objective is to ensure the preservation and enrichment of the forest ecosystem, therefore facilitating the protection of biodiversity and the growth of various wild plant species. For instance, the cultivation of coffee as a kind of wild plantation, together with the promotion of other flowering plants, may contribute to the enhancement of bee pollination and honey production for the benefit of local people's economic activity. The presence of a cement-based dam in our infrastructure is a permanent fixture, yet, its environmental impact is a reason for concern due to its contribution to water contamination. Consequently, constructing these check dams involves using bamboo and wood materials, promoting the attainment of ecologically sustainable and uncontaminated water resources.”

As aforementioned in the interview, dams can underpin the conservation of various forms of natural biodiversity that have the potential to regenerate, such as coffee plantations and certain species of flowers that play a crucial role in supporting the life cycle of bees, particularly in the production of honey. Jongjitvimol et al. (2015) assert that the Hmong community has a profound knowledge in the extraction of wild honey, herbs, and many other items, which significantly contribute to enhancing the quality of life among villagers. Furthermore, they transmit their talents to subsequent generations within familial contexts. The *Apis* genus includes many species of honey bees that are widely spread across Asia, with a particular concentration in tropical South-East Asia. Furthermore, Le Conte and Navajas (2008) assert that the honey bee has significant economic value and plays a vital role in preserving biodiversity. This is mostly due to their role as pollinators for a wide range of plant species that rely on compulsory pollination for successful fertilization. Alterations to plant phenology are anticipated within the climate change framework, particularly regarding the timing of blooming events. A novel bioclimatic and economic equilibrium will influence the kinds and distribution of agricultural crops and spontaneous vegetation. The potential consequences of climate change on the interdependence between flowers and pollinators may lead to destabilization. Therefore, it is imperative to implement protective measures to safeguard pollinators and uphold their crucial role in facilitating pollination, which has significant economic and ecological implications.



4. Discussion and Conclusion

Thailand has a substantial forested region in mainland Southeast Asia, including around 32 percent of the country's landmass. Moreover, it serves as a habitat for approximately 8 percent of the global plant species (Thammanu et al., 2021). Furthermore, the forested areas provide as a habitat for rural people and ethnic minorities residing in Thailand. Community forests refer to the specific group of individuals living in areas mostly covered by woods who possess a comprehensive understanding of forest management practices. According to Agarwal et al. (2022), community forests are institutions that grant communities the right to utilize, safeguard, and govern forest lands and resources. These rights enable communities to freely access forested areas, engage in religious practices, protect the forests and watersheds from external threats, and sustainably exploit forest resources. According to Apipoonyanon et al. (2019), in Thailand, the legal definition of community forest falls under the purview of the community forest program (CFP) approved by the Royal Forest Department (RFD). This definition is established in accordance with specific guidelines and entails the management of forests or other types of land use by the local community. The community's participation in managing these resources aligns with the provisions outlined in the relevant Forest Acts. The primary objectives of this program are the conservation of these forests and the promotion of sustainable benefits for the local villagers. Community-based Forest management (CFM) is a method of forest management that facilitates the involvement of local communities in the management process in collaboration with the Regional Forestry Department (RFD). CFM primarily emphasizes the use of land and the sustainable management of forest resources. For instance, the region of Northern Thailand where Thai populations and ethnic minorities reside in both lowland and upland areas. In 2012, Kongcharoen observed that both Thai nationals and ethnic minority groups have traditionally depended on agricultural practices and the management of forest resources and water systems. According to his statement, ethnic minorities have successfully preserved their traditional practices of forest management. On the contrary, the expansion of the population, implementation of development initiatives, and the impact of climate change together contribute to the deterioration of the environment, a decline in the availability of food supplies, and the loss of biodiversity, so posing significant difficulties to the livelihoods of ethnic minority groups.

When considering Community-Based Natural Resource Management (CBNRM) in Ban Huay Han, the concepts of added value and climate change can be observed through the expansion of plantation types and the implementation of the "fai" activity on dams. These actions exemplify two key aspects of CBNRM: capacity building to adapt to climate change for the purpose of improving livelihoods and generating economic benefits. The primary objective of establishing the workshop was to provide local individuals with the necessary skills and advantages to enhance their income. The challenges of decentralization, participation, and ownership persist due to local authorities' predominant influence and power in implementing programs and activities through a top-down approach. An example of this is observed in the construction of check dams and other economic programs aimed at expanding plantations. While there is some degree of local input in the form of ideas originating from the community, such as vegetable plantation initiatives, the ultimate



management and control of these programs are still entrusted to the local authorities. As often stated, the policy focuses on pursuing economic gains rather than intentionally prioritizing biodiversity protection. However, the construction of check dams may have implications for environmental sustainability by enhancing moisture levels and nutrient availability in forested areas. The case study addresses the transition from permanent dams to mix dams, highlighting the evolving paradigm in this context. This paradigm prioritizes the preservation of the 3Ps of Sustainability, namely Planet, People, and success, within a framework of nested interdependence. According to Wyborn and Bixler (2013), preserving the planet takes precedence over the well-being of people and creating economic success.

The present research examines the implementation of Community-Based Natural Resource Management (CBNRM) in Wiang Kaen district, located in Chiang Rai Province. The Community-Based Natural Resource Management (CBNRM) approach has shown effectiveness in terms of enhancing capacity development and generating economic advantages. This has been achieved via the implementation of two notable projects initiated by local government authorities, namely the construction of check dams and the growth of plantations aimed at attracting market demand. Building check dams from an indirect approach viewpoint has had a modest influence on biodiversity conservation and the creation of clean groundwater. However, it is important to note that this technique may be characterized as a top-down approach, which may give rise to power contestation between the governing authority and local communities. However, in order to ensure the continued implementation of these initiatives, they have been entrusted to the local community as a lasting inheritance. Thus far, the research has also seen the changing paradigm of dam building, whereby there is a movement from using cement to using bamboo and wood, with a focus on environmental sustainability. In this scenario, the individuals involved, including local residents and relevant parties, have instigated the interdependent relationship between the three Ps, namely planet, people, and prosperity, prioritizing the planet's well-being above that of individuals and economic success.

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The philosophical stature of Ho Chi Minh's ideology on education - Value applied to build and develop modern Vietnamese education

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Abstract

The article clarifies that Ho Chi Minh's ideology on education which is a system of views and arguments about the role and goals of education; educational mottos and methods; comprehensive educational content and building a teaching staff for Vietnamese education from 1945 to 1969. His ideas have sustainable theoretical and practical value in terms of philosophy and orientation to build and develop Vietnam's education today.

Keywords: Vietnam, Ho Chi Minh, education, educational philosophy of Ho Chi Minh.



1. Introduction

President Ho Chi Minh (1890 - 1969) was an outstanding cultural celebrity and Hero of National Liberation, the leader of the Vietnamese people and a great educator. His life and career have devoted and been appreciated by the Communist Party of Vietnam and the Vietnamese people, especially his teachings on the role and goals of education; educational mottos and methods; comprehensive educational content and building a team of teachers. He has approached the east, west, and the present and the past to enrich his wisdom on education. Therefore, the sustainable values of Ho Chi Minh's ideology on education need to continue to be applied and developed creatively in the context of building a modern Vietnamese human value system today.

2. Method

The article uses a synthesis of methodology in researching Ho Chi Minh's ideology: Unifying politics and science, unifying theory and practice, historical - specific perspective, comprehensive - systemic perspective and perspective of inheriting and creatively developing Ho Chi Minh's educational philosophy in accordance with the current context. Specific research methods such as: Statistics, generalization, history, logic, text analysis, comparison,... to generalize Ho Chi Minh's thesis system on education, His mark in the historical development process, the process of creative development, innovation and application, development of comprehensive training of Vietnamese people today.

3. Results

3.1. Contents of Ho Chi Minh's ideology on education in Vietnam

3.1.1. *Ho Chi Minh's ideology on the role and goals of education*

During his lifetime, President Ho Chi Minh always cared about building and developing education, because he clearly saw that education was very necessary for the revolution "without education and cadres, there would be no economy and culture" [9, p. 184]. "The more society moves forward, the more work there is, the more sophisticated the machines. If we don't learn, we'll be backward, and if we're backward, we'll be eliminated, we'll eliminate ourselves" [10, p. 554].

He considered education not only an important task of the revolution, but also a force, a front in the struggle for power and national construction. Immediately after declaring the country's founding in 1945, he instructed "one of the jobs that must be done right now is to raise the people's knowledge" to eliminate the ignorance. He pointed out: "ignorance is one of the cruel methods that the colonialists use to rule us", "ignorance is foolish, ignorance is cowardly", "an nation people is a weak nation", so need to fight the ignorance.

Emphasizing the role of education, in a letter to students on the first day of school in the new Vietnam, he pointed out: "Whether our Vietnam becomes beautiful or not, whether the Vietnamese nation can step up to the stage of glory to have equal role with the great powers in the world, your study largely contributes to this" [5, p. 32]. Obviously, these are not the formal encouragements of a statement of educational goals. He has placed education in the highest position in the construction of the country.

He said: "Learn to work, be a person, be an officer. Learn to serve the community, to serve the class and people, to serve the Fatherland and humanity" [6, p. 684]. The purpose of studying is "to cultivate revolutionary morality", "learn to believe", "learn to practice" to "determinely sacrifice, persevere to fight to the end for the revolutionary ideal" and "train the successors to the great revolutionary cause of the Party and the people".



3.1.2. Ho Chi Minh's ideology on education motto

Firstly, reasoning associated with practice; Practice makes perfect

Regarding reasoning associated with practice: In the process of educating and directing education, Ho Chi Minh often reminds people to avoid the phenomenon of mere reasoning, or disregard reasoning. Reasoning is not something rigid, it is full of creativity. Reasoning is supplemented by new conclusions drawn from vivid practice. The purpose of learning reasoning is to learn to apply it, not to memorize every word. If we want to reform the world and reform society, we must first reform ourselves. Therefore, linking reasoning with practice contributes to improving oneself in terms of stance and working methods.

He said: "The unity of reasoning and practice is a fundamental principle of Marxism-Leninism. Practice without guiding reasoning becomes blind practice. Reasoning without contact with practice is empty reasoning" [12, p. 94]. He pointed out that, if you are poor in reasoning, disregard logic or mere reasoning, and are not connected to reality, it will lead to the subjective will, "Reasoning is like a guideline, it shows us the direction in practical work. Without reasoning, it is as awkward as closing the eyes to go" [6, p. 273-274]. He did not deny learning to reasoning in books, but the important thing is what to study reasoning for and how to learn? For Ho Chi Minh, the unity between reasoning and practice is not only a principle, a law of perception but also a law of shaping human personality.

Regarding Practice makes perfect: The purpose of learning is to practice, to survive and develop. "Practice" has many meanings, from words, behavior, to labor, higher than determining the direction, the way... for life. Vietnamese has an idiom "Practice makes perfect" - which means learning with practice; it is two stages of the cognitive process, these two stages complement each other, and it is also a learning method: learning to practice is also learning. He often reminded: "Practice makes perfect, learning with practice must go hand in hand. Learning without practice, learning is useless. Practice without learning, practice will not be smooth" [7, p. 361] and "learning to practice better and better" [16, p. 113]. He advised learners not to learn by rote, bone up on. On October 21, 1964, speaking to teaching staff and students of Hanoi National University of Education, he said: "Learning requires thinking, learning must be related to reality, must have experiments and practice. Learning with practice must be combined" [15, p. 402].

Practice makes perfect is a golden rule in pedagogical education. Implementing this principle will at the same time form both knowledge and skills for learners. And so, practice will become a major form of learning, the learning process will take place during practice. Learning is an active and proactive cognitive activity of an individual in order to convert the cultural knowledge of mankind into the own understanding and thereby change the learner's attitude and behavior. According to him: "Learning is to work. Learning without being able to work, no matter how much you learn, it's useless" [6, p. 343], "Just reasoning, it doesn't work. We need to practice" [5, p. 171]. It is the right learning motivation that determines the direction, attitude, content, and method of learning.

Secondly, combining school, family and society in educational practice

Ho Chi Minh considers this a very important educational motto in training new people. He explained: "... education in schools, is only a part, there is also need for education outside the society and in the family to make the education in schools better. No matter how good education in schools is, without education in the family and in society, the results are not perfect" [11, p. 591]. Therefore, he reminded: Schools must associate the reality of the country with the lives of the people. Teachers and students, depending on their circumstances and abilities, need to participate in social work to benefit the country and the people. He criticized the state of education for not combining with specific local happenings and demanded that education should serve social



life. Associating school with social life as a main content, an important condition for Practice makes perfect and at the same time is also the motto to create a new socialist human. Because, the harmony of each individual with society is a necessary condition for the complete development of that individual. The all-round development of personality is possible only in the community, in which the complete development of all members is the basic purpose of community activities.

Combining school with family and society is a right direction and improves educational effectiveness. To do this, it is necessary to realize: “Educating the student is a **COMMON** task of the family, school and society. Parents, teachers and adults must be in charge together; First of all, we have to be an example for them about everything” [11, p. 185]. People are born and raised in family, school and social environments. In each of these environments, the process of education and upbringing takes place. Of course, each place has its own unique method. Ho Chi Minh analyzed: “Learning in school has a great influence on the future of young people, and the future of young people is the future of the country” [6, p. 120].

3.1.3. Ho Chi Minh’s ideology on educational content

Education on historical traditions, patriotism, revolutionary ideals.

Ho Chi Minh said: “Our people must know our history, in order to understand the origin of the country of Vietnam” [4, p. 259]. Educating the people to see the heroic history of the Vietnamese nation. To be like today, many loyal people have fallen, sacrificing themselves to protect the country; the permanence in history proves the sustainable vitality, bravery and dignity of Vietnamese people. In that process, national traditions and revolutionary traditions were formed and developed, leading to the emergence of patriotic traditions, the will to self-reliance, the spirit of solidarity for the great cause of the nation, etc. Those traditions were crystallized and handed down to generations of Vietnamese people. Therefore, traditional historical education for learners, especially the younger generation, is to become knowledgeable and experienced people that contribute to the construction and development of the country.

According to him, patriotism is national pride and a long-standing tradition of the Vietnamese nation. He considers patriotic education to be the most core, most basic, first and first-ranked element in the content of education. The human religion must include patriotic spirit and self-education, cultivating and fostering patriotism. By “Patriotism as well as precious things, sometimes displayed in glass cabinets, in crystal vases, clearly visible, but sometimes hidden in a chest. It is our duty to make those hidden treasures put on display. That is, we must try our best to explain, propagate, organize, lead, and make everyone’s patriotism practice in patriotic work and resistance work” [8, p. 38].

Revolutionary sentimental education is one of the particularly important contents of revolutionary idealistic education for people. He affirmed: “Truth is something that is beneficial to the Fatherland, to the people. What is contrary to the interests of the Fatherland and the people is not the truth. To strive to serve the Fatherland, to serve the people - that is, to submit to the truth” [11, p. 378]. In order for that truth to penetrate deeply into the spiritual life of each person, it is necessary to focus on educating the revolutionary ideal, creating motivation to motivate people to act for the ideal.

Moral and lifestyle education for people.

He said: “Teaching as well as learning must pay attention to both talent and morality. Morality is revolutionary morality. That’s the root, very important. Without revolutionary morality, talent is useless. Revolutionary morality is being completely loyal to the revolution, wholeheartedly serving the people” [15, p. 400], but having morality without talent makes it difficult to do anything; so talent and morality must have a dialectical unity with each other.



Because of “having morality without talent, like Buddha, he did not harm anyone, but he also did not benefit mankind”.

According to him, the morality and talent of cadres do not suddenly exist, they have to go through the process of learning, training and cultivating, like “the brighter the pearl, the brighter it is, the more gold is refined, the clearer it is”. He provided very new and profound moral education content. That is revolutionary morality: loyalty to the country, filial piety to the people; Diligence, thrift, integrity, righteousness, impartiality; love for people... He especially appreciated the sense of self-discipline to practice a standard lifestyle. Families, schools and society must form for students a sense of discipline, a sense of collective, an honest, humble, honest, simple way of life, and to know how to behave in the spirit of “one for all, all for all” and the new practice of life.

Cultural education, theoretical level and spirit of love for labor.

Ho Chi Minh said: “What must be done to make progress? Must study. Today, you don't have to study to get a degree, to escape production, you must study politics, learn culture, learn technology to improve understanding. Because our industry and agriculture are getting more and more advanced, workers, farmers, and white-collar worker have to improve more and more to do well” [13, p. 269]. He pointed out: If you don't study and don't have the qualifications, you can't absorb science, technology and professional expertise, if you only study culture, science and technology without studying politics, it's no different. If you only study culture, science and technology without studying politics, it's like closing the eyes to go. In a talk to a teacher at a politics class, he reminded: “Politics is the soul, expertise is the body. With expertise without politics, there is only a body without a soul. There must be politics first, then there is expertise” [11, p. 175].

He said that in studying politics, it is necessary to pay special attention to Marxist-Leninist theoretical subjects, because it is the pinnacle of intellect, culture and science, it is the most genuine and scientific reasoning. For him, Marxism-Leninism is not something noble, but practical issues, namely, living together meaningfully and with love, wholeheartedly serving the Fatherland, serving the people.

Health and aesthetic education for people.

He once said: “If you want to have good production, work and study well, you need to have good health. If you want to stay healthy, you should exercise regularly. Therefore, we should develop the movement of physical education for everywhere” [13, p. 542]. Health is the most precious asset, the source of happiness. A body that is not healthy in terms of muscles, all organs and especially lacks the flexibility of the nervous system will face many difficulties in the process of intellectual and practical activities. On the contrary, the endurance and ingenuity of the muscles, the sensitivity of the senses, the flexibility and health of the nervous system will be the material conditions for human intellectual activity to be more sensitive and profound. Therefore, it is necessary to improve human's ability to adapt and transform human nature and society. Health is of great importance in building a new person, a new society.

He is very interested in aesthetic education, “to distinguish what is beautiful and what is not beautiful”. Aesthetic education helps people to communicate, behave and show proper and cultured behaviors, promote the good, the positive, condemn the bad and the evil. Doing well in aesthetic education will promote strongly the formation of moral character, directing people to good and beauty to strive and practice activities and dedication. In education, the learners must be taught how to think, study, love to learn, and make progress to become a true, good, and beautiful person.

3.1.4. Ho Chi Minh's ideology on management and development of the teaching staff *Regarding the quality of management and development of the teaching staff.*

Managing the teaching staff is the conscious influence of the management agencies on the teaching staff in order to make the pedagogical system's operation most effective. Training institutions must ensure a scientific and synchronous process in the design of programs, curricula, learning materials, and methods of examination and assessment. In order to do well in teaching tasks, management levels need to form pedagogical competencies for teaching staff such as: teaching capacity, language ability, organizational capacity, communication ability, and professional skills, etc. The ultimate aim of the management and development of teaching staff is to improve the overall quality of teachers in order to “train successors to the great revolutionary cause of the Party and our people” [16, p. 508]. Therefore, he suggested that it is necessary to “review carefully the work of “reform” in terms of programs, policies and implementation, in order to find shortcomings that can be modified and advantages that can be further developed” [8, p. 139], contributing to improving the quality of teaching staff in all aspects.

Ho Chi Minh paid special attention to the training and retraining of teaching staff - the main object of the cause of education. He said: “Now the task of education is different from before. You have very important tasks: Nurturing the next generation of citizens and cadres... The purpose of education now is to serve the people, to serve the Fatherland, and to train new people and cadres” [11, p. 344]. The management of training must create a team of teachers who love their job, are ready to dedicate themselves to the job, for the education of the whole people, “everyone can learn” [5, p. 187]. He advocates: “Universal education according to industrialization and agrarianization” [4, p. 1]. Therefore, the management agency of teachers needs to associate education and training with scientific research and practical application of teaching in a practical and effective way for educational institutions.

The training method of the teaching staff is in the direction of modern, advanced and practical education.

The management of education needs to innovate thinking on the basis of reasoning associated with practice. He said: “There are two ways to train reasoning: One way is to just fill their brains with dry reasoning... *That's a pointless, useless reasoning.* Another way is to study practical work and experience while reasoning, etc. *That's a practical and useful reasoning* [6, p. 311-312]. In the renewal of teaching methods, President Ho Chi Minh instructed the education sector to organize a new education that is to abolish formal learning, to help learners have scientific awareness, develop critical skills, analytical and synthesis skills, creativity and practicality. Teachers must learn how to teach, innovate teaching methods when the curriculum and textbooks have been reformed so that learners can understand quickly, remember for a long time and make rapid progress; Avoiding the way of teaching overload, chasing achievements, not achieving practical efficiency, but also wasting money and effort.

In order to successfully complete the task, the teaching staff must be good at professional skills, good at grasping the psychology of learners, have the personality, love the job, be eager to learn and update modern education and with the new. He said: “Officers and teachers must also progress to keep up with the times to be able to perform their duties. Don't be self-sufficient, complacent, think good enough, then stop... Therefore, you must try to study to reform yourself, to reform your thoughts, to reform your children, and to help in social reform” [13, p. 266].

For management work, teachers need to agree on orientation for learners not only in books, but also in putting knowledge in the economic, political, cultural and social context of the region, country and world. Education management through a team of teachers should aim at the highest goal of raising people's knowledge, training good citizens, good workers, good soldiers, good



cadres to serve the union, serving the country and the people. Therefore, “teaching and learning to serve the Fatherland, serve the people... Teachers and students, depending on their circumstances and abilities, need to participate in social work, benefiting the country and the people” [11, p. 185-186].

On professional training for teaching staff.

According to Ho Chi Minh, teachers are intellectual workers, creating knowledge, without good teachers, there are no good schools, “without teachers, there is no education” [11, p. 345]. The training and retraining of teachers should focus on comprehensive education, political ideology, ethics, expertise, health and lifelong learning.

He reminded teachers to promote the initiative of learners, make learning practical and funny, not formal, giving them a positive sense of independent thinking, automatic research and learning, accessing to the truth, promoting their full potential and creativity in the learning process. Teachers need to focus on emotional education methods to promote voluntariness, self-discipline, and persuasive discussion, rather than being constrained for both teachers and learners. In training management, special attention should be paid to the training of exemplary methods for teachers and pedagogical students. All behaviors of teachers have a great influence on the education of learners; “Good or bad students are due to good or bad teachers” [13, p. 269]. He wishes to give society many good and useful people, requiring the elderly to also be an example and has the responsibility to guide and help the young generation. He said: “Old comrades are very precious, they are examples of persistently fighting, guiding, fostering and training more young comrades”. The old comrades must help the young comrades to progress” [14, p. 272]. Thus, each of his points, for managing and teaching staff, is a valuable pedagogical lesson.

Creation of a healthy, democratic and synchronous educational environment.

Stemming from the importance of teacher training management towards a civilized education, the goal for all-round human development, Ho Chi Minh said: “Our school is the school of the people's democracy, aiming to train good citizens and cadres, good future owners of the country” [11, p. 185]. For each level of education, each age group is different in terms of training content, methods and goals, but requires a team of teachers who always uphold the cause of education as the most glorious, creating a healthy and fair educational environment. In pedagogical schools, he said: “It is not only a pedagogical school but also a pedagogical school of the whole country” [15, p. 404]. He emphasized the issue of democracy and discipline in the educational environment, at school, “respect your teacher, close to friends” [11, p. 175], in the family, “love and help parents and siblings” [5, p. 472].

The management of training is not for the quantity, but for the quality of training. “Opening any class must be really good. Choose teachers and learners carefully. Do not open poor quality classes” [7, p. 363]. The process of organizing classes must combine synchronously between the program and training methods, between learning and practice, between theoretical and practical knowledge, between lesson plans and testing and assessment.

The society is changing more and more, science is developing, the work is more and more, each teacher must uphold the spirit of non-stop learning to improve capacity, qualifications and quality; learn anytime, anywhere, “learn at school, in books, learn from each other and learn from the people” [7, p. 361], lifelong learning to progress forever, effectively serving the cause of “growing people”. He affirmed: “Learning never ends. Learn forever to improve forever. The more we progress, the more we see that we have to learn more” [7, p. 61]. Knowledge is endless, learning is infinite, “to stop is to step back, to be backward, to eliminate yourself first” [13, p. 266]. “The trainer who thinks he/she knows everything, is the most ignorant” [7, p. 356]. He advised managing and teaching staff “Democracy, but students must respect teachers and teachers must respect



students”, to discuss and debate together to find the truth, find the right results, democracy and equality, but “not everyone is the same” [10, p. 266].

The cause of education is the cause of the Party, the Government and the whole people, so it is necessary to “build a very good relationship and close solidarity between teachers, between teachers and students, between students, between officials at all levels, between the school and the people” to successfully complete the educational task.

3.2. Orientation value applying Ho Chi Minh's educational ideology to build and develop education in Vietnam today

Currently, compared to President Ho Chi Minh's time, the world, regional and Vietnamese contexts have changed many times, creating favorable opportunities and challenges in educational development. In recent years, Vietnamese education has achieved outstanding achievements in perfecting educational mechanisms and policies, and the structural framework of the national education system; Gradually improved the quality of programs, documents, teaching organization, management, inspection and evaluation to become more substantive and effective; There have been breakthroughs in the application of science and technology and international cooperation. However, there are still limitations and inadequacies: the understanding and application of Ho Chi Minh's educational ideology is not comprehensive and profound, it is still mechanical and not creative; Educational network planning still has shortcomings; Not focusing on comprehensive development of teachers to meet increasing training requirements; Lack of ability to link theory with educational practice at all levels; There is no close connection between school, family and society;... requiring synchronous implementation of the following orientations:

3.2.1. Education is the leading national policy to improve people's knowledge, train human resources and foster talents.

Education focuses on implementing resolutions and conclusions of the Party and the National Assembly, and guiding and operating documents of the Government on education and training, especially effectively implementing Conclusion No. 51 -KL/TW dated May 30, 2019 of the Secretariat on continuing to implement the Resolution of the 8th Plenum of the 11th Central Committee on fundamental and comprehensive renovation of education and training; Conclusion No. 49-KL/TW dated May 10, 2019 of the Secretariat on continuing the implementation of Directive No. 11-CT/TW of April 13, 2007 of the Ministry of Politics on strengthening the Party's leadership over the with study promotion, talent promotion, building a learning society; thoroughly grasping the Government's motto of “breakthrough” action to complete the 5-year plan of 2016 - 2020. As of April 30, 2021, the whole country has 404 training programs that have been assessed and recognized for quality accreditation, of which 192 programs of 48 universities were assessed and recognized according to domestic standards, 212 programs of 36 universities are assessed according to foreign standards. This result needs to be further developed in the future [1]. It is necessary to continue to promote and develop quality-accredited training programs.

The above documents show the consistent spirit of the Party and State on the basis of Ho Chi Minh's view that education is the cause of the whole people in order to improve people's knowledge, train human resources, foster talents, and build Vietnamese people and culture. With the motto “our nation must become a wise nation”, educating learners to acquire knowledge, skills, attitudes and know how to apply it to life and work; intellectuals must become high-quality human resources. With the motto education is the cause of the whole people of Ho Chi Minh, it has become the direction of educational philosophy: standardization, socialization, diversification and democratization today.



3.2.2. Theory associated with practice; Learning with practice

One of the reasons causing limitations for the current education is the low awareness of the role and principles, motto and meaning of reasoning associated with practice, learning coupled with practice. In the orientation of building and perfecting the educational philosophy for all levels, teachers need to thoroughly grasp and master teaching methods, focus on moral training, and direct teaching to the task of serving the Fatherland, serving the people, “serving the political line of the Party and the Government, associated with production and people's life” [9, p. 234]. Management leaders and teachers must constantly raise awareness for learners about the role and ability to practice this motto in daily learning and training activities. Linking theory with practice is an urgent need, a key and decisive step in the training career; Training must be derived from social needs, associated with real life to suit each level of learning and type of learning, not just mere theory or reasoning.

Each teacher needs to move from the “monologue” teaching method mainly to using mainly the method of organizing, leading and directing the learning process of learners and motivate, inspire learners, make learners highly self-aware about learning, self-seeking knowledge by their own thoughts and actions. The teacher becomes the “director”, “equal companions” with students in the process of finding the truth. The innovation of teachers' teaching methods will force learners to change their learning methods, increase self-study activities, switch from passive learning to active self-study, develop their own capacity; turn the teaching process into a self-learning, the training process into self-training to develop learners' capacity to meet the requirements of practice; strengthen practical teaching and practice skills to apply knowledge to solve practical problems according to training models and objectives.

Effectively implementing the Project “Strengthening the application of information technology in management and supporting teaching - learning activities and scientific research, contributing to improving the quality of education and training in the 2016-2020 period, with a vision to 2025” of the Government dated January 25, 2017, focusing on innovation in content, teaching and learning methods, testing, assessment and scientific research, and management in the direction of strengthening internship, practical and practical programs at current educational and training institutions.

3.2.3. Continuing to invest in comprehensive education, engage the educational environment and promote lifelong learning

The 11th Party Congress affirmed the educational philosophy of innovation along the lines of humanity and humanity: “Humans are the center of the development strategy” [2, p. 76]. Persevering the educational development path according to Ho Chi Minh's educational philosophy, continuing to promote the education motto, the nation's tradition of studiousness and educational achievements in the past time to have the theory of sustainable development in current training.

Connecting and renovating the school - family - society educational environment towards a comprehensive reform of education. Especially at the university level, it is necessary to renovate the autonomous financial mechanism to switch from the State - School relationship to the State - School - Market relationship in education supply, to develop Public-Private relations in education to create a social learning environment, contributing to improving the current quality of education in line with the world's trend. In April 1996, UNESCO set the slogan for the educational philosophy of the 21st century as “Life long learning”, and the European Union (EU) declared 1996 to be the “European Year of Lifelong Learning”. Message: “Learning - a hidden treasure” is the title of the Report of the Education Council of UNESCO on “Education for the 21st century” issued in 1997; Education law appeared in some countries such as Korea (1999), Thailand (1999),...

In 1996, UNESCO identified the educational pillar: “Learning to know, learning to work, learning to live together and learning to assert ourselves”. Ho Chi Minh's ideology is completely consistent with UNESCO's motto of “strongly promoting the cause of education for the whole people and spreading culture”. Resolution 29 defines specific objectives: “For higher education, focusing on training highly qualified human resources, fostering talents, developing quality and capacity for self-study and self-enrichment of knowledge, creativity of learners” [17]. In order to achieve this goal, each level of education management and university lecturers play an important role, ensuring that they meet the set standards of being ethical, loving the profession and highly professional.

Ho Chi Minh shared, learning is difficult but: “If you have determination, you will definitely learn” [15, p. 263]. Education must aim to achieve four basic goals: Learning to know; Learning to do; Learning to be and learn to live together. Therefore, it is required that teachers guide students to have a positive sense and regular and continuous learning methods. In fact, when learners have a sense of voluntary learning, it means that they are aware of learning for themselves, learning to improve their awareness and perfecting themselves, and will avoid learn by rote and bone up on. Self-study also consists in the attitude of being studious, humble, ambitious, being proactive and self-learning spirit that is tireless, lifelong learning, learning everywhere, all subjects and in many rich and diverse forms, suitable to the specific conditions and circumstances of each person. Self-study to grasp the treasure of human knowledge to enrich their knowledge, turn knowledge into specific beliefs and actions in daily life.

Ho Chi Minh's ideology of self-study can be reduced to five basic problems: Firstly, in self-study, the most important thing is to clearly define the purpose and build the right learning motivation. Secondly, you must work on your own to create conditions for lifelong self-study. Thirdly, to succeed in self-study, you must have a plan to arrange your study time, be persistent in implementing the plan to the end, and not back down from all obstacles. Fourthly, must thoroughly take advantage of all circumstances, all means and forms for self-study. Fifthly, study as hard as you can to practice. This is a very important contribution of Ho Chi Minh to the work of education and training in Vietnam.

3.2.4. Improving the quality of teaching staff - The most important step for an effective education.

UNESCO has come up with a new 21-point education strategy that states: “Teachers must be trained to be more educators than experts in imparting knowledge” [18, Point 18]. Currently, Vietnam has nearly 1.5 million teachers and education administrators; the current situation in the academic year 2023 - 2024, the whole sector lacks more than 118 thousand teachers. The education sector and training institutions should consult and apply the valuable educational experiences of organizations and countries around the world and continue to grasp the Party and State's policy on training and recruitment, building a teaching staff according to Decision No. 16/2008/QĐ-BGDĐT of the Ministry of Education and Training promulgating the Regulations on teacher ethics, with specific criteria including solid political bravery, having a clear professional quality and conscience, being active in learning, constantly improving professional expertise and pedagogy, having a standard lifestyle and behavior, really setting an example for learners to follow. This point of view is the inheritance and development of Ho Chi Minh's educational motto, which is valuable in guiding the building of a teaching staff. Resolution No. 29-NQ/TW, dated November 4, 2013 of the 11th Central Committee of the Communist Party of Vietnam on fundamental and comprehensive renovation of education and training with the general objective: “Educating Vietnamese people to develop comprehensively and to bring out the best potential and creativity of each individual; to love family, love country, love compatriots; live well and work productively... Striving to 2030, Vietnam's education reaches an advanced level in the region” [17]. Resolution No. 29 on innovating major, core and urgent issues, from viewpoints and guiding ideas to objectives, contents, methods, mechanisms, policies and conditions to ensure



implementation; innovating from the leadership of the Party, the management of the State to the management of education and training institutions and the participation of families, communities, society and learners themselves; innovating at all levels and majors”. Thoroughly grasping the spirit of the 13th Party Congress: “Focusing on training and retraining teachers to meet the requirements of fundamental and comprehensive reform of education and training” [3, p. 232].

Effectively implementing Decision No. 33/QD-TTg, dated January 8, 2019, of the Prime Minister, “Approving the Project on training and retraining teachers and preschool education administrators in the phase 2018 - 2025”, the project “Development program of pedagogical schools to improve the capacity of teachers and managers of general education institutions” borrowed from the World Bank (WB) in 2016 and Decision No. 89/QD-TTg, dated January 18, 2019, of the Prime Minister, “Approving the Project to improve the capacity of lecturers and managers of higher education institutions to meet the requirements of fundamental and comprehensive renovation of education and training in the period of 2019 - 2030”. Accordingly, the general goal and direction is to accelerate the implementation of the task of standardizing the teaching staff according to each educational level and training level, towards all primary and secondary school teachers and teachers and lecturers of vocational education institutions must have a university degree or higher and have pedagogical capacity. College and university lecturers have a master's degree or higher and must be trained and fostered in pedagogical skills.

For university training institutions, it is necessary to well implement the Prime Minister's Decision No. 58/2010/QD-TTg dated September 22, 2010 on the promulgation of the “Charter of the University” with Article 24 specifying the standards of lecturers as: “1. Having good qualities, ethics, and ideas; 2. Having a university degree or higher and a certificate of pedagogical training. Having a master's degree or higher for lecturers teaching theoretical subjects of university training programs; having a doctorate degree for lecturers who teach and guide thematic subjects, theses and theses in master's and doctoral training programs; 3. Having foreign language and computer skills to meet job requirements; 4. Being healthy according to occupational requirements; 5. A clear personal background” [20]. The Ministry of Education and Training stipulates the working regime for lecturers as a basis for the head of the higher education institution to assign, arrange, employ and improve the quality and efficiency of labor for lecturers, through which the educational management agency inspects, appraises, evaluates, develops policies and training programs and improve the qualifications of lecturers.

4. Conclusion

President Ho Chi Minh left a legacy of education with profound theoretical and practical significance, strategically positioning for the goal of comprehensive education development, with specific educational guidelines and measures to build Vietnamese people to meet the requirements of national construction and defense.

Applying Ho Chi Minh's ideology on education has the meaning of promoting and developing the traditional values of Vietnamese education, acculturating the educational quintessence of the times, meeting the requirements of fundamental and comprehensive innovation in education to improve people's knowledge and develop and perfect people to effectively serve the building of a rich and beautiful Vietnam as President Ho Chi Minh always wished.

Currently, the Party and State of Vietnam and the education sector apply and develop creatively the educational ideas of President Ho Chi Minh in order to train people in the direction of morality, discipline, sense of civic and social responsibility; having life skills, work skills, skills of foreign language, information technology, digital technology, creative thinking and international integration. Continuing to innovate, investing in education is an investment in development;



continuing to inherit and develop an education development strategy with an appropriate roadmap and steps to improve the quality of comprehensive human training, contributing to realizing the aspiration to build a powerful Vietnam and a modern Vietnamese human value system.

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Fintech - Opportunities and Challenges from The Perspective of Human Resources in Vietnam

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Abstract

It is undeniable that the recent development of the Fintech industry in Vietnam has boosted the labor market by creating many new businesses, jobs, and titles. Based on synthesizing and inheriting research articles, data, and reports ... of previous organizations and individuals as well as the self-synthesis of the authors, this research paper, which will identify opportunities and challenges, stands a chance of making some recommendations for Vietnamese human resources to have better preparation in the context of the growing Fintech market.

Keywords: Fintech, Human Resources, Vietnam, Jobs, Training, Financial and Technology.

1. A broad overview of the global and Vietnam Fintech market

1.1. A broad overview of the global and ASEAN Fintech market

Fintech is computer programs and other technology used to support or enable banking and financial services, Meanwhile as defined by Investopedia.com: Fintech refers to the integration of technology into offerings by financial services companies to improve their use and delivery to consumers. In this article as well as in the Vietnamese market, the author agrees with the use of the Oxford Language definition.

According to the Vietnam Fintech Market Report 2022 published by Hyperlead, the global Fintech market has a decline in 2022. Specifically, global investment capital decreased by 46% compared to the previous year, reaching only 75.2 billion USD. Meg-rounds decreased year-over-year by 60%; Capital from banks also fell by 63% in 2022.

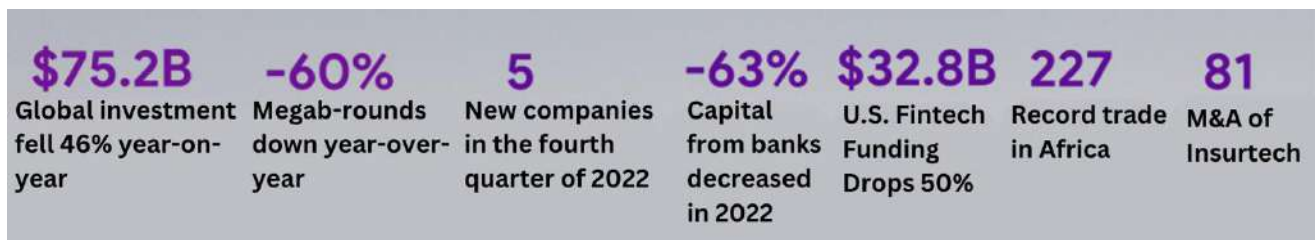


Figure 1: Global Fintech Market Overview 2022

Also conversely, according to Hyperlead's report, the value of ASEAN's global Fintech investment increased by 7% with the amount of capital raised in 2022 reaching 4.3 billion USD. In more detail, Investment in the Fintech sector at the end of 2022 accounted for 54% of total investments, up from 43%, as investors return, startups mature with larger and older customer bases.

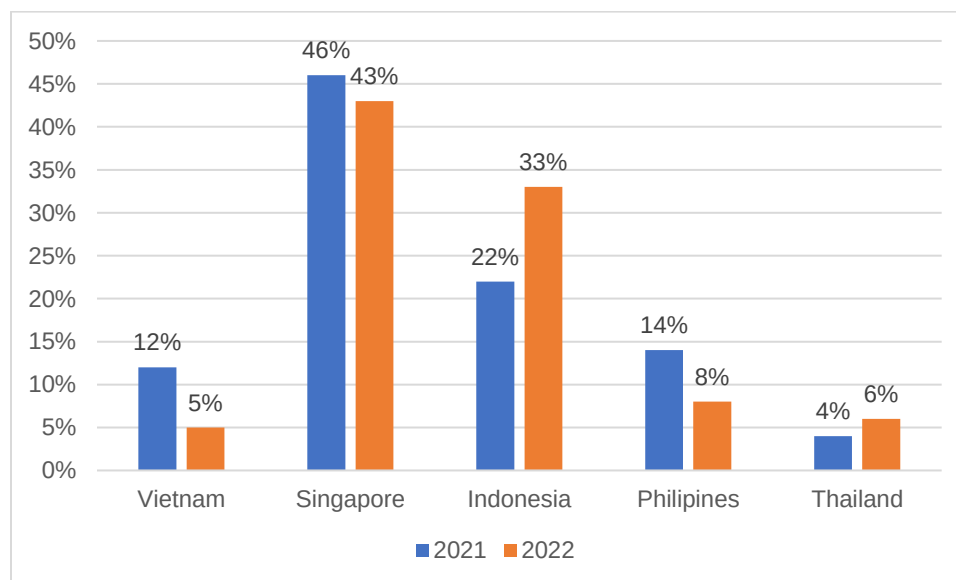


Figure 2: Value of capital mobilization/investment by country in 2021, 2022

Singapore and Indonesia account for more than three-quarters of ASEAN's total investment value, with Indonesia seeing a significant increase of 11% in 2022 compared to the previous year. By contrast, the Vietnamese market had a decrease in value from 12% in 2021 to 5% in 2022.

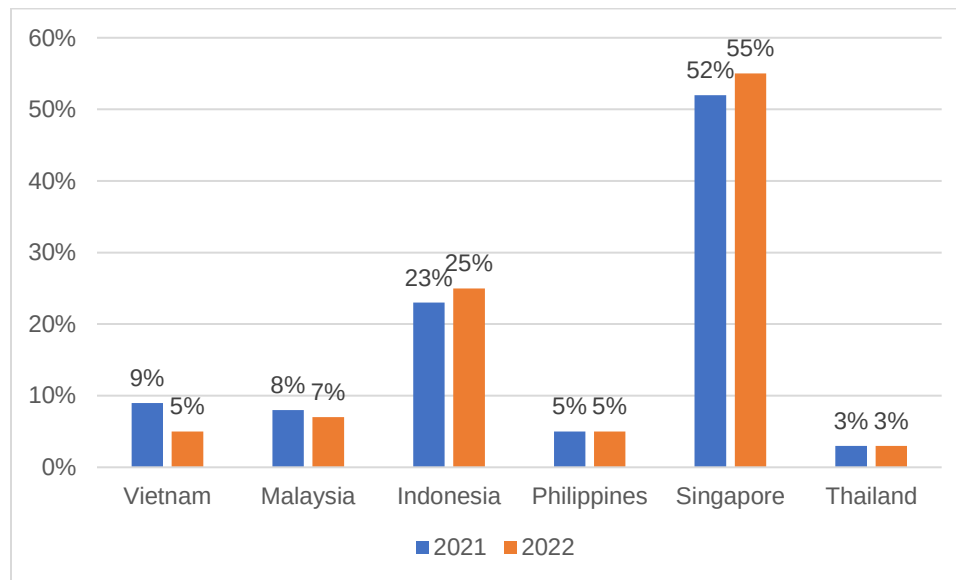


Figure 3: Number of investment deals by country in 2021 and 2022

Observing the number of investment deals by country in 2021, Vietnam also has a corresponding decrease of 5% in 2022 compared to 9% in 2021. In contrast, the Indonesian and Singapore markets continued to grow, as only these two countries accounted for 75% in 2021 compared to 80% in 2022.

1.2. A broad overview of the Vietnam Fintech market

According to the Network Information Monitoring and Analysis System (Reputa) in its February 2023 fintech industry report published citing Robocas Group's forecast, Vietnam's fintech market could reach \$18 billion by 2024 with a high level of competition.

In 2022, Fintech Vietnam recorded growth in the number of startups. Based on a survey by HyperLead, the number of startups in the Fintech sector in Vietnam has increased by nearly 13% from 156 companies in 2021 to 176 companies in 2022, from 39 companies at the end of 2015 to more than 154 companies by the end of 2021 (source: State Bank of Vietnam - SBV). Startups have a notoriously high failure level, but it still is a good indicator of the shift towards fintech.



Figure 4: Vietnam Fintech Startup Market Map 2022 (source: HyperLead)

Observing the image above, the Fintech market is quite diverse in different fields, including Payment (40 companies); Personal loans (26 companies); Digital Banking (8 companies), Buy now pay later (12 companies); Crowdfunding (4 companies); Accounting and Financial Services (4 companies); Financial comparisons (6 companies); Asset Management (16 companies); Credit scoring (6 companies); SMEs loans (5 companies); POS merchants (16 companies); Technology insurance (9 companies); Digital Assets (20 companies), Technology Real Estate (5 companies).

The COVID-19 pandemic has greatly affected industries, causing the country's economy to face many obstacles and hurdles. However, for the Fintech industry, this proved to be the strongest time of development. Undoubtedly, Fintech Vietnam has significantly grown thanks to the increasing adoption of digital transactions, the development of the e-commerce market as well and the Government's support for the expansion of digital payment forms.

It can be claimed that linkages and cooperation between Fintech companies and banks have remained the main and mainstream trend in recent years in Vietnam, reflected through several companies' Payment, Digital Banking, Asset Management, Credit Scoring, and POS... Cooperation between Fintech and banks accounts for more than 90% of Fintech companies. For the field of payment intermediaries, 100% of Fintech companies, licensed by the SBV, cooperate with banks.



For other fields, the cooperation between Fintech companies and banks is also very close and strict based on the unique advantages of each party to be able to provide quality products and services, better benefits, and more cost savings to customers. For example, customers can now access more banking services through the Internet and mobile devices compared to going to the transaction directly at the bank. Though for many people especially the aged face-to-face dealing is still preferred and also requires digital literacy – according to the World Bank in 2022 only 56% of adults over 15 years of age have a bank account.

Based on SBV's statistics, in the first 5 months of 2023 compared to the same period in 2022: Non-cash payment transactions increased by 52.35% in quantity; via Internet channel increased by 75.54% in quantity and 1.77% in value; via mobile phone channel increased by 64.26% and 7.65%, respectively; via QR code method increased by 151.14% and 30.41% respectively; through POS increased by 30.35% and 27.27% in value, respectively; through ATMs decreased by 4.62% in quantity and 6.43% in value, reflecting the trend of shifting to electronic payment, non-cash payment. These figures also demonstrate the cooperation and promotion between banks and Fintech companies in recent years

It has been continuously recorded that the number of personal accounts opened at commercial banks across the country reached about 68.7 million, about 70 credit institutions provided payment services via the Internet, and about 36 commercial banks provided payment services via mobile phones.

According to the State Bank's forecast, the value of mobile payments in Vietnam is expected to reach \$70.9 billion by 2025. Moreover, according to the e-Conomy SEA 2022 report, digital payments in Vietnam are expected to reach \$143 billion in total transaction value in Vietnam by 2025.

The above shows that Fintech is playing an increasingly important role in the financial – -banking industry of Vietnam, promoting the financial market to develop strongly in the coming years.

The overall picture of Vietnam's Fintech market can be described in the image below:

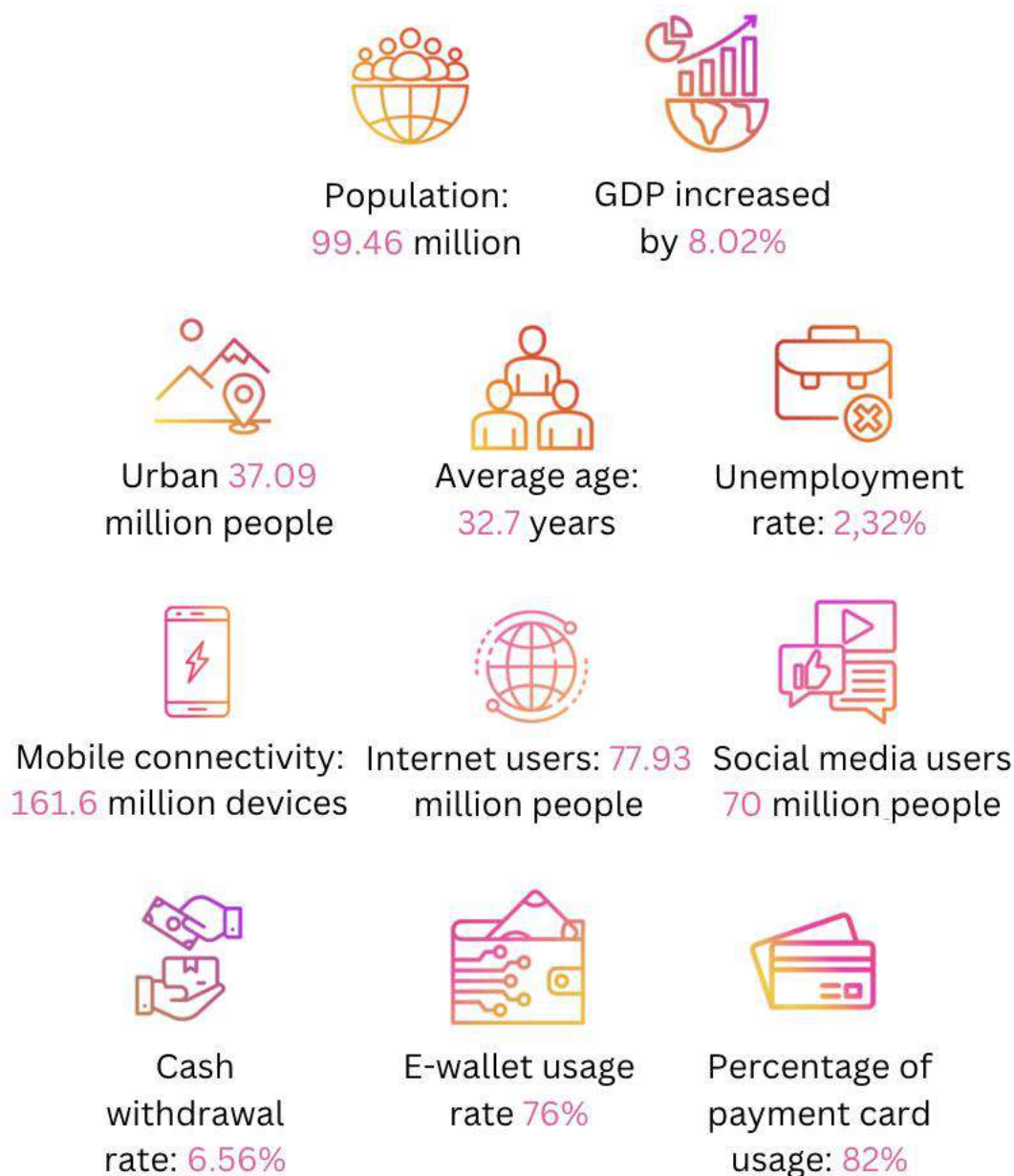


Figure 5: Fintech market summary in Vietnam 2023 (source: Hyperlead)

2. Human resources in Finance and Banking in Vietnam

2.1. Number of employees working in the finance industry

As of June 1, 2019, according to statistics of the Department of Personnel Organization, the State Bank of Vietnam, the whole banking sector is estimated at 346,614 people with the qualification structure: Dr. 569 (0.16%); Master. 20,286 people (accounting for 5.85%); University. 263,927 people (accounting for 76.16%) and the rest are Colleges. or below.

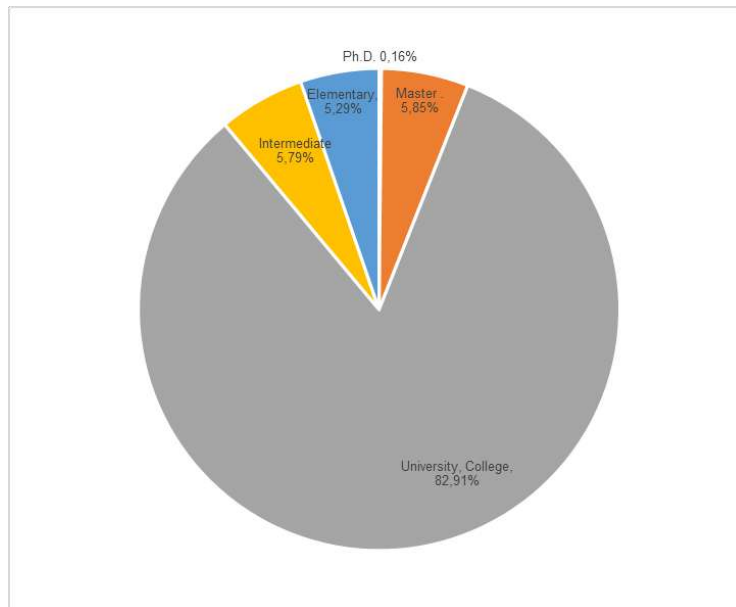


Figure 6: Banking qualification structure as of 01/6/2019

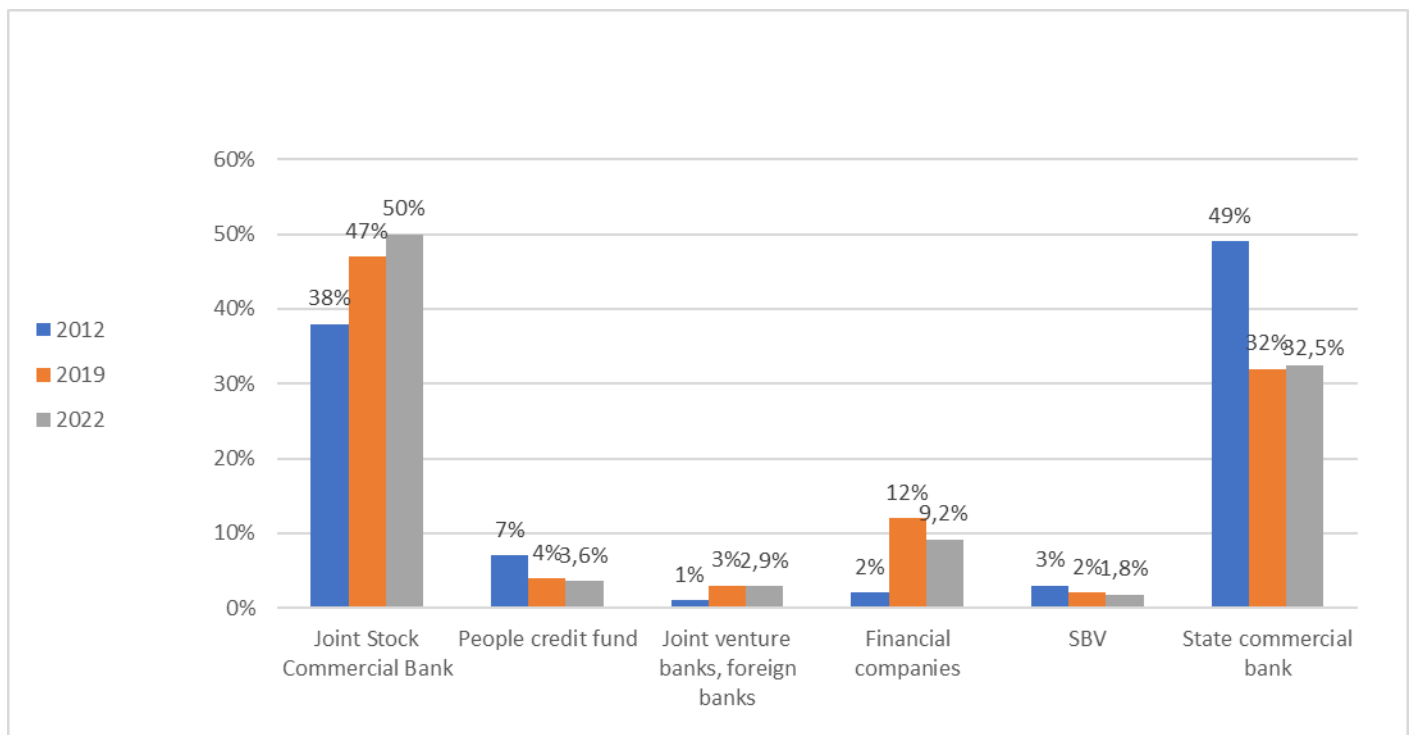


Figure 7: Human resource structure of Vietnam's banking industry according to the systems in 2012, 2019, and 2022

(Source: SBV and synthesis of authors)

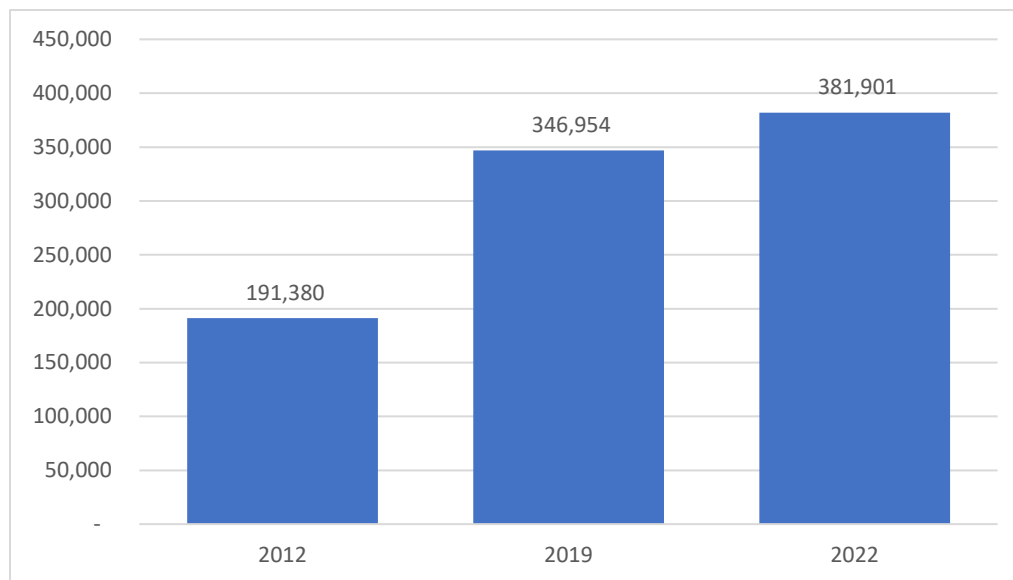


Figure 8: Total scale and human resource structure of Vietnam's banking industry according to system types in 2012, 2019, 2022

(Source: SBV & synthesis of the authors)

When comparing the scale in figures 7 and 8, the human resource structure of the banking industry according to the systems in 2012 and 2022 shows that the total growth scale is very impressive when increasing from 191,380 people to 381,901 people, an increase of 190,380 people (an increase of nearly 100%). The proportion of positive growth lies in joint stock commercial banks, financial companies, and joint venture banks. While the proportion of human resources in the State Commercial Bank, the State Bank of Vietnam, and the People's Credit Fund tended to decrease.

However, the recruitment demand in the financial and banking industry still tends to increase in 2023. According to the Navigos Group's report analyzing the recruitment situation in Vietnam, recruitment demand in the banking and financial services sector is currently up 10% compared to the same period that was stabilizing before the COVID-19 epidemic appeared (first 4 months of 2019). The overall growth in recruitment demand in the banking and financial services sector comes from the industry-wide trend of digital transformation, retail banking development, increasing service income, diversifying ecosystems, and exploding investment trends on electronic channels.

"Internship and Employment Day 2023" organized by Ho Chi Minh City Banking University. HCMC will be held on May 15, 2023, with 100 units wishing to recruit, bringing more than 7000 jobs in the field of economics - finance - and banking for students. Among them are many job positions related to the Fintech industry such as Data Analyst, Digital Banking Development Specialist, Customer Experience Specialist...



According to the author's quick statistics on 06/8/2023 at 4 largest job sites in Vietnam including Vietnamworks, TopCV, Career builder, and Vieclam24h, there are 13,480 job postings related to the finance and banking industry including Securities, Banking, Finance, and Insurance. These sectors always have a large number of job postings that weigh heavily among the professions of these sites:

Table 1: *Statistics on job postings about the finance and banking industry at some job sites in Vietnam (on August 09, 2023)*

Job search site	Stock	Bank	Finance	Insurance	Total
Vietnamworks.vn	126	478	212	166	982
TopCV.vn	357	2.529	1.397	988	5.271
CareerBuilder.vn	237	2.966	2.481	704	6.388
Vietlam24h.vn		222	527	90	839
Total	720	6.195	4.617	1.948	13.480

In addition, statistics at job websites at 2 Fintech Unicorn Companies of Vietnam (valued at 1 billion USD or more in 2022) is M-Service (with MOMO application) with 60 open news; VNLife Company (with VNPAY application) has a job posting of 56 news. Moreover, various vacancies range from technology to business, finance, banking, data analysis ...

The above shows that the recruitment demand for positions in the finance–banking industry is still very stable and tends to quality with specific requirements and close to reality from employers. Although there are no specific statistics, most of the leaders of Fintech companies in Vietnam had experience working at traditional banks.

2.2.Human resources for the Vietnam market

According to higher education statistics 2018 – 2019 of the Ministry of Education and Training, Vietnam currently has about 60 universities training in Finance-Banking, with a total enrollment target of about 20.000-25.000 students per year.

With the development of the Fintech market in Vietnam as well as the recruitment needs of businesses as analyzed above, The need to provide high-quality human resources for the Finance-Banking industry is very urgent. Businesses now not only need human resources with professional knowledge and fundamental skills in finance and banking but also need a combination and understanding of technology and digital.



Since July 22, 2022, according to Circular 09/2022/TT-BGDDT issued by the Ministry of Education and Training of Vietnam, the Financial Technology industry has been officially added with Industry Code 7340205 belongs to the Finance – Banking – Insurance industry group. Thus, this is the official basis for universities in Vietnam to officially open this training in Financial Technology (Fintech).

According to the author's statistics based on the enrollment scheme for the academic year 2023 – 2024 of universities in Vietnam: 9 schools are training Bachelor of Financial Technology; 1 specialized training school in Financial Technology (granting Bachelor of Finance – Banking); 1 Master of Financial Technology training school with a total enrollment target of about 680 targets for the academic year 2023 – 2024. Certainly, the number of schools with training in Financial Technology and the number of targets will increase in the coming years when the needs of learners and businesses are increasing with the trend.

Table 2: Statistics of educational institutions with Fintech major/major training and indicators. (on August 09, 2023)

#	Name	Type of training	Major/ Specialization	Target
1	Mien Dong Innovative Technology University	Formal bachelor	Major	N/A
2	Ho Chi Minh City University of Industry and Trade	Formal bachelor	Major	60
3	HCMC University of Economics and Finance	Formal bachelor	Major	65
4	University of Economics and Law	Formal bachelor	Major	120
5	University of Finance and Marketing	Formal bachelor	Major	50
6	The University of Economics - The University of Da Nang	Formal bachelor	Major	50
7	University of Technology and Management	Formal bachelor	Major	30
8	Posts and Telecommunications Institute of Technology (North Branch)	Formal bachelor	Major	120
9	National Economics University	Formal bachelor	Major	100
10	Banking Academy of Vietnam	Formal bachelor	Specialization	50
11	Institute Francophone International, Vietnam National University, Hanoi (Degree awarded by the University of Normande)	Master's degree	Major	35
			Total	680

In addition, with more than 300,000 people working in the Finance – Banking industry with nearly 80% of bachelor's degrees or higher, they are also constantly self-studying or studying training courses organized by enterprises, registering themselves for short-term courses to develop themselves, adapting to the industrial era 4.0 is very active, certainly also abundant human resources.

3. Opportunities and challenges with Vietnamese Human Resources

3.1. Opportunities

According to The Fintech Job Report released by CFTE, there are 3 main categories in Fintech including Generic, Technology, and Finance. In particular, each of these categories is classified into 14 very diverse job families (details shown below). On the other hand, that shows that Fintech companies, in addition to popular jobs, also bring many new opportunities for employees when studying Fintech at educational institutions or learning more knowledge about Fintech through short courses.

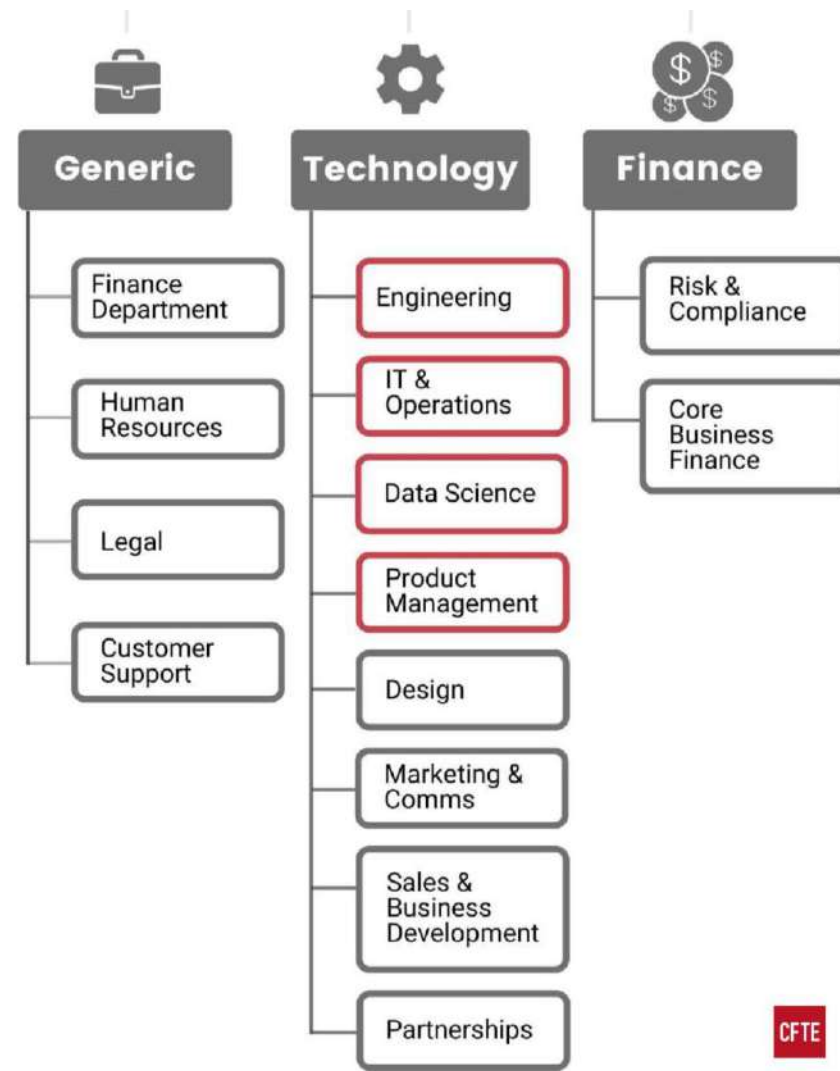


Figure 10: Jobs in Fintech



In Vietnam, according to the General Statistics Office (GSO) in the first 6 months of this year, the growth of the economy reached 3.72%, which is not a high increase but large balances are ensured, the macroeconomy is stable, inflation is controlled at an appropriate level in the context of facing many difficulties and challenges in the context of facing many difficulties and challenges in both at home and abroad. As of June 20, 2023, the total means of payment will increase by 2.53% compared to the end of 2022; capital mobilization of credit institutions increased by 3.26%; credit growth reached 3.58%. The stock market recovered quite positively in the first half of 2023, VNIndex touched a 10-month high of 1241.42 points on August 7, 2023.

The National Digital Transformation Program to 2025, with a vision to 2030, approved by the Prime Minister in Decision No. 749/QD-TTg dated June 3, 2020, is an important premise for the government, agencies Government agencies, organizations, businesses, and people actively and effectively implement digital transformation from the central government to the entire population. The Prime Minister has also issued Decision No. 149/QD-TTg dated January 22, 2020, of the Prime Minister approving the national comprehensive financial strategy to 2025 with an orientation to 2030.

The number of Fintech companies continues to grow in 2022 as mentioned above with the active participation of credit institutions in the development of digital banking services, and non-cash payment... is a great opportunity to develop the Fintech industry in Vietnam.

Furthermore, the population is in the golden population age (32.7 million), the rate of mobile device usage (161.6 million devices), internet (77.93 million people) social networks (70 million people) is high but adapting well to the use of technology applications is an important factor when digital transformation and development of the Fintech industry in Vietnam. A decree on the mechanism for controlled testing (sandbox) of financial technology (fintech) activities in the banking sector in Vietnam is being drafted, consulted, and submitted to the Government for promulgation by SBV. Once enacted, it will be a solid basis for the Fintech market to grow stronger.

With the Ministry of Education & Training adding the Financial Technology sector code on July 22, 2022, it is a key factor to promote universities to train this industry officially in Vietnam, thereby providing quality human resources for businesses in the field of Fintech.

The demand for recruiting human resources in the finance and banking industry has tended to increase recently, which is a good opportunity for Vietnamese human resources.

3.2. Challenges

The legal environment for Fintech activities is not clear and complete, which is difficult for the development of the Fintech ecosystem, the Decree on the mechanism for controlled testing (sandbox) of financial technology (fintech) activities in the banking sector has not been officially issued. This makes companies hesitant to invest in developing new products and services due to concerns about the instability of the regulatory environment (Dinh Bao Ngoc, 2022).



It is undoubtedly that The human factor is one of the important factors affecting the development of the Fintech market. In more detail, the scarcity of human resources in the Fintech sector is a big challenge for Vietnam. According to the survey results of the Institute of Banking Manpower (Vietnambanker), in Vietnam, human resources with professional skills in banking and finance account for a very large number (over 90%) but information technology (IT) skills are very poor, and foreign language skills are also not proficient. Technology engineers are usually good at IT but do not have in-depth knowledge of finance, so programming applications for products, and Fintech services will face many obstacles. Therefore, the banking industry is currently facing a shortage of high-quality personnel in specialized fields associated with technology, meanwhile, domestically trained human resources cannot meet market demand because Fintech specialized training programs at universities in Vietnam are quite few.

Besides, Technology infrastructure conditions are also a big challenge when the database system of Vietnamese users and people is still scattered and not centralized, there is no sharing between data sources; Security technology in Vietnam is also an issue when there are frequent sales of user data on social networking sites...

It is undeniable that Fintech is a relatively new industry in Vietnam, so the business model and governance model are not clear for strategic planning and long-term development plans. (Dinh Bao Ngoc, 2022)

Many financial products and services are quite new to the majority of users in Vietnam, so Fintech companies will need more time to popularize products and services to users, especially in rural areas. The older population still have a reticence of using bank – a lot of money in Vietnam is still held in “gold under the bed”. Younger people are more trusting of financial institutions and services.

The number of educational institutions training in the Fintech industry and the industry's targets are limited when there are only 11 training units with nearly 700 training targets per year. However, this is both a challenge and an opportunity for educational institutions. Also, the a need for ongoing service and career training possibly by educational institutions.

4. Recommendations

4.1. For state agencies

It is necessary to promulgate regulations related to Fintech as a basis for development such as the Decree on the mechanism for controlled testing of financial technology in the banking sector. Certainly, when this Decree is issued, it will be an important legal corridor for Fintech companies to develop more strongly in Vietnam. In particular, state agencies need to develop mechanisms to encourage and create conditions for educational institutions and Fintech learners such as scholarships, and occupations after graduation so that learners can feel secure to choose new majors and develop for the country, avoiding "brain drain".



4.2. For Fintech Companies and Commercial Banks

It is vital to develop clear title standards, and job descriptions in job announcements and, at the same time combine with research, training, ordering the needs of recruitment, funding, and facilities for educational institutions in training quality Fintech students in the future. In addition, it is necessary to strengthen training to improve knowledge and skills about Fintech for working employees (such as employees who are good at finance, banks can provide more training in technology and vice versa) so that they can contribute better and better to the development of the organization. These organizations also need to spend time, budget, and resources in disseminating financial and technological knowledge to customers through training, applying technology in training to help customers better understand financial knowledge, assisting customers with avoiding getting into situations where they do not understand the product well, leading to fraud or improper use of the product's features.

4.3. For educational institutions

The opening of the Fintech industry is inevitable, but it is necessary to research and listen to opinions from businesses and the market when building Fintech training programs. Moreover, educational institutions need to orient and select job positions by market and business needs; and build a reasonable ratio between Finance and Technology with the job position targeted. At the same time, educational institutions need to closely combine the training model between schools – students – and enterprises to improve the quality of training. Training programs also need reference, consultation from advanced training programs, and experienced experts in the region and the world.

4.4. For learners

Undoubtedly, Fintech is a new discipline that will develop shortly, as a result, learners need to identify their strengths and weaknesses to choose the appropriate educational institution and field of study. Employees who are working in the banking and finance industry need to improve their self-study and equip the necessary knowledge for the Fintech industry to avoid being "eliminated naturally" due to the current digital transformation and strong technology development.



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RESEARCH AND APPLY HO CHI MINH THOUGHTS IN TRAINING COMPREHENSIVELY DEVELOPED HUMAN (RESEARCH AT THE UNIVERSITY OF TRANSPORTATION TECHNOLOGY, HANOI, VIETNAM)

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Abstract

In the current context, studying and applying Ho Chi Minh's thoughts into practice has profound theoretical and practical significance, especially his thoughts on training people for comprehensive development. This article clarifies the connotation of his ideology and reflects the current situation through investigation and research on the training of comprehensively developed students at the University of Transport Technology to refer to that basis and propose a number of solutions that contribute to improving the effectiveness of training students for comprehensive development today.

Keywords: human, Ho Chi Minh, Transportation



1. Introduce

Currently, training people for comprehensive development is one of the key tasks of Colleges and Universities throughout the country. Therefore, a fully developed human needs to have enough "funds" of knowledge, compassion, tolerance, respect for gratitude, a cultured lifestyle, and to absorb and cultivate experience from real life.

During his lifetime, President Ho Chi Minh paid special attention to the issue of training comprehensively developed people. He requested that the urgent task after gaining national independence (in 1945) was to immediately carry out "re-educating the people's spirit", so that everyone is aware of the laws of development of nature and society. In his thinking, human training needs to "focus on all aspects: revolutionary ethics, socialist enlightenment, culture, science - technology, labor and production" [12, p.190]. This not only shows the importance of training, improving capacity and qualifications, but also fostering moral qualities, revolutionary ideals, independent thinking, creativity, and a good lifestyle for students human. This is also the main mission of the university education system in Vietnam today.

Therefore, when referring to Ho Chi Minh's ideology in training students for comprehensive development at the University of Transport Technology, we will see a panorama of the current reality of training people from there, draw out the achievements and limitations to propose some basic solutions to improve effectiveness in training people for comprehensive development, meeting the requirements of social development and international integration in Vietnam.

2. Method

The article uses main methods such as statistics, comparison, history, logic, sociological investigation and in-depth interviews with a number of cases to analyze and clarify the connotations of Ho Chi Minh's ideology on comprehensive human development and application to evaluate the current situation of comprehensive human development training through specific research at the University of Transport Technology, Vietnam today.

3, Results

3.1, Ho Chi Minh ideology about developing comprehensive people

According to Ho Chi Minh's assertion: "No matter what, people do it, from small to big, from near to far, it's all like that" [9, p.281], people know how to "solve many problems in a simple, quick, and complete way that talented people and large organizations cannot think of" [9, p.335]. Through many of his speeches and articles such as: "New Life"; letter "To the students" published in Nhan Dan Newspaper; and in the "Report on the draft revised Constitution", etc. and especially in the Letter to teachers, students, officials, youth and children (October 31, 1955), Ho Chi Minh wrote write:

“For children, education includes:

- + Exercise: To make the body healthy, while maintaining personal and general hygiene.
- + Intellectual education: Review what you have learned, learn new knowledge.
- + Beauty education: To distinguish between what is beautiful and what is not beautiful.
- + Virtue education: Love for the Fatherland, love for the people, love for labor, love for science, love for public property" [12, p.75].

Thus, it can be said that in his thought, education and training for comprehensive human development is affirmed as a unified whole of physical strength, mental strength and spiritual strength, in which physical health is, intellectual richness, deep understanding of beauty, goodness, nobility as well as pure and noble moral qualities are the core points. Reality has clearly shown that people being guided, educated and trained have become the decisive factor and driving force for the development of the revolution and the country. Therefore, it is necessary to train, educate people to develop comprehensively in all aspects of physical, mental and spiritual strength:



Firstly, physical and health development. According to Ho Chi Minh: Health is both physical and mental health, because "blood circulation, full spirit, that is health" [8, p.241], so it is necessary to continuously improving the material life of all classes of people, "making sure the people have food, clothing, housing, and education" and calling on all people to exercise. Exercise is to preserve and improve health, so according to him, "you must exercise your body to be healthy. Only by being healthy, you will be able to participate durably and persistently in things that benefit the country and the people" [12, p.440], at the same time, he requested to develop the movement of physical education and sports throughout the country and considered physical exercise to be the duty of every patriotic citizen, and Ho Chi Minh himself became a shining example of physical exercise and sports.

Second, mental development. In view: "If you want to build socialism, you must have education. Need to learn culture, politics, technology; need to learn Marxist - Leninist theory combined with struggle and daily work, etc. Learning goes hand in hand with practice" [15, p.90]. Therefore, first of all, it is necessary to improve people's educational level through teaching and learning. Teaching and learning are aimed at expanding people's minds, improving knowledge, fostering correct thoughts and noble emotions. At the same time, Ho Chi Minh also focused on scientific and technical education for people and believed that, "socialist revolution is associated with scientific and technical development" [11, p.586]. Therefore, improving the level of education and science - technology is a prerequisite for people to grasp the laws of life and the achievements of humanity.

Third, develop mental strength. Considering mental strength as an important issue for comprehensive human development, Ho Chi Minh believed that if the mind is bright, then wisdom will be durable, so he paid great attention to developing people in terms of mental strength. He considers morality to be the foundation of humanity, like the root of a tree, the source of a living stream. People must first have a pure mind and noble morals. Therefore, he always focused on moral education for everyone, from workers and farmers to intellectuals and artists; From people of all ethnicities to people of different religions, monks, etc., they must be educated and self-disciplined throughout their lives. Along with this, Ho Chi Minh also focused on educating political qualities and fostering revolutionary ideals, especially for the youth. Because, according to him, if young people do not have the right political orientation and are not equipped with progressive revolutionary ideals, they are "like people who close their eyes and walk away"; or "like a person without intelligence, a ship without a compass", or "unable to fight enthusiastically for the people, for the revolution" [10, p.284]. Therefore, it is necessary to organize learning, political enlightenment and enhance patriotism for each person, so that each person can reach the new, the good, the beautiful, the noble and have the desire to reach the truth - goodness - beauty.

Therefore, in the process of training people to develop comprehensively physically, mentally and spiritually, Ho Chi Minh required training methods to be appropriate to their level and age and to combine theory with reality; associated with the emulation movement and must create the best conditions for them to voluntarily excel in all aspects.

3.2. The application of Ho Chi Minh's ideology in training students for comprehensive development, through research at the University of Transport Technology, Vietnam today

In the current context, training people for comprehensive development is a central task in the development strategy of universities nationwide because universities are places to train quality human resources for students society. Therefore, in universities, studying and applying Ho Chi Minh's ideology on training people for comprehensive development has profound theoretical and practical significance. In recent times, the University of Transport Technology has always been aware of the importance of training students for comprehensive development, considering this a strategic task in training and affirming the position of the school in the national education system.

3.2.1. Aspects achieved in training students for comprehensive development

Through the results of an actual investigation on training students for comprehensive development in recent times at the University of Transport Technology, it has been shown that:

- The importance of training students for comprehensive development in school. Most students are aware that comprehensive development training is decisive for themselves, so right from the first year they strive to study and constantly improve themselves. Through summary reports on annual training, the percentage of graduates with high competence and professional qualifications meets the output standards and needs of the labor market. Therefore, through each training course and society's requirements, the school reviews, edits, supplements, evaluates and promulgates training schedules in accordance with the needs of relevant parties.

- The content of training students to comprehensively develop all aspects of physical, mental and spiritual strength is shown in the school's training program for majors.

- + Physically. The curriculum is clearly demonstrated through modules on training and developing physical fitness for students. Through these modules, students have the opportunity to develop their physical strength in a methodical and scientific way. In addition, the school established clubs, collective activities, and movements of the Ho Chi Minh Communist Youth Union to promote the positive energy of each student. The following statistics show the concern and physical development for students:

Table 1. Physical development program for students during their studies at school

Course Curriculum	71 (105students)		72 (110 students)		73 (120 students)	
	students	ratio %	students	ratio %	students	ratio %
- Physical education modules;	79	75,2	66	60,0	75	62,5
- Regular health and medical care and periodic examinations;	8	7,6	15	13,6	16	13,3
- Physical training rooms, Karate clubs; dance; badminton and table tennis;...	15	14,2	17	15,5	19	15,8
- Other collective activities such as: 10,000 steps for health every day; "youth dance", etc	3	2,9	12	10,9	9	7,5
- Personal opinion:	0	0	0	0	0	0

Source: Author's investigation and synthesis

Through the above programs and movement activities, the level of students interested in physical training is very high (accounting for 60%->75%) in studying physical education modules, and physical training rooms (accounting for 14.2%->15.8%) and other activities (accounting for 2.9%-15.8%). Many students believe that, in addition to studying and exercising at school, at home they continue to jog, exercise, or swim, etc. to further improve their physical fitness (representative Student year 71 answered).

- + Intellectually. In the face of the rapid development of science and technology and the trend of deep international integration, each training program is required to meet output standards and at the same time always update new knowledge to help students. Students cultivate professional capacity and proactively approach new things and advances, especially with the 4.0 industrial revolution.

Table 2. Students' initiative in cultivating their own knowledge

Course	71 (105 students)		72 (110 students)		73 (120 students)	
	students	ratio %	students	ratio %	students	ratio %
Cultivating knowledge						
- Make a study and training plan according to the school's curriculum	65	61,9	62	56,2	55	45,8
- Self-study and expand specialized knowledge;	15	14,3	18	16,2	25	20,8
- Actively learn the language and cultivate professional ethics	10	9,5	15	13,6	27	22,5
- Have scientific initiatives and scientific research at school level	2	1,9	1	0,8	3	2,5
- Learn and adapt to the 4.0 industrial revolution	6	5,7	4	3,6	6	5,0
- Startup programs; Applying science and technology to self-study training; creativity contests...	5	4,8	4	3,6	9	7,5
Personal opinion	2	1,9	1	0,8	5	4,2

Source: Author's investigation and synthesis

This result shows that students themselves actively plan to study and practice according to the school's curriculum (accounting for a large proportion from 45.8% - 62.9%), and confirms: only when planning and having clear goals can you proactively receive intellectual information (students of courses 71, 72, 73 responded). Besides, students also proactively improve their language as well as other programs and proactively integrate with the 4.0 industrial revolution to promptly grasp and accumulate knowledge for themselves (students majoring in information technology – K72 replied).

+ In terms of mental strength. The development of mental energy is expressed quite richly, it is the harmonious development of will, emotions, attitudes and value orientation. Therefore, in specialized training majors, we always focus on training students to develop mentally, have a love for their profession, and are dedicated to the field they are trained in.

Table 3. Cultivation of mental strength through political theory and professional ethics subjects in the trained major

Cours Cultivate mental strength through	71 (105 students)		72 (110 students)		73 (120 students)	
	students	ratio %	students	ratio %	students	ratio %
Political theory subjects: Philosophy; Ho Chi Minh Thought; Party History; Science socialism; Professional ethics	48	45,7	58	52,7	65	54,2
Cultural and artistic theatrical activities;	16	15,2	12	10,9	15	12,5
- Competitions to learn about Ho Chi Minh's ideology, ethics and style and the nation's cultural traditions	14	13,3	15	13,6	10	8,3
- Movements to raise legal awareness; traffic behavior	12	11,4	15	13,6	18	15,0
- The spirit of independence, self-respect, creativity, and determination to overcome each individual's circumstances	15	14,3	17	15,5	17	14,2
Personal opinion	0	0	3	2,7	5	4,2

Source: Author's investigation and synthesis

The development of mental strength is affirmed by students through political theory subjects (accounting for 45.7%-54.2%), with the subject Ho Chi Minh Thought, students once again cultivate the good traditional values of the Vietnamese people, of which Ho Chi Minh is the embodiment of those noble values. Many students responded, studied and cultivated Ho Chi Minh's patriotic feelings, will to overcome countless difficulties, etc., and found themselves fortunate to be born in a time of peace from which they were determined to work. Set study goals and plans to establish yourself and start a career in the future. In addition, cultural and artistic activities and movements to raise legal awareness also have a positive impact on students, and at the same time, students can cultivate their mental energy based on the orientation of lecturers during the learning process at school.

- Using teaching methods appropriate to the cognitive level of students. Flexible use of teaching methods not only creates the effectiveness of the lesson but also determines the quality of students. Students achieving their goals of knowledge, skills, and attitudes in each module depends greatly on whether the lecturers use the right method.

Table 4: Methods implemented in teaching the school's training majors

Course Method:	71 (105 students)		72 (110 students)		73 (120 students)	
	students	ratio %	students	ratio %	students	ratio %
Presentation	10	9,5	22	20,0	32	26,7
Presentation combined with problem-solving	40	38,1	49	44,5	50	41,7
Student-centered	5	4,8	7	6,4	9	7,5
Consultation	15	14,3	10	9,1	7	5,8
Self-study	12	11,4	11	10,0	13	10,8
Group discussion	15	14,3	10	9,1	9	7,5
Case study	5	4,8	1	0,9	0	0
Other modern methods: (roles, projects, case studies, etc.)	3	2,9	0	0	0	0
Personal opinion:	0	0	0	0	0	0

Source: Author's investigation and synthesis

Through the statistical table, it shows the level of use of teaching methods by lecturers through student assessments such as: the presentation method combined with raising problems is the most affirmed by students (accounting for a ratio of 38, 1% – 44.5%) and other methods. However, through direct interviews with a number of lecturers: the use of methods depends on the characteristics of each module, each lecturer will use the appropriate teaching methods based on the students' level of awareness, because there are 70% theoretical and 30% practical modules, lecturers must combine many methods to achieve the goals of knowledge, skills, and attitudes for students (lecturer representative) (members of the Faculty of Law - Politics, Faculty of Transport Economics responded).

3.2.2. Limitations in training students for comprehensive development

Besides the achievements in training students for comprehensive development, there are still limitations:

Non-aware of the importance of comprehensive development training, still passive in learning and scientific research; training only focuses on professional knowledge and does not focus on developing soft skills, ethics, and lifestyle for students during the learning process;

The quality and effectiveness of comprehensive training are still low, not keeping up with development requirements and advanced education in the region and the world; Slow innovation in training content and form: physical training modules for students have not fully promoted student initiative; the training content has not been uniformly implemented, many specialized courses are still heavy on theory, light on practice and not linked to practical requirements; lack of highly qualified lecturers; does not attach importance to mental health support programs for students; Training methods still focus on tradition and cannot directly connect lectures to the internet or apply information technology; facilities for training still have many shortcomings, etc., therefore, it has not created a strong change in the quality and effectiveness of training; the main cause of these limitations is due to lack of proper attention in training; the system of laws on training is not uniform, there are still inadequacies between increasingly high training requirements compared to society's needs, etc.

Therefore, to effectively train students for comprehensive development, it is necessary to have solutions suitable to the development requirements of the Transport Industry and society.

3.3. Basic solutions to improve the effectiveness of training students for comprehensive development at the University of Transport Technology in the coming time

Improving the effectiveness of training for comprehensive student development is the key step that determines the development of students' capacity, qualifications, and professional ethics after graduation. Therefore, in the coming time, schools need to focus on some of the following basic solutions:

3.3.1. Raising awareness of the role and tasks of training students for comprehensive development according to Ho Chi Minh's ideology, while affirming the school's overall strategic development goals from now to 2030 and vision to 2045

Recognizing the importance of training students for comprehensive development as the most important solution, contributing to the training of human resources for the Transport Industry and for society, the University of Transport Technology has directed every units focuses on researching, analyzing and clarifying the situation to develop training plans appropriate to each stage of the school's development. During his lifetime, President Ho Chi Minh highly appreciated the role of training. He wrote: "Training children to be useful citizens for Vietnam, an education that fully develops their abilities" [8, p.34]; or "the minds of young people are as pure as white silk. If you dye it green, it will be green. If you dye it red, it will be red. Therefore, learning in school has a great influence on the future of young people" [9, p.102]. This shows that comprehensive development training has an important meaning in social life.

Furthermore, facing the development requirements of society, comprehensive training needs to focus on providing basic theoretical knowledge, equipping skills, implementation methods, and educating life attitudes and working skills, dynamic, creative, adaptable to changes in the market mechanism, loyal to the ideals of the nation, consciously striving to establish themselves and make a career. Therefore, the school has specified in its strategic development goal from now to 2030 to standardize the entire training program to ensure vertical connection between educational levels and horizontal connection between disciplines. training industry group; Reduce the theory time and increase the practical time ratio of the training program [1].

Therefore, it is required that the school continue to effectively implement its set goals and constantly strive to train and provide high-quality human resources for the transportation industry while also being consistent with international development trends.

3.3.2. Innovate program content and training methods to comprehensively develop students in the school's training majors to meet the needs of society

This is the core issue of training students for comprehensive development, and is the deciding factor in student quality in today's schools. Therefore, innovate program content and training methods to meet the learning needs of students and be consistent with social realities. Due to that, the content of the training program needs to be thoroughly grasped of the goals and requirements for fundamental and comprehensive innovation in the spirit of Resolution No. 29 - NQ/TW; not only ensuring the correct guidance and guiding ideology of the Ministry of Education and Training and all levels, but also consistent with the training characteristics of the school. The training program combines equipping professional knowledge with improving students' political qualities, ethics, legal knowledge and practical skills, etc., at the same time, innovating the content. Training programs and methods must be in the direction of promoting positivity and creativity; develop capacity and methods of scientific theoretical thinking; independent and creative research capacity of learners; Apply information technology and modern technical means.

Strengthen, expand and diversify training forms; Combining improving knowledge and professional skills with research style and capacity; Regularly review and have specific plans to ensure stability and sustainable development. The way of organizing training forms must be appropriate to ensure high efficiency, and at the same time coordinate with production and business enterprises in the transportation industry, especially foreign-invested enterprises to

Organize training and fostering knowledge, new technology and practical skills for students; Sign contracts for applied research and technology transfer for production with businesses and social organizations to get funding; proactively integrate and improve the effectiveness of international cooperation in student training.

Diversify methods and forms of testing and evaluating training and fostering results to ensure accuracy and objectivity. Gradually apply modern technology and advanced techniques to test and evaluate training results; popularize active teaching methods according to the criteria: equipping learning styles and promoting learner initiative; Apply and maximize the advantages of applying information technology to achieve the highest efficiency, quality and productivity in the training and scientific research of students;

Supplement learning resources; Compile, import, translate, and publish textbooks; Choose to use advanced textbooks in the world as teaching and reference materials. Innovate teaching support equipment, apply advanced methods and new training processes.

3.3.3. Strengthen international cooperation in training students for comprehensive development of the Transport Industry and society

Strengthening international cooperation in student training is the key content that the University of Transport Technology has been aiming for. This is an opportunity for the School to expand and enhance its reputation and position in the world. Therefore, in the coming time, the school needs to be more active and at the same time have a mechanism to mobilize competent and reputable foreign organizations and individuals to participate in teaching training courses, especially for students with courses that update knowledge, skills and experience to improve international integration capacity for students.

Promote and diversify forms of cooperation in the field of training, combine domestic training with study and research abroad, and send learners to participate in training courses abroad;

Coordinate with training institutions in developed countries in implementing contents such as: training programs, lecturers, documents, academic activities... towards exchange, cooperation, associate teaching and exchanging lecturers; exchange training materials. In addition, there needs to be a policy to attract foreign lecturers to teach at the school's training institutions; Apply advanced foreign teaching methods in training and scientific research.

Diversify forms of international cooperation in organizing training courses, such as: organizing combined training courses at home and abroad; Organize domestic training courses with the participation of foreign experts in teaching. These are forms of training suitable for Vietnam today to enhance international integration capacity in training activities for comprehensive human development.

4. Conclusion

Thus, training students for comprehensive development is a central issue, with strategic significance for the sustainable development of the country as President Ho Chi Minh once expected: if you want socialism, you must have socialism. socialist people - comprehensively developed people, both "moral" and "professional". In recent times, comprehensive training and development at the University of Transport Technology has achieved strong changes in quality and efficiency, but there are still certain limitations. Therefore, to improve the effectiveness of training students for comprehensive development, the article proposes some of the above solutions to bring more effectiveness to training to meet the development needs of the transportation industry. transportation and society.



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MULTIPLE INTELLIGENCES AND WORKING STYLES AMONG COLLEGE FRESHIES

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Abstract

This study employed a descriptive quantitative correlational design to determine the multiple intelligences (MI) and working styles of 120 freshman students at a state university in Mindanao. The MI Survey Questionnaire of Christison (1999) and the Academic Work Style Survey questionnaire-checklist of Kinsella, 1998, were used. The data revealed that students have a moderate extent of their MI except for naturalist and logical intelligence. Sixty-two respondents and 73 respondents preferred to work with a partner and with a group, respectively. Moreover, the respondents' multiple intelligences are not affected or influenced directly by their working styles. Thus, this study affirms Gardner's theory on MI, which can be nurtured and strengthened or ignored and weakened. Last, this study also provides empirical support for the theory on working styles that students have different work style preferences that they can utilize in the course of their study.



Introduction

Education can highly contribute to students' development by directing them toward areas that are in harmony with their abilities (Al Hosni & Al-Manthari, 2021). The Philippines can be said to mostly measure three intelligences, giving importance to language, logic and science, disregarding the idea that humans not only have cognitive intelligence but also have been endowed with various kinds of intelligence and enormous potential. Likewise, Al Hosni and Al-Manthari revealed that interpersonal intelligence, mathematical-logical, and visual-spatial, ranked first, second, and third, respectively, among students. Multiple intelligences are various skills and talents that students have in solving their learning problems so that students are able to solve learning problems amazingly (Madyawati, 2016). Howard Gardner (1985) was victorious in his theory, as it has changed the way people perceive intelligence in learning. Its importance in the field of education is crystal in the way it accelerates the selection of strategies and activities that cater to these intelligences, including improving the reading and writing skills of learners. Moreover, this theory also encourages creativity in people, enriching their self-confidence and independent thinking (Hussein, 2013, p. 61). Gardner's theory of multiple intelligences proposes eight separate intelligences: linguistic, logical-mathematical, spatial, musical, bodily kinesthetic, interpersonal, intrapersonal, and naturalist, which compels us to rethink how teachers should strategize subjects and topics. If learners do not comprehend in any single way, then the teacher must teach "in the way the child learns." Guided by the very distinct intellectual profiles of students in a classroom, teaching must become less of a single approach aimed at all students and more of a crafted effort to engage the multiple intelligences, or potentials, represented in the room. Gardner (2013) further asserts that regardless of which subject you teach—"the arts, the sciences, history, or math"—you should present learning materials in multiple ways.

A work style, on the other hand, is a person's choice to approach a task. A learner's work style will vary over time, and it is essentially dependent on the task or project at hand and often mirrors the work styles of other members on their team. Kolk and Bias (2007) expound that a team's success is not solely dependent upon the academic capability of its members. It is also naturally affected by how well the team can work together to achieve goals. The success of a task is dependent upon the successful allocation of assignments and communication of each of the members as they go through the process. Apparently, team members interact with the influence of their varying working styles; some prefer to work individually, others in pairs and others in groups. Moonma and Kaweera (2021) found that in individual writing tasks, all proficiency levels reported that critical thinking was not developed as there was no interaction with peers. Swain (1998) and Storch and Wigglesworth (2007) reported that learners who complete their tasks by collaborative work are successful when compared with working individually, which could assist learners in unraveling some linguistic problems that go beyond their individual abilities. In contrast, high-proficiency students seemed to enjoy writing alone and were fairly satisfied with group work, and low-proficiency students in low groups were likely to enjoy coauthoring activities, either pair or group work (Kaweera, Yawiloeng, Tachom, 2019). McDonough (2004) argues that relating with each other during pair and group activities decreased students' anxiety and increased students' self-confidence (p. 208). Therefore, determining a student's work style will help both teachers and learners themselves facilitate communication between teams and among group members, initiate conflict resolution, and assist efficient project completion. Dunne and Bennet (1990) also stipulate this activity as an occasion for learners to intermingle and learn from their peers since they can help each other independently without feeling self-conscious.



This study was thus anchored in Gardner's MI theory (1985) and Kinsella's theory on working styles. Knowledge on the multiple intelligence and working styles of students will provide different perspectives on learning and its various classroom implications. An awareness of learners' differences in learning will aid teachers and administrators to be more sensitive to their roles in students' learning and to employ appropriate teaching methods, techniques and strategies designed to help improve learners' performance in all academic contexts. to provide a parallel form of assessment to enrich what has been subsumed. Likewise, knowing the different work styles of the learners will help all team members value one another's contributions and for the team to overcome difficulties when work styles are conflicting. Every member can weigh and balance their conflicting work styles for a win-win situation.

Pedagogically, teachers must provide appropriate learning paths in terms of syllabus design, choice of materials and alternative assessment of proficiency (Tyacke, 1996). It is important that learning materials or tasks that the students are exposed to must be relevant and appropriate to their needs, and course design, including the testing component, should be realistic and within the ambit of learners' knowledge and experiences.

Hence, this study was conceptualized to investigate the multiple intelligences and working styles of college freshman students in a state university in Zamboanga City, the extent of use of the respondents' working styles and the significant relationship between the respondents' multiple intelligences and working styles. An extensive comprehension of the multiple intelligence and working styles of students would enable teachers to utilize appropriate teaching methods and learning materials to be both effective and efficient in the teaching and learning process.

Method

This study employed a descriptive quantitative correlational research design to determine the multiple intelligences and working styles of 120 freshman students. Two instruments were used, namely, the Multiple Intelligence Survey Questionnaire of Christison (1999), which is a dichotomous instrument consisting of nine (9) sections reflecting the nine (9) MI, and the Academic Work Style Survey questionnaire-checklist of Kinsella, 1998, which is also a dichotomous instrument consisting of 25 statements. The respondents were asked to choose from the two options marked *agree* and *disagree*. The analysis was based on the respondents' scores in the items categorized as working individually, working with a partner, and working with a group using descriptive words such as always, usually, sometimes and never. Ethical considerations were also ensured during the whole study. Respondents were informed about their voluntary participation and the confidentiality of the data gathered. The data gathered were tabulated, interpreted and analyzed using frequency count, percentage, mean, and standard deviation and Pearson product moment correlation coefficient to determine the relationship that exists between the respondents' multiple intelligences and working styles.



Results and Discussion

1. What are the Multiple Intelligences of college freshman students in the Western Mindanao State University?

Table 1 presents the respondents' multiple intelligences. The data reveal that except for naturalist and logical intelligences, the respondents in this study obtained mean average scores of 5.5500 for musical with a standard deviation of 2.03272; 6.4917 for existential with a standard deviation of 2.16929; 5.4333 for interpersonal with a standard deviation of 1.85497; 5.9917 for kinesthetic with a standard deviation of 2.06408; 5.0083 for verbal with a standard deviation of 2.10440; 6.3167 for intrapersonal with a standard deviation of 2.41488; and 5.7417 for visual with a standard deviation of 2.44432, which are all described as MODERATE EXTENT. This means that the respondents are musically inclined students. This result can be attributed to technology, especially the worldwide web, which gives them the opportunity to be exposed to music.

The respondents are also existentially inclined learners, considering the fact that one group of the respondents come from the College of Asian and Islamic Studies and are roughly Muslim students who observe strict obedience to their creed.

The interpersonal intelligence of the respondents means that they are sensitive to the feelings of others, and they use all means to open communication channels to others. This may be because some respondents were teachers.

For kinesthetic intelligence, learners in this study have the ability to control body movements and handle objects skillfully and have a good sense of balance and eye-hand coordination since some respondents belong to physical education courses.

The linguistic intelligence of the respondents suggests that they have the ability to use words and language since the respondents from the College of Education and College of Humanities are students majoring in English.

Finally, the visual strength of the students in this study shows that they have the ability to perceive the visual. These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

Further analysis of the results suggests that naturalistically inclined learners seem to enjoy categorizing things by common traits. Ecological issues are somewhat important to them. This may be because most of the respondents come from different provinces of the region and have very close contact with the natural environment.

However, the respondents in this study are also logically inclined. they are less likely to employ their ability to use reason, logic and numbers since half of the respondents are majoring in English.

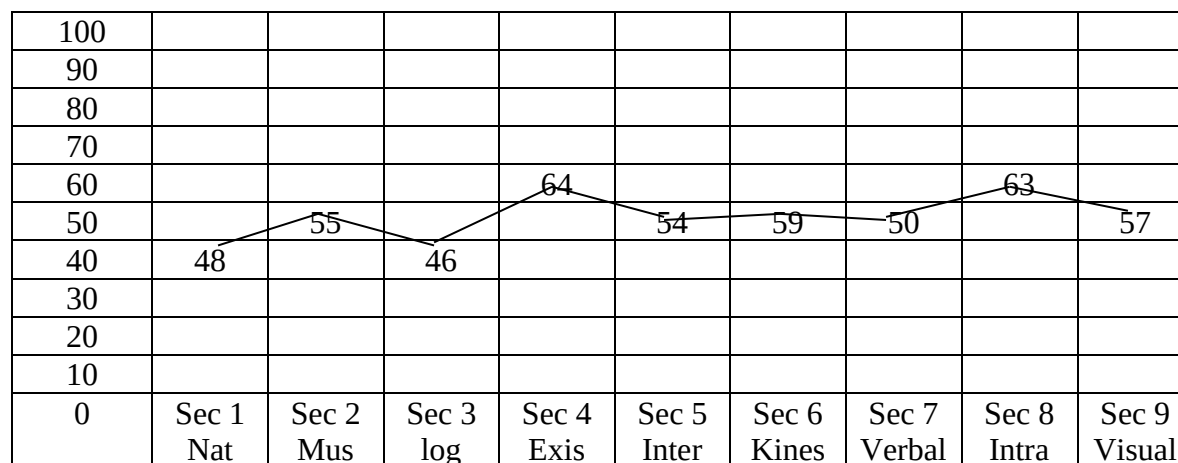


Table 1. Respondents' Multiple Intelligence

Variables	Mean	Std. Deviation	Description
Naturalist	4.8083	1.99283	To the less extent
Musical	5.5500	2.03272	Moderate extent
Logical	4.6083	2.03868	To the less extent
Existential	6.4917	2.16929	Moderate extent
Interpersonal	5.4333	1.85497	Moderate extent
Kinesthetic	5.9917	2.06408	Moderate extent
Verbal	5.0083	2.10440	Moderate extent
Intrapersonal	6.3167	2.41488	Moderate extent
Visual	5.7417	2.44432	Moderate extent

Table 1.1 shows the respondents' levels of multiple intelligence in graphic form. As shown in the graph, the students' multiple intelligences are described as TO THE LESS EXTENT for naturalist and logical intelligences; the students also have multiple intelligences that are described as MODERATE EXTENT for musical existential, interpersonal, kinesthetic, verbal/linguistic, intrapersonal and visual. Below is a graph showing the respondents' multiple intelligences.

Table 1.1. Respondents' Levels of 'MI



2. What are the preferred working styles of college freshman students at Western Mindanao State University?

Table 2 shows the respondents' working styles. It can be gleaned from the table that the respondents obtained a mean average score of 3.4667 for working individually with a standard deviation of 1.50592, which is described as SOMETIMES. This means that the respondents' working style preference for working individually is sometimes preferred. In other words, these respondents seldom prefer to work independently when doing any academic task or assignment. Instead, they prefer to work with a partner for with a group on any given task or



assignment. This implies that working with a partner or with a group will ease the burden of doing assignments more than working alone.

Further analysis of the results suggests that the respondents prefer to work USUALLY with a partner and with a group. This confirms McDonough (2004), who argues that relating with each other during pair and group activities decreased students' anxiety and increased students' self-confidence (p.208).

Table 2. **Working Styles of the Respondents**

Working Styles	Mean	Std. Deviation	Description
Working individually	3.4667	1.50592	Sometimes
Working with a partner	5.0167	1.46662	Usually
Working with a group	4.8500	1.54294	Usually

3. To what extent do college freshman students of the Western Mindanao State University utilize working styles in the classroom?

Table 3 presents the frequency distribution of the respondents' working styles. The data show that on average, 53.3 percent of the respondents sometimes prefer to work independently, 20 percent of these respondents usually prefer to work independently, and only 24.2 percent of the students never prefer to work independently, while 2.5 percent always prefer to work independently. This means that more than half of the respondents sometimes prefer to work independently.

Moreover, 51.7 percent of the respondents usually prefer to work with a partner, and 15.8 percent of these respondents always prefer to work with a partner, while only 25 percent and 14.7 percent of the respondents sometimes and never prefer to work with a partner, respectively. This means that more than half of the respondents usually prefer to work with a partner and with a group.

On average, 60.9 percent of the respondents usually prefer to work with a group, while only 21.7 percent sometimes prefer to work with a group and only 7.5 percent of the respondents always prefer to work with a group. This means that the majority of the respondents usually prefer to work with a group. Perhaps group work can help facilitate the distribution of tasks, and each member of the group can give his or her fair share for the realization of group work. This finding also supports Dunne and Bennet (1990), who explained that group activity becomes an occasion for learners to intermingle and learn from their peers since they can help each other independently without feeling self-conscious.



Table 3. Frequency Distribution of the Respondents' Working Styles

	Always		Usually		Sometimes		Never		
WS	n	%	n	%	n	%	n	%	Total
WI	3	2.5	23	20	64	53.3	29	24.2	100
WP	19	15.8	62	51.7	30	25	9	14.7	100
WG	9	7.5	73	60.9	26	21.7	12	9.9	100

4. Is there a significant relationship between the respondents' multiple intelligence and working styles?

Table 4 presents the correlation matrix between the respondents' multiple intelligences and their working styles. The data show that the r value of .171 with the corresponding probability value of .058 is significant at the alpha .05 level. However, the correlation is relatively low. In other words, the correlation is negligible. This implies that the respondents' multiple intelligences are not affected or influenced directly by their working styles. This further implies that students' multiple intelligences have no direct bearing on their working styles. This is perhaps because most of the respondents come from courses that require flexibility on the part of the students and are would be teachers.

Table 4 Correlation Matrix between Multiple Intelligences and Working Styles

Variables	r	sig	Interpretation
Multiple Intelligences and Working Styles	.171	.058	Low Correlation

CONCLUSION

On the basis of the aforementioned findings, it is safe to conclude that indeed the respondents in the four courses have different multiple intelligences and working styles. They utilized their multiple intelligences and working styles during the teaching-learning scenario. They also vary in the utilization of multiple intelligences and working styles. They choose to approach a task or academic work differently. The students' work style will vary over time, and it is largely dependent on the task or project at hand and often reflects the work styles of other members on their team. In fact, this study affirms Gardner's theory on multiple intelligences that all human beings have multiple intelligences. These multiple intelligences can be nurtured and strengthened or ignored and weakened. This study also provides empirical support for the theory on working styles that students have different work style preferences that they can utilize in the course of their



study. Last, this study denies the correlation between MI and the working styles of the respondents. Thus, it is imperative to design course objectives and the relevant activities that would suit students' multiple intelligences and working styles and that language teachers should vary their instructional delivery system and must provide a wide range of communicative activities relevant to learners' needs and interests.

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Manners in Which Social Learning Fosters Community Resilience and Collaborative Flash Flood Governance: Case Study of Mae Chan District, Chiang Rai Province

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Abstract

Flash floods represent a recurrent and devastating natural disaster in Chiang Rai province. This study focuses on how social learning fosters community resilience and collaborative flash flood governance in Tambon Mae Chan, Mae Chan district. Flash floods pose significant threats to the community area and the local market around Mae Chan River each year. This research examines the multi-level dimensions of community resilience to flash floods, encompassing individual, market, and local government interfaces. The study employs a social learning approach, a collaborative process involving knowledge exchange through iterative reflections on past experiences. The study uses a qualitative methodology to incorporate interviews with key informants and participant observations. The findings of this study reveal that the collective memory of past floods plays a pivotal role in shaping the community's coping mechanisms and adaptive strategies, and there is a shared concern within community participation and the local government regarding the rapid dissemination of the flash flood early warning system.

Keywords: Community Resilience, Flash Flood Governance, Local Participation, Social Learning

1. Introduction

Residents living along the riverbanks of Mae Chan River in Tambon Mae Chan within Chiang Rai province experience significant exposure to the perils brought by flash floods during periods of heavy rainfall. The surge of water from the Mae Chan River leads to the inundation of residential spaces, community areas, and local markets in the Mae Chan municipality. Between 2000 and 2022, extended periods of intense rain resulted in a substantial water overflow from the river, flooding low-lying community regions spanning six sub-districts and 26 villages. This flood event also resulted in the closure of the community market and agricultural zones, which residents densely populated. The river's overflow submerged houses and shops in the Mae Chan municipality. The flood risk level is determined by the external force of the flooding hazard and individuals' vulnerability to the depth of inundation brought by the flood (Messner & Meyer, 2006). With floodwaters reaching 1 to 2 meters, residents were immersed in water, necessitating evacuation to higher ground (Katada et al., 2015).

As evidenced by more frequent extreme weather events, climate change is projected to lead to catastrophic disasters like tropical storms and extensive flooding (Chand & Loosemore, 2015). CRED-UNISDR (2015) states that floods were responsible for 43% of global climate-related disasters between 1995 and 2015. Moreover, these flooding hazards impacted over half of local communities and caused the loss of approximately a quarter of their populations (CRED-UNISDR, 2015). Over the past few decades, numerous international agreements have been ratified to enhance the resilience of cities and communities against flood disaster risks as a global concern. Among these global agreements, the Hyogo Framework for Action, implemented from 2005 to 2015, aimed to expedite the global agenda for fostering the resilience of nations and communities against disasters. This was followed by the Sendai Framework for Disaster Risk Reduction (SFDRR), implemented from 2015 to 2030, which is recognized as the world's foremost global policy framework and the most comprehensive blueprint for Disaster Risk Reduction (DRR), aligning with the United Nations post-2015 Sustainable Development Goals (SDGs) agenda. DRR has been established in global society as a methodical process to diminish risks and enhance the safety and well-being of citizens, cities, and communities (Etinay & Murray, 2018). With UN Member States' formal adoption of the SDGs, local development has been enshrined as a core objective of global development. Consequently, DRR implementation is directed towards adopting measures that address hazards, vulnerability, and capacity, aiming to strengthen resilience, reduce existing risks, and prevent the emergence of new risks related to life and livelihood losses across various facets, including health, economy, and environment (Aitsi-Selmi et al., 2015).

Managing disasters is a complicated and multifaceted endeavor, demanding an investigation into potential calamities alongside their diverse aspects of exposure and associated risks (Aitsi-Selmi, 2016). It also necessitates a fusion of interdisciplinary viewpoints, encompassing inputs from professionals and stakeholders, with social learning emerging as a pivotal factor in ongoing enhancement and adaptation endeavors (Haque et al., 2022). Given these considerations, social learning and collaborative policy implementation are crucial in nurturing community resilience and fortifying Disaster Risk Reduction (DRR), especially amid uncertainties (Choudhury et al., 2021). Fostering resilience empowers societies to navigate and adapt to various disturbances, including the impacts of disasters (Osbahr, 2007).

The literature review presents a variety of interpretations and viewpoints on social learning. Bandura (1977) suggests that social learning involves observing and mimicking the behaviors and attitudes of others based on how social interactions influence individual learning processes. Murti and Mathez-Stiefel (2019) elaborate that social learning comprises personal-level transformations that lead to broader shifts in understanding at a societal level, facilitated

through social interactions and processes. Ensor and Harvey (2015) characterize social learning as communicative or participatory learning, where individuals construct a collective comprehension and shared knowledge of reality. Muro and Jeffrey (2008) broaden the scope of social learning to encompass group and organizational learning propelled by interactions and collaboration. For example, at an institutional level such as local governance, social learning might be tied to "policy learning," wherein past experiences of disasters offer windows of opportunity for introducing fresh policies that anticipate and mitigate the frequency, intensity, or repercussions of disasters (Murti et al., 2020). On a policy level, social learning aims to enrich the quality and discernment of decisions within complex systems marked by uncertainties, such as extreme weather events in the context of climate change (Foxon et al., 2009).

This study aligns with Haque et al (2022) perspective on social learning, defining it as a collaborative process involving mutual cultivation and sharing knowledge through iterative reflections on experiences, ultimately fostering innovative insights. Social learning can be harnessed to map and collect representations of beliefs held by communities, thereby informing disaster planning (Henly-Shepard et al., 2015). This study contributes to understanding how social learning, in the Thai context, fortifies immediate coping strategies and long-term adaptive capacities, strengthening resilience to disaster shocks. However, the manner of social learning in coping and adaptation remains an area requiring exploration, particularly within the realm of DRR studies. Therefore, this study investigates the diverse levels at which community resilience to flash floods operates. This encompasses individual, market, and local government interactions.

2. Methodology

This study utilized a qualitative analysis approach within an exploratory case study to deeply understand how social learning influences adaptive practices, strengthening community resilience against flash floods. A qualitative research design was adopted to facilitate a clear comprehension of how social learning operates and plays a crucial role in translating lessons from flash floods into effective flood risk management (Creswell & Poth, 2016).

By employing a qualitative interview, the study involved questions in a conversation format to collect data. The semi-structured interviews were utilized with ten people who directly encountered flash floods in Tambon Mae Chan for over ten years. These participants were chosen based on specific inclusion criteria, ensuring they resided in the submerged zones around Mae Chan River. Before conducting field research, the research team communicated directly with potential participants. This step involved explaining the survey's purpose and objectives and securing participants' consent. Appointments were scheduled, enabling researchers to meet participants at their preferred locations to conduct the interview. Table 1 provides summarized demographic information for this study to understand the socio-economic conditions of the local community in Tambon Mae Chan and identify the flash flood risks to the residents' livelihood.

Table 1: *Summarized Demographic Information from Qualitative Interviews*

Person	Age	Gender	Occupation	Income/month, THB	Education	Flash Floods Encounter
1	> 50	Male	Seller at Nuanchan Market	10,000-15,000	High School	7-8 times
2	41-50	Female	Housewife	< 10,000	Elementary	5-6 times
3	41-50	Female	Seller at Nuanchan Market	< 10,000	High School	5-6 times
4	41-50	Female	Seller at Nuanchan Market	< 10,000	High School	5-6 times
5	> 50	Male	Agriculture, Market Seller	10,000-15,000	Elementary	7-8 times
6	31-40	Female	Seller at Nuanchan Market	< 10,000	High School	3-4 times
7	> 50	Male	Agriculture	< 10,000	High School	7-8 times
8	> 50	Female	Housewife	< 10,000	Elementary	7-8 times
9	31-40	Male	Seller at Nuanchan Market	10,000-15,000	High School	3-4 times
10	> 50	Female	Housewife	< 10,000	High School	7-8 times

The semi-structured interviews were conducted once and covered 45-60 minutes per participant, allowing ample time to share their thoughts and experiences. The questions in the interview comprised the associated questions, such as demography questions, related to the core topic of this research. The semi-structured employed open-ended questions to gather comprehensive insights, such as flood memory, flood experience, and flood-related knowledge. Participants were also asked to share their experiences and observations about flash floods, focusing on coping strategies, adaptive measures, and lessons learned from past incidents. This approach aimed to capture individual and collective perspectives, offering a holistic view of community responses to such challenges. The data collected from the semi-structured interviews were recorded, and the verbatim transcripts were generated to enable verbal prompts on the interview content.

Alongside the survey and interviews, primary data sources were gathered from the Municipality Office, where relevant records and documents related to past flood incidents were obtained. These supplemented insights from participant interviews and observations. Following data collection, content analysis was employed to meticulously examine and interpret the gathered information, identifying recurring themes, patterns, and key factors related to social learning and community resilience in the face of flash floods. Finally, this study also applied observation to visit the study sites that cover research work in the field.

3. Results

Examining the flash flood situation in Mae Chan becomes even more critical when viewed through a social learning framework. The recurring flash floods in the area create an opportunity to explore the multifaceted aspects of community resilience and adaptation. By merging the flash flood challenge with social learning principles, this study examines the collaborative knowledge-building processes that empower communities to respond effectively. Mae Chan's susceptibility to flash floods provides an arena to observe how social learning mechanisms contribute to disaster readiness and response. The iterative reflections on past flood experiences within the community foster a collaborative environment where insights are exchanged, strategies are prepared, and adaptable measures are collectively devised.

In this research, the term 'flood memory' refers to reflecting upon past flood occurrences and the shared understanding employed by flood-affected communities to prepare for, manage, and recover from severe flood events. These flood memories often encompass various narratives and are interwoven into the fabric of social routines. The section delves into the crucial insights gained from past flood memories and knowledge and their contribution to coping with and adapting to flood-related challenges, as shown in Table 2 (adjusted from Choudhury, 2015).

Table 2: *Collective Memory of the Flash Floods*

Flood Memory	Flood Experience	Flood-Related Knowledge	Coping and Adaptation in the 2022 Floods
Water Level	1-2 meters	Use wood or bamboo to measure the water level	Community built bank protection line The local government built a balloon system to determine the direction of the water in the system and a pipe with water dikes to create an overflow way.
Period Variability	During raining season	Early period (May), Mid-period (August), and Late period (October)	Early harvesting of crops (for the agricultural sector) and learning online shops (for the market sector)
Severity of Floods	Year: 2000, 2014, 2020, 2021, 2022 Time: Evening to Morning	Floodwater force and volume (water rushed with speed), inundation in community residential and market areas, and river overflow to road access	The community moved their properties and goods to a higher ground level and changed a sand barrier into a foam box to redirect the water speed.
Emergencies	During the flood: shock, physical hardship, loss of market products, renovating the house/shop Aftermath: Economic crises, health issues, and food insecurity	During the flood: shock-tolerant mindset, prepare for first aid, and get prepared to collect properties as soon as possible Aftermath: Economic crises, health issues, and food insecurity	During the flood: build coordination with the local government to search and rescue, build communication with social networks to procure the goods or properties to unaffected areas Aftermath: Requested for compensation from the government (if available) for financial and property losses
Environmental Observation	Checking on the seasonal calendar and water level from the river	Observe the thick and dark color of the cloud and the speed of water in the river	The local government prepared the early warning system to issue a warning for potential flood

The findings of this study brought to light that memory and knowledge linked to flood experiences played a crucial role in devising strategies to manage and mitigate future flood risks. For instance, flash floods are typically a seasonal occurrence associated with monsoons in the northern region of Thailand. The community acknowledged that no official measurement method existed to gauge the depth of floodwaters along the riverbanks. Instead, they ingeniously used locally sourced wood or bamboo to gauge floodwater depth. Initially, community members marked the current water level on the bamboo and monitored changes daily to gauge the evolving flood situation. In response to the 2022 flash floods in the study

area, collaborative efforts were undertaken between the local community and government. The local government engaged the community in immediate flood response and preparedness for future flood events. Activities included constructing embankment protection lines and water barriers. The local government also employed innovative strategies to manage floodwaters, such as erecting a wall to minimize damage and utilizing a "balloon" system to control water flow and direction. According to the community, this "balloon" system involves pipes fitted with car tires. When needed, they inflate the tires to seal the opening, allowing them to control the water's path within the river.

Furthermore, the community elevated their possessions and market goods to higher ground and transformed a sand barrier into a foam box to redirect flood currents and velocity. Local floodproofing techniques were further enriched by drawing insights from social memory and knowledge. Insights from individual surveys and in-depth interviews with key informants revealed that past flood memory and knowledge encompass various characteristics. These encompass attributes of floods, personal experiences, and flood-related knowledge. Such multifaceted flood memory and knowledge empowered the Mae Chan community to undertake various measures to manage and adapt to the immediate impact of flash floods.

The study also revealed a shared concern among community members regarding the swift dissemination of information about flash floods. Participants emphasized the critical need for receiving flood-related information promptly and accurately, particularly from local government sources. In the event of a sudden flash flood striking a community within the Mae Chan district, the ramifications encompass various adverse effects and damage, impacting various dimensions, including social, economic, and ecological factors. As shown in Table 3, when a flash flood occurs in a community within Mae Chan district, the aftermath brings many social and economic consequences. The social risks and losses might include displacement, loss of lives and injuries, emotional strain, and disruption of routine. In comparison, the economic risks and losses might include infrastructure impairment, market and agriculture setbacks, livelihood disruption, and income downturn for the local community.

Table 3: *Social and Economic Risks and Losses (adjusted from Karagiorgos et al., 2016)*

Social Risks and Losses	Economic Risks and Losses
Displacement and Upheaval: Flash floods can force residents to evacuate, leading to temporary or long-term displacement from their homes and sources of livelihood.	Infrastructure Impairment: Critical infrastructure like roads and bridges can be damaged by flash floods, impeding transportation and market access.
Loss of Lives and Injuries: Flash floods may result in fatalities and injuries for community members caught unaware or unable to evacuate promptly.	Market and Agriculture Setbacks: Local markets and agricultural fields can be submerged, leading to ruined crops, livestock, and market goods. This results in substantial income loss for traders and farmers.
Emotional Strain: Flash floods' sudden and often devastating impact can cause psychological distress, trauma, and emotional hardship among residents.	Livelihood Disruption: Individuals relying on agriculture and market trading for their livelihoods experience financial instability due to the destruction of their income sources.
Disruption of Routine: The disruption caused by flash floods can disturb the community's daily activities and social interactions, affecting their overall well-being.	Income Downturn and Poverty: Economic losses contribute to lowered income levels and an upswing in poverty rates within the affected community.

When a flash flood hits a community that heavily depends on local market trading and agriculture in the Mae Chan district, it creates a series of negative outcomes. On the social front, the flood can cause residents to evacuate, leading to temporary or long-term displacement from their homes and sources of livelihood and impacting the local community's physical and emotional hardship. Moreover, flood damage to the public infrastructure might also disrupt community routines and elevate the likelihood of poverty among the residents.

From the data collected from the local government information, there are several actions that the local government has set depending on the two variables: impact and probability of risk. The impact-risk matrix in Table 4 below illustrates the prioritization of disaster management strategies based on the level of risk and impacts posed by flash floods in Tambon Mae Chan. This visualization aims to spotlight the urgency of addressing social and economic damage risks from the local institutions. Here, "affected" refers to individuals requiring immediate assistance during emergencies, including basic survival needs such as food, water, shelter, sanitation, urgent medical aid, and associated economic damage risk (CRED, 2016). Considering the risks associated with those affected, proactive management and vigilant monitoring are imperative, demanding swift actions to mitigate flooding consequences.

Table 4: Risk Matrix (*adjusted from Okazumi & Nakasu, 2015*)

Impact	High	Management Action Required	Management Action and Monitoring Required	Extensive Management Action and Monitoring
	Medium	Monitor and Prepare for Action	Monitor and Prepare for Action	Management Action Required
	Low	Monitor	Monitor and Prepare for Action	Monitor and Prepare for Action
		Low	Medium	High
Probability of Risk				

This risk matrix serves as a tool to analyze the shared concerns among community members and local government officials stemming from the potential impact of a flash flood disaster in Mae Chan district, Chiang Rai province. The matrix assesses the potential impact of the disaster based on the dual factors of "Impact" and "Probability of Risk." These factors provide insights into the severity of the disaster's consequences and the likelihood of it occurring. The matrix categorizes the potential impact into three levels: High, Medium, and Low. These levels represent the degree of negative effects the flash flood disaster could have on various aspects, including social, economic, and ecological dimensions. The matrix further evaluates the probability of the risk materializing, gauging the likelihood of a flash flood. The probability ranges from Low to High, indicating the chances of the disaster occurring based on historical data, local geography, and meteorological factors. This risk matrix underscores the importance of proactive management actions, continuous monitoring, and collaborative efforts between community members and local government to address the shared concerns arising from potential flash flood disasters in Mae Chan district. The matrix aids in prioritizing disaster management strategies based on the severity of impact and the likelihood of risk occurrence.

The insights from the matrix closely align with the worries expressed by local community members, especially those engaged in market trading in Mae Chan district. These individuals emphasize the importance of an efficient early warning system to safeguard their economic assets during flash floods. The inadequacy of the existing early warning systems in the region poses a significant challenge. This becomes particularly evident due to the prevailing occurrence of flash floods during the evening and early morning hours, resulting in delayed communication of emergency information from the local authorities to the community. Consequently, the consequences have been significant, including property and belongings

losses due to the untimely alerts. Within the matrix's framework, this shared concern fits well within the "High Impact, High Probability" category. The potential ramifications of insufficient early warning systems, coupled with the timing of flash floods, present a notable risk. Swift and comprehensive management actions are imperative to address the shortcomings in the current warning systems. Thorough monitoring is essential to ensure that improvements effectively tackle the identified problem. This shared concern directly corresponds to the "High Impact, Low Probability" cell of the matrix. While the likelihood of flash floods transpiring during specific hours might be low, the potential negative consequences remain considerably high, particularly regarding delayed alerts and subsequent property loss. To mitigate this risk, proactive measures to enhance early warning systems and continuous monitoring hold critical importance.

The socio-economic consequences faced by market sellers and agricultural workers who experience land inundation and harvest losses further underscore the urgency of addressing this shared concern. These impacts align with the matrix's emphasis on disaster risk's social, economic, and ecological dimensions. The potential harm to the economic sector aligns with the "High Impact" categorizations within the matrix, emphasizing the need for prompt attention and comprehensive management strategies to prevent further detriment. Finally, the analysis of the local community's shared concern, specifically about inadequate early warning systems and the timing of flash floods, strongly resonates with the risk matrix's emphasis on management actions, monitoring, and the possible consequences of such concerns. Taking steps to tackle this issue is vital in lessening the community's overall susceptibility and enhancing their resilience when confronted with flash floods.

4. Discussion and Conclusion

The research findings revealed that the shared memory of past flood events significantly shapes the community's responses to the most recent flood incident in 2022. Those who have encountered frequent flooding incidents tend to possess awareness regarding flash flood causes and risk assessment. Furthermore, individuals engaged in market activities demonstrated a quick response to flood mitigation, particularly in relocating their trading goods during flood emergencies. Nevertheless, most of the community still feels anxious about the appropriateness of early warning systems and emergency preparedness. This can be attributed to the fact that most flash flood incidents occurred late at night and early morning hours, affecting their exposure to information during such critical times. Lessons from prior flood incidents guide residents' decision-making and readiness efforts, enhancing the community's overall resilience.

The findings underscore the practical significance of utilizing social learning processes across various tiers to enhance preparedness, response, and adaptive strategies by acknowledging the community's collective memory and efficient information sharing. To achieve this, the study adopts a social learning approach, which essentially involves collaborative efforts where flood and livelihood risks are shared through ongoing reflections on past experiences. The convergence of the challenge posed by flash floods with the concept of social learning unveils the intricate links connecting environmental dynamics, climate change, and local community engagement. Flash floods and abrupt and catastrophic events bring substantial obstacles to communities, particularly concerning their preparedness, response strategies, and recovery mechanisms. Amidst the escalating shifts in climate patterns, these challenges are exacerbated. Focusing on the Mae Chan district within Chiang Rai province, this case study highlights the importance of local participation, the progression from social learning to policy learning, and the indispensable role played by the local government in fostering resilience.

The transition from social learning to policy learning is pivotal in enhancing community resilience and effectively managing early warning systems, particularly in flash floods (Choudhury et al., 2021). Social learning, which involves communities uniting to share experiences, knowledge, and strategies, is the bedrock for developing adaptive capabilities (Azad et al., 2019). As community members collaborate to address the immediate challenges of flash floods, their collective insights contribute to an invaluable reservoir of information that significantly informs policy-making and governance. In the case of the Mae Chan District, the transition from social learning to policy learning represents a crucial juncture for the local government to optimize its approach to managing early warning systems. Insights from the local community, especially market traders and agricultural workers intimately familiar with the local environment and flood patterns, offer a distinct perspective to comprehend the complexities of flash flood risks and vulnerabilities. This firsthand experience, combined with local traditions and shared learning, provides a wealth of qualitative data to guide the developing and implementation of more effective early warning systems.

The collaborative engagement of the local government in this transition is paramount. By actively integrating the insights and experiences of the community into the policy development process, the government not only showcases its dedication to effective governance but also harnesses a powerful tool for enhancing disaster management strategies. Collaborative policy learning ensures the integration of local expertise into decision-making processes, thereby fostering a deeper understanding of the community's requirements and challenges related to early warnings (Perera et al., 2020). In practical terms, this could involve establishing mechanisms for ongoing dialogue between the local government and community members. Regular consultations, workshops, and joint planning sessions could facilitate the exchange of insights and enable the co-creation of policies that align with the realities of the community and governmental imperatives. For instance, input from local market traders could assist in refining the timing and mode of early warning dissemination to optimize its effectiveness for the business community. Ultimately, the transition from social learning to policy learning offers a strategic opportunity for the local government to recalibrate its approach to early warning system management. By incorporating local insights, experiences, and strategies into policy development, the government can establish a more robust and effective system that mitigates the impact of flash floods and empowers the community to respond to such events proactively. This collaborative approach strengthens governance, enhances community resilience, and sets the stage for a more sustainable and adaptable future in the face of flash flood risks (Djalante et al., 2013; Berke et al., 2021)

To conclude, local participation is a central pillar of social learning, enabling communities to unite over shared experiences, insights, and strategies. In flash floods, local participation becomes the bedrock for cultivating adaptive capabilities. The Mae Chan case study vividly illustrates that communities proactively formulate coping mechanisms, including innovative approaches to gauge floodwater depth and collaborative initiatives to mitigate the impacts of flash floods. Equally significant is the transition from social learning to policy learning. Effective governance necessitates assimilating local wisdom and experiences into policy formulation and decision-making processes. In this context, the role of the local government is pivotal. The study has underscored that the local government's collaboration with the community to address flash flood impacts bolsters the overall resilience of the district. This cooperative approach ensures that community concerns are seamlessly integrated into policy frameworks, amplifying disaster management strategies' efficacy. By scrutinizing how local governments and organizations collaborate in disseminating information, shaping policies, and executing response strategies, this study gained insights into the effectiveness of such

cooperative efforts in fostering resilience. This lays the groundwork for refining strategies and policies that can be applied to other regions grappling with similar challenges.

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Developing the Composite Financial Development Index and Applying for Empirical Analysis of Asian Countries

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Abstract

Inspired by the Principal Component Analysis (PCA) method introduced by the International Monetary Fund (IMF) in 2016, the paper is aimed to develop composite index of financial development based on individual indicators reflecting quantitative and qualitative aspects. The authors applied this composite index to analyse and assess the financial development of 45 Asian countries in the period 1980 - 2020. Key findings are: (i) Higher-income countries have better developed financial systems; (ii) The expansion of the scale of the financial system (quantitative) and the increase in liquidity, efficiency and diversity of the financial system (qualitative) all have a positive impacts on financial development, however, quantitative changes have a greater impact; (iii) Composite index of financial development is positively correlated with a number of individual indicators measuring traditional financial development such as private credit to GDP, stock market capitalization to GDP.

Keywords: Composite index of financial development, financial development measurement, Financial development quality, Individual financial development index



1. Introduction

Financial development plays an important role in promoting economic growth. However, several recent studies have highlighted the nonlinearity of this relationship, which varied with income level (Rioja & Valev, 2004a), financial development level (Rioja & Valev, 2004b), and inflation (Rousseau & Wachtel, 2000). Debates and conflicting opinions about the finance-growth relationship have raised the questions: (i) are different measures of financial development responsible for such conflicting opinions? (ii) how should financial development be measured to most accurately and comprehensively reflect the development of the financial system?

Financial development has been measured by various indicators, which can be divided into two groups: individual indicators and composite indicators. Initially, the individual indicators focus on the depth of the banking sector, stock market. However, each individual indicator does not comprehensively reflect the diverse aspects of financial development, not the whole country's financial development status (IMF, by Svirydzenka, 2016). Therefore, several composite indicators measuring financial development have been researched and developed, reflects three different aspects of financial development (depth, access, efficiency). This composite indicator mainly reflects the quantity but not the full quality of financial development. Some countries have high levels of financial development as measured by composite indicators, but such development is unsustainable, vulnerable and potentially crises. Moreover, it is the quality of financial development that matters (Hasan et al., 2009). Therefore, the development of an composite indicator that reflects the quantity and quality of financial development is necessary to more accurately assess the level of financial development of each country.

This study is aimed to develop a composite indicator of financial development measurement for Asian countries under a new approach based on both quantitative and qualitative aspects. This composite indicator is used to compare with individual indicators for analysing the financial development in the whole context.

2. Literature review

Financial development concept

Levine (2004) defined financial development involves improvements in the (i) production of ex ante information about possible investments, (ii) monitoring of investments and implementation of corporate governance, (iii) trading, diversification, and management of risk, (iv) mobilization and pooling of savings, and (v) exchange of goods and services. As per WEF (2012), financial developments mean the factors, policies and institutions that lead to effective financial intermediation and markets, as well as deep and broad access to capital and financial services. Therefore, the concept was summarized by Guru & Yadav (2019): *development of financial system may be defined as the development of the size, efficiency and stability of financial markets along with increased access to the financial markets that can have multiple advantages for the economy.*

Measurement of financial development

Individual indicators

Indicators of total monetary volume (M1, M2 or M3 relative to GDP) are commonly used to measure financial development in early studies of the relationship between finance and growth. M1 (narrow money)/GDP best reflects solvency, M2 (broad money)/GDP best reflects savings (Lynch, 1996). In subsequent empirical studies, indicators of banking sector depth and stock market depth were used to measure financial development, with the two most commonly used ratios of private credit to GDP (King & Levine, 1993), and stock market capitalization to GDP ratio (Arcand et al., 2015). Recent studies added more indicators to measure different aspects of financial development (depth, access, efficiency and stability) to include insurance companies, mutual funds, pension funds, bond markets, etc. besides banks and the stock market. Common individual indicators of financial development measurement are arranged as shown in Table 1.

Table 1: Individual indicators measuring financial development

	Indicators	
	Financial Institutions	Financial Markets
Access	Bank accounts per 1,000 adults	Value traded excluding top 10 traded companies to total value traded (%)
	Bank branches per 100,000 adults	Market capitalization excluding top 10 companies to total market capitalization (%)
	ATMs per 100,000 adults	Nonfinancial corporate bonds to total bonds and notes outstanding (%)
	Bank concentration (%)	Number of listed companies per 1,000,000 people
Depth	Private credit by deposit money banks to GDP (%)	Stock market capitalization to GDP (%)
	Deposit money banks' assets to GDP (%)	Stock market total value traded to GDP (%)
	Deposit money bank assets to deposit money bank assets and central bank assets (%)	Outstanding international private debt securities to GDP (%)
	Liquid liabilities to GDP (%)	Outstanding international public debt securities to GDP (%)
	Financial system deposits to GDP (%)	Outstanding total international debt securities / GDP (%)
	Life insurance premium volume to GDP (%)	Corporate bond issuance volume to GDP (%)
	Nonlife insurance premium volume to GDP (%)	
	Insurance company assets to GDP (%)	
Efficiency	Bank net interest margin (%)	Stock market turnover ratio (%)
	Bank lending-deposit spread	
	Bank noninterest income to total income (%)	
	Bank overhead costs to total assets (%)	
	ROA	
	ROE	

	Bank cost to income ratio (%)	
Stability	Bank Z-score	Stock price volatility
	Bank nonperforming loans to gross loans (%)	
	Bank capital to total assets (%)	
	Bank regulatory capital to risk-weighted assets (%)	
	Liquid assets to deposits and short term funding (%)	
	Provisions to nonperforming loans (%)	

Source: WorldBank, FinStats 2021

However, each individual indicator does not comprehensively reflect the diverse aspects of financial development. Therefore, assessing a country's overall financial development based on individual indicators may not be accurate (IMF, by Svirydzhenka, 2016).

Composite indicators

Several composite financial development measurement indicators have been developed such as: WEF's financial development indicators, IMF's financial development indicators. Of which, the IMF's composite indicators is the most widely used. Based on the analysis of four aspects of World Bank's financial development in three aspects: depth, access, and efficiency for two groups of subjects (financial institutions and financial markets), IMF develop the composite financial development indicators as stated in Figure 1.

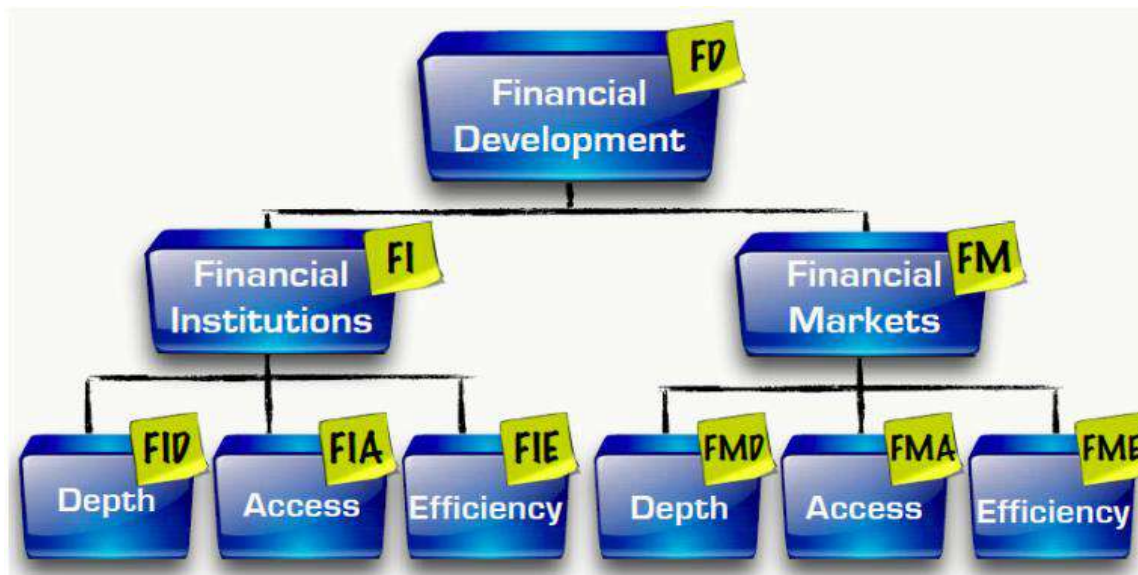


Fig. 1: IMF financial development indicator

Source: IMF (2016)

The bottom six indicators are weighted according to the PCA method. The two indicators FI and FM are calculated from the values and weights of the bottom six component indicators.

After FI and FM have been calculated, the PCA method is again applied to give weight to these two indicators. Finally, the composite financial development indicator (FD) is calculated based on the value and weighting of FI and FM.

The IMF study provided an important database on financial development of 183 countries between 1980 and 2013, and the IMF's methodology for developing composite indicator of financial development has been widely applied in many later studies on financial development (Heng et al., 2016; Li & Wong, 2018; Naceur et al., 2019...).

However, the IMF's approach mainly focuses on measuring the quantitative aspect of financial development. Some indicators mentioned financial efficiency but do not fully reflect the quality of financial development. In Figure 2, Vietnam has high financial efficiency indicators (FIE and FME) but low financial development indicators (FD), whereas Singapore and New Zealand have low financial efficiency indicators (FME) but high financial development indicators (FD).

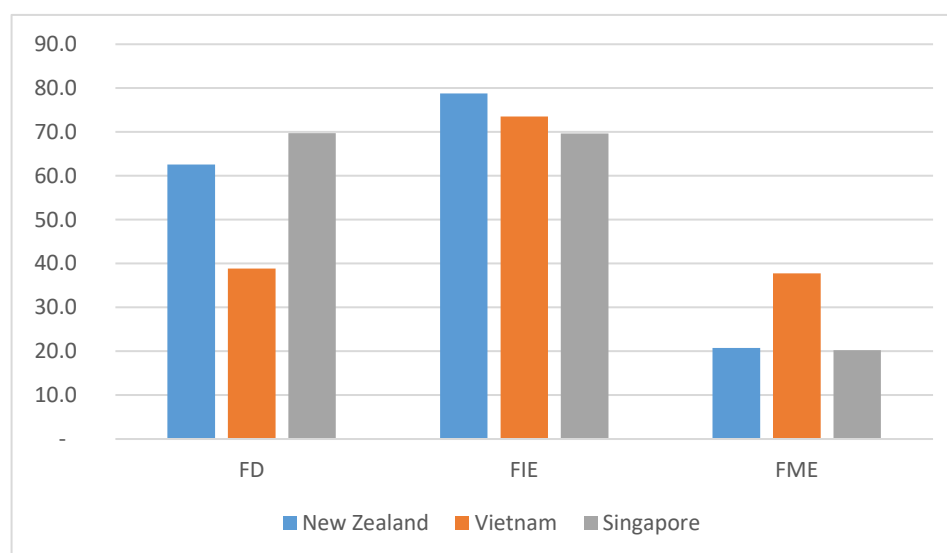


Fig. 2: IMF financial development indicators for some Asia Pacific countries in 2020

(Source: IMF)

In fact, Singapore and New Zealand are two advanced countries with flexible, safe and efficient financial markets, while Vietnam's financial market is quite young and potentially risky. Thus, assessing a country's financial development based on IMF composite indicators and assessing its quality based on financial efficiency indicators may result in inaccurate results. Quality of financial development that matters, not the quantity (Hasan et al., 2009), evidence from the 2008 global financial crisis points to the risks of excessive financial development and the importance of financial development quality.

Therefore, the measurement of financial development in two aspects in terms of quantity and quality should be developed, which is the basis for developing an composite indicator that fully reflects the two quantitative and qualitative aspects of financial development process.

3. Formulate composite indicators to measuring financial development based on quantitative and qualitative aspects.

3.1 Selection of indicators measuring financial development in terms of quantity and quality

Individual indicators are selected to develop composite indicators of financial development based on research data coverage and their use in previous studies.

Measuring qualitative aspects of financial development

According to Hasan et al. (2009), the qualitative aspects of financial development is expressed through 3 aspects: diversity, liquidity and efficiency.

- *Diversity* is an important determinant of the quality of the financial system. The more a country's financial system can offer diversified financial instruments, the more means it has for risk sharing and hedging, allowing for more risk diversification in portfolios, sending more appropriate signals from financial intermediaries, and leading to more efficient resource allocation. In this paper, diversity is measured from indicators representing the development of different sectors of the financial system: *private credit to GDP* (Boyd et al., 2001; Chinn & Ito, 2002, 2006), *the level of banking concentration* (Chinn & Ito, 2002; Heng et al., 2016) represent the development of the banking sector, *outstanding international public debt securities to GDP* (Heng et al., 2016) represents the development of the bond market, *stock market capitalization to GDP* (Beck & Levine, 1999; Cihak et al., 2012) represents the development of the stock market.

- *Liquidity* is the second factor determining the quality of financial development. A high level of liquidity allows participants to make transactions more quickly, at a lower cost. In this study, liquidity is measured by *the stock market turnover ratio indicator* (equal to the ratio of transaction value to stock market capitalization), which represents the liquidity level of the stock market. Other areas of the financial system were not taken into consideration due to the unavailability of liquidity data for these areas.

- *Efficiency* is the third factor contributing to financial development quality. The efficient allocation of capital resources requires efficient financial institutions and financial markets. The efficient financial system helps to perform well the function of converting savings into investment, helping capital flows from surplus capital to lack of capital, helping to reduce transaction costs... Therefore, the level of efficiency of the financial system is an important factor for the quality of financial development. Financial efficiency is generally expressed in three aspects: (1) efficiency in performing an intermediary function that converts savings into investments, usually measured by *net interest margin*; (2) efficiency in operation, usually measured by indicators such as *non-interest income to total income* or *overhead costs to total assets*; (3) profitability, usually measured by *return on assets (ROA)* or *return on equity (ROE)*. In addition, a number of other indicators also reflect the effectiveness of financial institutions such as *cost to income ration*, *nonperforming loans to gross loans*, *provision to nonperforming loans* and *bank lending – deposit spread* are also used in this study to develop financial

efficiency indicator.

Measuring quantitative aspects of financial development

In terms of the quantity of financial development, measures mainly focus on the size or depth of the financial system. It is made up of individual indicators that reflect the depth of the constituent parts of the financial system: the banking sector, the stock market, the bond market and insurance. The individual indicators selected to measure qualitative and quantitative aspects of financial development are selected and shown in Table 2.

Table 2. Proposed sub-items for measuring financial development in both quantitative and qualitative terms

Financial development		Indicators	Code
Qualitative aspect (QUALI)	Diversity (DIV)	Private credit by deposit money banks to GDP (%)	FD4
		Bank concentration (%)	FD5
		Outstanding international public debt securities to GDP (%)	FD19
		Stock market capitalization to GDP (%)	FD21
	Liquidity (LIQ)	Stock market turnover ratio (%)	FD25
	Efficiency (EFF)	Bank cost to income ratio (%)	FD6
		Bank net interest margin (%)	FD7
		Bank noninterest income to total income (%)	FD8
		Bank overhead costs to total assets (%)	FD9
		ROA	FD10
		ROE	FD11
		Bank lending-deposit spread	FD13
		Bank nonperforming loans to gross loans (%)	FD16
		Provisions to nonperforming loans (%)	FD17
Quantitative aspect (QUANT)	Banking Sector	Bank accounts per 1,000 adults	FD1
		Bank branches per 100,000 adults	FD2
		Financial system deposits to GDP (%)	FD3
		Private credit by deposit money banks to GDP (%)	FD4
	Insurance Sector	Life insurance premium volume to GDP (%)	FD23
		Nonlife insurance premium volume to GDP (%)	FD24
	Bond Market	Outstanding international public debt securities to GDP (%)	FD19
	Stock Market	Number of listed companies per 1,000,000 people	FD20
		Stock market capitalization to GDP (%)	FD21

Source: Author's synthesis and selection based on literature review

3.2 Data and data processing

The research data is a secondary source of data mined from the World Bank FinStats 2021, between 1980 and 2020 for 45 Asian countries. However, some indicators have low data coverage, and most indicators appear missing data. The missing data is processed through the missMDA package in the R program, in order to retain as much as possible of observations while ensuring the nature of the data. After that, the data series on financial development will be normalized to avoid extreme values. Each value series after normalization will receive a value from 0 to 1.

3.3 Research methodology

The composite indicator of financial development in quantitative and qualitative aspects is calculated from the value and weight of the component indicators according to the bottom-up approach that was used in the IMF study (in Svirydzhenka, 2016). This is a common method for constructing a composite indicator from individual indicators. The method of formulating composite indicators for measuring financial development according to the quantitative and qualitative approaches consists of 4 steps:

- (1) Develop indicators for measuring diversity (DIV), liquidity (LIQ) and efficiency (EFF) of the financial system;
- (2) Develop qualitative financial development indicators (QUALI) from DIV, LIQ and EFF;
- (3) Develop quantitative financial development indicator (QUANT);
- (4) Develop composite financial development indicator (FDI) from QUALI and QUANT.

The DIV indicator is calculated by the following formula::

$$DIV_j = \sum FDi_j \cdot w_i$$

Where: DIV_j is the indicator showing the financial diversity of the individual/the j th observation

FDi_j is the FDi value of the j th individual/observation.

w_i is the weight of the FDi to DIV .

The remaining indicators are calculated according to the same method as for the DIV indicator. The weight of each component indicator is the degree of contribution of that component indicator to the composite indicator. When implementing PCA, component indicators will be expressed in principal components (PCs). Since the first PC ($PC1$) always reflects the most information about fluctuations in component indicators, the study uses the contribution of each component indicator to $PC1$ as a weight when calculating the composite financial development indicator.

4. Results and discussion

Correlation between composite and component financial development indicators

The composite indicator (FDI) is positively related to the component indicators that make it up as shown by the positive correlation coefficient between FDI and component indicators (Table 3). This means that when the financial system grows quantitatively or improves qualitatively (efficiency, diversity, and liquidity), it promotes the overall financial development of the country. In addition, the qualitative financial development indicator (QUALI) is also positively correlated with the three component indicators (LIQ, EFF and DIV) that make up this indicator. It means that when the financial system improves in terms of diversity, efficiency or liquidity, the quality of financial development also increases. In particular, increasing efficiency has the strongest influence on promoting the quality of financial development (among the three component indicators of QUALI, the financial efficiency indicator – EFF has the largest correlation coefficient with QUALI). Efficiency in performing intermediary functions to convert savings into investment, efficiency in operation or efficiency in profitability all have a rapid impact on the development of the financial system in terms of quality. Diversity and liquidity are difficult factors to achieve compared to efficiency, and the impact of these two indicators on the quality of financial institutions is also weaker.

Table 3: Correlation coefficient matrix between composite indicator and component indicators measuring financial development of Asian countries

	FDI	QUANT	QUALI	LIQ	EFF	DIV
FDI	1.00	0.83	0.65	0.16	0.10	0.70
QUANT	0.83	1.00	0.29	0.09	-0.30	0.64
QUALI	0.65	0.29	1.00	0.20	0.68	0.47
LIQ	0.16	0.09	0.20	1.00	0.05	-0.04
EFF	0.10	-0.30	0.68	0.05	1.00	-0.19
DIV	0.70	0.64	0.47	-0.04	-0.19	1.00

Source: Author compiled from computational data on R

Both quantitative and qualitative changes have a large degree of correlation for financial development, however, quantitative change (QUANT) has a greater impact than qualitative change (QUALI), as shown by a larger coefficient of correlation with composite indicator (FDI).

This is in line with the reality of financial development in Asian countries, where the financial system has mainly developed in size or depth (quantitatively) but the quality of financial development has not been adequately developed.

Weights of individual/component indicators

The results of PCA show that the PC1 of each composite indicators measuring financial

development in terms of quantity and quality represents the most variation of the individual indicators (Table 4). Especially, the PC1 of QUANT, QUALI and FDI represents more than 50% of the volatility of the individual indicators.

**Table 4: Representative level of principal components
for each composite financial development indicator of Asian countries**

	Percentage of variance (%)				
	QUANT	QUALI	EFF	DIV	FDI
PC1	<u>60.45</u>	<u>54.31</u>	<u>34.77</u>	<u>43.45</u>	<u>77.07</u>
PC2	17.68	26.11	21.33	31.10	22.93
PC3	7.75	19.58	10.19	16.07	
PC4	4.58		8.85	9.39	
PC5	3.67		7.46		

Source: Author compiled from computational data on R

The weights of the individual indicators obtained from PCA show the importance of each individual indicators to the composite indicator. *The stock market capitalization to GDP* and *private credit to GDP* best represent the diversity of financial development (DIV) with respective weights of 44.51% and 40.50%. For the efficiency (EFF), *bank lending-deposit spread*, *net interest margin* and *ROA* have the largest weight. Liquidity (LIQ) is constructed from an individual indicator so PCA is not applied. The quality of financial development (QUALI) is formed mainly from the efficiency and diversity of the financial system with respective weights of 48.27% and 42.60%, and liquidity having less impact with a weight of only 9.14%. For the quantitative financial development indicator (QUANT), *bank accounts per 1,000 adults*, *financial system deposits to GDP*, and *private credit to GDP* have highest weights, 18.64%, 17.66% and 17.29% respectively.

Financial development trends of Asian countries

Based on the composite financial development indicator built on both quantitative and qualitative aspects, Asian countries have witnessed financial development over time (Figure 3). Financial development has occurred faster in high-income countries, slower for middle-income and low-income countries, as shown by the greater slope of high-income countries than in lower-income groups. This is consistent with some empirical evidence showing that income is the underlying factor explaining differences in financial development between countries. Countries with higher income levels generally have more potential to develop their financial systems (Huang, 2005).

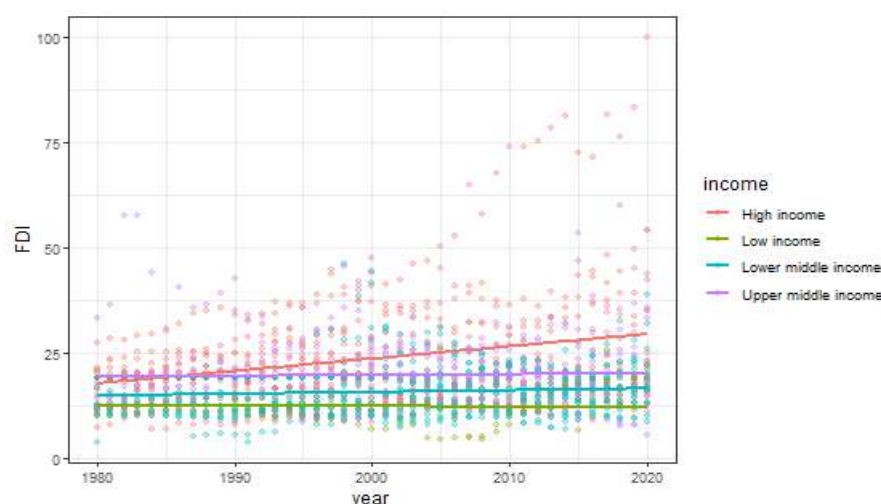


Fig. 3: Development in Asian countries in the period 1980 - 2020

Source: Author compiled from computational data on R

On a country-by-country level, advanced economies such as South Korea, Cyprus, Hong Kong and Japan are the Asian countries with the highest levels of financial development in 2020. Meanwhile, Lebanon and Pakistan (middle income countries) were the two countries with the lowest levels of financial development in 2020.

Comparison of composite financial development indicator (FDI) with some individual financial development indicators

The two most commonly used individual indicators to measure financial development are *private credit to GDP ratio* (FD4) and *stock market capitalization to GDP ratio* (FD21). Therefore, the author compares the composite indicator (FDI) with these two individual indicators to clarify the similarities and differences between the composite indicator (FDI) and the individual indicators.

The *private credit-to-GDP ratio* is a commonly used method of measuring financial development because it is available to many countries over a relatively long period of time. The increase in private credit represents the growth in the size of the banking sector – an important part of the financial system, so the overall financial development of the country also increased (Figure 4 - a).

In low- and lower-middle-income countries, as the ratio of bank credit to the private sector increases, financial development increase but at a lower rate than in high-income countries. This is relatively consistent with the practice in below-middle-income countries, such as Vietnam. In the early period of the formation of the financial system, the banking sector often played a key role, so bank credit accounted for the main proportion of total credit balances as well as had a high proportion when compared to GDP. Over time, as financial markets and financial instruments formed and developed, making the financial system more flexible and diversified, many channels of supplying capital to the economy appeared and gradually

narrowed the credit market share of the banking sector, making this ratio increase more slowly, but overall financial development is still increasing thanks to the development of financial markets.

Private credit-to-GDP ratios and composite indicator (FDI) are also positively related when considered in different parts of Asia. In particular, the correlation between private credit to GDP and financial development is lower than in Central Asian countries.

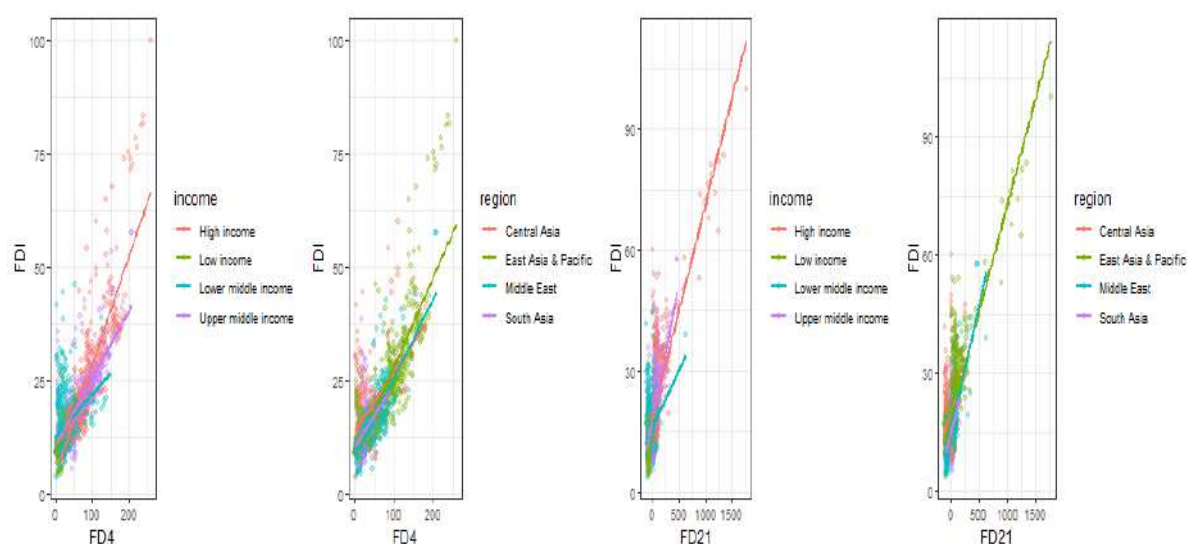


Fig. 4: Relationship between composite indicator (FDI) and individual financial development indicators

Source: Authors' compiled from computational data on R

- The ratio of stock market capitalization to GDP, reflecting the size of stock market development, is also one of the individual indicators commonly used when assessing a country's financial development. Similar to the ratio of private credit to GDP, the relationship between the ratio of stock market capitalization to GDP and composite indicator (FDI) also shows that financial development takes place in Asian countries at all income levels or all regions (Figure 4 - b).

However, the relationship between composted indicator (FDI) and the ratio of stock market capitalization to GDP is not the same between countries. By income level, composite indicator grew faster as capitalization-to-GDP ratios increase in high- and upper-middle-income countries compared to lower- and lower-middle-income countries. Regionally, composite indicator grew faster in East Asia & Pacific than in other parts of Asia as the share of stock market capitalization to GDP increased.

5. Conclusions

Measuring financial development is an important issue because it affects the assessment of the relationship between financial development and economic growth. Many ways in which financial development measured have been shown by theoretical and experimental studies. From individual indicators measuring the depth of the banking system and the stock market... to composite indicators reflecting the diverse aspects of financial development that have been researched and developed. However, most of these indicators only reflect quantitative aspect of financial development and not fully reflect the quality of financial development. By formulating a composite indicator for measuring financial development based on quantitative and qualitative aspects, this study provides an indicator that reflect the reality of financial development in Asian countries in the period 1980 – 2020. Research has shown that higher-income Asian countries tend to have better developed financial systems. The expansion of the scale of the financial system (quantitative) and the enhancement of liquidity, efficiency and diversity of the financial system (qualitative) all have a positive impact on financial development, however, quantitative changes have a greater impact. The composite indicator is positively correlated with a number of individual indicators measuring financial development such as private credit to GDP, stock market capitalization to GDP. The composite financial development indicator is a good indicator to assess the reality of financial development in Asian countries and study the relationship between financial development and economic growth. In addition to the results obtained, the paper also encountered limitations because the composite financial development indicators is built mainly based on individual indicators reflecting the development of the banking sector, some indicators of the stock market development and insurance market were mentioned but incomplete due to data limitations. However, the methodology and research results of the paper can be applied to further studies of financial development.

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Intercultural Communication Influences On Attitudes Toward Education Of International Students From Myanmar A Case Study In Chiang Rai

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Abstract

This research aims to investigate the influence of intercultural communication on international Myanmar students' attitudes toward education whilst at Chiang Rai Rajabhat University. A total of 30 students from Myanmar, studying in Chiang Rai Rajabhat University, served as respondents for the study. Data were gathered through survey questionnaires; Google forms and interviews and were analyzed by using inferential statistics. This study also investigates the impact of intercultural communication on achievement, retention of learning, and success among students. Moreover, the study discusses the difficulties encountered by international students when adjusting to a new academic and cultural environment and argues that effective intercultural communication can help them overcome these challenges and succeed academically. By improving intercultural communication, educators and policy makers can help international students overcome cultural barriers, succeed academically, and contribute to a more culturally diverse and inclusive academic community.

Keywords: attitude towards education, education, intercultural communication.

1. Introduction

Intercultural communication involves individuals from diverse cultures collaboratively establishing shared understandings (Dorjee, 2018). With the global surge in international student enrollment, intercultural communication significantly impacts their social and emotional well-being. The stress of being in an unfamiliar cultural context can be substantial (Veenunkarn, 2016). Moreover, intercultural communication shapes international students' education attitudes.

Barriers in intercultural communication affect collaboration and learning among individuals of varying cultural backgrounds. Language barriers hinder effective communication and understanding, while differing cultural norms can lead to misunderstandings and conflicts (Koyuncu & Chipindu, 2019). Cultural variations in learning expectations can also impact interactions with educational content and peers (Marambe, Vermunt, & Boshuizen, 2012).

This study focuses on the factors influencing education attitudes in international students from Myanmar. Literature highlights communication barriers, cultural differences, and social norms as factors shaping attitudes. These insights guided the design of a case study at Chiang Rai Rajabhat University.

Rationale of the study:

The research aimed to uncover intercultural communication's effects on education attitudes among International Myanmar Students at Chiang Rai Rajabhat University. The findings are intended to guide the university in improving intercultural communication and supporting international students in overcoming challenges.

Research Objective

- To understand the factor of intercultural communication that influences attitudes toward education
- To know how intercultural communication influences attitudes toward education

Research Question

- What are the factors of intercultural communication influencing attitudes toward education?

Literature Reviews

Intercultural Communication

Gudykunst et al. (1977) introduced a model of cross-cultural attitudes with cognitive, affective, and conative components: stereotypes, emotional disposition, and behavior (Muhammad Umar Nadeem, 2019). Intercultural communication shapes education attitudes due to cultural influences on values. Cultures vary in valuing education, affecting individuals' approaches based on upbringing (Muhammad Umar Nadeem, 2019). Literature emphasizes cultural attitudes in intercultural dialogues, impacting personal, collective lives, and relationships with nature and others. Culture forms symbols, attitudes, and thinking patterns (Avramovic, 2007; Fayerstein; Gojko, 2011).

Intercultural communication influences educational outcomes, evident in diverse learning environments. Students and educators from different cultures exhibit unique communication styles, impacting interactions and content understanding. Effective intercultural communication ensures inclusive learning by promoting diverse attitudes. Educators cultivating intercultural communication foster a culturally sensitive perspective on education, enhancing outcomes (Gojko, 2011; Castagno & Brayboy, 2008).

Barriers to Intercultural Communication

The importance of understanding diverse cultural norms in intercultural interactions is highlighted by the potential for misunderstandings when cultural conventions are not recognized (Hinde, 1997:99). LaRay M. Barna (1997) identifies six obstacles to effective communication: anxiety, assuming similarity over differences, ethnocentrism, stereotypes and prejudice, nonverbal communication, and language barriers (Keles, 2013).

Anxiety, stemming from uncertainty, can divert focus from effective communication, while assuming similarity rather than recognizing differences can lead to unpreparedness for cultural variations. On the contrary, assuming vast differences can also hinder communication by overlooking shared cultural aspects. To foster understanding, intercultural interactions should approach with an open mind and without assumptions.

Ethnocentrism involves negatively evaluating other cultures based on one's own standards, reflecting a belief in cultural superiority. Stereotypes, born from ethnocentrism, are notable communication barriers, being preconceived notions shaped by personal cultural backgrounds (Jones). Prejudice, akin to stereotypes, involves biased attitudes towards individuals or groups due to attributes like religion or race.

Nonverbal communication, including gestures and cultural norms of time, can mislead intercultural interactions, as nonverbal cues are culturally learned (Samovar, 1986:163). Language, a common barrier, presents complexities beyond vocabulary and idiomatic differences. Issues like shared experiences and conceptual interpretations challenge intercultural communication (Jandt, 2001). In some cases, the absence of a shared language can also lead to misunderstandings.

Attitudes toward education

Attitude can be defined as a set or established manner of thinking, feeling, or behaving towards something or someone. It encompasses the positive or negative evaluation of one's surroundings or environment (Samit Kumar Das, 2014).

Attitude is the emotion and cognitive response to a particular object, such as people, objects, facts, or events. It can be positive or negative and can affect behavior and decision-making processes. Attitude is a product of past experiences and influences human behavior. Positive attitudes can lead to positive outcomes, while negative attitudes can lead to bias and negative outcomes. The way students approach learning, either with a positive or negative attitude, is seen as a predictor of academic success. Students demonstrate their feelings and thoughts about the learning environment through their behavior, which can be appropriate or inappropriate depending on the environment's expectations. The attitude a student displays towards learning is influenced by their experiences and can be positive or negative (Meral, 2019).

Attitude towards education refers to an individual's overall perspective, belief, and emotional response towards the concept of education. It reflects a person's values, expectations, and motivations for pursuing education, and can be shaped by personal experiences, cultural norms, and socialization. Attitude towards education can range from positive to negative, and can influence an individual's approach to learning and academic achievement.

The relationship between intercultural communication and attitudes towards education

Gudykunst et al. (1977) introduced a model of cross-cultural attitudes with cognitive, affective, and conative components: stereotypes, emotional disposition, and behavior (Muhammad Umar Nadeem, 2019). Intercultural communication shapes education attitudes due to cultural influences on values. Cultures vary in valuing education, affecting individuals' approaches based on upbringing (Muhammad Umar Nadeem, 2019). Literature emphasizes cultural attitudes in intercultural dialogues, impacting personal, collective lives, and

relationships with nature and others. Culture forms symbols, attitudes, and thinking patterns (Avramovic, 2007; Fayerstein; Gojkov, 2011).

Intercultural communication influences educational outcomes, evident in diverse learning environments. Students and educators from different cultures exhibit unique communication styles, impacting interactions and content understanding. Effective intercultural communication ensures inclusive learning by promoting diverse attitudes. Educators cultivating intercultural communication foster a culturally sensitive perspective on education, enhancing outcomes (Gojkov, 2011; Castagno & Brayboy, 2008).

International Students from Myanmar

The phrase “international student” encompasses students who travel to foreign countries in order to pursue education. Policy makers in various countries’ higher education systems are developing fresh approaches to take advantage of the opportunities arising from shifting circumstances that encourage student mobility and ultimately promote the internationalization of higher education (Hussain & Shen, 2019). International students from Myanmar are individuals who are originally from Myanmar and have decided to pursue their higher education in a foreign country. Myanmar is a country in Southeast Asia that has a unique cultural and linguistic background. Students from Myanmar who choose to study abroad are often seeking new experiences, opportunities to improve their language skills, and access to high-quality education. With an increasing number of “study abroad” opportunities available to international students, Thailand has emerged as a favored destination for those seeking an affordable yet high-quality education. Its excellent academic programs and extensive range of courses, predominantly taught in English, have positioned Thailand as one of the most sought-after countries for pursuing higher education (Htet, K. Z., & Mohanan, S., 2022). According to data from the Office of the Higher Education Commission of Thailand's Ministry of Education, in 2011, there were approximately 20,309 foreign students enrolled in various Thai universities. Among them, students from Myanmar ranked second, following China, comprising a significant portion of the international student population in Thailand (Jaroensubphayanont, 2014). However, a study conducted by Kyaw (2018) highlights the challenges faced by Myanmar students studying in Thailand, including language barriers, cultural differences, and difficulties in adapting to the Thai education system.

Education in Myanmar and Thailand

The education systems of Myanmar and Thailand have undergone significant changes in recent years. Myanmar's education system faced challenges during military rule, including funding shortages, stagnant teaching methods, and limited professional development opportunities for teachers. Since transitioning to civilian rule in 2011, the government has prioritized education reform, allocating more funds, improving teacher training, and creating new curricula. International organizations and NGOs, like the Asian Development Bank and Save the Children, have also supported education reform. Challenges remain, including funding limitations, poor infrastructure, teacher shortages, and disparities in education access due to ethnic tension (Hayden & Martin, 2013).

Thailand's education system has seen advancements with a focus on increasing access and participation. Early childhood education has expanded, particularly in urban areas. The structure includes six years of primary schooling, followed by three years each of lower and upper secondary education. The curriculum emphasizes thinking skills, self-learning, and moral values. Vocational education is available at multiple levels, and higher education participation rates have risen. Lifelong learning opportunities are extended through non-formal education strategies (Office of the Education Council, 2011).

In Thailand's higher education, English is compulsory at the tertiary level. Undergraduates must complete four English subjects or accumulate 12 credits to meet degree requirements. The courses range from foundational to major-specific English, like English for medicine or engineering. English instruction varies across universities, typically with 3 to 4 periods per week. Despite variations, common themes in language instruction have emerged from the Commission on Higher Education-supported projects (Darasawang, 2007).

2. Method

This study is survey-based research aimed to conduct a qualitative investigation seeking to understand the factors of intercultural communication and how they influence the attitudes toward education of international Myanmar students, studying in Chiang Rai Rajabhat University. The researcher developed a guideline to collecting data from international Myanmar students. The perspectives of international students on intercultural communication were asked for and triangulated with the perspectives of international Myanmar students in Chiang Rai Rajabhat University.

The researcher used judgment sampling techniques in order to understand and represent the study site, with respect to the situation of international Myanmar Students studying in Chiang Rai Rajabhat University.

Research Participant

In Chiang Rai Rajabhat University, 30 international Myanmar students were selected to represent international Myanmar student's perspective on intercultural communication and how it influences attitudes toward education.

Research Instrument and Data Collection Procedures

The researchers utilized multiple methods to gather data for the study. They started with survey questionnaires and a Google form to collect specific insights efficiently from participants. Interviews with international Myanmar students were conducted, using a guide to explore experiences and perspectives. Additionally, a classroom observation checklist was employed to comprehensively understand intercultural communication barriers. This systematic approach allowed real-time observation and assessment of communication challenges in educational settings.

Data Analysis

The study employed inferential and descriptive statistics, including percentages, to summarize data collected from international Myanmar students. These statistical analyses revealed insights, patterns, and relationships in the dataset. By utilizing these statistical techniques, the researchers were able to draw informed conclusions and make inferences about the broader population of international Myanmar students based on the sampled data. The qualitative analysis aimed to understand factors influencing intercultural communication and their impact on international Myanmar students' education attitudes. Exploring participant narratives provided insight into barriers and challenges. Additionally, the study aimed to propose actionable strategies to address these challenges by identifying specific issues faced by students, leading to targeted interventions and support recommendations.

3. Results and Discussion

According to the results from the questionnaire, there are 30 respondents, who are transferred students from Myanmar studying in Chiang Rai Rajabhat University.

Quantitative results

Table 1: Result from 30 participants

1.	How important do you think it is to understand cultural differences?	Very important	Somewhat important	Not important at all
		86.70%	13.30%	
2.	Have you ever encountered a situation where cultural disparities hindered your capacity to learn effectively?	Yes, I have encountered a situation where cultural disparities hindered my capacity to learn effectively.	No, I have not encountered a situation where cultural disparities hindered my capacity to learn effectively.	I am not sure if I have encountered a situation where cultural disparities hindered my capacity to learn effectively
		66.7%	6.7%	26.70%
3.	How do you think cultural differences affect the way students learn in a culturally diverse classroom?	Positively	Negatively	No effect
		73.3%	20%	6.70%
4.	How do language barriers affect intercultural communication in a classroom setting?	They make it more difficult to communicate effectively	They don't have a significant impact on communication.	They can be overcome with effort.
		70%	3.3%	26.7%
5.	Have you ever experienced discrimination or prejudice in a classroom setting based on your cultural background?	Yes, I have experienced discrimination or prejudice in a classroom setting based on my cultural background.	No, I have not experienced discrimination or prejudice in a classroom setting based on my cultural background.	I prefer not to answer this question.
		60%	23.3%	16.7%
6.	How do you think stereotypes and biases affect intercultural	They hinder effective communication.	They have no impact on communication.	They can be overcome with effort.

	communication in a classroom setting?			
		76.7%	6.6%	16.7%
7.	In your opinion, what is the most effective way to promote intercultural understanding in a classroom setting?	Cultural exchange programs	Diversity training for teachers and students	Encouraging dialogue and discussion among students from different backgrounds
		46.7%	20%	33.3%
8.	Do you believe it holds significance for teachers to have cultural awareness training before they teach in a culturally diverse classroom?	Yes, it helps teachers understand cultural differences and promotes effective communication.	No, it's not necessary	
		86.7%	13.3%	
9.	How can educational institutions better support students from diverse cultural backgrounds to ensure their success?	Providing language support services	Creating a welcoming and inclusive environment	Offering cultural sensitivity training for faculty and staff
		23.3%	60%	16.7%
10.	In your opinion, how can educational institutions encourage intercultural communication among students from diverse cultural backgrounds?	Creating opportunities for students to interact and engage with each other	Providing support for language learning and communication skills development	Offering cultural sensitivity and diversity training for students and faculty
		66.7%	13.3%	20%

The findings of the study emphasized the significance of comprehending cultural differences in a classroom setting, especially for students studying abroad. The majority of respondents (86.7%) indicated that understanding cultural differences is very important, with only 13.3% considering it somewhat important. This underscores the significance of intercultural communication skills and cross-cultural understanding, which is crucial for effective learning in a culturally diverse environment.

The research also found that a significant percentage of students (66.7%) have had experiences where cultural differences affected their ability to learn effectively. This suggested that cultural barriers could be a hindrance to effective learning and might negatively impact

student success. Furthermore, a significant number of respondents (26.7) were unsure if they had experienced cultural barriers, indicating that cultural differences might not always be immediately apparent.

A significant majority of participants (73.3%) expressed the belief that cultural differences positively influence the learning experience of students in a classroom that embraces cultural diversity. This finding suggested that students can benefit from exposure to diverse perspectives and ideas, and that diversity can enhance learning outcomes.

Language barriers were identified as a significant obstacle to effective communication in a classroom setting, with 70% of respondents indicating that they make communication more difficult. However, 26.7% of respondents felt that language barriers can be overcome with effort, highlighting the importance of language learning and communication skills development in a culturally diverse environment.

The research also found that a significant proportion of students (60%) have experienced discrimination or prejudice in a classroom setting based on their cultural background. This underscores the importance of promoting cultural sensitivity and creating a welcoming and inclusive environment in educational institutions.

Stereotypes and biases were identified as another obstacle to effective intercultural communication, with the majority of respondents (76.7%) indicating that they hinder effective communication. However, 16.7% of respondents felt that stereotypes and biases can be overcome with effort, highlighting the importance of promoting cultural awareness and sensitivity training.

Cultural exchange programs were identified as the most effective way to promote intercultural understanding in a classroom setting, according to 46.7% of respondents. Encouraging dialogue and discussion among students from different backgrounds was considered effective by 33.3% of respondents, while 20% felt that diversity training for teachers and students was the most effective.

A significant majority of participants (86.7%) believed that it holds significance for teachers to have cultural awareness training before they teach in a culturally diverse classroom. This finding underscores the importance of promoting cultural awareness and sensitivity training among faculty and staff in educational institutions.

To support students from diverse cultural backgrounds, creating a welcoming and inclusive environment was considered the most effective way by 60% of respondents, followed by providing language support services (23.3%) and offering cultural sensitivity training for faculty and staff (16.7%).

Finally, creating opportunities for students to interact and engage with each other was identified as the most effective way to encourage intercultural communication among students from diverse cultural backgrounds, according to 66.7% of respondents. Providing support for language learning and communication skills development was considered effective by 13.3% of respondents, while 20% felt that offering cultural sensitivity and diversity training for students and faculty was the most effective.

Overall, the findings of the study highlight the significance of promoting intercultural comprehension, cultural awareness, and sensitivity in education institutions to ensure that students from diverse cultural backgrounds can succeed and thrive in a culturally diverse environment.

Qualitative results and discussion

Intercultural communication can greatly influence the attitudes of international students towards education. The research findings suggest that understanding cultural differences is critical for effective learning in a culturally diverse environment.

The researcher has developed guidelines to gain a deeper understanding of research objectives. The guidelines provided for the respondents are:

- Can you share your perspective on how cultural differences can influence international students' attitudes towards education?
- How have cultural barriers, such as language and stereotypes, impacted your ability to learn effectively?
- How can educational institutions promote cultural sensitivity, awareness, and inclusivity to create a more welcoming environment for international students?
- What kind of support services and training do you believe would help international students adapt and feel more comfortable in their new educational environment?
- How do you think interactions and engagement opportunities among students from different backgrounds can positively impact international students' attitudes towards education?

According to the guideline the response are as follows:

One respondent stated that *“Yes, we come from different cultures and backgrounds but there is a need to understand and know each other first to prevent miscommunication and achieve effectiveness in interpersonal communication.”* When international students are able to understand and navigate cultural differences, they are more likely to develop a positive attitude towards education and feel more engaged in the classroom setting.

However, cultural barriers such as language and stereotypes can negatively impact international student's ability to learn effectively and result in negative attitudes toward education. One respondent stated *“When I first came here, I understood that people from Myanmar especially come to Chiang Rai to work but for me I come and study here. In the playground, people greet and ask because I do not speak Thai, I can only understand them a little, when I say I come from Myanmar, people begin their question with “You come here to work, right?” and I said “No, I come here to study.” I just want to say that stereotypes and prejudice are everywhere but it depends on how we accept and explain.”* He also stated that *“In the classroom, I do not face any stereotypes and prejudices because I or our group study alone and do not mix with others. There is always only 1 subject or 2 subjects that I need to study with Thai friends or Chinese friends. Thus, it is normal for me”.*

Therefore, it is crucial to promote cultural sensitivity, awareness, and inclusivity in educational institutions to create a welcoming and supportive environment for international students. Encouraging dialogue and cultural exchange programs among students from different backgrounds can also promote intercultural understanding and positively impact attitudes toward education. One respondent stated that *“I would like to experience a cultural exchange program that was arranged by the University. I have the experience that when teachers announced that we our group come from Myanmar and I see the reaction of the others. Unless our teacher continues to announce about our skills that we are good and this or that and people will again change their reaction.”*

Providing language support services, offering cultural sensitivity training, and creating opportunities for students to interact and engage with each other can all contribute to creating a more inclusive and supportive environment for international students, thereby positively impacting their attitudes toward education. One respondent stated that *“The university has provided us with 30 hours of Thai language learning for our group and that's really helpful. It helps me to know the basics of Thai language and I also have to practice a lot in order to read and understand”.* One respondent also stated that *“One more thing, if it is in the classroom, I*

rarely face discomfort. The only situation that I found is when teachers use bilingual in the classroom because I can only understand Thai in their daily usage but not academically in the classroom. That is my difficulty."

Finally, promoting cultural awareness and sensitivity training among faculty and staff can also assist international students to feel more supported and valued in the classroom, further enhancing their attitudes toward education.

Conclusion

Based on the findings of the research, it was found that there are so many intercultural communication factors that influence attitudes toward education. It can be concluded that the reasons are similar to the reasons stated in the review of related literature concerning the relationship between intercultural communication and attitudes toward education. According to the findings of this research, the following conclusions were drawn; 1) Intercultural communication is important for understanding cultural differences and promoting effective learning. 2) Cultural differences significantly influence the way students learn in diverse classrooms. 3) Stereotypes and biases pose barriers to intercultural communication in education settings.

Recommendations

Based on the research findings, it is clear that intercultural communication is very important for students from diverse backgrounds to learn effectively and feel the experience is inclusive. Thus, here are some recommendations for the university and related organizations in order to help students from diverse backgrounds overcome their challenges and barriers: 1) The university should provide cultural awareness training for teachers before they teach in a culturally diverse classroom because it helps teachers understand cultural differences and promote effective communication. 2) The university should provide intercultural communication training or programs for students, faculty, and staff. For example, a cultural exchange program. 3) The university should promote diversity and inclusion by creating a welcoming inclusive environment for all students, regardless of their cultural background.

By implementing these recommendations, the university can help international students overcome cultural barriers, succeed academically, and contribute to a more culturally diverse and inclusive academic community.

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Exchange Rate Determinants In The Long Run: Study On Vnd/Usd In 2008 – 2020

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Abstract

The examination of the factors influencing exchange rates has garnered significant interest from both academic researchers and policymakers. In an economy characterized by a significant degree of openness, changes in exchange rates can exert adverse impacts on the overall trajectory of economic growth. The objective of this study is to identify the elements that contribute to the fluctuations in the VND/USD exchange rate between the years 2008 and 2020. In order to determine the appropriate exchange rate policy, the Vietnamese government must consider the key factors that have a substantial impact on the long-term VND/USD exchange rate. The ARDL model was used as the estimation method, and the findings indicate that, in line with the predictions of the Purchasing Power Parity (PPP) theory, inflation has a significant impact on the exchange rate between the Vietnamese Dong (VND) and the United States Dollar (USD). Furthermore, the research reveals that tariffs and worker productivity do not exert any significant influence on the long-term VND/USD exchange rate. The explanation of the study results can be found in the discussion section. Prior to delving into the main discussion, this paper elucidates the significance of the research topic and provides a comprehensive assessment of relevant prior studies. Sections 3 and 5 of the paper provide an exposition of the research methodology employed and the policy implications derived from the study, respectively.

Keywords: exchange rate, VND/USD, long run

1. Introduction

The exchange rate has traditionally been regarded as a transient concern. The exchange rate in Vietnam is often observed across multiple channels. The implementation of an appropriate exchange rate policy can effectively facilitate both export and import activities, thereby contributing to the overall growth and stability of the economy. Over the course of an extended period, a favorable exchange rate would serve as an enticing factor for increased investment in Vietnam. Vietnam has the potential to employ exchange rate management as a means of directing economic operations towards sustained sectors.

The exchange rate is influenced by several factors in the long term, as identified by Mishkin (2019). These factors include the relative price level, trade restrictions, and labor productivity. Furthermore, the exchange rate in the long run is influenced by additional factors such as the trade balance and money supply.

Over time, a rise in the relative price level of domestic goods compared to international goods results in a devaluation of the domestic currency, whereas a decrease in the relative price level within a country leads to an appreciation of the home currency. In the long run, the exchange rate is influenced by the relative price level. It is challenging to determine the immediate impact of this factor on the exchange rate. The disparity in inflation rates can account for the relative price level observed between the two nations. According to the Purchasing Power Parity (PPP) hypothesis, the exchange rate between two currencies of different countries will be modified in order to offset the disparity in their respective inflation rates. Inflation exerts an influence on the currency rate throughout the medium and long term. The issue pertaining to inflation does not primarily include an abrupt surge in prices, but rather a gradual increase in the overall price level over a period of time. Hence, the process of detecting inflation and then adapting one's actions necessitates a significant duration, ranging from the medium to long term, contingent upon the degree of responsiveness exhibited by the exchange rate to changes in price levels.

The presence of trade obstacles, such as tariffs and quotas, has the potential to impact the exchange rate. Let us consider a hypothetical scenario in which the United States implements an escalation in tariffs or imposes reduced restrictions on steel imports originating from Japan. The imposition of trade restrictions is expected to result in a heightened demand for domestically produced steel in the United States. Consequently, the appreciation of the USD is anticipated due to the relative decrease in the price of US steel compared to steel imported from Japan. Hence, the imposition of heightened trade restrictions will result in a long-term appreciation of the domestic currency. In his study, Stockman (1980) employed the equilibrium model to ascertain the prices of items and their impact on exchange rates. He specifically highlighted the significance of alterations in relative increments resulting from government intervention measures. Baldwin (1989) has posited a theoretical framework that explores the relationship between the currency rate and the degree of regulatory openness towards foreign direct investment inflows.

The concept of money supply refers to the total quantity of money in circulation, encompassing currency held by individuals, funds inside the banking system, and financial assets held by non-bank entities. The exchange rate is subject to long-term effects as a result of sustained alterations in the money supply. A sustained alteration in the money supply results in a modification of market players' anticipations on forthcoming exchange rates. The phenomenon referred to as "over-shooting" has been identified by Dornsborg (1976). The surge mostly arises due to the more sluggish adjustment of commodity prices compared to asset prices. Consequently, there is a necessity for asset values to undergo an initial over-adjustment, which then leads to a gradual adjustment process over an extended period.

A current account deficit signifies that a nation's aggregate expenditure on goods, services, and income from abroad exceeds its aggregate production and income generated domestically. In the long term, a deficit in the current account will result in a devaluation of the domestic currency, thereby impacting the exchange rate. In the near and intermediate future, the deficit in the current account can be balanced out by a surplus in the capital account. Nevertheless, the persistent current account deficit serves as evidence of the nation's diminished competitiveness, rendering it unsustainable to rely on a surplus in the capital account for compensation. Subsequently, the currency rate undergoes modifications due to the influence of market pressure. The rationale for this is that when a country experiences a current account deficit, it becomes indebted in foreign currency. If a nation's customers exhibit a pronounced inclination towards foreign goods, there is a possibility that the current account may experience a decline in its overall performance, leading to a depreciation of the national currency. In the context of developing nations like China and Vietnam, this phenomena is sometimes referred to as the inclination towards imported commodities.

Labor productivity tends to have a higher frequency of growth in the production of tradable products compared to non-tradable items. An increase in productivity compared to another nation can potentially lead to a reduction in the cost of domestically manufactured items. Indigenous commodities exhibit a comparatively lower price point, so fostering an increase in demand for such products and consequently leading to an appreciation of the domestic currency. Nevertheless, in the event that a particular country exhibits lower levels of productivity compared to another, the resulting consequence is an increase in the relative cost of its exports and a subsequent devaluation of its currency. In summary, over an extended period, when a nation's productivity surpasses that of another nation, its currency experiences an appreciation. It is anticipated that the exchange rate would experience a decline.

Vietnam has undergone a period of almost 35 years of economic and social reforms, commonly referred to as renovation. The economy exhibited a robust performance subsequent to the year 1990, with notable progress observed upon its official accession to the World Trade Organization (WTO) in 2007. The level of Vietnam's reliance on foreign trade is experiencing a notable upward trend. It is projected that the ratio of exports and imports to GDP in 2021 will approximate 100% on average. The percentage of this figure in the United States decreases significantly to approximately 15%. Furthermore, the facilitation of capital mobility since 2007, coupled with measures aimed at promoting and attracting investment funds, underscores the significance of exchange rate stability, a responsibility often vested in the governing body. The central exchange rate mechanism, implemented in 2016, quickly proved effective in aligning the official nominal exchange rate with currency movements in the market. Nevertheless, Vietnamese organizations encounter the challenge of currency rate changes. Vietnam's economy is significantly impacted by exchange rate concerns due to its substantial openness and underdeveloped output level. Given the interdependence of the financial system and the banking sector in our economy, there exists a political imperative to ensure the stability and appropriateness of interest rates. This is aimed at incentivizing businesses to consistently favor the State Bank of Vietnam as their preferred financial institution, particularly during periods of market volatility. The examination and analysis of variations in exchange rates, as well as the underlying factors contributing to these fluctuations during various time periods, hold significant importance for management agencies and policy makers. This pursuit allows for the acquisition of valuable expertise in the field of management.

This study aims to analyze the determinants influencing the VND/USD exchange rate for the period from 2008 to 2020. The findings of the verification process are displayed in section 3, which is preceded by a presentation of the research methodologies employed.

2. Research Methodology

2.1. Model and Data Source

The variables used in earlier quantitative models that elucidate long-term exchange rate variations are considerably extensive, as per the fundamental theories about the mechanisms influencing exchange rates. The analysis duration of the topic is limited due to the constraint on the amount of observations. Several studies (Mishkin, 2019; Nguyen Van Tien, 2009, 2019, 2020) have utilized several models to elucidate the underlying factors driving long-term exchange rate variations. These models incorporate a range of variables, such as inflation rates, tariffs, money supply within the economy, international trade dynamics, and labor productivity. The proposed model will adopt the subsequent structure:

$$Y_t = (\text{EXCHANGE}_{(t-q)} \text{ CPI } M_2 \text{ TARIFF } \text{TRADE } \text{IPI})$$

The term "exchange" refers to the monthly average value derived from the daily exchange rate. The Consumer Price Index (CPI) represents the percentage change in the average price level on a monthly basis. M_2 refers to the broad measure of money supply, encompassing M_1 (which includes physical currency and demand deposits), as well as term deposits held at commercial banks and certain other forms of cash equivalents. This study examines the various factors that influence the exchange rate between the Vietnamese dong (VND) and the United States dollar (USD). In addition to considering the average price level and money supply (M_2) in Vietnam, the analysis also incorporates the average price level and money supply (M_2) in the United States.

The tariff policy is considered to be a variable that is hypothesized to exert an influence on the long-term exchange rate. The measurement of tariffs presents challenges due to the fluctuating levels of tariffs across different types of goods and throughout time. The World Bank utilizes the Integrated International Trade System to derive estimates of global averages for individual countries worldwide. These estimates are derived from data obtained from the Information Systems and United Nations Conference on Trade and Development (TRADES), as well as the Integrated Database (IDB) and Unified Tariffs of the World Trade Organization (WTO). The tax rate data in Vietnam contained within this database is derived from the simple average tax rates of all items. These rates are provided for the period spanning from 2001 to 2020, with a yearly frequency.

International trade is characterized by two variables, namely EX, which denotes exports, and IM, which denotes imports.

In this study, the industrial production index (IPI) is utilized as a proxy variable to measure manufacturing productivity. Previous studies have suggested that this measure has the potential to serve as an indicator for Gross Domestic Product (GDP).

The research data were acquired from reliable data sources. Specifically, the S&P Capital IQ database is utilized to obtain information pertaining to exchange rates, inflation rates, open money supply, and international commerce. The tariff data included in this study is sourced from the World Development Indicator database provided by the World Bank. The collection of statistics pertaining to industrial production is sourced from the International Monetary Fund (IMF) dataset. With the exception of the inflation variable, all of the data has been transformed into natural logarithms.

The collection of monthly industrial output data commenced in January 2008, whereas the update of tariff data has been limited to the year 2020. In order to maintain data integrity along the chain, the scope of study data pertaining to the topic will be confined to the timeframe spanning from January 2008 to December 2020.

Table 1: Data set

Indicators	Description	Source
Exchange rate	Average exchange rate VND/USD	S&P
Ralative Price	Consumer Price Index	S&P
Money Supply	M ₂	S&P
Barriers	Tariff on Imports	WDI
International Trade	Export and Import over GDP	S&P
Labor Productivity	Industry Production Index	IMF

2.2. Estimation method

The research employs the automatic regression distributed lag model (ARDL) and Error Correction Model (ECM) to examine the presence of a long-term equilibrium relationship among the variables. The presence of a cointegration relationship in the long run can be confirmed by the utilization of the ARDL bound tests model, which provides statistical significance. This finding offers compelling evidence for the long-term association. Moreover, the Granger causality test was conducted in order to identify the presence of a long-term causal relationship between the variables. The procedure for doing the test is outlined below:

Unit root test

The primary objective of this study was to get impartial test outcomes through empirical investigations in order to ascertain the long-term equilibrium correlations between variables. One of the fundamental prerequisites for accomplishing this task is ensuring that the time series utilized in the research exhibit stationarity.

In essence, a time series can be considered fixed if alterations in time do not result in any modifications to the distribution's shape. The presence of an original unit is one of the factors contributing to this lack of uniformity. This work use the Dickey Fuller unit root (ADF) test, a method that facilitates unit root testing for extensive and intricate models, in continuation of prior research. Simultaneously, the utilization of the Phillips-Perron (PP) test is observed, which is an adaptation of the Dickey Fuller test. The PP test enables the adjustment of autocorrelation and variance in mistakes.

ARDL Bounds

The present work employed the automated distributed lag (ARDL) test, as proposed by Pesaran, Shin, and Smith (2001), to ascertain the presence of cointegration among the variables. The ARDL framework offers several advantages in the estimation of cointegration. The application of the Autoregressive Distributed Lag (ARDL) model allows for the consideration of various integration orders for the variables under analysis. The dependent variable is recommended to possess an integration order of I(1), whereas other variables may exhibit integration orders of either I(0) or I(1), or a combination of both.

The equations shown below depict the ARDL model utilized to analyze the determinants influencing the real exchange rate.

$$\begin{aligned}
 \Delta \ln EXCHANGE_{i,t} = & \delta_0 + \sum_{j=1}^p \gamma_k \Delta \ln EXCHANGE_{i,t-j} + \sum_{j=1}^p \nu_k \Delta CPIVN_{i,t-j} + \sum_{j=1}^p \nu_k \Delta CPIUS_{i,t-j} \\
 & + \sum_{j=1}^p \nu_k \Delta \ln M2_{i,t-j} + \sum_{j=1}^p \nu_k \Delta \ln EX_{i,t-j} + \sum_{j=1}^p \nu_k \Delta \ln IM_{i,t-j} \\
 & + \sum_{i=1}^n \nu_k \Delta \ln Tarriiff_{i,t-j} + \partial ECT_{t-1} + \sum_{j=1}^p \gamma_k \ln EXCHANGE_{i,t-j}
 \end{aligned}$$

$$\begin{aligned}
 & + \sum_{j=1}^p \nu_k CPIVN_{i,t-j} + \sum_{i=1}^n \nu_k CPIUS_{i,t-j} + \sum_{j=1}^p \nu_k \ln M2_{i,t-j} \\
 & + \sum_{j=1}^p \nu_k \ln EX_{i,t-j} + \sum_{j=1}^p \nu_k \ln IM_{i,t-j} + \sum_{j=1}^p \nu_k \ln IPI_{i,t-j} \\
 & + \sum_{i=1}^n \nu_k \Delta \ln Tarriff_{i,t-j} + \varepsilon_{i,t}
 \end{aligned} \tag{1}$$

Where, $\varepsilon_{i,t}$ is error term, Δ represents first order difference. The selection of the delay length was performed using the Akaike Information Criterion (AIC). In the context of the ARDL limit test for cointegration, both the F-statistic and the Wald test were employed to assess the hypothesis H_0 that there is no cointegration present among the variables. The null hypothesis of no cointegration is rejected if the computed F-statistic exceeds the critical values for both the upper and lower limits. If the observed value falls within the range defined by two critical values, there is insufficient evidence to reject the null hypothesis. If the value of the F-statistic is less than the critical value, it indicates that the null hypothesis, which states that there is no cointegration, is accepted. Once the limit test has established the presence of cointegration among the variables, further analysis may be conducted to examine the long-run relationship (Equation 2) as well as the short-run dynamics (Equation 3).

$\ln EXCHANGE_{i,t}$

$$\begin{aligned}
 & = \delta_0 + \sum_{j=1}^p \gamma_k \ln EXCHANGE_{i,t-j} + \sum_{j=1}^p \nu_k CPIVN_{i,t-j} + \sum_{i=1}^n \nu_k CPIUS_{i,t-j} \\
 & + \sum_{j=1}^p \nu_k \ln M2_{i,t-j} + \sum_{j=1}^p \nu_k \ln EX_{i,t-j} + \sum_{j=1}^p \nu_k \ln IM_{i,t-j} \\
 & + \sum_{j=1}^p \nu_k \ln IPI_{i,t-j} + \sum_{j=1}^p \nu_k \ln Tarriff_{i,t-j} + \varepsilon_{i,t}
 \end{aligned} \tag{2}$$

$$\begin{aligned}
 \Delta \ln EXCHANGE_{i,t} & = \delta_0 + \sum_{j=1}^p \gamma_k \Delta \ln EXCHANGE_{i,t-j} + \sum_{j=1}^p \nu_k \Delta CPIVN_{i,t-j} + \sum_{j=1}^p \nu_k \Delta CPIUS_{i,t-j} \\
 & + \sum_{j=1}^p \nu_k \Delta \ln M2_{i,t-j} + \sum_{j=1}^p \nu_k \Delta \ln EX_{i,t-j} + \sum_{j=1}^p \nu_k \Delta \ln IM_{i,t-j} \\
 & + \sum_{i=1}^n \nu_k \Delta \ln Tarriff_{i,t-j} + \partial ECT_{t-1} + \mu_t
 \end{aligned} \tag{3}$$

In equation 3, ECT_{t-1} represents the error correction factor.

ECT_{t-1} has a negative value and ranges from 0 to 1, representing the rate of adjustment to converge back to equilibrium in the long run.

Causality analysis

Following the verification of the long-term association between the variables of interest through the use of the ARDL limits estimation approach, the error correction model (ECM) is

next utilized in conjunction with the Granger causality test to examine the directionality of the relationship between said variables.

The Error Correction Model (ECM) is a significant framework that differentiates between short-run and long-term Granger causation. The utilization of lagged individual correlation coefficients serves as a means to assess the statistical significance of the short-term association. In the present context, it is noteworthy that the coefficient exhibits statistical significance, hence implying a causal relationship over an extended period of time. The correlation coefficient is a widely used statistical measure that is employed to assess the presence of a causal relationship between variables.

3. Empirical Results

The following table, Table 2, presents the descriptive statistics of the variables included in the model. Based on the data that has been gathered, the total number of observations amounts to 156. The sample data indicates that the average monthly official exchange rate between the Vietnamese dong (VND) and the United States dollar (USD) is 21,039. The average inflation rates of Vietnam and the United States are 81.91 and 235.37, respectively. On average, the ratio of exports and imports to GDP stands at around 13%. Notably, the peak ratio for exports to GDP is seen at 27.7%, while for imports, it reaches 27.9%. The mean value of the money supply is around 4.3 trillion VND. The tariff rate stands at 6.76%, while the industrial index is recorded at 91.34.

Table 2: Data Description Statistic

Variable	EXCHANG E	CPIV N	CPIU S	EX	IM	IPI	M2	TARIF F
Mean	21,039	81.91	235.37	13.01	13.07	91.34	4,330,000,000	6.76
Median	21,201	87.64	236.13	12.45	12.36	89.37	3,940,000,000	6.65
Max	23,446	104.29	261.56	27.70	27.90	124.73	8,790,000,000	8.01
Min	15,898	46.31	211.40	3.72	3.42	57.00	1,040,000,000	5.56
Std.	2,063	16.23	14.32	6.42	5.64	13.49	2,370,000,000	0.73

Source: Eview

The data is logarithmic for the purpose of running the regression model.

Unit Root Test

The initial step in assessing the presence of a cointegration connection involves conducting a unit root test to ascertain the essential condition. The unit root test proposed by Dickey and Fuller (1981) is employed in this investigation. The test results are presented in Table 3. The findings indicate that the variables in the equation possess unit roots at varying orders. The variables of exchange rate, consumer price index (CPI), and investment exhibit stationarity at unit order $I(0)$ and stationarity at difference order $I(1)$. The variables pertaining to export, import, and tariff exhibit stationarity solely at level $I(1)$. The money supply variable M2 exhibits stationarity at level $I(0)$.



Table 3: Unit root test Augmented Dickey-Fuller

Variables	Level		First Order Diff	
	t-Statistic	Prob.*	t-Statistic	Prob.*
LNEXCHANGE	-4.5412	0.0003	-9.2541	0.0000
CPIVN	-5.1471	0.0000	-7.0467	0.0000
CPIUS	-7.00381	0.0000	-10.6577	0.0000
LNLM2	-3.8478	0.0031	-1.81111	0.3739
LNEX	-1.0800	0.7227	-5.5542	0.0000
LNIM	-0.5476	0.8771	-8.4794	0.0000
LNPI	-4.8934	0.0001	-11.9697	0.0000
LNTRIFF	-0.8515	0.8011	-12.5771	0.0000

Source: Eview

Cointegration test

If the variables in the model exhibit stationarity but are at different levels, the conventional Johansen test cannot be employed to estimate cointegration or assess the long-term relationship between the variables. This is because the Johansen test necessitates the variables to be stationary at the same level. The bound test for cointegration, as proposed by Pesaran, Shin, and Smith (2001), can be applied to equation (1) in order to examine the enduring link between variables. The null hypothesis (H0) posits the absence of cointegration, indicating the absence of a long-run link. Conversely, the alternative hypothesis (H1) suggests the presence of cointegration. Table 4 presents the estimated outcomes of F-Statistic values according to the model. The report presents the optimal lags of the variables in the model, determined by the specified lags derived from the Akaike information criterion (AIC). Based on the findings presented in equation 1, it is determined that the best lag of the exchange variable is 5. Additionally, the Vietnam Consumer Price Index (CPI) is seen to be 2, while the United States CPI stands at 3. Furthermore, the variables M2, export, investment, and tax rate are all recorded as 0, however the import variable is measured at 2.

Table 4: Bounds test

F-Bounds Test			Null Hypothesis: No levels relationship	
Test Statistic	Value	Signif.	I(0)	I(1)
Asymptotic: n=1000				
F-statistic	7.7261	10%	1.92	2.89
k	7	5%	2.17	3.21
		2.5%	2.43	3.51
		1%	2.73	3.9
Finite Sample: n=80				
Actual Sample Size	151	10%	2.017	3.052
		5%	2.336	3.458
		1%	3.021	4.35

Source: Eview

The results of the bound test indicate that the F value is 7,726, which exceeds the value in column I(1) at a significance level of 1%. Consequently, the null hypothesis H0 can be

rejected, indicating the presence of a cointegration relationship among the variables under investigation. In essence, these factors exhibit a long-term correlation.

Long-run model of ARDL with adjusted error

Equation 2 was estimated using the autoregressive distributed lag (ARDL) method with modified error, owing to the existence of cointegration. The table below presents the regression coefficients for the long-term period. Consequently, over an extended period, the VND/USD exchange rate is subject to the influence of various factors, including the inflation rate in Vietnam and the United States, import and export dynamics, as well as the money supply. In contrast, it has been shown that the industrial output index and tax rate do not exert a lasting impact on the exchange rate. This is inconsistent with the theoretical framework positing a long-term impact of the tax rate or the index of industrial production on the exchange rate.

The research findings indicate that inflation in Vietnam has a statistically significant positive influence on the exchange rate, whereas inflation in the US has a statistically significant negative impact on the exchange rate, at significance levels of 5% and 10%. In other words, when inflation is high in Vietnam and low in the US, these factors contribute to an increase in the exchange rate. The findings align with the results drawn from empirical research on the correlation between inflation and currency rate, as shown by Nguyen Thi Thanh Hang and Nguyen Duc Thanh in 2011. According to the research conducted by Dang Ngoc Bien (2022), the VECM estimation method was employed to examine the relationship between Vietnam's inflation and exchange rate, taking into account the Covid-19 period and the implementation of the central exchange rate mechanism by the State Bank of Vietnam (SBV). The findings indicate that the impact of Vietnam's inflation on the exchange rate was reduced during the Covid-19 period and after the adoption of the new exchange rate mechanism by the SBV.

As anticipated and in accordance with theoretical expectations, an augmentation in exports leads to a rise in the supply of foreign currency, thereby causing a decrease in the exchange rate. As anticipated and in accordance with economic theory, the rise in imports leads to a corresponding increase in the demand for foreign currency, resulting in an upward movement of the VND/USD exchange rate. The injection of money into circulation has been observed to have a positive impact on the exchange rate, indicating a tendency for the exchange rate to grow. This relationship holds with a significance level of 5%.

Table 5: ARDL long-run model

Variable	Coefficient	Std. Error	t-Statistic	Prob.
CPIVN1	8.446810	4.105365	2.057505	0.0416
CPIUS1	-19.37430	11.62172	-1.667077	0.0979
LNIM	0.282129	0.203021	1.389656	0.0670
LNEX	-0.422062	0.212690	-1.984400	0.0493
LNIM2	0.262701	0.105192	2.497341	0.0138
LNIMI	0.007479	0.079108	0.094536	0.9248
LNTARIFF	0.165994	0.263526	0.629897	0.5299
C	4.227353	2.502118	1.689510	0.0935

Source: Eview

When examining the error model known as Error Correction Form (ECM), it is observed that the coefficient for ECT(-1) has a value of -0.046. This coefficient is noteworthy since it is negative and has statistical significance. This suggests that the exchange rate will approach its long-term equilibrium value with a rate of adjustment of 4.6% over the course of one period, facilitated by the mechanisms of inflation and money supply adjustments.

Table 6: ECM model

Variable	Coefficient	Std. Error	t-Statistic	Prob.
D(LNEXCHANGE(-1))	0.231175	0.073897	3.128352	0.0022
D(LNEXCHANGE(-2))	-0.272284	0.077319	-3.521544	0.0006
D(LNEXCHANGE(-3))	-0.071829	0.075084	-0.956651	0.3405
D(LNEXCHANGE(-4))	-0.188737	0.072411	-2.606470	0.0102
D(CPIVN1)	-0.030900	0.093287	-0.331231	0.7410
D(CPIVN1(-1))	-0.291301	0.097465	-2.988766	0.0033
D(CPIUS1)	-0.228913	0.178804	-1.280243	0.2027
D(CPIUS1(-1))	0.723352	0.182743	3.958301	0.0001
D(CPIUS1(-2))	0.310223	0.171153	1.812545	0.0722
D(LNM2)	-0.025002	0.012975	-1.927000	0.0561
D(LNM2(-1))	-0.045363	0.012943	-3.504891	0.0006
CointEq(-1)*	-0.045299	0.005274	-8.589591	0.0000

Source: Eview

4. Discussion

The empirical findings indicate that over an extended period, the VND/USD exchange rate is significantly influenced by several key factors, namely the inflation rates in Vietnam and the United States, the trade balance, and the money supply. The time frame spanning from 2008 to 2011 was characterized by a significant depreciation of the Vietnamese dong (VND) in relation to the United States dollar (USD). During the period from 2012 to 2020, there was a continued upward trend in the value of the United States dollar (USD), albeit with a somewhat less rate of increase. During this era, there is a tendency for the VND/USD exchange rate to exhibit stability. In the year 2020, the inflation rate in the United States exceeded that of Vietnam, resulting in a tendency for the Vietnamese Dong (VND) to appreciate in relation to the United States Dollar (USD). This evidence is expected to be reiterated consistently throughout the year 2021.

Exports have a significant and enduring impact on exchange rates in the long term. This phenomenon can be elucidated by the fact that an increase in export value leads to a greater supply of foreign currency, thereby alleviating the devaluation pressure on the Vietnamese Dong (VND) in relation to the United States Dollar (USD). The primary source of exports to Vietnam stems from the foreign direct investment (FDI) industry. Several studies (Nguyen Thi Hong Nhung, 2017) have indicated that in Vietnam, foreign direct investment (FDI) inflow is a significant factor that influences the currency rate over an extended period. This relationship can be attributed to its impact on exports.

Similar to imports, imports exert a significant influence on the long-term fluctuations of the currency rate. In the immediate term, this phenomenon may be attributed to the exchange rate control mechanism that links the Vietnamese Dong (VND) to the United States Dollar (USD). Consequently, when examining the fluctuation patterns of both imports and exports, their influence on the exchange rate may not be readily discernible. The long-term effect can only be proven by the aforementioned model. Vietnam is a nation that exhibits a significant dependence on imports, particularly within the domestic manufacturing sector, resulting in a frequent occurrence of trade deficits as it endeavors to fulfill its production and consumption requirements.

The surge in foreign capital inflows, as well as the establishment of foreign direct investment businesses, have emerged as significant means of financing imports. The persistent trade balance deficit in Vietnam indicates a significant reliance on imports, necessitating a robust foreign currency reserve for payment purposes. This phenomenon leads to an appreciation in the currency rate and is frequently traded at the upper limit, sometimes referred to as the "ceiling".

In respect to the concept of money supply, it is noteworthy that there exists a discernible correlation between money supply and the exchange rate. However, it is important to note that this correlation is based on the average exchange rate derived from the official exchange rate as stated by the State Bank of Vietnam (SBV). The study conducted by Pham Van Anh (2019) examines the impact of money supply on the exchange rate. To mitigate the limitations associated with utilizing the official exchange rate, which tends to remain relatively steady, the study use the Real Effective Exchange Rate (REER) variable.

Fig 1: Money Supply and Exchange rate

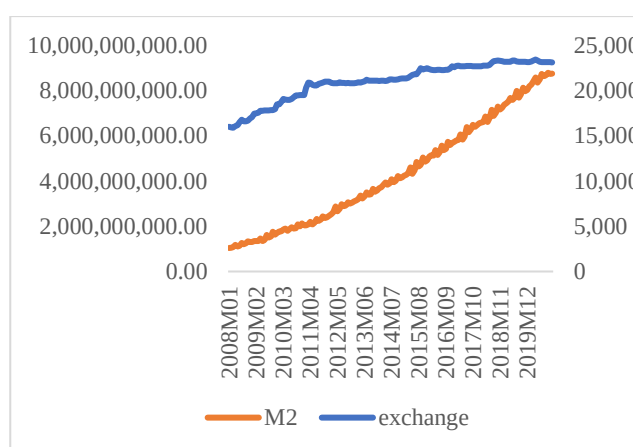
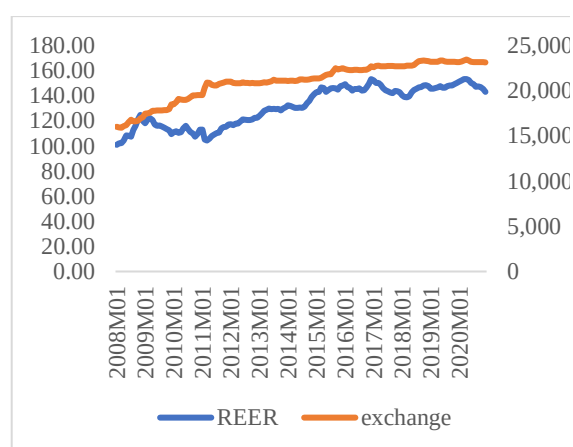


Fig 2: Exchange rate and REER



Source: Brugel and Author

Nevertheless, the aforementioned model findings indicate that the impact of money supply on the exchange rate variable persists, even when employing the officially published exchange rate by the State Bank. This phenomenon can be elucidated by two underlying factors: (i) Since 2016, the central exchange rate has replaced the average interbank exchange rate, thereby aligning it more closely with market realities. (ii) The management of the State Bank of Vietnam (SBV) is responsible for determining the money supply. Presently, the State Bank of Vietnam (SBV) is implementing monetary policy within a multi-objective framework that centers on the regulation of the M2 money supply. Consequently, the money supply has a significant impact on the exchange rate, as well as other variables in a broader sense.

In contrast to the determinants of inflation, import and export, and money supply, the variables of industrial output index and tax rate did not exhibit a statistically significant impact on the long-term VND/USD exchange rate. The tax rate can be attributed to the consistent and stable tariff policy maintained by Vietnam over an extended period, as indicated by the similarity in characteristics of the data. The outcomes of the quantitative model have been impacted by this. The proxies for labor productivity utilized in the index of industrial production do not demonstrate the impact of this variable on the exchange rate. The substantial amount of non-traded commodities, particularly in the manufactured goods sector, such as real estate construction, makes it challenging for this indicator to exert an influence on the exchange rate.

5. Conclusion

The long-term relationship between the VND/USD exchange rate can be attributed to the inflation rate disparity between the two nations, which adheres to the principles of buying power parity. The M2 money supply exerts a significant influence on the VND/USD exchange rate. The statistical analysis revealed that there was no substantial impact of tariff barriers and labor productivity on the VND/USD exchange rate. The elucidation of this phenomenon can be attributed to the distinctive attributes of the research data, as well as the configuration of Vietnam's export sector. Quantitative models indicate that inflation expectations have played a significant role in heightening the sensitivity of the link between the currency rate and inflation in Vietnam. The implementation of a policy to devalue the local currency leads to an increase in public attitude over the depreciation of the dong. This feeling directly impacts the present consumer price index, but its transmission through the production channel has not yet occurred. The study conducted by Nguyen Thi Thanh Hang and Nguyen Duc Thanh (2011) has demonstrated that in order to mitigate the adverse impacts on individuals' psyche, it is imperative for the government to prioritize the objective of inflation control, especially during periods of low inflation rates. The current amount of inflation is rather low. The presence of very high expectations regarding inflation might have a detrimental impact on the outcomes of implementing certain policies, so indirectly diminishing the efficacy of macroeconomic measures.

Over the course of an extended period, the exchange rate demonstrates a high degree of sensitivity to inflation. Therefore, in order to achieve stability in the exchange rate or the value of a currency, it is imperative to prioritize the matter of inflation. When examining the causes of inflation in Vietnam, it is imperative to consider the volatility in prices of essential commodities, like gasoline, food, and food products. In addition to macroeconomic issues, it is imperative for management agencies to prioritize the forecasting of variations in critical commodities inside the economy, as this enables them to offer timely and effective remedies. The year 2022 had a scarcity of gasoline, resulting in an upward surge in gasoline prices. Business enterprises are unable to engage in the importation of gasoline at elevated costs and afterwards retail it at reduced prices, hence resulting in a scenario commonly referred to as a "gasoline shortage". While the issue has been rectified at a later stage, it is imperative for governmental bodies, particularly the Ministry of Industry and Trade, to exercise increased vigilance in effectively managing important commodities such as gasoline. Furthermore, the observed increase in global raw material costs between the conclusion of 2022 and the second quarter of 2023 underscores the necessity for the State Bank of Vietnam (SBV) to exercise caution in its management of interest rates. According to Vo Tri Thanh (2023), the implementation of monetary policy in the year 2023 has indicated that the State Bank of Vietnam (SBV) is using its various instruments to bolster economic expansion. In order to facilitate corporate operations, it is imperative to implement measures that not only lower operating interest rates but also address the issue of credit absorption inside the business system. Enterprises that receive prompt financial assistance will contribute to the advancement of commodities production. Hence, by mitigating the influence of inflationary expectations resulting from anticipated reductions in interest rates, the State Bank of Vietnam (SBV) can persist in employing the credit line instrument, which has been effective in combating inflation since 2011. The utilization of the credit ceiling serves as a mechanism for enhancing stability within the money market (Ngo Hai, 2021).



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The impact of business performance of textile enterprises on CO2 emissions: Empirical analysis in Vietnam

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Abstract

The highly growing economy leads to an increasingly polluted environment. The urge of business development associated with the environment will be given, and the operator will manage it better. Thus, this study examines the empirical relationship between CO2 emission and business performance indicators for 204 textile firms in Vietnam between 2017-2020. The economic methodology of REM was applied for panel data. The study's results present that there is relevant evidence of a non-linear relationship between carbon emission and firm performance. A linear and positive correlation are only estimated if performance is measured by Total Asset, ROE, Asset Turnover. Additionally, CO2 emission is also impacted by the volume of businesses. The findings provide no evidence of the influence of Covid 19 pandemic on polluting emissions. Hence, the research provides insights for textile businesses to help maximize the resources and capability and decrease the carbon emissions to the environment.

Keywords: Business Performance, CO2 emissions, Textile, Vietnam

JEL code: M14, O16, C33



1. Introduction

Vietnam has made numerous noteworthy socio-economic advancements over its more than 30 years of growth and innovation. All economic disciplines and industries have progressed well, even attaining considerable changes. However, the majority of manufacturing processes are backed with the use of energy, such as electricity, gasoline, and coal. Consequently, more contaminants like Carbon Dioxide (CO₂) and many others are manufactured as pollution repercussions of waste, which would deteriorate ecological integrity, impair the natural habitats, and drastically reduce human health and wellbeing (Khanna, 2000).

To demonstrate how carbon emissions have grown in Vietnam, CO₂ emissions grew by 63%, rising from 150.9 million tons in 2000 to 246.8 million tons in 2010. On the other hand, CO₂ emissions are more than twice the rate of the prior decade between 2010 and 2020 (Statista, 2021). The decade 2010-2020 sees Vietnam open up to 200% of its commerce with the successful signing of significant bilateral and multilateral FTAs. This adds to GDP growth as well as robust economic development.

One of the main economic sectors in Vietnam is the textile industry, which comprises spinning, weaving, dyeing, and finished goods. It is widely acknowledged that the textile sector is the second-most polluting industry in the world. The amount of CO₂ emissions from the textile industry accounts for a cumulatively 5-10% of global greenhouse gas, which not only from the high energy consuming process of handling the fabrics, but also from the manufacture and distribution of finished goods (Massachusetts Institute of Technology, 2021). In 2020, Vietnam came in second place with \$38.9 billion textile export value, which accumulated for 5.03% of global textile exports (Filho, et al., 2022). With a current export turnover and growth rate of 12–16%, the textile and apparel industry lead all other exports (Nghi, 2022). In terms of business performance, a report on 47 textile corporation listed on HOSE, HNX and UPCOM – Stock Exchange Market in Vietnam, shows that ROE of sampled companies were relatively high with an average of 13.44%, witnessed an overall increase from 2016 to 2019, and slightly decreased in 2020 due to COVID-19 (Oanh, 2022). Therefore, it illustrates that the textile business' performance has shown a rising efficiency in generating profits. Yet, the manufacturing of textiles necessitates a great deal of energy, chemicals, and water, which eventually leads to higher CO₂ emission over the period. From 2016 to 2020, in Vietnam, the textile manufacturing industry accelerated in GHG emitting from 13,073,732 to 19,775,525 tons of CO₂, which made up for 10% of the total manufacturing sector' emission (Vân, Na, & Tuyết, 2022). With the aforementioned effects, it is clear that the environment has suffered due to the textile industry's unsustainable growth. Thus, in this study, the impacts of business activities on CO₂ emissions to the environment will be evaluated. A number of specific policies and actions will be adjusted to reduce CO₂ emissions into the environment, ensuring a sustainable economy.

In light of the foregoing, this research uses a distinctive Vietnamese firm-level dataset covering the manufacturing sector to analyze the factors affecting enterprises' carbon dioxide (CO₂) emissions. Due to the paucity of studies employing a panel technique at the company level in Vietnam, it is crucial to examine how business factors influenced CO₂ emissions using plant-level data. To the best of our knowledge, this study is novel in Vietnam to compute carbon emissions and further examine factors that affect the intensity of carbon dioxide emissions using data from a survey of manufacturing companies. Also, because the macro data come from the



energy supply side, the micro-level data may produce more trustworthy results than the macro-level data. As a result, it might accurately reflect the company's real usage. This study shows estimation of the CO₂ emission from enterprises using the comparison of OLS, REM, and FEM from 2017 to 2020.

2. Literature review

2.1. Kuznets curves

In 1954, the Kuznets curve was introduced by economist Simon Kuznets to describe the relationship between economic development and income inequality. It was not until 1991 that the Kuznets curve was used to show the relationship between per capita income and environmental quality. The relationship between economic growth expressed in per capita income and environmental degradation according to the law of the inverted U-shaped Kuznets curve. The curve showing the relationship between economic growth and environmental quality is called the Environmental Kuznets curve (EKC). At the beginning of industrial development, pollution also increased rapidly. The resources are exploited to the point of exhaustion, the quality of the air and water sources are also heavily polluted. Businesses only progressively become more conscious of environmental protection throughout the later stages of the industry. There are policies that pay attention to more advanced, green technology to improve the quality of the surrounding environment (Stern, 2018).

Many studies over the last three decades have explored further expansion of the EKC to the linkage between economic growth and environmental deterioration, which has been used to create numerous studies up to the present. For instance, a long-term association between the 20 nations with the largest carbon emissions, economic development, energy use, and tourism was established using the EKC paradigm (Usman, Kousar, & Makhdum, 2020). Not to mention, the applicability of the EKC hypothesis and the impact of energy costs on pollution were examined in 27 industrialized countries (Al-Mulali & Ozturk, 2016). Panel data from 21 regions between 2000 and 2017 is employed to investigate the EKC relationship between energy consumption and economic growth in China's upper-middle income areas (Li, Shi, & Wu, 2020). Additionally, the EKC hypothesis for the OECD's top 20 CO₂ emitters is investigated by classifying the nations into two categories: high-globalized and low-globalized (Leal & Marques, 2020).

Evaluating previously released literature review articles, we discovered the most significant distinction in the current research article. Extensive considerations on the EKC hypothesis at the sectoral and macroeconomic levels have been conducted in review papers. However, we specifically concentrate on implementing the EKC at the company level. This study examines and evaluates the relationship between CO₂ emission and company performance using the EKC hypothesis. Even though there are more complex issues regarding the proper selection of a specific activity indicator, application of this idea into the financial industry would have been expected to systematically study the potential broad at the cross-sectoral occurrence of these curves with regard to Greenhouse Gas (GHG) at the firm-level.

Hypothesis 1: The relationship between business performance and CO₂ emissions subject to the environmental Kuznets-type curve (inverted U-shaped curve).



2.2. Business performance and CO2 emissions

Vietnamese policymakers have implemented measures to lower 210.5 million tons of carbon emissions from 2021 to 2025 in response to the growing need to reduce carbon emissions while also acknowledging the potential advantages of a green-based economy.

The implementation of environmental initiatives has a significant and favorable impact on the performance of corporate entities in undeveloped economies (Manrique & Martí-Ballester, 2017). A number of performance indicators from various levels inside the organization, such as operations, marketing, and finances, are used to analyze how well a business is managed (González-Benito & González-Benito, 2005). Additionally, a company's competitive variables that impact its ability to (i) thrive on the market, (ii) set itself apart from its rivals, and/or (iii) generate a profit or loss scenario are considered important success factors. In this research, factors of business success include Sales, Net income, EBITDA, Assets, and Return on Equity (Thompson, Peteraf, Gamble, & Strickland, 2022). In fact, several studies have employed these financial indicators to gauge business performance. There is research about the relationship between financial structure and business performance in Ghanaian corporations using financial data from 20 publicly listed firms, with firm performance measured by ROE (Abor, 2005). Using EBITDA as the metric for economic performance, a panel data method approach was employed using a data set of 1,938,355 patents in the agri-food sector from 2000 to 2019 (Ponta, Puliga, Manzini, & Cincotti, 2022). To account for the changeable nature of poverty, forest dependency was measured using Net Income and Asset metrics (Nielsen, Pouliot, & Bakkegaard, 2012).

Every firm nowadays strives to continually enhance its performance (Beauty & Aigbogun, 2022). This is due to the fact that businesses can only grow and prosper as a result of their operations. The business performance and environmental approach of a company will impact how it responds to the pollution problem. The environmental benefits of pollutant elimination efforts should be accompanied with greater manufacturing efficiency. Increasing processing efficiency through CO2 emission reduction has the ability to boost corporate performance, which opens up chances to raise revenue and lower expenses. This is achievable because improving environmental efficiency works in tandem with enhancing financial results through income and expense reduction (González-Benito & González-Benito, 2005). Not to mention, research on the impact of CO2 emission reduction on the financial results of Japanese manufacturing companies between 2002 and 2008 showed that doing so increased economic value like productivity, product demand and so on (Nishitani & Kokubu, 2020). Furthermore, in another study examining the influence of carbon emissions on the financial performance of 89 organizations between 2006 and 2009, it was argued that reducing carbon emissions would enhance corporate financial returns (González-Benito & González-Benito, 2005). Corporate activities can maintain or even improve their financial success while reducing their environmental effect (Graham & Potter, 2015). To summarize, disclosing carbon emissions and other attempts to minimize them enhanced environmental performance settings, which enhanced the economic performance of enterprises.

Hypothesis 2: Business performance has a significant effect on CO2 emission.



2.3.COVID-19 pandemic and CO2 emissions

The COVID-19 pandemic, which began in December 2019, is one of the most devastating pandemics in human history. Many nations had to implement social distance policies, prohibiting travel, when the epidemic first emerged, including Vietnam. There was a significant reduction in emissions from factories and cars as well as activities like factory production and operation. There is less street smoke now than there was earlier, and the air around appears cleaner and less contaminated.

The COVID-19 pandemic has had certain positive and negative effects on the environment. In Vietnam, comparing the air quality findings in major northern cities from January 1 to April 2020, production and living activities have affected the air quality owing to the lockdown. The improvement in air quality over prior years has helped to lower carbon dioxide levels (Bộ Tài nguyên và Môi trường, 2020). Global CO₂ emissions are expected to be 34 billion tons of CO₂ (GtCO₂) in 2020, down 2.4 billion tons in 2019 according to research from the Global Carbon Project (Global Carbon Project, 2020). This annual reduction represents the highest absolute reduction in emissions ever recorded, as well as the largest relative reduction since the end of World War II.

First, consider the case of greater COVID-19 resulting in lower CO₂ emissions. The experts believe that this is the biggest decline yet observed, according to Carbon Brief. In the most emitting nations and areas in the globe, especially the US (down 12%), the European Union (EU) (down 11%), and India (down 9%), CO₂ emissions have dramatically fallen. China, on the other hand, only reported a 1.7% decline. Beijing's attempts at economic recovery in 2020 are the cause. Industry, which produces 22% of all emissions globally, experienced a significant 30% decline in 2020 in nations enforcing the strongest shutdown regulations (Chung, 2020).

But look at the other picture, when COVID-19 expands, CO₂ still increases. Emissions from developed nations rose by 60 million tons, or 2%, in December 2020 compared to December 2019, according to data from these nations. According to the World Meteorological Organization's most recent report on greenhouse gas, emissions remained high despite the COVID-19 pandemic, which led to a downturn in the manufacturing sector (World Meteorological Organization, 2020). According to studies, CO₂ levels surpassed the permitted limit of 400 ppm (part per million) in 2019 and are expected to continue in 2020. In spite of helping to reduce emissions, the blockades have little practical effect on CO₂ levels. Global daily CO₂ emissions may fall by as much as 17% during the harshest lockdowns.

One of the most catastrophic pandemics in human history, the COVID-19 pandemic, started in December 2019. Vietnam is one of the few nations that has made progress on balancing the need to manage the pandemic with maintaining economic growth. Nevertheless, the epidemic situation is still complicated, and the consequences of Covid-19 still affect the production and business activities of each enterprise, according to Dr. Vu Tien Loc, Chairman of VCCI (Vietnam Chamber of Commerce and Industry, 2021). The Report "The impact of the Covid-19 epidemic on Vietnamese businesses" was built on the results of a survey of 10,197 businesses in 63 provinces and cities across the country. The poll results reveal that 2020 is a challenging year since the Covid-19 outbreak will have a "mostly" or "completely negative" impact on up to 87.2% of firms. Less than 2% of businesses reported a "totally positive" or "mainly positive" impact, while just 11% claimed they were "not affected at all." While the worldwide carbon emissions have temporarily



decreased as a result of the COVID-19 crisis's suspension of economic activity, the pandemic's long-term effects on the transition to a low-carbon economy are questionable. We find that tighter financial restrictions and unfavorable economic conditions frequently generate dislocations benefits the environmental performance of enterprises, reducing green investment, when examining previous periods of financial and economic stress to draw implications for the current crisis. Consequently, the COVID-19 dilemma might delay the shift to a low-carbon economy. The Covid-19 outbreak has a particularly significant negative effect on enterprises in specific industries. This occurred with 97% of private businesses in the garment industry.

Hypothesis 3: CO2 emission is affected by COVID-19 pandemic.

2.4.Firms size and polluting emissions

Corporate volume is one of the most factors which have a direct impact on carbon dioxide emissions. Previous studies showed different results about the relationship between firms' size and CO2 emission. Following studies like Pargal and Wheeler (Pargal & Wheeler, 1996) and Gray and Shadbegian (Gray & Shadbegian, 2007), larger enterprises often emit less pollution than smaller companies. This is due to economies of scale in both resource utilization and mitigation efforts (Cole, Elliott, Okubo, & Zhou, 2013). Besides that, Nakamura et al. and Albornoz et al. demonstrate that bigger organizations are more likely to involve in environmental management techniques than smaller enterprises, which is likely a result of the larger firms' higher capacity to allocate resources to such policies (Nakamura, Takahashi, & Vertinsky, 2001) and (Albornoz, Cole, Elliott, & Ercolani, 2009). In addition, Melisa Constantia also indicated that larger businesses release less pollution than smaller ones because large corporations have more chances to invest in green technology and R&D to improve performance owing to the advantages of substantial profit (Constantia, 2022). Yet, other researchers found contradictory findings. Mohammad et al. (2019) discovered that larger enterprises are more likely to report their CO2 emissions at a higher level in order to appear more respectable and in accordance with society's norms and values (Nasih, Harymawan, Paramitasari, & Handayani, 2019).

Hypothesis 4: CO2 emission is affected by firms size.

3. Methodology

3.1.Data Collection

This research was conducted using a quantitative method, which the data used for the investigation was collected based on the survey conducted annually by the General Statistics Office of Vietnam from 2017 to 2020. The survey contains basic information about the companies' business financial position, and in terms of corporate performance and energy usage, the data is sufficient for the time period from 2017 to 2020. In order to extract the information of 204 textile companies, the tax code was used to filter and look up the financial information of individual companies in each year from 2017 to 2020. After filtration, basic financial inputs were put in collective files in terms of year. Then, the value for each parameter was calculated based on the data extracted before. Eventually, the final value of parameters was put into a cumulative panel-form data file. The research was conducted based on information from 204 companies, so we had 816 observations in the period of 4 years. The investigation also required the computation of the data and the extraction of the indicators. The purpose of calculating these parameters is to



understand comprehensively about business effectiveness and efficiency of operation which later would be used to assess the relationship with carbon dioxide emissions.

Table 1. Number of surveyed companies by economic scale.

Business size	2017		2018		2019		2020	
	Compa-nies	%	Compa-nies	%	Compa-nies	%	Compa-nies	%
MSMEs	140	68.64	140	68.64	140	68.64	140	68.64
Large companies	64	31.36	64	31.36	64	31.36	64	31.36
Total	204	100%	204	100%	204	100%	204	100%

Table 1 shows that MSMEs make up the majority of the sample, about 69% of the companies under investigation. About 31% of the sample was made up of large companies. In the context of textile firms in Vietnam, where MSMEs account for a considerable proportion. So, this survey data is entirely consistent with the characteristics of textile firm size.

3.2. Model Recommendation

Based on the survey of Environmental Kuznets Curves, the econometric studies based on reduced form of Environmental Kuznets Curve was suggested in quadratic function where the relationship between environmental indicator and income was shown in terms of times and types of authority that have major impact on the environment (Kijima, Nishide, & Ohyama, 2010). The function was meticulously used in the research to examine relationship between the greenhouse gas emissions and business performance parameters of corporations listed in FTSE 300 index, where the parameters were divided in to 2 categories: the money metric performance including sales, earning before tax, interest, depreciation and amortization, operating profit, market capitalization and total assets; and the ratio metric including stock price, return on equity and Tobin Q (Broadstock, Collins, Hunt, & Vergos, 2018).

On the other hand, in our research, secondary data was collected in a mass number of enterprises, which includes companies that do not list in the Stock Exchange. Therefore, the research team decided to remove the Stock Price ratio and Tobin Q and suggested two parameters namely Asset Turnover and CO2 Intensity as these ratios show implications for business performance efficiency and effectiveness. In terms of CO2 intensity, the higher the energy intensity, which is the use of energy per dollar of income, leads to the higher the CO2 emission (Danish, Ulucak, & Khan, 2020). In addition, the research was conducted from 2017 to 2020 when the COVID-19 pandemic occurred. The event forced businesses and enterprises into quarantine,



which directly affected their business performance and eventually affected the carbon dioxide emitted to the environment. Hence, the research suggested addition of COVID-19 dummy variable.

Moreover, the distribution of enterprises' economic scale contributes differently to the total CO2 emission nationwide, to be particular, in China, an overall 65% of carbon dioxide emission resulted from the operation and supply chain of MSMEs (Meng, et al., 2018). From table 1, the number of MSMEs accounts for 70% of the research's sample. Therefore, firm size is suggested in this research to examine the effect of economic scale on level of CO2 emission. In conclusion, updating and adding new parameters of CO2 intensity, Asset Turnover and firm size will not only help the research be more comprehensive but also pave the way for future research. In conclusion, updating and adding new parameters of CO2 intensity and Asset Turnover will not only help the research be more comprehensive but also pave the way for future research.

This model is based on a prior study that used the Kuznets curve to describe greenhouse gas emissions and business efficiency with the following alterations made to the variables:

$$CO2\ Emission_{it} = \beta_1 + \beta_2 * Sales_{it} + \beta_3 * Sales_{it}^2 + \beta_4 * Net\ income_{it} + \beta_5 * Net\ income_{it}^2 + \beta_6 * Asset\_turnover_{it} + \beta_7 * Asset\_turnover_{it}^2 + \beta_8 * Asset_{it} + \beta_9 * Asset_{it}^2 + \beta_{10} * EBITDA_{it} + \beta_{11} * EBITDA_{it}^2 + \beta_{12} * ROE_{it} + \beta_{13} * ROE_{it}^2 + \beta_{14} * CO2\_Intensity_{it} + \beta_{15} * CO2\_intensity_{it}^2 + \beta_{16} * COVID19_{it} + \beta_{17} * SIZE_{it} + u \quad (1)$$

Where:

i: represents a company which directly makes decisions on business performance and emits carbon dioxide to the ecosystem.

t: stands for time, in this case, it represents the period from 2017 to 2020.

CO2 emissions: The research team calculated the CO2 emission factor in terms of the economic sector, specifically, manufacturing and construction factors. The equation for CO2 emission is suggested in the research conducted in Binh Duong, Vietnam to identify the Greenhouse gas emission based on the instruction of IPCC (Hiền, Phước, Quân, & Lâm, 2021):

$$CO2\ Emissions_{type\ of\ energy} = Amount\ of\ Energy\ Consumed \times CO2\ emission\ factor \quad (2)$$

To specify, the factors for energy source were collected based on the estimation noted in Decision No.2626 provided by the Ministry of Natural Resources and Environment and IPCC book Vol 2, Table 2.3, and Amount of Energy Consumed was extracted in data survey. The research team follows the pattern of Equation (2) to calculate the CO2 emission of each energy source used by textile companies. In addition, according to the Energy Conservation Research and Development Center in Vietnam, the CO2 emission of one business can be calculated by taking the sum of all CO2 emission in terms of energy sources, which has the result in a “ton” unit. CO2 emissions are the dependent variable, which is affected by the decision in Sales, Net income, Asset Turnover, Total Asset, Earnings before interest, tax, depreciation and amortization, return on equity, CO2 intensity, COVID-19 and Firm's economic scale.



Table 2. Business performance measurements.

Measure	Variable name	Definition and Explanation	Source(s)
Carbon Dioxide Emissions	CO2_Emission	The manufacture of cement and the combustion of fossil fuels energy and energy in general both produce carbon dioxide emissions emitted into the environment.	(Nasih, Harymawan, Paramitasari, & Handayani, 2019)
Sales	Sales	The measurement of business performance as it directly associates to the business's operating activities and profit generating activities.	(Broadstock, Collins, Hunt, & Vergos, 2018)
EBITDA	EBITDA	Earnings before interest, tax, depreciation and amortization, which is calculated by adding Net income with cash items: interest, tax and non-cash items: depreciation and amortization. The parameter is so-called operating profit.	
Net income	Net income	The sales remain after deducting costs associated with the manufacturing procedure, operating expenses, interest and tax expense.	
Total Asset	Asset	The size of the company and directly involved in the company operating procedure. Asset is calculated by taking the average of total assets.	
ROE	ROE	Return on Equity is calculated based on dividing the net income after tax to average stockholders' equity. The ratio measures the profitability from the perspective of stockholders' equity as it indicates how many monetary units of net income earned on one monetary unit of stockholders' equity. Therefore, this ratio helps the investors to make investment decisions.	
Asset Turnover	Asset Turnover	It is calculated based on taking the Sales divided to Average total assets. The ratio is also called Asset Utilization as it implies how efficiently a company uses its assets to generate sales.	Authors' suggestion
CO2 intensity	CO2_Intensity	It measures the level of carbon dioxide produced in terms of one money unit of sales,	

		the ratio is calculated based on dividing CO2 emissions to sales.
COVID-19 Pandemic	COVID-19	Dummy variable in terms of time. From 2017 to 2019, the variable takes the result of 0, whereas the remainder of the time period takes the number of 1.
Enterprises' Economic scale	SIZE	Dummy variable in terms of enterprises' economic scale. Based on Decree No. 39/2018/ND-CP dated 11/2018 on guidelines for Law on support for SMEs, companies which have the number of insured working labors under 200 and the annual revenue not exceeding 100 billion VND, are considered as MSMEs. Therefore, those enterprises receive the value of 1, whereas the remaining entities take the value of 0.

Following the result of model testing, the hypothetical test suggests that the squared term of all variables received a p-value that is significantly higher than the significant level of 0.05, which shows the situation of insignificant of variables. The equation (1) suggests a non-linear relationship between the regressand and regressors, which are CO2 emission and business performance parameters, respectively. It is suggested that the use of Logarithmic transformations of variables helps to ease the insignificant variables in a linear model, which makes the effective relationship of non-linear relationship while still preserving the core value of individual parameters. Therefore, this research is conducted on an alternative equation as followed:

$$\ln (CO2\ Emission_{it}) = \beta_1 + \beta_2 * \ln (Sales_{it}) + \beta_3 * (\ln Sales_{it})^2 + \beta_4 * \ln (Net\ income_{it}) + \beta_5 * (\ln Net\ income_{it})^2 + \beta_6 * \ln (Asset\ Turnover_{it}) + \beta_7 * (\ln Asset\ Turnover_{it})^2 + \beta_8 * \ln (Asset_{it}) + \beta_9 * (\ln Asset_{it})^2 + \beta_{10} * \ln (EBITDA_{it}) + \beta_{11} * (\ln EBITDA_{it})^2 + \beta_{12} * \ln (ROE_{it}) + \beta_{13} * (\ln ROE_{it})^2 + \beta_{14} * \ln (CO2\ Intensity_{it}) + \beta_{15} * (\ln CO2\ intensity_{it})^2 + \beta_{16} * COVID19_{it} + \beta_{17} * SIZE_{it} + u \quad (3)$$

The dropping test was used to evaluate the significance of variables. The p-value of square term variables namely ROE and CO2 intensity was significantly higher than the significant level of 0.05, which indicates the situation of insignificance. Therefore, the mentioned two parameters were dropped from the model. Moreover, the decision on Return on Equity affects the results of CO2 emissions. Therefore, the finalized model takes into account the linear regressive relationship between CO2 emission and ROE and CO2 intensity, as follow:

$$\ln (CO2\ Emission_{it}) = \beta_1 + \beta_2 * \ln (Sales_{it}) + \beta_3 * (\ln Sales_{it})^2 + \beta_4 * \ln (Net\ income_{it}) + \beta_5 * (\ln Net\ income_{it})^2 + \beta_6 * \ln (Asset\ Turnover_{it}) + \beta_7 * (\ln Asset\ Turnover_{it})^2 + \beta_8 * \ln (Asset_{it}) + \beta_9 * \ln (EBITDA_{it}) + \beta_{10} * (\ln EBITDA_{it})^2 + \beta_{11} * \ln (ROE_{it}) + \beta_{12} * \ln (CO2\ Intensity_{it}) + \beta_{13} * COVID19_{it} + \beta_{14} * SIZE_{it} + u \quad (4)$$



The scholar expects that the sign of squared term variables and dummy variables will be negative, whereas the remaining logarithmic variables will have positive signs.

4. Results

4.1. Descriptive Statistics Results

From table 3, it is immediately apparent that the average sales of 204 enterprises was 4.5 trillion VND over the 4-year period. After deducting expenses, the average net income of the industry retained 0.1 trillion VND which accumulated for 2.4% of sales between 2017 and 2020. To further understand the financial performance of the Textile industry over the period, the research considers Earnings before Interest, Tax, Depreciation and Amortization – represents the cash flow from operating activities. To be specific, the average EBITDA of 204 enterprises accumulated 0.6 trillion VND which made up for 15% of Sales. In terms of management effectiveness, Return on Equity was 11.92% which is lower than the average Industry ratio from 2017 to 2022. According to management efficiency, Asset Turnover witnessed a lower ratio of 0.6 in comparison to the market overall in 2022.

Table 3. Descriptive Statistics Results.

Variable	Obs	Mean	Std. Dev.	Min	Max
CO2 emission	816	467186.5	121553.4	100340	805340
Sales	816	454900.8	251776.8	19461.75	883660.5
Net Income	816	10926.57	6250.947	2.35	21705.87
EBITDA	816	67576.19	38625.71	-86.75	135966.9
Total Asset	816	135966.9	33522.06	49.4	113320.1
ROE	816	0.1192623	0.0590107	0	0.22
CO2 intensity	816	0.0103075	0.0053968	0.00103	0.01999
Asset Turnover	816	2.824187	1.63216	0.02445	5.66487
COVID-19	816	0.25	0.4332783	0	1

Table 3 indicates that the average CO2 emissions from 204 textile companies emitted 467 thousand tons of carbon dioxide into the atmosphere between 2017 and 2020. In addition, this research takes into account carbon intensity computed by dividing the CO2 emissions to Sales and the ratio indicates the cost of generating one million VND of sales in terms of carbon footprint. It is immediately apparent that there was approximately 0.01 ton of CO2 emissions emitted to the atmosphere whenever Textile companies generated VND1m of sales between 2017 and 2020.



4.2. Hypothesis results

The fixed-effects estimate and the Pooled OLS are assessed for suitable by using the F-test. The null hypothesis is that there is no difference between the patients or various time periods when the F test is used. At the 5% level of significance, the F test findings in Table 4 with p-value = 0.000 have demonstrated that hypothesis H0 is rejected. This shows that there are differences between subjects or different time points, or in other words, the FEM estimate is more suitable than the Pooled OLS model. Next, for random effects and OLS estimates, the Lagrange multiplier method (LM) with Breusch-Pagan test is used to verify the appropriateness of the estimate. This test with hypothesis H0 assumes that the variance of error across entities is constant. However, with the results of the LM test with p-value = 0.0388 < 0.05, the hypothesis H0 is rejected, which shows that the variance of the error varies across entities and estimates the impact REM fit better than the Pooled OLS rough estimate. Finally, the Hausman test will be used to select a suitable estimation method between the two fixed effects (FEM) and random effects (REM) estimation methods. The Hausman test with hypothesis H0 shows that there is no correlation between the explanatory variables and the random component. The results show that the Hausman test has p-value = 0.5495 so the null hypothesis is accepted. The results are shown in the Table 4 below:

Table 4. Model Specification Test Result.

	Hausman test	Breusch-Pagan Lagrange Multiplier Test	F - test
p-value	0.5495	0.0388	0.0000

The author estimates by 3 methods POOLED, FEM, REM, the test results comparing FEM with POOLED, FEM with REM show that the REM model is the best fit for the data sample. Further overseeing the phenomenon of variable variance and first order series autocorrelation, the regression results of the model are shown in the tables below.

Table 5. Estimation results.

Variable	OLS	FE	RE
R-squared	0,8906	0,8900	0,8906
Ln (Sales)	-0,58***	-0,56***	-0,58***
Ln (Net income)	-0,37***	-0,35***	-0,37***
Ln (EBITDA)	-0,61***	-0,57***	-0,6***
Ln (Asset)	0,086***	0,085***	0,086***
Ln (ROE)	0,033***	0,032***	0,033***
Ln (CO2 Intensity)	0,028***	0,025***	0,028***
Ln (Asset Turnover)	0,049***	0,053***	0,05***



(Ln Sales) ²	0,027***	0,026***	0,027***
(Ln Net income) ²	0,035***	0,034***	0,035***
(Ln EBITDA) ²	0,036***	0,035***	0,036***
(Ln Asset Turnover) ²	0,014***	0,014***	0,014***
COVID-19	0,00016	0,0006	0,00023
SIZE	-0,019	-0,023*	-0,02*

Notes: *, **, *** significance levels of 1%, 5%, and 10% respectively.

Autocorrelation frequently appeared in panel data. We use the Wooldridge test to avoid defects of models. Based on the obtained result, P-value = 0.7181 was found to be more than 0.05, meaning that there is no first-order serial correlation.

4.3. Regression Results

The following table 6 shows the results of research's equation 4 to examine the relationship between the CO2 emissions and parameters in the suggested equation. To be specific, the following coefficients of squared variables are expected to have the value of less than 0, whereas the coefficients of normal variables are shown as the opposite. It is immediately apparent that square terms of Sales, Net income, EBITDA, Asset Turnover are not subject to inverted U-shaped curve, whereas the result highlights an illustration on the alternative hypothesis of Kuznets Environmental Curve. The 95% confidence interval shows all positive intervals, while the likelihood of an inverted U-shaped curve happening is more minor. This result implies that metric measures the performance of Textile business do not follow the pattern of Environmental Kuznets Curve. The standard deviation of square term variables varies from 0.0014 to 0.0053, which is small. P-value is used to evaluate the significance of variables, the figure shows that P-value of squared Sales, Net income, EBITDA and Asset Turnover subject to be smaller than the significant level of 0.05. Therefore, it indicates that these variables are significant to the estimation of equation 4.

In terms of business effectiveness and energy efficiency ratio, the results are expected to have a linear regressive relationship with CO2 emission. To be specific, the coefficients of Assets, ROE and CO2 intensity witness a positive or increasing relationship with CO2 emission, the results are:

- * 1% increase in Asset results in an increase of 0.086% in CO2 emissions.
- * 1% increase in Return on Equity results in an increase of 0.033% in CO2 emissions.
- * 1% increase in CO2 intensity results in an increase of 0.028% of CO2 emissions.

It is immediately apparent that the standard variation of business efficiency, effectiveness and energy efficiency are expected to have low results, varying between 0.003 and 0.052. According to the significance of the variables, all coefficients of parameters are shown to have a



value lower than the significant level of 0.05, which indicates that the variables are significant to estimate the regressive relationship of the model.

Regarding the impact of COVID-19, the result shows that the p-value of parameter is 0.973, which exceeds the significant level of 0.1. Therefore, the variable is insignificant to explain the CO2 emission for the Textile industry.

Table 6. Regression results of CO2 emission and business performance.

Adjusted R-squared			0.8888
CO2_ emission	Coef.	[95% Conf. Interval]	
lnSales	-0.5773906*	-0.8292063	-0.3255748
lnNet Income	-0.3672904*	-0.4115133	-0.3230674
lnEBITDA	-0.6019442*	-0.6905535	-0.5133349
lnAsset	0.0855082*	0.0796315	0.0913848
lnROE	0.0328394*	0.022645	0.0430338
lnCO2 intensity	0.0276202*	0.0182798	0.0369606
lnAsset Turnover	0.0495736*	0.042504	0.0566432
lnSales2	.0270085*	0.0165593	0.0374576
lnNet_Income2	0.0348586*	0.0320821	0.0376351
lnEBITDA2	0.0362064*	0.0317954	0.0406173
lnAsset Turnover2	0.0142101*	0.009092	0.0193281
COVID-19	0.0002275	-0.0144508	0.0149057
Firm size	-0.0197278***	-0.0427481	0.0032924

Note: *, **, *** signs show that p-value is statistically significant at 1%, 5%, 10%.

The result of enterprises' economic scale suggests a negative linear regressive relationship between firm's size and CO2 emission over the 4-year period. To be specific, table 6 illustrates that the coefficient for the variable "SIZE" takes the value of -0.0197, which suggests that MSMEs contribute a decreasing number of CO2 emissions compared to large ones. With the p-value of 0.093 over 0.1 of significance level, the variable "SIZE" significantly contributes in the model to explain the CO2 emission.

5. Discussion and Conclusion

5.1. Discussion



Through the research results, it is immediately apparent that the relationship between money metric performance such as Sales, EBITDA, Net income and CO₂ emissions towards U shaped. This is shown by the results of the REM model. More specifically, in the first stage when Sales, EBITDA, Net income increase which would lead to a decrease in CO₂ emissions. This is reflected in the negative correlation between Sales, EBITDA, Net Income and CO₂. However, Sales, EBITDA, Net income increase to a certain level, the level of waste increases and environmental pollution becomes more severe. This is confirmed when the study indicates the positive impact of squared term variables namely Sales, EBITDA, Net Income to the variable of CO₂. This result is consistent with the research conducted by Trumpp and Guenther (2015), who look at the U-shaped link between carbon performance and profitability in the manufacturing business (Trumpp & Guenther, 2015). As the quickly expanding economy of Vietnam moves closer to the high-income threshold, there is a growth trend in dominance of fossil fuels and total energy use which leads to the rapid growth in CO₂ emission. Moreover, this demonstrates that at extremely high-income levels, the scale impact of economic development becomes so significant that its negative environmental consequences cannot be counterbalanced by the positive composition effect (Friedl & Getzner, 2003) and (Martínez-Zarzoso & Bengochea-Morancho, 2004).

According to the result in table 6, it shows that Total Assets, Asset Turnover, Return on Equity, CO₂ intensity and carbon emission have a positive regressive relationship. To be specific, in terms of Assets, in China, after taking into account the impact of its value added, the fixed asset investment in secondary industry has a direct positive impact on its energy consumption, which shows that it is far from sufficient for energy conservation and emission reduction (Wang, Qi, & Shu, 2020). It simultaneously implies that the adoption of an extensive production mode contributes to high energy consumption and high emission, correlating with a rapid pace of development, regardless of its improving energy efficiency over the past years. In Vietnam, manufacturing has witnessed consistent growth rate over the 4-year period between 2017 and 2020, from roughly 22.8% to 24% based on the value added to GDP (World Bank, 2023). In particular, over the period, textile manufacturing industry experienced an outstanding growth rate due to the shifting of production area from China to Vietnam in 2018 (Quỳnh, 2018). Therefore, this phenomenon accelerated the potential growth of the industry in the upcoming. Moreover, since 2015, FDI has grown in the textile and apparel sector as foreign companies have benefited from the opportunities provided by the CPTPP and EVFTA Agreements (Huong, 2020). Hence, the significant FDI capital shift has contributed to an increase in the output value of Vietnamese textile businesses. It implies that Vietnamese Textile enterprises were in a fast pace of extensive production mode. However, growing expansion has issues with high energy consumption, which generated high pollution at the same time (Anh, 2021). They had to choose the solution of buying novel yet affordable machinery with low efficiency from neighboring countries to expand production scale (Báo Kinh tế & Đô thị, 2015).

Moreover, low technological machinery affects the environmental system severely due to the fast obsolescence of those fixed assets, which leads to waste on landfill of hosting countries (Tạp chí Công thương, 2015). Therefore, it implies that investment in low efficient assets caused the CO₂ emission to rise in the Textile industry in Vietnam. Apart from that, ROE has a significant impact on increasing emissions. Meanwhile, Svetozar et al. indicated an alternative result that better business performance measured by ROE significantly affects the decrease in CO₂ emissions



when researching in road transport companies in Serbia (Sofijanic, et al., 2021). ROE is defined as a parameter to estimate a corporation's profitability and its efficiency to generate net income using the stockholders' equity. Moreover, ROE serves as a guidance for financial managers to decide on operational schemes, which also influences the investors and creditors to make investments in the company (Isberg, 1998). Therefore, the higher the ROE indicates the higher likelihood the investors will invest in the company. In the case of Vietnam, textile companies have been witnessing a remarkable increase in the Net income, which leads to the higher ROE and higher business profitability regarding to investor's favor. However, it is shown in the result of Hypothesis 1 that the higher the net income leads to the increase in CO₂ emission. Therefore, an increase in ROE leads to the higher CO₂ emission in the textile industry in Vietnam. According to the Data of the Institute of Mechanical Research (Ministry of Industry and Trade), in the field of energy power, the situation of using imported and poor-quality machinery and equipment is also worrying due to its impact on the environment (Giang, 2016). Additionally, the research result investigated that CO₂ intensity has a positive effect on CO₂ emissions. This proves the suitability of the proposed research model and at the same time is similar to previous studies of Boqiang Lin and Mohamed Moubarak (2013) who revealed that decreasing in carbon intensity led to cut down carbon dioxide emissions. This could be successful through implementing policies and measures (Lin & Moubarak, 2013).

Table 6 shows that COVID-19 is insignificant to explain the CO₂ emissions of the textile industry. Regardless of the government's directives 15, 16, and 19 for the prevention of the COVID-19 outbreak in 2020, which leads to the implementation of social isolation, factories and other manufacturing facilities were still permitted to operate on a very limited scale. However, COVID-19's complex condition had a great impact on Vietnam's two biggest export markets for textiles products, the US and China, which resulted in a decline in demand for textiles goods. Therefore, the export turnover in the first quarter of 2020 dropped by 2.02% (Hạnh, 2020). On the other hand, in the closing stages of 2020, when the pandemic has been well under control and textile and apparel businesses have tried to take advantage of the challenge by adapting their products to the circumstance which includes improvising the expansion of face mask and medical attire production (Thảo, 2021). Firms needed to adjust the level utilizing asset, energy, or labour to fit with the scale of production. Hence, the growth of the textile and apparel industry has persisted. Moreover, the discussion from hypothesis 1 suggests that the usage of Asset contributes to the growth of CO₂ emission regardless of the COVID-19 period. Therefore, the CO₂ of Textile industry has been little affected by the outbreak of the pandemic.

The release of CO₂ emission procedures have a negative impact at a 90% level with regard to the size of large size businesses. This finding indicates that when comparing the two categories, large enterprises have a higher impact on CO₂ emission than MSMEs. This result is in line with those of Mohammad et al. (2019), who found that larger businesses are more likely to disclose their CO₂ emission at bigger level in order to seem more respectable and in line with society's norms and values (Nasih, Harymawan, Paramitasari, & Handayani, 2019). This is because of the rigidity of major enterprises' energy composition; they are unable to readily adjust their energy consumption behavior like shifting utilization to alternate energy sources in reaction to variations in energy consumption. However, still adrift on the disclosure of CO₂ emission regarding business size, the following research got an interesting result that is in contrast to most prior studies. According to studies such as Lee and Yu and Pargal and Wheeler, larger enterprises emit less



carbon emission than smaller ones. It is expected that reducing CO₂ emissions will become more expensive, either as a consequence of increased emission permit costs or as a result of the high cost of the necessary equipment (Lee & Yu, 2019) and (Pargal & Wheeler, 1996). Also, larger businesses are better able to utilize the environmentally friendly equipment due to their greater financial or human resource capabilities. Although it is acknowledged in the research that the authors' own observations formed the foundation for the disclosures of carbon emissions in this work, it is still unknown whether there is a true carbon decrease in MSME enterprises compared to bigger ones.

5.2. Recommendations on reducing CO₂ emissions attributing to business performance of textile companies in Vietnam.

Acknowledging the significance of lowering global CO₂ emissions as well as assessing the degree of their influence on the country's socioeconomic growth, Vietnam has been authorized by the Prime Minister and the UN Framework Convention on Climate Change (UNFCCC) Secretariat by 2020 the objective of Vietnam to minimize CO₂ emissions using domestic resources. As a result, by 2030, Vietnam's total greenhouse gas emissions will be reduced by 9% compared to the emission scenario under normal development conditions. Additionally, Vietnam has signed a number of agreements on reducing greenhouse gas emissions such as the Paris Agreement in 2015, Comprehensive and Progressive Agreement for Trans-Pacific Partnership in 2018. This is a great opportunity for countries heavily affected by climate change such as Vietnam to have more international financial support to solve the problem of climate change at the root, change the development model, and transform the economy according to climate change towards low carbon, improve competitiveness, access clean and advanced technology...

This study provides evidence that improvements in business performance could lead to an increase in carbon emissions. Consequently, it is essential that the government strengthen strategies to cut carbon emission. For instance, supplementing technical regulations with CO₂ emissions per certain total emissions can act as a way to avoid overlapping, omission and contradictions in implementation. Furthermore, the government needs to make sure that corporations are implementing strict and effective rules and standards for CO₂ emissions.

The results also show that there is a positive impact between assets and carbon emission. So, it is significant to textile enterprises to modernize assets by applying advanced technologies in manufacturing which lead to an increase in the firm's total assets. Despite the high investment cost, it would help businesses reduce CO₂ emissions due to the operating efficiency and low energy and labor consumption. Assets also increase when businesses spend more on good input materials such as green and environmentally friendly materials coming from natural origin. By doing this, textile companies complete emissions reduction efforts.

However, in order to produce products from natural raw materials, universally applied in apparel, it requires highly advanced technologies and chain links. Currently, the majority of the Vietnamese textile industry was small-scale and dispersed. It is necessary to make a development planning of Vietnam's textile and garment industry, the deactivation of "zombie firms" and the practice of integrating provincial textile industries through mergers and acquisitions need be intensified, and the majority of Vietnam's textile industry output will be localized into around big groupings with various focuses. Typically, large corporations have great intensives to invest



strongly in modern technologies and obtain considerable emission reduction due to their solid capital foundation (Shen, Tang, & Zeng, 2020).

5.3. Conclusion

This scholar investigated the effect of firm financial performance on carbon emissions. Using a sample of 204 companies, content analysis was employed to collect both carbon data and financial data for the period 2017 to 2020. In addition, COVID-19 and firms' size were simultaneously put in the scope of research to assess the impact of COVID-19 and businesses volume on enterprises which in return, affects the CO₂ emission. Multiple regression approaches were deployed to analyze the data and mixed results were produced. Firstly, according to our empirical findings, the link between business performance and carbon dioxide emission has a functional shape that is U-shaped over a variety of variables. This phenomenon is attributed to the quick pace of economic expansion in Vietnam, which requires significant energy and fossil fuel. Therefore, it leads to the increase of CO₂ emission because of growing business performance. Secondly, Total Assets, Return on Equity, CO₂ intensity have a positive regressive relationship with carbon emission. Moreover, the COVID-19 is proved to be insignificant to explain CO₂ emission of the textile industry. And lastly, in terms of firms' economic scale, the larger the enterprise leads to the higher the CO₂ emissions.

One limitation of this research relies on its abbreviated time period. The research was conducted over the period of 4 years from 2017 to 2020, while the COVID-19 pandemic hit climax in 2021 in Vietnam. Therefore, the impact of COVID-19 in the research is not fully shown. Moreover, in 2022, Vietnam enforces more regulations on environmental protection, the most highlight event was the nation's commitment to COP26 according to the United Nations Framework Convention on Climate Change, in which Vietnam is strongly committed to the mission of bringing national CO₂ emission to net-zero emission in the year 2050. Therefore, the research result shows the impact of business performance's slight connection towards CO₂ emission. In terms of Total Assets variable, the scholar takes into consideration Total Asset which includes the following information about Current Assets, Investments, Tangible and Intangible Asset, while only the fixed assets are directly involved in the manufacturing procedure of a business. Therefore, the research may overestimate the impact of Asset on CO₂ emissions.

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Competing interests

The authors declare that there is no conflict of interest regarding the publication of this paper.



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Citizenship: The Ethics of Political Participation of a Civil Society Organization in the North of Thailand

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Abstract

This research article aims to study the pattern ethical political participation of a civil society organization in the northern region. This is a study of the patterns of desirability of the villagers that have been evident in the main aspect for a long time related to the political system of domination. This study used a qualitative research methodology. Data were collected from 22 target groups, including knowledgeable people in the community, village leaders, academics and intellectuals, and politicians through in-depth interviews and non-participant observation.

The results showed that the ethical of political participation of a civil society organization has three main components: knowledge and political decision-making skills; Loyalty to the community and cooperation with community activities these ethical elements ethical of political participation are considered an indispensable aspect of citizenship. Due to the ethical nature of political participation, being strong and active, rather than having a passive nature, not struggling to get involved in public activities or community life.

Keywords: Citizenship, Ethics of Political Participation, Civil Society Organization

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1. Introduction

Democracy's foundation is the idea of "citizenship." Democracy is a form of popular government that cannot exist without its constituents. Although citizens are people who participate in public life, they are still just ordinary people with their own interests and demands. Political community, public interest group, society's organisational structure, etc. "Citizens" and "democracy" go together because there is no democracy without citizens and citizenship. The notion of citizenship serves to identify the status and function of individuals in society as the chairman and the aim of politics and governance. (Miller, 2000)

From a review of the concept ethics of political participation of scholars both at home and abroad. found perspectives that reflected the importance informal forms of participation In addition, forms of participation that challenge the elite (Inglehart, 1990), controversial politics (Tilly & Tarrow, 2006), or simply protest are widely used to highlight the fact that these activities Presenting specific claims and often rejecting existing societies and political arrangements, and Phil Parvin and Ben Saunders, 2017, discussed political participation in any political system. But it is an indispensable feature of democracy. "As for the development of political systems and democracy, as long as the people have less involvement in decision-making there is little democracy there. But the more involved in decision-making the more democracy" which can create democratic potential of the quality of citizenship and citizenship.

Democratic participation when taken into account, it pertains to the idea of individuality. and the aspect of social interaction in communities, organisations, or societies, which, from an individual perspective It has to do with the legal obligations and rights that support individual liberties. However, the community involves belonging to a group or community and citizenship as a member of that group or community. Each individual lives through interactions with other people and many social context variables, including economic, social, cultural, political, and environmental factors. Participation in civic affairs and knowledge of one's rights, obligations, and duties towards others in a society or community are key components of this dimension of citizenship. (Thanat Charoenmuang, 2008)

Therefore, citizenship is not a state of inactivity but a matter of excitement. Perhaps it has to do with not having popular control. if the populace is unwilling to engage or if a political assembly is not appropriate. or since the foundation of a person's rights, we must fervently embrace more responsibility and engagement. Thus, the civic ethics required for the sustainability of the country is the Ethics of Participation, which includes rights and obligations democracy. There are numerous civic ethics as well that are context-specific.

for the above reasons The researcher therefore aims to conduct a spatial research of Civil society organization in the northern region who are interested in social movement activities in which active citizenship about the problems that arise in the community. In this paper, the elements of citizenship in the dimension of moral participation, which is an indispensable element of citizenship and an important goal of the development of a democratic political system, are studied. This is an indicator of a regime, for example, countries with a high level of political participation tend to be highly democratic. But countries with low political participation also show low democracy. This is an important reason for presenting a research article with the objective of further to study patterns Ethics of Political Participation of a civil society organization in the North of Thailand.

2. Method

This research used qualitative research methods, Phenomenological model. A study area includes a civil society organization in the northern region. The main informants are :1) Community members who are knowledgeable are knowledgeable Understanding of citizenship of civil society groups in the northern area, which consists of the village headman and his assistant, and who have resided in the research village for at least 15 years. The civil society organisations, subdistrict headmen, and village committees Leaders in the community, village elders, etc. and 2) Individuals who are a part of civil society organisations, such as the group's permanent members and executive committee. Given that civic studies are challenging to comprehend.

So, getting insights to answer a complete research question. Therefore, it is not limited to obtain information from residents of the research area alone. but may also come from knowledgeable persons who are outsiders as well These groups include academics and intellectuals, leaders of Civil society organization. Developers of non-governmental organizations (NGOs), NGO activists Community developers from the government, etc., who live in the study area, totaling 22 people, using purposive sampling to find good informants and suitable for the research issues. conduct in-depth interviews and non-participant observation (Non-Participant Observation) where the researcher has studied the phenomena or events that are interested in citizenship. There are 3 special observation principles of Civil society organization. There are 3 special observation principles: the interaction that occurs, the place, and the context within the target group (Chai Bodhisita, 2019). During the in-depth interview, the researcher The researcher will also conduct observations. To look at the attitudes, attitudes and behaviors of the target groups, data analysis was done by encoding data obtained from focus group discussions and in-depth interviews with systematic content analysis. By linking relationships in various aspects in fact both cause and effect in the form of a narrative, the answer to the study and summary of the citizenship status of civil society organization.

And most importantly, the research has strictly followed the ethical principles of human research as endorsed by the Human Research Ethics Committee at its meeting No. 20/2020, with the following protections to the privacy of the subjects: 1) When the researcher takes interview notes will use the code instead of the subject's real name and surname every time. 2) No video recordings or portraits were taken. But the conversation was recorded during the interview of the researcher and the subjects, which before the recording process the researcher asks for permission from volunteers every time. 3) When writing research articles, a fictitious name and surname will be used every time, Including the use of the community's fictitious name or the study village to reduce the risk of impact on volunteers and the community, at the end of the research process will destroy all audio recordings of the conversation.

3. Results

Based on an analysis of data gleaned through key informant interviews conducted by a civil society organisation fighting for the claim of public land for communal use by communities unaffected by the war, justice from the government and helping entrepreneurs Analysing ethical patterns of political engagement among civil society organisations was the goal of this study. By the analytical framework of civic ethics by Angela Wentz Faulconer (2004), Which emphasises citizen involvement in the local environment. The findings of this study revealed that group members in civil society organisations expressed ethical models of citizen political participation. There are the following elements.

1. The knowledge and abilities to decide politically: analysis of the data reveals that members of Civil society organization had better knowledge of decisions to participate in volunteer group activities in their own and community public activities so that policy could be implemented within that community, which can be reflected from the expression of the participation behavior of the members with sub-components as follows:



1.1 Adherence to statutory requirements and group agreements: analysis of the data reveals that it is the act of exercising citizenship as a member of the state, community, and civil society organization, with rights and obligations that are set down in the law, i.e., respect for the community's laws and regulations. voting in municipal elections for leadership Respect for others' rights and payment for land usage This may be seen from the research phenomena that group members have engaged in by following the laws, ordinances, or other agreements on land use rights in the context of individual household members' ownership of the property and their involvement, communities that are jointly characterized.

1.2 Members participate in the supervision of local organizations and government agencies: analysis of the data reveals that members of civil society organization have the ability to question the treatment of officials. By paying attention and not ignoring the problems that arise in the community and following up on the situation of the country that affects people's lives and public interests especially the monitoring and inspection of public services Tracking information and examining government processes Checking the Issuance of Title Deeds in Disputes The villagers join together to fight for the right and justice from government agencies. Because of the confidence in the government sector or even in the community, therefore paying attention to the construction problems of various projects of local government organizations Especially the transparency of the government budget that benefits the community. Engage with community leaders and make political decisions through dialogue, exchange news and learn how communities take care of each other, such as protesting against state injustice.

2. Community Allegiance: from the data analysis, Members of Civil society organization feel a feeling of responsibility to their local communities and are actively involved in the group as committee members, leaders, and members of the general public based on of beliefs, values, and interests shared with other members of that group, which demonstrates commitment to the community, with an attitude of cherishing and feeling the issues that occur with a community or village. Then demonstrate your willingness to work together to take care of, safeguard, and address the issues in your own neighbourhood, which influencers concentrate on solutions to how policies affect people's lives, every community. By sub-components as follows:

2.1 Participating in public debates and establishing community policies: analysis of the data reveals that, Members of civil society organization has aware of the problem and able to think critically and raise questions about the performance of officials that affect the lives of the people. Have the courage to express political opinions about the problems of the community, and most of the members had discussions to exchange information in the form of discussions in various places, such as village community forums, temples, community markets, funerals, or singers' houses. Including participation through social media, either on Facebook Line or other community media to raise awareness about the community's problems, and the work of the government, as well as sending group representatives to represent the people in bringing the public to be a voice to demand, inspect and supervise communities in various fields in setting policies for community members The goal is to solve problems and meet the needs of the community, including the allocation of title deeds, the community forest Law drafts, resource management in local communities, public utilities, and proposes the Community Forest Act, etc.

2.2 Participating in public support or community protests: analysis of the data reveals that members of civil society has organized a land claim campaign out of villagers' discontent in supporting capitalists. Some community leaders are selfish. Local and provincial government officials seek illegal land acquisition and exploitation. That led him to stand up for protests and fight both in filing a lawsuit to review the work of government agencies. Check the origin of the title deed document and objections, Decisions by local officials and Politicians to cooperate with investors in issuing proprietary documents. The villagers saw and were

interested in the movement of the community's public land that was about to fall into the hands of outsiders. Therefore, all members of the group donated their physical strength, morale and finances, using donations from people in the community as coordination expenses, traveling to file complaints and protests in the community to local government agencies.

2.3 Recognizing Corruption and Injustice: analysis of the data reveals that members of civil society organization have the courage to face injustice. Realize mutual interests and participate in fierce ideological struggles for the benefit of the community, as a result of the willingness of its members to fight for resources, to fight for the right of the land without succumbing to unjust capitalist laws and immoral state power structures. This was reflected when villagers began to see capitalists coming to use the villagers' areas. Acting in the right way, not being afraid of any influence, courage here is not a member. Rather, it is a reasonable act to fight against the injustices that occur so that all households benefit equally.

3. Cooperation with community activities: This element reflects the participation of members in the community with an emphasis on conscience and responsibility for the community by focusing on strengthening the relationship between the individual and the community for the best benefit of that community, which is in line with the Study participation in civic activities in various organizations and groups. It is considered an important indicator of citizen participation (Putnam, 2000) it has the following sub-elements:

3.1 Volunteering: analysis of the data reveals that Corporate members of Civil society organization voluntarily participate in community activities and Especially giving opportunities to people of all genders, ages, education and all occupational groups. So let them come in as volunteers from representatives of many groups. public representative group, committees, community leaders, professional groups, spiritual leaders and academic groups to negotiate with the state and capitalists regarding the management of land issues Coordinate and follow up complaints Proceed to different departments government agencies and non-governmental organizations Therefore, the members participated on the basis of cooperation, selflessness, unselfish and enthusiasm in the activities of the group.

3.2 Participation in organizational and community activities: the results of data analysis revealed that civil society members are actively involved in the joint activities of both civil society groups and Civil society organization in the fight against the mandate process for landowners, Participating in calling for the establishment of a community forest, forest ordination ceremony, reafforestation, take care of the forest and attending seminars with government officials, academics, and NGOs to exchange knowledge about community problems every month.

4. Discussion and Conclusion

This paper presents the results of an analysis of political sociology derived from the research question on how members are obligated to participate and show participation, to find explanations for patterns ethics of political participation in civil society organization. Therefore, the results can be summarized and discussed as follows. The ethical model of civic participation in Civil society organization refers to the behavior demonstrated by members in public activities aimed at some improvement in the public or collective life of any community. through participation Engaging in political community activities to control and fight for the unjust rights of the state, which has affected the way members of the political community feel more integrated with the wider community than ever before. It is a general conclusion from the study that ethical participation is a key component of citizenship. Due to the nature of ethical political participation, it must be more active and active than passive in nature, as members have the knowledge and skills to make political decisions, Loyalty to the community and cooperation with community activities. This allows democracy to grow fertile and steadily (Faulks, 2000), but local politicians share similar political behavior that is not much different from that of national politicians. Until the creation of a new patronage system that puts more

pressure on the weaknesses of the people (Phonamarin Phromkerd, 2000) and most importantly gives important meaning to the elements of citizenship. How are they different from commoners and servants? The presidency is The "Ethics of Participation" and its results are similar to Angela Wentz Faulconer's concept of citizenship (2004) that shows responsibility and collective responsibility. feel the value of the collective Desire to create cooperation between them in thinking and doing activities that are beneficial to the public. Including accepting reasons or taking responsibility for the results of those actions is the common sense of a crisis. Be alert to take responsibility for your collective or collective well-being, altruism and there are three key themes in Robert Putnam's (2001) interpretation of civic ethics: active participation in public life; There is trust and interaction between members. Therefore, democratic citizenship is essential for members. "Ethical political participation" is not just participation for the good. But public participation in a democratic society must be based on knowledge. There are criticisms and, most importantly, understanding and accepting of rights and responsibilities along with citizenship, as well as mechanisms to reduce inequality and conflict in society and help protect against the effects development of public sector and the private sector.

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The Impact of Cash Flow Management on the Profitability of Trading Enterprises in Vietnam

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Abstract

The paper examines the effect of cash flow management on the profitability of 31 trading enterprises in Vietnam. Panel data are analyzed for the final results using the regression analysis method with the GMM method. The results show that managing cash flow has a substantial impact on trading enterprises' profits. In general, Cash Conversion Cycle (CCC) and Debt Ratio (DR) have a negative effect on profitability (ROA) while Sales Growth (SG), Cash Holding Ratio (CR) and Quick Ratio (QR) record a positive influence on financial performance of Vietnamese trading enterprises. Adjusting factors such as inventory, receivables and payables in the shortest possible time while still maintaining business efficiency is important for trading enterprises. They should also focus on maintain a fixed cash reserve instead of putting all their assets into running the business. The companies are suggested to restructure debts and negotiate to reduce the pressure of repayment.

Keywords: cash conversion cycle, cash flow management, cash holding ratio, profitability, trading enterprises

1. Introduction

Many changes have occurred in the world recently, including wars, crises, and epidemics. Particularly when the COVID-19 virus emerged, the worldwide supply chain of commodities was disrupted, client demands rapidly declined, and import and export activities were suspended, which led to the failure of numerous firms. That creates a huge pressure on managers when they have to deal with debts, inventory problems, or appropriate development orientation during a recession. These problems are a result of the challenge of managing cash flow, which is a challenge that every company must examine more closely. A business always needs a stable cash flow because it means a strong financial position and is a prerequisite for working towards the goal of maximizing the value of the business. Therefore, effective cash flow management is always important.

The success of any business venture is predicated on how the management has planned and controlled its cash flows. When the demands of both business and individual customer decrease because of the policies to tighten spending due to the effects of many incidents, maintaining a stable amount of cash will be important for companies, along with big challenges. Cash flow management is essential to every business that desires to meet up with its short-term financial obligations (Akinyomi, 2014).

In the modern economic period, cash flow is more important when compared to the amount of money generated. Managers will still be afraid of a shortage of resources if there is no reasonable governance mechanism, despite the large amount of money generated. The same problem also occurs with Vietnamese businesses, when cash flow management is still a skill not many managers have. Therefore, when an incident occurs, the number of companies falling into alarm is not small, due to the unstable financial situation and the lack of solutions to overcome difficulties.

In Vietnam, the number of bankruptcy companies increased up to 12,000 businesses each month, according to General Statistic Office of Vietnam in 2022. Through observation, poor cash flow management during the pandemic can completely be a reason for the decline in the financial performance. In order to maximize income and reduce risks that could have an impact on the enterprise's financial performance, a manager still needs solid cash flow management capability.

Different sectors in the economy have own characteristics regarding to operations and cash flow management. Particularly, in a market economy like Vietnam, the commercial sector in which trading enterprises operate plays a crucial role. Therefore, the reasonable cash flow management of trading enterprises will be highly noticeable if they want to develop a sustainable and ideal economy. Trading enterprises in Vietnam are also not familiar with the application of cash flow management theories and models, as well as measures to prevent risks in trade and import-export activities. This makes it even more important to clarify why poor cash flow management will lead to failure.

Cash flow management focuses on making the asset transformation process of the business work smoothly. Effective cash management is essential to the survival of the business (Heyler, 2003). There have been many researches that have shown the influence of cash flow management on the profitability of business entities, most of these studies focus on manufacturing enterprises.

Malik Muhammad *et al.* (2012) investigated the relationship between working capital components and the profitability of 25 textile firms listing on the stock exchange of Pakistan. The results show that there is a substantial positive association between profitability and cash, accounts receivable, and inventory; and there is a negative link between profitability and accounts payable. James R. K. and Andrew S. M. (2014) observationally examined a longitudinal sample of eight quarters of cash flow and financial performance data from 1,233 firms in the U.S stock exchange. This analysis demonstrates that improvements in a firm's financial performance result from decreases in accounts receivables and inventory. Nobanee

H. *et al.* (2011), with GMM model and panel data of 2,318 listed Japanese companies from 1990 to 2004, suggested that the length of the cash conversion cycle has a significant and negative impact on the companies' performance, except for consumer goods and services companies, where the coefficients of the cash conversion cycle are negative and insignificant. According to Akinyomi (2014), when the profitability is measured by ROA and ROE, there has been a negative relationship between cash conversion cycle and ROA, and a positive relationship between this factor and ROE. Abdul R. and Raj B. S. (2020), however, revealed a positive relationship between cash flow from operations and both dependent variables ROA and ROE. Ajanthan (2013) figured out the connection of liquidity and profitability of 18 trading enterprises in Sri Lanka. The results indicate that only the current ratio and quick ratio had impact on ROA, while ROE is affected by the current ratio only variable that effect to ROE in the model. Meanwhile, the current ratio was found to have detrimental effect on ROA and positive impact on ROE, according to Shahnia C. *et al.* (2020). While sale growth has a positive and significant effect on net income ([Asep Mulyana, 2020](#)), debt ratio has been proved negatively correlated with ROA (Akinyomi, 2014, Abdul Rahman and Raj Bahadur Sharma, 2020, and Bilgehan Tekin and Yusuf Gor, 2022).

It can be seen that the results have not been really consistent referring to the effects of cash flow management on firms' profitability, and there have not many researches on the trading enterprises so far. The importance of cash flow management should correspond to a large amount of research literature related to this issue. However, in fact, most of the previous studies only focused on analyzing the cash flow management ability of one specific company. This paper, with quarterly data of trading enterprises listed on the Stock Exchange in Vietnam (HOSE, HNX and UPCOM) from 2019 to 2022, is expected to contribute to the literature on cash flow management of non-manufacturing industry.

This paper, therefore, is expected to contribute to the existing literature with the following hypotheses:

H1: Cash conversion cycle is negatively correlated with trading firms' profitability;

H2: Debt ratio is negatively correlated with trading firms' profitability;

H3: Sale growth is positively correlated with trading firms' profitability;

H4: Cash holding ratio is positively correlated with trading firms' profitability;

H5: Quick ratio is is positively correlated with trading firms' profitability.

The paper is designed as follows: Section 2 describes the methodology, Section 3 focuses on the empirical results, Section 4 presents discussions and conclusion of the study.

2. Method

Research Model

In this study, ROA is selected as the dependent variable to represent the financial performance of trading enterprises in Vietnam. ROA is the primary metric that managers and investors use to analyze a company's profitability. This ratio compares a company's earnings, also known as net income, to the capital it has invested in assets to determine how well it is doing.

The regression model is employed to determine the effects of cash flow management on the profitability of trading enterprises in Vietnam:

$$ROA = \alpha + \beta_1 CCC + \beta_2 DR + \beta_3 SG + \beta_4 CR + \beta_5 QR + \varepsilon$$

Where:

- ROA: Return on Assets, the dependent variable
- α : constant
- $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$: the coefficient of independent variables
- CCC, DR, SG, CR, QR: Independent variables (Cash Conversion Cycle, Debt Ratio, Sales Growth, Cash Holding Ratio, Quick Ratio) (Refer to **Table 1**)
- ε : error term

Table 1. Summary of independent variables

Independent variables	Expectation	Previous studies
Cash Conversion Cycle (CCC)	-	Nobanee H. <i>et al.</i> (2011), James R.K. and Andrew S.M. (2014), Akinyomi J. (2014), Darush Yazdanfar and Peter Ohman (2014), Bilgehan Tekin and Yusuf Gor (2022)
Debt Ratio (DR)	-	Akinyomi J. (2014), Abdul Rahman and Raj Bahadur Sharma (2020), Shahniah C. <i>et al.</i> (2020), Zdenek Tousek <i>et al.</i> (2021), Bilgehan Tekin and Yusuf Gor (2022)
Sales Growth (SG)	+	Malik Muhammad <i>et al.</i> (2011), Akinyomi John (2014)
Cash Holding Ratio (CR)	+	Malik Muhammad <i>et al.</i> (2011), Amarjit Gill and Charul Shah (2012)
Quick Ratio (QR)	+	Ajanthan A. (2013), Omar Durrah <i>et al.</i> (2016)

• Source: Authors' compilation

Research Methodology

In this study, the data of Vietnamese trading enterprises will be examined in 3 phases: Descriptive, Pearson Correlation and Panel Regression Analysis. In addition, in order to select the most suitable model for explanation based on available data, F-test and Hausmann test will be run. F-test will be used to test the significance between Pooled OLS estimator and fixed-effects estimators, whereas Hausman test will be used to check whether fixed effects or random effects. In addition, with the data characteristic of panel data, the authors will also perform tests to check whether there is multicollinearity, autocorrelation and heteroscedasticity. Specifically, in the ordinary least square (OLS) regression analysis, the variance inflation factor (VIF) is used to gauge the degree of multicollinearity. About checking the existence of autocorrelation, the Wooldridge test was used by most of the previous studies in the cases of panel data. Heteroscedasticity will be checked through White's test and Wald test, depend on the type of regression model. Finally, when the above models have at least one of the test errors, the Generalized Method of Moments (GMM) approach will be used to correct and produce the final complete regression result.

Data description

The population of the research comprises 31 trading enterprises listed on the stock exchange in Vietnam (HOSE, HNX and UPCOM). In which, data obtained quarterly from financial statements of Vietnamese trading enterprises from 2019-2022 and author's sources will be processed by STATA 14 application in form of panel data with a total of 496 observations. Table 2 summarizes the variables and their formula.

Table 2. Data sources

Dependent variable	Formula	Data source
ROA	$\frac{\text{Net Income}}{\text{Total Assets}}$	Financial Statement
Independent variable	Formula	Data source
CCC	$\text{Days Inventory Outstanding (DIO)} + \text{Days Sales Outstanding (DSO)} - \text{Days Payable Outstanding (DPO)}$ $\text{DIO} = \frac{\text{Average Inventory}}{\text{Cost of goods sold}} \times \text{Number of days in period}$ $\text{DSO} = \frac{\text{Account Receivables}}{\text{Net Sales}} \times \text{Number of days in period}$ $\text{DPO} = \frac{\text{Account Payables}}{\text{Cost of goods sold}} \times \text{Number of days in period}$	Financial Statement
DR	$\frac{\text{Total Debt}}{\text{Total Assets}}$	Financial Statement
SG	$\frac{\text{Current Period Sales} - \text{Prior Period Sales}}{\text{Prior Period Sales}}$	Financial Statement
CR	$\frac{\text{Cash} + \text{Cash Equivalents}}{\text{Total Assets}}$	Financial Statement
QR	$\frac{\text{Cash \& Cash Equivalents} + \text{Marketable Securities} + \text{Accounts Receivable}}{\text{Current Liabilities}}$	Financial Statement

Source: Authors' compilation

3. Results

Descriptive Results

Table 3 summarizes descriptive data of the variables included in the model. The companies maintained a good quarterly ROA of 0.0157 (1,57%). However, there might be factors causing high volatility of this index from -0.1603 to 0.2858, leading to the standard deviation of 0.0319. The data indexes of the independent variables CCC, DR, SG, CR and QR also share the same feature. Especially, some enterprises recorded quarterly CCC up to 195 days, showing an alarming level in cash management. The data of DR, CR and QR can be explained by the policy and strategy of each company. Finally, trading enterprises maintain a fairly high level of growth in sales when the mean is 15.9%, showing that the growth potential in the commercial sector is very promising. It must also be added that the data of 31 trading enterprises vary in size, so this descriptive statistic can be misleading that fluctuations are seriously alarming. But the fact that epidemics, wars and natural disasters also have a significant impact on maintaining a set of sustainability indicators of each enterprise.

Table 3. Summary of descriptive statistics

Variable	Obs	Mean	Std. Dev.	Min	Max
ROA	496	0.0157	0.0319	-0.1603	0.2858
CCC	496	4.9451	14.2154	-20.8318	195.3276
DR	496	0.6476	0.5732	0.1014	3.5678
SG	496	0.1599	0.7787	-0.9402	10.6889
CR	496	0.0924	0.1696	-0.0389	3.0717
QR	496	1.8977	2.6802	0.0600	19.1760

Source: Authors' compilation and calculation

Correlation Result

If the correlation coefficient of any two variables reaches an absolute value of 0.8 or higher, it will be considered to have a very strong correlation, but this has the potential to cause multicollinearity in the model. In general, according to the results in Table 4, except for CCC, the remaining independent variables are positively correlated with the dependent variable ROA. There is no index with absolute value greater than or equal to 0.8 so this is quite safe because it reduces the incidence of multicollinearity. There is also no relationship between the independent variables that reaches the Pearson correlation value of 0.5 (the highest is 0.3578 for CR and DR), which is considered a high correlation, which should not happen between the independent variables.

Table 4. Pearson correlation matrix results

	ROA	CCC	DR	SG	CR	QR
ROA	1.0000	-0.0708	0.2826	0.1437	0.6409	0.2221
CCC	-0.0708	1.0000	0.0905	-0.0794	-0.0541	0.0629
DR	0.2826	0.0905	1.0000	0.1361	0.3578	0.2217
SG	0.1437	-0.0794	0.1361	1.0000	0.0641	0.0712
CR	0.6409	-0.0541	0.3578	0.0641	1.0000	0.1609
QR	0.2221	0.0629	0.2217	0.0712	0.1609	1.0000

Source: Authors' compilation and calculation

Regression Result

With the Hausman test, the Fixed Effects Model (FEM) is considered the optimal model for this study. The regression results of this model are summarized and analyzed in Table 5.

Table 5. FEM regression results

R-sq = 0.4245 F(5,460) = 67.87						
corr(u_i, Xb) = -0.6280 Prob > F = 0.0000						
ROA	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
CCC	-.0001581	.0000781	-2.02	0.044	-.0003117	-4.56e-06
DR	-.0403696	.0136369	-2.96	0.003	-.0671679	-.0135713
SG	.0027749	.0012422	2.23	0.026	.0003338	.0052159
CR	.106435	.0065531	16.24	0.000	.0935573	.1193127
QR	-.0021195	.0009349	-2.27	0.024	-.0039567	-.0002822
_cons	.0363768	.0098493	3.69	0.000	.0170216	.0557321
sigma_u	.0321026 .0202624 .7151114 (fraction of variance due to u_i)					
sigma_e						
rho						

Source: Author's compilation and calculation

According to Table 5, CCC has a fairly low coefficient of -0.0001581 at the 5% significant level. In absolute terms, this number is much smaller than the coefficients of the other variables, showing the degree of influence on ROA. Specifically, CR has a coefficient of 0.106435 while this of SG is 0.0027749. Like the variable CCC, DR and QR also record a negative coefficient, showing a negative effect on the dependent variable ROA. DR has a higher impact with coefficient of -0.0403696, while QR is only -0.0021195.

Table 6. GMM Model results

ROA	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
ROA L1.	-.5658271	.0351923	-16.08	0.000	-.6348027	-.4968515
CCC	-.0001827	.0000314	-5.81	0.000	-.0002443	-.0001211
DR	-.005633	.0009228	-6.10	0.000	-.0074416	-.0038243
SG	.0015927	.0008904	1.79	0.074	-.0001524	.0033378
CR	.1553177	.0111701	13.90	0.000	.1334247	.1772107

QR	.0003179	.0001398	2.27	0.023	.0000439	.0005919
_cons	.0135213	.0015562	8.69	0.000	.0104712	.0165714

Source: Authors' compilation and calculation

Table 6 is the regression results according to the GMM model after solving the problems of falsification of the analysis. All of the independent variables have an effect on the dependent variable with different confidence levels. The regression equation showing the effects of the variables in the model is as follows:

$$\text{ROA} = 0.0135213 - 0.0001827 \cdot \text{CCC} - 0.005633 \cdot \text{DR} + 0.0015927 \cdot \text{SG} + 0.1553177 \cdot \text{CR} + 0.0003179 \cdot \text{QR}$$

4. Discussion and Conclusion

According to the final regression result in Table 6, the Cash Conversion Cycle variable (CCC) shows a positive impact on the ROA of trading enterprises in Vietnam, with the coefficient equal to -0.0001827 at the significant level of 1%. This supports the similar results of Nobanee H. *et al.* (2011), James R.Kroes and Andrew S.Manikas (2014), Akinyomi John (2014), Darush Yazdanfar and Peter Ohman (2014) and Bilgehan Tekin and Yusuf Gor (2022), which also found that a shorter cycle of cash will lead the profitability of companies to improve. As a consequence, if the DIO and DSO increase or DPO decreases, the CCC of firms will be longer and it will threat their profit.

The Debt Ratio variable (DR) also shows a negative relationship with the independent variable ROA of the trading enterprises studied. The coefficient of this variable in the regression table is -0.005633 at 1% significant level, which is higher than its in CCC. This result completely is consistent with a few previous similar studies by Akinyomi John (2014), Abdul Rahman and Raj Bahadur Sharma (2020) and Shahniah C. *et al.* (2020). Studies on trading enterprises by Zdenek Tousek *et al.* (2021) and Bilgehan Tekin and Yusuf Gor (2022) also found a negative relationship between this variable and profitability. Thus, if the company's debt ratio is higher, it not only means that the cash flow management situation is not good, but also causes a negative impact on the financial performance of trading enterprises.

The Sales Growth (SG) describes the level of growth in sales activity, which is very important for trading enterprises. According to Table 6, SG has a positive impact on ROA at 10% significant level with coefficient of 0.0015927. Increasing sales will help stabilize cash flow in and out, thereby strengthening cash flow management. This finding supports the views of Malik Muhammad *et al.* (2011) when it is suggested that promoting credit sales has a positive effect on profits. This result is similar to the finding of Akinyomi John (2014) when he found a similar positive relationship between SG and ROA.

Cash Holding Ratio (CR) showing the level of cash holdings of companies on total assets also recorded a positive impact on profitability. Notably, this is the variable that records the highest coefficient when it reaches 0.1553177 at 1% significance level. That shows that CR has the strongest impact on ROA among the independent variables used in this study. This result is similar to what Malik Muhammad *et al.* (2011) and Amarjit Gill and Charul Shah (2012) studied.

Finally, Quick Ratio (QR), a liquidity indicator that can represent cash management in companies, has a positive relationship with ROA, having a coefficient of 0.0135213 at the significant level of 5%. Notably, in the FEM model, QR recorded a significant negative relationship with ROA, but in the GMM results table, it reversed. As such, the variable variance seems to have created an error in the regression model earlier in this relationship. With the result being a positive effect, it is consistent with the findings of Ajanthan A. (2014) and Omar Durrah *et al.* (2016). Maintaining a high Quick Ratio, which can come from good cash flow management, accounts receivable or short-term debt management, will help trading businesses improve their financial performance.

As summarized in Table 7, it is obvious that cash flow management affects the financial performance and profitability of trading enterprises in Vietnam. This was verified when all 5 independent variables representing cash flow management have had a statistically significant impact with ROA representing profitability. In which, Cash Conversion Cycle and Debt Ratio have a negative effect while Sales Growth, Cash Holding Ratio and Quick Ratio have a positive effect on Return on Assets.

Table 7. Summary of the independent variables' impact

Variables	Coefficient	Expected	Result	Significant level	Conclusion
CCC	-0.0001827	-	-	1%	Supported
DR	-0.005633	-	-	1%	Supported
SG	0.0015927	+	+	10%	Supported
CR	0.1553177	+	+	1%	Supported
QR	0.0135213	+	+	5%	Supported

Source: Author's compilation and calculation

During the research period from 2019 to 2022, Vietnam's economy experienced both a period of positive development, a time of difficulty when the epidemic appeared, and a period of recovery after the pandemic. For trading enterprises, different times during this period require them to have different policies continuously in order to have profit. When it comes to Cash Conversion Cycle (CCC), trading enterprises had been hit hard when inventory levels are high, leading to high inventory times while receivables collection and accounts payable are all in trouble. This prolongs the length of time a company can collect cash from sales, leaving it unprofitable. An inverse relationship can be explained by such arguments. This has been explained for a similar reason by Darush Yazdanfar and Peter Ohman (2014), who argue that increasing amounts of inventory and accounts receivable raise working capital, which in turn increases the expenses of working capital upkeep, which could be one explanation for the negative correlation between CCC and profitability. For trading enterprises, inventory management, receivables and payables are very important but not professional. The lack of sensitivity in applying technology or new management methods causes many businesses to struggle when difficulties arise.

In terms of debt ratio (DR), maintaining an excessively high debt ratio in the company's capital structure will make the company difficult in many ways. Another negative effect has also been demonstrated based on the regression results of this study. The capital structure of the business can determine the cash flow management problem, based on the amount of cash inflows and outflows are low or high. High debt, especially short-term debt, will make repayment pressure become a serious problem. Similar to the discussion of Shahnian C. *et al.* (2020), the costs of financing the company's operations will increase in direct proportion to the amount of debt it holds to meet its financial obligations. Although organizations with relatively high debt levels typically experience decreased corporate profitability, a greater debt ratio will result in a smaller ROA. This is due to the fact that the business must pay interest on the borrowing. Having to use a lot of cash to pay off debt not only reduces the company's assets, but also reduces liquidity in other cases. This supports the opinion of Zdenek Tousek *et al.* (2021) that financial debt safeguards profits for equity holders, but it generally hurts profitability relative to a company's total resources (i.e. assets).

As for the case of Sales Growth (SG), the actual evidence has shown a positive impact. Maintaining good sales growth will mean high profits. And good cash flow management will

also contribute to improving sales efficiency. After the period of stagnation due to the epidemic, the Vietnamese government reduced the value-added tax rate to 8%, which increased people's demand for goods, as well as reduced input costs of sales materials for enterprises with production activities. In general, good cash flow management will help create solid conditions for sales revenue to increase, thereby improving profitability for trading enterprises. Good cash flow management will also help companies avoid many risks in the market or become more prepared if unpredictable dangers occur again. Moreover, if having a high amount of cash and similar items will help improve liquidity, this will be an advantage of a company compared to competitors when it can be willing to sell at low prices or accept to import goods at a higher price and pay suppliers early.

With the regression results showing the strongest impact on profitability, the Cash Holding Ratio (CR), this fundamental indicator of cash flow management, has shown its importance in improving the profitability of trading enterprises in Vietnam. This is most evident during the period of the study from 2019-2022, when businesses that actively hold high levels of cash were not remarkably suffered in difficult times. With a large cash holding, with well-understood sources of cash formation, the plans that managers are planning to implement will be more precise. Each business should have an appropriate level of cash for its business, an amount sufficient to pay interest, expenses and capital expenditures, in addition to a little more reserve for the business to handle in emergency situations.

Finally, Quick Ratio (QR) is also used to measure the effectiveness of cash flow management and the results show that this variable has a positive effect on profitability, which means good management and an improvement in the level of cash flow lead to a high quick ratio will benefit trading enterprises in Vietnam in terms of profitability. This is consistent with the view of Omar Durrah *et al.* (2016), when the authorss implied that the item debtors' full balance is included in the quick ratio, whereas operating cash profit simply focuses on collecting a portion of them. Maintaining a high quick ratio will help the company be ready to face short-term debt, liabilities and not allow debt accumulation. Combined with a reasonable and optimal plan to use short-term assets, quick ratio will help trading enterprises handle many situations arising in the course of business operations and help save money from unnecessary expenses, thereby clearly positively affecting the profit that the business brings.

Being been conducted on an industry-specific scale, rather than focusing solely on cash flow management at a particular enterprise or manufacturing sector, this paper is expected to fill the current research gap.

According to many previous studies as well as the consistent results in this study through the GMM method, the longer the cash conversion cycle, the lower the profits of the companies. Methods used to reduce days of inventory on hand or days of sales outstanding, as well as increase the number of days of payables are all effective in this case, i.e. reducing the value of inventory held and improving planning and forecasting accuracy to correct any discrepancy between expected and actual sales. Similarly, optimizing account payables will be an effective strategy approach to cut off the time to receive cash. However, "optimizing" does not mean an unplanned decrease or increase, but the number of adjusted indicators needs to be calculated and carefully considered so as not to affect financial performance by other aspects or direction.

Choosing an appropriate capital structure in order to maximize the company's resources has always been described as very important. As a result of the study, the debt ratio has an impact on the company's profitability. Companies need to try to take advantage of available resources and limit borrowing in an uncontrolled way.

Maintaining reasonable liquidity contributes to successful cash flow management. The company's ability to pay back long-term obligations, including principal payments and benefits, is measured by its solvency while liquidity is always a priority for trading enterprises. Firstly, managers should create a plan to restructure debts, negotiate to reduce the pressure of

repayment or prioritize some important loans, the same is the sale of non-essential assets. Next, cash flow is something that should be improved, marketing tactics to increase customers as well as increase their number of purchases can help the cash flow become more stable and increase the internal strength of the company. This is also proven in the study when the sales growth variable (SG) has a positive impact on the profitability of the company. Finally, businesses should make plans to control overhead expenses or cut unnecessary costs to improve their solvency, thereby increasing their final profits.

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The Address terms in Constructing Vietnamese Representations through Thai Daily Newspaper*

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Abstract

The purpose of this study is to analyse the utilization of address terms in shaping Vietnamese representations within Thai daily newspapers and how these word choices influence the perceptions of the Thai community regarding Vietnamese individuals. The analysis will concentrate on front-page news articles featuring Vietnamese individuals, employing keywords like 'Vietnamese people,' 'Yuan,' 'Vietnam,' 'Golden Star,' and others within a 5-year timeframe from September 1, 2018, to August 31, 2023. This study primarily adopts the concept of 'Naming' as Lexical Strategies proposed by Chantima Angkhapanitchakij in 2019 and the 'Representation' framework by Stuart Hall in 1997 to investigate word usage and techniques employed in Thai daily news when addressing topics related to the Vietnamese community.

The findings reveal four types of address terms: pronouns, epithets, words associated with 'Vietnam', and words referencing Vietnamese people. These word choices reflect four representations of Vietnamese individuals frequently mentioned in Thai daily news: Vietnamese football team is strong and demonstrating excellent performance; Vietnamese people is kind, good-hearted, hardworking; Vietnamese government has flexible foreign policies; Vietnamese illegal immigrants in Thailand has done unlawful activities.

The results underscore that the address terms serve as a powerful tool for reproduction, repetition, and presentation, conveying a range of representations to message receivers, and aim to reinforce their point of view about Vietnamese people in society nowadays.

Keywords: Address terms, Representation, Vietnamese people, Thai daily newspaper

* This study is a partial of thesis title: "Linguistics Strategies Used to Construct Vietnamese Representation in Thai Daily Newspaper" to be submitted of the requirements for the Degree of Master of Arts (Thai) faculty of Humanities and Social Sciences Khon Kaen University.



1. Introduction

1.1.Rationale of study

Language is not just a means of communication, but also a tool for thinking, and it is considered the "soul of a nation" (Maftuna Abdusalimovna Khudoyberdieva, 2020:83). The history of struggle and development of each nation is reflected through language. Furthermore, "Language is one of the important components that contribute to the values, identity, and essence of a national culture" (Pham Van Dong, 1999:6). During the development process, language always incorporates new elements (new words, new meanings) to enrich and perfect itself. The richness and perfection of language also reflect the diversity and positivity of society, especially today's society where countries are striving to communicate, cooperate, and learn from each other. Therefore, language is also adjusted and adapted to reflect new and diverse aspects of life. Linguistics strategies have thus evolved to not only serve as bridges for sharing information but also as tools for expressing and commemorating diversity and progress that become a powerful tool that shapes perceptions, influences public opinion, and constructs narratives about different cultures and communities (Chantima Angkhapanitchakij, 2019:180).

The use of address terms is a part of Lexical choice, which frame and shape public discourse, influencing societal attitudes and perspectives (Robert Cluley, 2012:210). It enables individuals to differentiate and categorize people or objects into distinct groups. Within each group and society, individuals are recognized and made aware of whether something belongs to their own group (ingroup) or another group (outgroup), based on the specific terminology used to refer to those groups. The act of selecting or omitting a name reflects one's attitude and perspective, either positive or negative, towards the process of grouping as expressed through language usage. So that, in the context of representing the Vietnamese community in Thai daily news, understanding the words choice to name Vietnamese people becomes essential.

The study "The address terms in constructing Vietnamese representations through Thai daily newspapers" applies the concept of address terms from Discourse Analysis (Chantima Angkhapanitchakij, 2019) and Representation theory (Stuart Hall, 1997). This research explores the interplay between Thai media discourse and Vietnamese communities, emphasizing language and representation. Furthermore, the study investigates how word choices provide insights for cross-cultural analysis, social implications, and potential consequences. By examining how different societies perceive and depict the Vietnamese community, this study aims to encourage accurate and inclusive portrayals, promoting improved interethnic relations between Thailand and Vietnam. However, it's important to note that the study specifically focuses on how Vietnamese individuals are depicted in Thai daily newspapers, lacking a comparative analysis across various media formats and cultures, which could offer a more comprehensive understanding of intercultural representations. This constitutes a limitation of the study.

1.2. Theory framework

1.2.1 Theory of Discourse Analysis

This study adapts the concept of address terms, emphasizing that lexical selections from these words possess the ability to construct public discussions, exerting influence on societal attitudes and viewpoints. It underscores the significance of carefully considering the consequences of word choices, especially in contexts where objectivity, fairness, and precision is paramount.

Dr. Chantima Angkhapanitchakij's (2019) Discourse Analysis explores the connection between language analysis and its practical sociocultural context. Its objective is to shed light on the controversies and ambiguities inherent in discourse analysis within Thai academic spheres. This approach differentiates between various dimensions, encompassing both linguistic and social perspectives. Moreover, it underscores the intricate interplay between language and society, forming the basis for a critical examination rooted in empirical evidence obtained from language and textual analysis at the text level. By emphasizing these facets, discourse analysis significantly contributes to a deeper comprehension of how language operates and shapes societal dynamics.

1.2.2 Theory of Representation

In this study, Stuart Hall's theory of representation is also employed to investigate how the Thai daily news portrays the Vietnamese representation by selecting the address terms for referring to Vietnamese people.

Stuart Hall's theory of representation, elucidated in his book 'Representation: Cultural Representations and Signifying Practices' (1997), offers a comprehensive framework for comprehending the construction and dissemination of meaning through cultural representations. Hall contends that these representations are active constructions of meaning rather than mere reflections of reality. They are profoundly influenced by social dynamics, power relations, and historical contexts. Hall accentuates the polysemic nature of representations, suggesting that they can be interpreted in multiple ways, contingent on the diverse backgrounds and perspectives of the audience. He emphasizes the contextual reception's importance, considering how the 'viewers' or 'readers' positioning, in conjunction with their access to shared codes and knowledge, and how they interpret representations. Furthermore, Hall delves into the role of representations in shaping identities, forming concepts of diversity, and either challenging or upholding dominant ideologies. By analyzing power dynamics, hegemony, and counter-hegemonic interpretations, Hall's theory underscores the intricacy and agency involved in the understanding and negotiation of cultural representations.



1.3 Related literature reviews

1.3.1 Linguistics Strategies and Representation

- Thirayut Suriya. The relationship between linguistic devices and representation of Rohingyas in Thai online media: A critical discourse analysis. Chulalongkorn University, 2017

The study employs a critical discourse analysis approach to examine how linguistic strategies are used in Thai online media to shape the portrayal of Rohingyas. It also contributes valuable insights into understanding how language is used in Thai online media to represent Rohingyas and sheds light on the potential impact it has on public perceptions towards this vulnerable community.

- Thanaporn Mookham. The Construction of Representation of Women in ASEAN

Literatures on Political Roles. Lampang Rajabhat University, 2019

This study focuses on the construction of representation of women in ASEAN literatures regarding their political roles. By examining a range of literary texts, including novels, short stories, and poems, Mookham explores the various ways in which women's political roles are constructed and represented. The research seeks to uncover the underlying ideologies, stereotypes, and power dynamics that shape these representations.

1.3.2 Vietnamese people in Thai contexts.

- Watcharawit Meesun. The immigration of Vietnamese people in Thailand:

Thai people's views on Vietnamese people in Udon Thani Province. Thammasat University, 2010.

This study shows that the representations of Vietnamese people were created and reinforced over a long period of history along the development of relations between Vietnam and Thailand, which include both positive and negative views.

- Apinya Saowakaew. Vietnamese representation in Thai society through Kieubao Banmay. Silapakorn University. 2018

The study explores Vietnamese people through the main character, who represents unity, diligence, and patience.

1.4 Objectives of the study

This study is to analyse the use of address terms in constructing Vietnamese representations through Thai daily newspapers.



2. Method

The method employed in this study involves examining address terms regarding Vietnamese people in Thai daily newspapers by using the IQ News Clipping platform. The following steps outline the methodological approach for this study:

2.1. Data Collection

The researcher will gather a representative sample of newspaper articles from Thai daily newspapers that discuss or mention the Vietnamese community by following key words: “Vietnam, Vietnamese people, Yuan, Golden Start, Viet Kieu”. These articles will be collected from the IQ News Clipping platform from September 1st 2018 to August 31st 2023, The researcher will employ a purposive sampling strategy to select articles that specifically focus on or have substantial content regarding the Vietnamese community through front-page news article only. The total news to study within 5-year period are 90 news.

2.2 Classify the Address terms

The selected articles will undergo a systematic analysis to identify and extract various words such as nouns, pronouns, nicknames, etc used to construct the representations of the Vietnamese community by adapt the concept of address terms in Discourse Analysis Theory of Dr. Chantima Angkhapanitchakij (2019)

2.3 Data Interpretation

The researcher will interpret the results based on the identified address terms and their implications for the representations of the Vietnamese community by adapting the theory of Representation of S. Hall 1997. The findings will be discussed in relation to existing literature, theories of representation, and broader socio-cultural contexts.

3. Results

3.1 Address terms regarding Vietnamese people used in Thai daily newspaper

3.1.1 Using pronouns

The use of pronouns "I", "we", "they", and "them" in newspaper articles is significant in identifying the speaker/group and connecting readers with the conveyed message. Researchers analysed 90 front-page news articles from September 1, 2018 to August 31, 2023, covering a wide range of topics from economy and politics to society and sports. The researchers found that some articles related to sports and Vietnam culture used pronouns such as "I", "we", "they", and "them" the most to present the content creator's viewpoint as example:

Example 1: การเจอเวียดนามเขาก็ดีขึ้นมาเรื่อยๆ เกมนี้คือการเจอคู่แข่งโดยตรง ทำให้เป็นเกมที่มีความกดดันสูง ดังนั้นจะพยายามทำ

ให้เต็มที่ที่สุด (คมชัดลึก , 5 ธ. ค. 2562)

Translation: Facing Vietnam this time, they got better and better. This game is the meeting with a direct competitor to make it as high-pressure game. So we need to try to do our best (Khomchadluek, December 5, 2019)

Example 2: เรา ก ลังคิดว่าเวียดนามตอนนี้อยู่ที่หนึ่งของกลุ่มแต่ระหว่างลงมาในตอนหลัง เพราะไทยจะแซงพวกเขาขึ้นไป (มติชน , 22 ธ. ค. 2564)

Translation: We think that Vietnam is currently at the top of the group but will be come down later because Thailand will surpass them. (Matichon, December 22, 2021)

The results show that in terms of sports, especially football, Vietnam is seen as a milestone for Thailand to compete with and strive to surpass. By using phrases like "the mighty Golden Star team" (ทัพดาวทอง) and “Vietnam is strong both in attack and defence” (เวียดนามแกร่งทั้ง เกม รับ รุก), the Vietnamese warriors in Thai sports newspapers is powerful and holds great significance for the Vietnamese people.

In addition, in another topic related to the personality of Vietnamese people, the phrase "them" is used to emphasize the cultural differences and unity of the Vietnamese community in Thailand, also known as "Viet Kieu".

Example 3: พุดง่าย ๆ คือพวกเขาไม่ได้แค่อดอยากหรืออยากรวย แต่พวกเขายังทำด้วยคุณค่าทางจิตใจ (มติชนสุดสัปดาห์ , 10 ก.พ. 2566)

Translation: Let's say that they don't just starve or want to get rich. They also do it with emotional value. value.(Matichon Weekend, February 10, 2023)

The word “they”(พวกเขา) in this sentence refers to a group of people who are being talked about and have good moral values, not just focusing on material wealth or riches, but also engaging in actions that have moral value. In the sentence “they don't just starve or want to get rich. They also do it with emotional value value”. The speaker means that Vietnamese people they not only have a desire for accumulating wealth or being rich, but they also engage in acts of kindness and goodness, such as helping others, seeking peace, or pursuing other spiritual values. Therefore, the word "they" in this sentence refers to individuals or a group of people who have good opinions and contribute to the spiritual well being. It is not just about being concerned with accumulating wealth or material riches alone.

In conclusion, it is common to find that pronouns such as I, we, they, and them are utilized in newspaper articles containing statements from the reporter. Almost in the sports news demonstrates the usage of "they" or "them" to refer to outgroup members but with a positive connotation. This indicates that the Thai press maintains a more favourable viewpoint towards Vietnamese individuals, and they emerge as one of the most formidable adversaries in sports.

3.1.2 Using Epithets

Some nicknames that Thai people often call Vietnam like "Nguyen", "Golden Star", "Yuan" can also be found in various articles on topics such as economy, politics, society, and sports. The different use of language will create different opinions for readers, for example:

Example 4: 'ช้างศึก' 'สั่นสายแชมป์' 'ซีเกมส์' นำก่อน 2-0 โดนเหิงชนเขี่ยร่วง (ผู้จัดการรายวัน 360 องศา, 6 ธ.ค. 2562)

Translation: The Chang Suek lost their SEA Games championship streak, taking a 2-0 lead and being knocked out by "Nguyen". (MGR 360, December 6, 2019)

Example 5: ปคบ จับ แก๊งเหิงชน " หลอกขายอุปกรณ์ประหยัดไฟฟ้าลวงโลก มติชน 24 ส.ค. 2562)

Translation: The Consumer Protection Police Division (CPPD) arrests the Nguyen group for fraudulent sale of energy-saving devices (Matichon, 24 August 2019).

Example 6: จับหนุ่ม มญวนสวม พาสปอร์ต (มติชน , 12 ต.ค. 2562)

Translation: Arrest a young Vietnamese man wearing a passport. (Matichon, October 12, 2019)

Example 7: 'ช้างศึก' 'ญูญวน' ต้องชนะ 2 ลูก (ข่าวสด 5 ธ.ค. 2562)

Translation: 'Chang Suek' fights Vietnam, must win by 2 goals (Khaosod 5 December, 2019)

Example 8: "ดาวทอง" ทีมชาติเวียดนามต้องบอกว่ากำลังอยู่ในช่วงที่ความมั่นใจสูงมาก มติชน , 3 ก.ย. 2562)

Translation: "Golden Star" the Vietnamese national team must say that they are in a period of very high confidence. (Matichon, September 3, 2020)

Example 9: พ.ศ.2549-2559 คนญวนที่มีสินทรัพย์สุทธิเกิน 30 ล้านบาท (960 ล้านบาท) ขึ้นไป มีเพิ่มถึงร้อยละ 320 ไทยรัฐ 29 พ.ค. 2563)

Translation: From 2006-2016 Yuan people with net assets exceeding \$30 million (960 million baht) or more increased by 320%. Thairath, May 29, 2020



Certain nicknames such as "Nguyen," "Golden Star," and "Yuan" are mentioned in various multi-topic articles, including economics, politics, society, and sports, indicating certain aspects. The first is the prevalence of Vietnamese people. The nickname "Nguyen" is the most common surname among Vietnamese people. This indicates the frequent presence of Vietnamese people in various fields in Thai media. However, the use of "Group of Nguyen" or "Nguyen Gang" in some articles about a group of Vietnamese immigrants in Thailand producing illegal electrical appliances for sale, this nickname appearing on newspaper pages is not a good image for the readers along with the word "Gang". The second is "Golden Star," this nickname only appears on sports newspapers, especially in football. This word can refer to the outstanding achievements of Vietnamese athletes in international tournaments, especially in sports such as athletics, badminton, volleyball, and football. This shows the recognition and pride in the sporting achievements of the Vietnamese people. The last nickname is "Yuan". The word "Yuan" (ยวน) as The Royal Institute Dictionary, 2011 edition definite that Yuan is a country and nationality located south of China, and east of Laos and Cambodia, currently known as Vietnam. Yuan is also used in Khmer language, which is used by some extremist Cambodians to derogatorily refer to Vietnamese people. (Thanh Nien News, 2014) In the past, when Thai and Vietnamese communities had conflicts, the word "Yuan" was used by Thais to mock and belittle Vietnamese people (Nguyen Ha Phuong, 2021). However, the meaning and usage of this word have caused controversy and are not ethical. Society should strive to resolve and foster understanding of diverse cultures and recognize the importance of respecting and understanding each other to create a balanced and harmonious society. Currently, the word "Yuan" is widely used in Thai media when referring to Vietnam in the context of sports as example 4 above. From the headline, "Yuan" is a term used to describe the Vietnamese team as the challenging goal for Thailand to overcome. On the other hand, in the social issue news, "Yuan" is also used to refer to illegal Vietnamese immigrants in Thailand or Vietnamese individuals who engage in unlawful activities that affect the cultural and social life in Thailand. For example, a Vietnamese man forged his passport to illegally immigrate to Thailand and engage in fraudulent activities using cryptocurrency as the example 6.

In summary, the discovery of these nicknames through various multi-topic articles demonstrates the popularity and influence of Vietnamese people in different fields in Thailand, ranging from politics, economy, society to sports.

3.1.3 Using Vietnam and words associated with 'Vietnam'

The use of the word 'Vietnam' and other words associated with 'Vietnam' can also be found in Thai newspapers. The use of these phrases not only emphasizes the national or country aspect of the person but also highlights their nationality, cultural background, or factors related to Vietnam. By using of the word 'Vietnam' and other words associated with 'Vietnam', the discourse aims to create a stronger connection to the country and emphasize the national identity of the Vietnamese people. This word can express a more comprehensive understanding of the social structure, history, culture, and unique characteristics of the Vietnamese people. In this study, it can be divided into two kinds as follows:



3.1.3.1 Vietnam

Example 10 เวียดนาม เดินนโยบายต่างประเทศได้อย่างชาญฉลาด คบกับมหาอำนาจได้อย่างราบรื่น ทุกประเทศทั้งสหรัฐฯ สหภาพยุโรป รัสเซีย จีน และอินเดีย (ไทยรัฐ 13 พ.ย. 2562)

Translation: Vietnam proceed their foreign policy wisely and superpowers smoothly with all countries including the United States, European, Russia, China, and India (Thairath 13 November 2019)

Example 11 ช้างศึกทุบเวียดนามลุ้นแชมป์ซูซูกิ คัพ ข่าวด 27 ธ.ค. 2564)

Translation: Changseuk aims to defeat Vietnam and win the Suzuki Cup championship (Khaosod, December 27, 2021)

From these sentences, the phrase "Vietnam" is used by the Thai press in two meaning, positively and negatively. The phrase "Vietnam" is used here to refer to a group of people representing the country of Vietnam, especially the Vietnamese government who has a flexible foreign policy to build a sustainable and transparent Vietnam. On the other hand, the phrase "Vietnam" is also used to refer to the Vietnamese National Team when competing internationally, especially in sports. Using the phrase "Vietnam" instead of "Vietnamese National Team" or "Golden Star" also implies the fierce challenge and competition from the Thai team in encounters with Vietnam as example 11.

However, the phrase "Vietnam" is also used in some news articles to refer to a group of Vietnamese people who engage in illegal activities.

Example 12 จับ 13 เวียดนามตั้งแก๊ง เล่นพนันออนไลน์ แนวหน้า 30 ส.ค. 2566)

Translation: 13 Vietnamese arrested for setting up online gambling gang (Naewna, August 30, 2023)

3.1.4 The words associated with 'Vietnam'

The words “Vietnamese fishing boats”, “Vietnamese people”, or “Vietnamese gang” are commonly seen in Thai newspaper articles from 2018 to 2023. These words are often used in attention-grabbing headlines about social issues to attract readers. However, upon deeply examination, most of these articles do not refer to individuals who have violated public order in Thailand only but also reflects the lifestyle of Vietnamese people.

Example 13: แก๊งเวียดนามอาละวาดเหยื่อนักท่องเที่ยวสาว (ข่าวด 21 ก.ย. 2565)

Translation: Vietnamese gang rampages victims of female tourists (Khaosod, September 21, 2022)

Example 14: จับกุมเรือประมงเวียดนาม 15 ลำ ที่ลักลอบเข้ามาทำ การประมงในน่านน้ำไทย ในระยะ 51 ไมล์ จา ปากร่องน้ำสงขลา
เดลินิวส์ 28 ส.ค. 2566)

Translation: Arrest of 15 Vietnamese fishing boats illegally entering Thai border sea within 51 miles of the Songkhla. Dailynews August 28, 2023

Example 15: สำหรับ อาหารริมถนน ชาวเวียดนามนั่งล้อมวงกินกันทั้งร้าน เดลินิวส์ 14 ส.ค. 2564)

Translation: For street food Vietnamese people sit and eat together in a circle. Dailynews August 14, 2022021

Example 16: คนเวียดนามจะไม่สามารถจ่ายค่าเฟอร์นิเจอร์ได้มากเท่าเมืองไทย ฐานเศรษฐกิจ 22 ก.พ. 2566)

Translation: Vietnamese people will not be able to pay as much for furniture as Thai (Than Settakij, 22 February 2023).

Moreover, there are also articles praising Vietnamese women as strong and hardworking, striving to make a living and create opportunities for themselves

Example 17: ผู้หญิงเวียดนามแกร่ง ขยันขันแข็ง ที่ดิ้นรน ทำมาหากินเพื่อสร้างโอกาสให้ตัวเองอยู่ในประเทศในเวลานี้
(มติชนสุดสัปดาห์ 11 ต.ค. 2562).

Translation: Vietnamese women are strong, diligent, resilient, and working hard to make a living and create opportunities for themselves in the country at present. (Matichon Weekend, October 11, 2019)

3.1.5 The words referencing Vietnamese people.

The use of phrases like "Human Trafficker," "Foreigner," and "Illegal Immigrant", "Pickpockets", "Robbers", "Instigators of Attacks", "Political Prisoners", "Political Activists", and "Criminal Gangs" portrayed in the Thai media tend to create a perception that these groups are a wave of violence associated with the Vietnamese people in general.

Example 18: จับ อีก 3 นักค้ามนุษย์ ซึ่เหยื่อจับมีพยาน ด้วย (มติชน 27 ต.ค. 2562)

Translation: 3 other human traffickers caught, pointing out the victims' involvement is Vietnamese (Matichon, 27 Oct 2019).

Example 19: พบข.น. แล่งผลงาน พบก.น. 5 แล่งชุดสืบสวนลุมพินี แล่งรอยวงจร ดิจิตัลแก๊ง นัก แซ่เวียดนามลี้ภัยกระเป๋าสต 21 ก.ย. 2565)

Translation: The Commander-in-Chief announced the achievements of the 5th Army and the Lumpini investigation team that uncovered the secret network of Vietnamese pickpockets (Khaosod, September 21, 2022).

Example 20: จับมัดมือ เท้าผู้ชิงทรัพย์ “3ญวน ” (มติชน 31 ก.ค 2562)

Translation: Tie hands and feet of 3 Vietnamese robbers (Matichon, July 31, 2019)

The use of phrases such as "Human Trafficker", "Illegal Immigrant", "Pickpockets or "Thugshugs" in current articles in Thailand has a negative impact on Vietnamese people and the society where they live. These articles mainly relate to Vietnamese people currently residing in Thailand. Furthermore, by using these negative phrases, journalists are also implying a small and limited part of certain individuals or groups of Vietnamese people in society, while failing to represent the diversity and comprehensive nature of Vietnamese people. However, the frequent publication of negative information in these articles has created a discrepancy in evaluating the current image of Vietnamese people.

In articles related to immigration of Vietnamese people in Thai newspapers, the word "foreigners" implies those who immigrate illegally and unofficially and create a strong discrimination against this group of people as well.

Example 21: พบผู้โดยสารสัญชาติเวียดนาม 16 คน ทำที่มีพิรุฐ ... โดยว่าจ้างรถยนต์ รับจ้างส่วนบุคคล ... และนัดเจอกับคนต่างด้าวสัญชาติเดียวกัน (มติชน 26 พ.ย 2563)

Translation: Found 16 Vietnamese passengers acting suspiciously...by hiring a personal car ... and meeting with foreigners of the same nationality (Matichon, November 26, 2020)

3.2 Vietnamese Representation

Through address terms choices, it can be observed that the Vietnamese Representation portrayed in Thai media can be divided into two types: positive and negative, as summarized in the following table:

Appellation	Positive representation	Negative representation
1/ Using pronounce	- Vietnamese football team is strong and powerful. - Vietnamese people is kindness and goodness people.	
2/ Using Epithet	Vietnamese football team is strong and powerful.	Vietnamese immigrants in Thailand who commit illegal acts affecting cultural and social life in Thailand.
3/ Using Vietnam words associated with 'Vietnam'	- Vietnamese government who has a flexible foreign policy to build a sustainable and transparent Vietnam. - Vietnamese is hardworking, struggling to make a living. - Vietnamese enjoy the street food. - Vietnamese don't pay much	Vietnamese immigrants in Thailand who commit illegal acts affecting cultural and social life in Thailand.
4/ Using words referencing Vietnamese people		Vietnamese immigrants in Thailand who commit illegal acts affecting cultural and social life in Thailand.

4. Discussion and Conclusion

4.1 Discussion

The study of address terms in Thai daily newspapers to construct representations of Vietnamese people raises important considerations regarding accuracy, fairness, and cultural understanding. The words choices made in Thai daily newspaper can significantly impact the portrayal of Vietnamese people and shape public perceptions. In journalistic language, accuracy and avoiding stereotypes are one crucial aspect is the need for accurate words choices that avoid perpetuating stereotypes about Vietnamese people. In today's media explosion situation, articles in the direction of sensationalism, guest sentences and lack of accuracy are increasing, which have falsified information that can have a significant impact on the reader's subconscious. (Tran Thi Thanh Van, 2014:2), which can lead to a skewed representation of Vietnamese individual.



Moreover, striking a balance between negative and positive representation is important to avoid creating a skewed image. Cultural understanding and language barriers must also be considered, making sure that vocabulary choices do not hinder readers' comprehension of Vietnamese culture (J.A. Lucy, 2001:1). Furthermore, journalists should strive to go beyond surface-level reporting and delve into the complexities and nuances of Vietnamese experiences. By incorporating diverse voices and perspectives within the Vietnamese community, newspapers can contribute to a more authentic and inclusive representation.

Overall, the address terms used in Thai daily newspapers play a significant role in shaping representations of Vietnamese people. Accuracy, fairness, cultural understanding, and inclusivity are key aspects that journalists should consider when creating these representations. By being mindful of language usage, avoiding stereotypes, and striving for balanced and comprehensive coverage, Thai newspapers can contribute to a more accurate and respectful representation of Vietnamese individuals and their diverse contributions.

4.2 Conclusion

In conclusion, there are 4 types of address terms used in Thai daily newspapers to construct Vietnamese representation, which are pronouns, epithets, words associated with 'Vietnam,' and words referencing Vietnamese people. These linguistic choices reflect four representations of Vietnamese: Vietnamese football team is strong and demonstrating excellent performance; Vietnamese people is kind, good-hearted, hardworking; Vietnamese government has flexible foreign policies; Vietnamese illegal immigrants in Thailand has done unlawful activities. These selections carry the power to shape public perception and influence the way Vietnamese people are viewed by Thai readers both in positive and negative way. Vietnamese individuals and their achievements in various fields such as business, lifestyle, sports, are highlighted, generating a sense of pride and admiration. Moreover, the traditional writings of the self-reliant Vietnamese people, the leaps and bounds in sports, and the Vietnamese government's efforts contribute to the attraction of the Thai people and international attention. There have been many research articles related to the image of Vietnamese people such as Rawinan Intrachathorn (2019:1) with the theme of Strategy reflecting society and the beauty of the Vietnamese homeland compared with the story of Hanoi in the past, ending The result of the article is a reflection of the social reality in Vietnam that still does not have many material possessions, shopping centers, entertainment venues or even public toilets. However, perhaps because of the time when the author chose to study at the time when Vietnam recovered the country after the war, the image of Vietnam that appeared was still rudimentary and poor. However, the image of industrious, frugal, industrious Vietnamese people with the will to jointly develop the country forward is one of the bright spots in the image of Vietnamese people through this article. Or recently, with the topic Preventive behavior of Vietnamese people in response to the COVID-19 pandemic by Nhan Phuc Thanh Nguyen (2020:1) has affirmed the spirit of self-discipline and high compliance with personal protection behaviors. and the community of Vietnamese people before the Covid-19 epidemic.

In contrast, in the negative view, Vietnamese people was mentioned social challenges such as theft, fraud, smuggling, and illegal immigrant are sometimes emphasized, alongside reports on controversial incidents or issues during Vietnam's development process like corruption. While these instances represent only a fraction of the overall coverage, they can potentially create a negative image of Vietnamese people.

Ultimately, the use of address terms in Thai daily newspapers plays a crucial role in shaping the perception of Vietnamese representation. By highlighting positive aspects and achievements, these newspapers contribute to a more comprehensive understanding and appreciation of Vietnam and its people.

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Mediating Role of Person-Job Fit in Person-Organization Fit's Effect on Turnover Intention: Regarding Pharmacists in Southern Thailand

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Abstract

The purpose of this study was to examine the effects of mediating individual job suitability on the effects of personal and organizational suitability on rotation intentions. The data was collected from 325 participants who were pharmacists working in public hospitals. The analysis found that personal-organizational fit had a significant positive effect on a person's work intentions and change. The analysis results show that the person-to-work fit is a complete mediator between the person-organizational fit and the intention to rotate.

Keywords: person-job fit, person-organization fit, turnover intention, work experience



1. Introduction

The World Health Organization (WHO) currently declares the COVID-19 outbreak a global "epidemic" (Al-Jumaili & Ahjel, 2020; Dzingirai et al., 2020; Sheppard et al., 2020; Songa et al., 2020; Zaidi & Hasan, 2020) continued until 2020. The 2020 outbreak continues, with the SARS-CoV-2 coronavirus causing significant deaths (Bragazzi et al., 2020), making the outbreak of COVID-19 a major public health problem worldwide (Visacri et al., 2020). Therefore, hospital pharmacists make targeted pharmaceutical care critical to improving the drug treatment levels of COVID-19 hospitalized patients, as well as participating in Evidence-based decision-making in drug use, monitoring, and evaluation of drug safety and efficacy (Songa et al., 2020). In the context of this pandemic, it is necessary to emphasize the role and responsibilities of pharmacists who is the healthcare professional most accessible to the general public (Hedima et al., 2020). There is a worldwide shortage of pharmacists in public health care services.

In the specific context of Thailand, the implementation of multiple policies by the Ministry of Public Health has resulted in challenges for pharmacists, mostly in the form of an augmented workload coupled with a scarcity of qualified pharmacists. Hence, it is imperative to augment human resources adequately. Conversely, in situations when there is a surge in workload but a limited workforce, individuals may experience heightened levels of stress, demotivation, and fatigue, ultimately leading to a desire to voluntarily terminate their employment (Mohindra & Pankaj, 2013).

Moreover, the literature review has uncovered that the notions of person-job fit (P-J fit) and person-organization fit (P-O fit) are noteworthy determinants influencing employee attrition. The existing body of research frequently identifies two distinct types of fit, namely Person-Job (P-J) fit and Person-Organization (P-O) fit. The concept of Person-Job (P-J) fit refers to the correlation between an individual's traits and the requirements of the job or duties performed in the workplace. On the other hand, Person-Organization (P-O) fit pertains to the compatibility between individuals and the organization (Kristof-Brown et al., 2005). According to Boon, Den Hartog, Boselie, and Paauwe (2011), there is a substantial negative relationship between the Person-Job fit (P-J fit) and Person-Organization fit (P-O fit) and turnover intention.

Previous research in the fields of organizational has predominantly examined the two forms of fit, namely person-job fit and person-organization fit, in isolation (Mostafa & Gould-Williams, 2014). However, there is a lack of studies that have integrated both types of fit into a comprehensive model. Furthermore, a significant portion of the existing literature has focused on investigating the effects of person-job fit (P-J fit) and person-organization fit (P-O fit) on a range of individual and organizational outcomes. (Biswas & Bhatnagar, 2013; Wheeler et al., 2007). In conducting such investigations, Thai society studies frequently examine the predictive relationship between antecedents and outcomes. Nevertheless, there has been a lack of comprehensive investigation into the impact of work experience on person-organization fit (P-O fit) and person-job fit (P-J fit), as well as the integration of P-O fit and P-J fit within a unified model, and the subsequent implications for employee turnover.

Drawing upon the reasoning and existing scholarly literature, this current work offers a dual addition. Initially, the model incorporates both the person-job fit (P-J fit) and person-organization fit (P-O fit) into a unified framework. Furthermore, this study presents a theoretical framework consisting of two steps that establish a conceptual connection between person-job (P-J) and person-organization (P-O) fit, with work experience serving as the antecedent and turnover intention as the consequence. The report represents a significant contribution to the existing body of research on the topics of fit, job experience, and turnover. The findings of this study could potentially hold significant implications for the government's efforts in addressing the issue of pharmacist's turnover intention.

2. Objectives

The primary aims of this research were to investigate the mediating role of person-job fit and person-organization fit in the association between work experience and turnover intention. Additionally, the study sought to evaluate the impact of person-job mediation on the influence of person-organizational fit on turnover intention.

3. Literature Review

3.1 Person-Organization Fit

P-J's fit theory deals with the relationship between employees and job characteristics. (Kristof-Brown, Zimmerman & Johnson, 2005). P-J fit is a motivating factor that increases employee engagement and focus. Organizational training is an important factor because P-J fit depends on a match between what employees want from the job and what they get (Noe, 2002). Leaving and contextual performance was better than P-J perceptions, Kristof-Brown, Jansen, and Colbert (2001) studied whether individuals integrate their perceptions with organizational (P-O fit), group (P-G fit), and tasks (P-J fits). They found that each type of fit had a specific effect on turnover intention.

3.2 Person-Job Fit

Kristof (1996) defines the fit between individuals and organizations broadly. It is a compatibility between an individual and an organization. The theory of P-O Fit focuses on the correspondence between personal and organizational values (Velez and Moradi, 2012). Moderation can be when individuals bring similar skills, values, and perspectives to an organization, or when individuals bring new skills, values, and perspectives unique to the organization (Kristof, 1996).

3.3 Work experience

Several researchers have regarded experience with the current organization as an essential criterion for assessing work engagement. Harter et al (2002) and Schaufeli et al (2002) recommended that only personnel with at least one year of service to their current organization be surveyed. This was because such employees would have undergone at least one iteration of evaluation, which could have influenced their perceptions of their job responsibilities. In addition, a study conducted by De Lange et al (2008) revealed the significance of staying with the company. It was discovered that long-term personnel have a positive effect on work engagement. Further, we argued that employees with a high level of experience with their current organization are more likely to wish to remain with the organization because they perceive the organizational environment to be conducive to their needs and have assimilated organizational culture effectively. Thus, it is anticipated that employees with greater tenure at the current organization will have a lower intention to leave. Therefore, it is anticipated that experience with the current organization will reinforce the negative association between work engagement and intention to leave.

3.4 Turnover intention

Turnover intention means a self-assessment based on the likelihood of leaving the organization in the future (Mobley, 1982), as well as the employee's intentions. Seeking alternatives and new job opportunities, employees desire to leave work in the near term (Tett & Meyer, 1993; Amin & Akbar, 2013; Mete, 2019). They tend to focus less on their work and have less responsibility for their work as well. Until causes problems in the organization in

recruiting new employees to work, creating challenges in working with the organization (Perryer et al., 2010). Therefore, employees are important to the organization. When employees feel dissatisfied with the organization, for example, there is no independence in work. No career development opportunities will tend to have a negative effect, until the intention of employees to resign increases (Tschopp et al., 2014).

4. Conceptual framework

The construction of the conceptual framework depicted in Figure 1 was undertaken to illustrate the interrelationships among the variables in a manner that aligns with the research purpose.

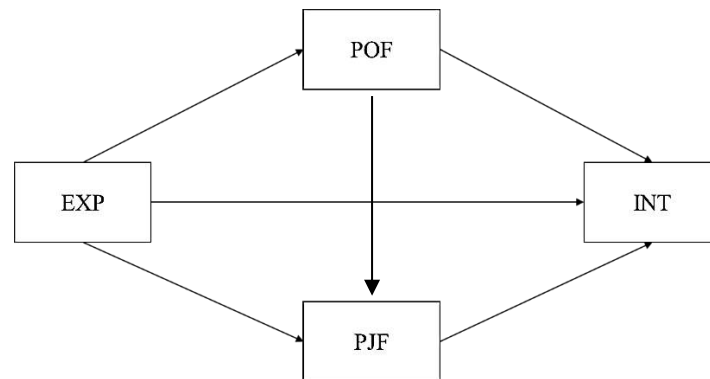


Figure 1: Proposed conceptual framework

5. Method

This study used a quantitative research methodology to investigate the primary purpose of exploring the mediating role of person-organization fit (P-O fit) and person-job fit (P-J fit). The research approach will be outlined in the following section.

5.1 Population and sample

The population of this research consists of pharmacists working in a government hospital working in the lower southern provinces. The sample consisted of government hospital pharmacists in 7 southern provinces: Satun, Phatthalung, Trang, Songkhla, Pattani, Yala, and Narathiwat. The sample for discriminant function analysis should not be less than 100 samples or 20 times the independent variable and each group should not be less than 20 samples (Hair et al., 2019). The samples were then selected using a non-proportional stratified random sampling method. Categorized according to the group of samples: those who currently work in the bureaucracy and those who used to work in the bureaucracy but have now resigned. Selected by simple random sampling from names appearing in each hospital database. The researcher collected data using questionnaires sent by mail and collected in person. The majority of the 325 samples were female (82.77%), aged between 30 and 39 (39.38%) and 40 to 49 (38.15%) years old, and had an average of 14.6 years of work experience.

5.2 Measures

The questionnaire was developed into two parts. The first part collects information about gender, age, education, and work experience. The second part used multiple scales to measure the studied variables. P-J fit was measured with 5 items from Afsar, Badir, and Khan (2015) ($\alpha = 0.81$). P-O fit was measured with 5 items from Resick, Baltes, and Shantz. (2007) ($\alpha = 0.94$). Turnover intention was measured from 4 items from Jung and Yoon (2013), ($\alpha = 0.97$). In the study, all measurements were performed on a 6-point Likert scale (1 = strongly disagree, 6 = strongly agree).

5.3 Data analysis

The data was subjected to a comprehensive statistical analysis, encompassing many fundamental measures such as frequency, percentage, mean score, standard deviation, kurtosis, skewness, and Pearson correlation. The study objectives can be addressed through the application of mediation analysis approaches utilising the R programming language.

6. Results

From data collection in this study, the researcher defined the sample group as pharmacists working in hospitals in 7 southern provinces: Trang, Satun, Phatthalung, Songkhla, Pattani, Yala, and Narathiwat. There were 325 pharmacists in total.

6.1 Basic statistical analysis results

In this section, the basic statistical analysis of the variables has 4 variables. The basic statistical analysis of the variables includes the mean, standard deviation, skewness, and kurtosis of the variables. To check the distribution of the variables, the details are shown in Table 1.

Table 1: Mean, Standard deviation, Skewness, Kurtosis, and Pearson correlation

Variables	Mean	S.D.	Skew	Kur	Correlation matrix			
EXP	15.47	8.72	0.17	-1.05	1			
PJF	4.77	1.09	-0.44	0.11	0.13 *	1		
POF	4.78	1.14	-0.48	0.21	0.25***	0.73***	1	
INT	2.82	0.76	-0.16	-0.09	-0.22***	-0.42***	-0.35***	1

From Table 1, it was found that respondents which were 325 pharmacists working in government hospitals, their work experience (EXP) had a mean average (mean) of 15.47, personal-job consistency (PJF) had a mean average of 4.77, and personal-organizational consistency (PJF) was 4.77 (POF) had a mean average of 4.78, willingness to quit the job (INT) and had a mean average of 2.82. While work experience (EXP) had a standard deviation (S.D.) equal to 8.72, (PJF) had a standard deviation (S.D.) equal to 1.09, person-organization consistency (POF) had a standard deviation equal to 1.14, and turnover intention (INT) had a standard deviation equal to 0.76.

Upon examination of the kurtosis values, it was observed that the variables EXP and INT exhibited kurtosis values that were somewhat below the expected normal distribution. Conversely, the variables PJF and POF displayed kurtosis values that were slightly above the anticipated normal distribution. Based on the observed kurtosis and skewness values, it may be concluded that all variables conform to the acceptable criteria for normal distribution.

Table 2: Path relationship between work experience, P-J fit is an intermediate variable between P-O fit and turnover intention.

Path relationship	Estimate	S.E.	t	p-value/95%CI
PJF->INT	-0.36	0.07	-4.85	<.001
POF->INT	-0.05	0.08	-0.68	0.498
EXP->INT	-0.16	0.05	-3.16	<.002
EXP->POF	0.25	0.05	4.71	<.001
EXP->PJF	0.13	0.06	2.44	.015
EXP->POF->INT	-0.01	-	-	-0.06, 0.03
EXP->PJF->INT	-0.05	-	-	-0.9, -0.01
$R^2=.20.25$, $F=27.35$, $df1=3$, $df2=321$, $p<.001$				

From Table 2, the analysis results showed that the duration of work ($c'=-.16$, $t=-3.16$, $p=.0017$) and person-job fit ($b=-.36$, $t=4.85$, $p<.001$) negatively influenced the turnover intention. The task was statistically significant. The fit between people and the organization did not affect the willingness to quit the job. ($b=-.05$, $t=-0.68$, $p=.498$) All three variables could explain the 20.25% variance in intention to quit ($R^2=.20.25$, $F=27.35$, $p<.001$). It shows that working in the organization for a long time, and the work that responds to the needs will reduce the desire to quit the job.

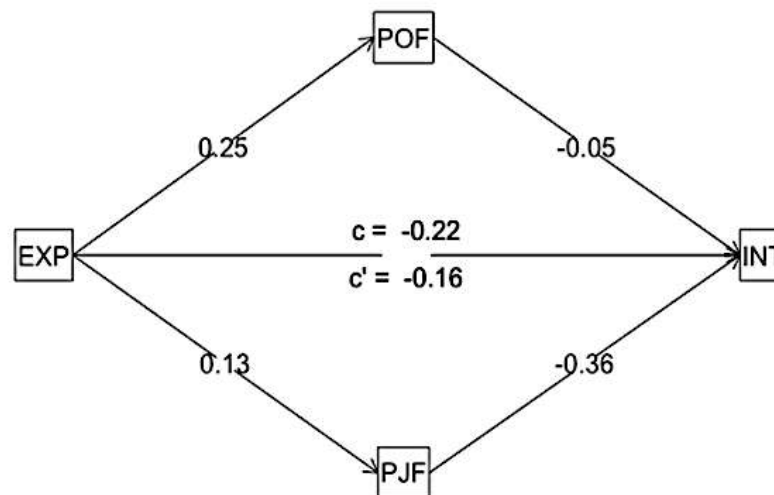


Figure 2: P-O fit and P-J fit as Mediation between work experience and turnover intention.

The analysis found that work experience had a positive effect on the fit between people and organizations. ($a1=.25$, $t=4.71$, $p<.001$) and person-job fit ($a2=.13$, $t=2.44$, $p<.001$) with statistical significance. It shows that the more you work in an organization, the more people are aligned with the organization and work. Especially the conformity with the organization tends to be more consistent with the task.

When considering the indirect effect, it was found that the influence of experience through job fit on the intention to quit the job was statistically significantly negative ($ab=-.05$, $95\%CI = -.095, -.01$), while the influence of experience through the fit between people and organizations (POF) had no statistically significant effect on the willingness to leave the job ($ab=-0.01$, $95\%CI=-0.06,0.03$). In other words, Job-Person fit is an important intermediate variable in the reduction of people's intention to leave their jobs.

However, research evidence suggests that P-O fit and P-J fit are related. (Kristof-Brown et al., 2005). Research has shown that P-J fit can be an intermediate variable between P-O fit and performance (Vogel and Feldman, 2009; Abdalla et al., 2018), which is consistent with the work of Aslan (2019) who found that P-J fit was an intermediate variable between P-O fit and job satisfaction. The researcher, therefore examined the role of being a separator variable of the fit between people and tasks. The research hypothesis is that P-J fit is an intermediate variable between P-O fit and turnover intention as shown in Table 3.

Table 3: Path relationship P-J fit is an intermediate variable between P-O fit and turnover intention.

Path relationship	Estimate	S.E.	t	p-value/95%CI
POF-PJF	0.71	0.04	19.46	<.001
POF-INT	-0.07	0.05	-1.43	.155
PJF-INT	-0.24	0.05	-4.55	<.001
POF->PJF->INT	-0.17	-	-	-0.25, -0.09
$R^2 = 0.17.64$ $F = 35.03$, $df1 = 2$ $df2 = 322$, $p < .001$				

The test results showed that the P-O fit had a statistically significant positive effect on the P-J fit. ($a = .71$, $t = 19.46$, $p < .001$) and found that it indirectly affects the intention to quit work through P-J fit with statistical significance ($ab = -0.17$, $95\%CI = -0.25, -0.09$). However, it did not find a direct effect on the intention to leave as in the previous test ($c' = -0.07$, $t = -1.43$, $p = 0.155$). From this test, the P-J fit was the variable completely mediation between P-O fit and intention to quit the job. This means that the person-organizational fit reduces the willingness to resign through the person-job fit.

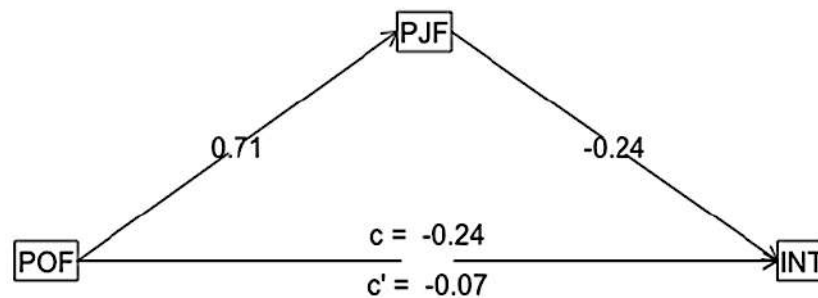


Fig 3: Mediating role of person-job in the relationship between person-organization and turnover intention

6.2 Discussion and Conclusion

This study aimed to determine whether personal-job fit played a mediating role in the effect of personal-organizational fit on the intention to leave a job. For this purpose, data collected from 325 people was analyzed.

From the results of the analysis, it was found that work experience has an arithmetic mean, standard deviation, skewness, and kurtosis than all three variables: person-job fit, person-organization fit, and turnover intention. It was found that work experience has a positive effect on person-job fit and person-organization fit and organization with statistical significance. It shows that the more you work in an organization, the more people will be person-job fit and person-organization fit. Especially, person-organization fit is more likely than person-job fit.

In addition, as a result of the analysis, it is seen that person-organization fit has a positive effect on turnover intention and person-job fit. These findings are consistent with the results of studies examining the relationship between personal-organizational fit and turnover intention (Demir et al., 2015; Saufi. et al., 2020) and person-job fit and person-organization fit (Saleem et al., 2021; Saufi et al., 2020; Yang, Pu & Guan, 2019). These findings show that person-organization fit affects turnover intention. In the analysis conducted to determine the relationship between personal-job fit and turnover intention. It was seen that the person-job fit positively affects turnover intention. These findings are consistent with the results of studies examining the relationship between personal-job fit and turnover intention (Nur Iplik et al., 2011; Mathis & Jackson, 2003). These shows that person-organization fit affect the turnover intention.

In the mediation analysis, it was found that the influence of work experience through person-job fit on turnover intention was negatively influenced. While the influence of work experience through person-organization fit did not affect the turnover intention. Include, person-job fit is a mediation variable of person-organization fit and turnover intention. It was found that person-organization fit had a positive effect on person-job fit and was also found to have an indirect effect on turnover intention through person-job fit but was not found to have a direct effect on turnover intention, indicating that person-job fit is a complete mediation variable between person-organization fit and turnover intention. This finding shows that person-job fit has both a direct and an indirect effect on the impact of person-organization fit on turnover intention.

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Engaging Participants Activities Support Actual Majority (PASAM) Model with EFL Learners for Reading Skills Improvement in Digital Environment

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Abstract

This study was to observe engaging participants activities support actual majority (PASAM) model with EFL learners for reading skills improvement in digital environment. This learning model was created as an option in reading class for EFL learners who familiar with social networking in their daily lives. The model was applied for 30 students who enrolled a Critical Reading class in the first semester of 2023 academic year at Khon Kaen Wittayayon School. The designed tasks, sought out from reliable sources, were made up of authentic materials with 30 multiple-choice items that were set for the participants to complete. The learners were interviewed, informed about reading strategies, familiarized with various reading texts. Then the learners were guided to handle digital devices, to find the social network platforms, to connect to practical applications, to intercommunicate with their classmates, to share information, and to perform tasks on hourly school meetings. The participants had to carry out their mediated tasks on the platforms set for eight school hours. Then the scores were collected, analyzed and compared to regard as their learning improvement. The result showed that the outcome had onward moved by engaging participants activities support actual majority (PASAM) model for reading skills improvement in digital environment.

Keywords: PASAM model, reading skills, digital environment



1. Chapter 1 Introduction

English has long been introduced to school around the world as it is used as the language for intercommunication, involving information exchanged among the global populations. One way to be able to communicate effectively, students need to be good readers.

Sattar and Salehi (2014) stated that EFL learners need to read large quantities of authentic materials in order to be able to read for communication. Reading skills is a lifelong activity that everyone has done daily. If the teachers want their students to learn to read well, they should find a way to encourage them to read for knowledge and pleasure simultaneously (Baba, 2017).

Reading is the important skill and the most significant activity used in both school and daily life (Saa'id & Wahab, 2014). Reading helps readers to gain knowledge and information that come from different sources and platforms. Reading is a way of thinking, evaluating, judging, imagining, reasoning and problem-solving (Okasha, 2020). Reading proficiency is the most fundamental skill for academic learning and success in school (Kucukoglu, 2013).

Reading is an interactive process (Nur, 2017) in which readers construct a meaningful representation of text using effecting reading strategies (Gilakjani, 2016). Beside K (2021) stated that reading skills are essential for academic success as it involves imagination what the words describe, understand the context of the books and being able to answer questions related to the text as well as Young (2014) mentioned that reading is the solution for vocabulary improvement, clarifying main idea, distinguishing facts from opinion, and critical thinking engagement.

Reading strategies are considered needed skills that have received special attention from educators and school teachers who are concerned with development students' reading performance. Kaya (2015) suggested teachers to focus on language development as well as reading strategies practice.

Reading strategies also play important stage to engage students into learning. Classic reading strategies that introduced in this study were: finding word meaning, skimming, scanning, author's purpose and attitude, sources, audience or targets, abbreviation, acronym, metonym and synecdoche, and some grammar points.

Reading tasks are conducted to help students learn languages through reading activities. Eisterhold (2003 as cited in Gilakjani, 2016) asserted that extensive reading activities can be beneficial for learners as they help learners to become more self-directed while searching for meanings provided.

Learning model is one way that can engage students to learn reading skill. Learning model in this study was Participants Activities Support Actual Majority (PASAM) model which was created as EFL learning model to improve reading performance.

The term participants activities were: employing reading strategies, reading texts, reading activities, digital devices, social network platforms, connect to practical applications.



Support in this study was the way learners intercommunicate with teachers, to share information and to perform mediate school tasks which help them to learn and did well in their tasks. When school students learned about something, they like to share among their classmates. This kept them motivated (Gaban, 2022).

Actual majority, in this study, the word actual which means currently existing and the word majority refers to the whole group of students so these two words means the greater numbers of learners who conducted well in school tasks that made extensive resulted.

Reading skill refers to the ability to read, comprehend and interpret written words.

Improvement means score obtained from doing task to get better.

Digital environment means using digital devices to do school tasks communicate to one another.

Students have familiarized themselves with electronic devices since the community encountered the severe acute respiratory syndrome coronavirus 2 (SAR-CoV-2). On those days school authorities had issued school workers and students to stay at home and perform their duties via internet access.

Various kinds of texts had been searched out and school works had been designed as tasks and used as authentic materials for EFL classes. The materials had a positive effect on learners motivation, cultural background, and reach to the real world (Parmawati, 2017).

The tasks contained 30 items of multiple-choice style were uploaded onto the media platforms. The school teachers and learners had to communicate through social media.

As the community residents learned how to deal with the virus, school officials had issued school workers and students to come and perform their duties at school ground again. Consequently, the behaviors of using electronic devices have developed ever since for both parties.

Using electronic devices has been convenient for teacher to design tasks, consult the experts, upload the tasks onto the platforms as well as grade the tasks.

It has been simple for teachers to do and make some points of the tasks suitable for each meeting group. For school students, using electronic devices has been part of their life styles. They have familiarized themselves to the devices long before the pandemic came to the region. Smythe (2019) supported the idea of introducing electronic devices into class as the devices give students opportunities to explore the world outside classrooms. Smythe mentioned that the electronic devices help to foster meaningful conversation, promote better learning, create a democratic atmosphere, reduce physical load, boost self-confidence and are environment friendly.

This study aimed to observe engaging participants activities support actual majority (PASAM) model with EFL learners for reading skill improvement in digital environment.



2. Method

This study was conducted as classroom action research and focused on teaching and learning activities in a classroom. The teacher wanted invent the model used in a reading class that concerned students reading skills improvement in digital environment.

2.1 Participants: were 30 students who took Critical Reading as an additional subject at Khon Kaen Wittayayon School in the first semester of 2023 academic year which last eight hours of twenty weeks for a semester.

2.2 Instruments: this study used interview, behavioral observation, and task score that used to indicate learners' progressiveness.

The interview part was used to collect their interests on what topics the participants wanted to explore in their schoolwork. The topics related to what was required from the national core curriculum.

The behavioral observation used to record participants behaviors during the class. Some students attended class regularly while some who accustomed to the stay-at-home learning would prefer to be outside of the classroom. This caused a problem for them at the beginning of the school day. Later on, they had learned to be self-discipline and focus on learning.

The learners' behaviors also matched up with approval characteristics that school district required. Students had to be honest while doing the task, self-discipline, pursue learning, work commitment, localization. When the outcome of each task was done, they learned to be self-sufficiency learner. For being patriotism, religious devotion, monarch royalty and service minded were informed on homeroom hour or before class.

The tasks concerned topics of national curriculum which promote various kinds of texts and follow current regional and global affairs from many sources and platforms. Those topics were selected and made up as 30 items of multiple-choice questions, consulted the experts and uploaded and stored onto Socrative application

The tasks were tried out on 45 students who took the very first chance of the school hour. Then some parts of the particular task would be adapted a little for the next classroom meet with 30 participants group. The adaptation maintained within the same or related text.

The task scores of each participant were recorded, analyzed and compared. The higher score gained each hourly meet told the students' progressiveness.

2.3 Procedure: The instructional tasks were uploaded and stored onto Socrative platform. The menus on the application provided users to create tasks, set up the rooms and to launch the tasks. The tasks were provided during school meets when learners were required to log in. One option was to check class attention, the other were check learners' performance. When students had finished each task, the scores would appear on their devices. This was much stimulated their task engagement.

The line application was also used for this study as students and teacher had to communicate to one another. One way to promote learners' performance was to let them have their own community (Romeo, 2021) so that they could get to know each other and shared what they had learned during and after class.



Some images were put onto the items that contained cross cultural matter and international terms. The images and figures helped students learn and came across what the test were all about. These also helped creating relaxing learning atmosphere as they could see interesting images while they were working.

How PASAM model was used in this study:

Firstly, participants activities: participants took part in selecting the topics they wanted to study. This impressed and felt important as they were welcomed to be part of the course-tasks decision.

The topics were: 1) Environmental issues include animal dwellings, animal habits and food, animal and plants endanger species, weather, global warming, natural disasters, waste management, famine effecting, etc. 2) Places include tourist attractions and destinations, cultural events, outing habits, food industries, lifestyles, entertaining venues, etc. 3) people which are political and historical figures, outstanding professionals, entertaining and celebrities, medical discoveries and services, information preferences, military coup, etc. 4) Technology and scientific discoveries, online relating activities, etc. To expertise to those topics mentioned, students had to engage in many vocabularies on their mind. Vocabulary plays a big role in understanding reading English texts.

Pre-reading: hours before the school hours, some clips that concerned the topics were sent to students via the line application. Participants were allowed to watch the clips and familiarize themselves with particular issues. Participants could identify topic details of what they would do. Watching clips before class helps learners learn more effective as CrowdWisdom (2017) mentioned that learners can remember well via visual audio content.

Secondly, support: as mentioned previously that learners took parts in selecting topics for the class, they could choose the one they really interested in for teacher to design tasks.

While-reading: engaged students with some reading strategies such as skimming as to find important idea and title, scanning as to find more detail about dates, numbers, people, places, names, reviews on author's purpose and attitude, the audience, and more. This part, participants were welcomed to support their classmates as to intercommunicate among their peers via line application. They could exchange information, review on reading strategies, seek or give advice about the text. This part promotes speaking, listening, writing into reading skills. For those who needed help with some language understanding could communicate and reach out to teacher via the platform or in person.

Thirdly: actual majority which could be clarified in:

Post-reading: learners or actual majority, were come up with what had been read. They were encouraged to retell what they had learned. They could share some information they picked up from the task among their classmates. Learners and teacher could share some feedbacks concerned reading skills.

Asking and answering short questions were recommended after the task. Learners could share some information as well as engage another learning skills along with reading.

Further activities recommended to do were some pieces of writing. For example, students could share favorite words or sentence. The post-reading part were uploaded onto the media so that learners could see theirs and their peers' performance. For those who did not like being seen on the media could present their works to classmate or to the teacher in person.



2.4 Data collection: the interview part was used to know the issues that match the students need. The behavior observation was used to check class attending. The task scores of each participant were recorded, analyzed and compared to see their progress.

2.5 Data analysis: The interview part was welcomed by learners as what they wanted to learn the topics they voted for. The class attendance part was closely observed and checked. the scores of reading comprehension tasks of each school meet were collected and computed to determine total scores, and percentages. These scores and percentages were compared from the first to the eight-school meet.

3. Results

From some parts of the interviewees, the provided topics were all satisfied by learners. Most of the topics concerned current issues that students could follow from social media. There were some topics that concerned arts, culture, and political issues that students needed some time to work on.

Participants in this study were admirably disciplined. They had a few struggling with finding, logging in the platforms and devices on the very first meet but that encouraged them to be more concentrated and employed on self and time management.

The result of the study of reading skills improvement grew gradually. As showed on figure 1 and 2 below, the scores were critically in small degree on the beginning of the study. There were some times that the learning process was hindered by some obstacles. They very first hours of school weeks were distracted by learners' behaviors. Some students had a trouble logging in on a required application which they did not familiar with. Others suffered with the menus provided on the application. Humoredly, classmates played a grand part n these problems.

As learners had accustomed to using the electronic devices, the platforms, and the internet access, reading activities went normally on the later school meets.

While some students did not attend class log in on schedule set, they had to follow their classmates by redoing the task in a special room or time provided. The task was launched along with another group and the task had to be done completely. The higher scores of the same users were recorded to compare the performer progress. When students familiarized with reading strategies and texts, they performed well on the later task. The figure shows the scores went stably high on the later hours.

Figure 1 shows total score and the scores collected from the 1st-8th hour.

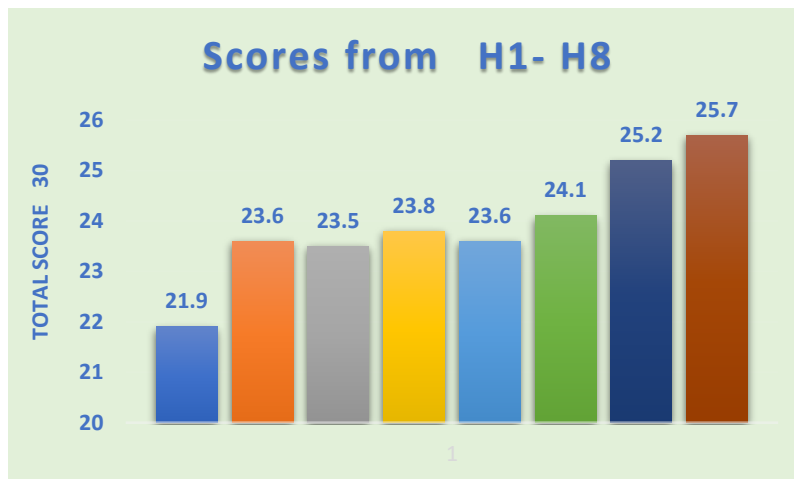
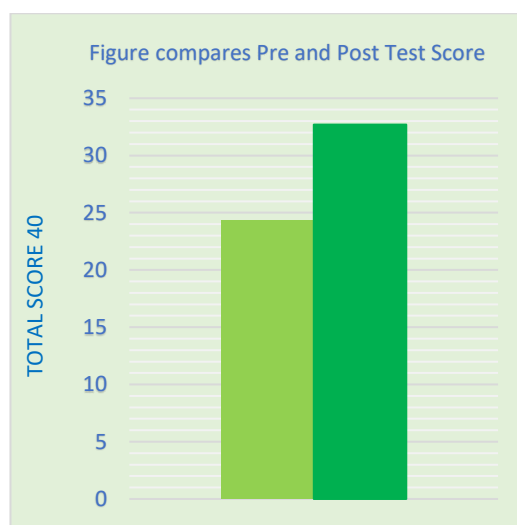


Figure 2 compares Pre-Test score and Post-Test score



4. Discussion and Conclusion

Reading skill improvement can be fulfilled by providing learners to various kinds of texts that they need to learn as well as the current issues that learner familiar with on social media in tier daily lives. To access to school activities can be various ways. They can learn during school hour or follow up with other groups who take a later class or redo the task on their convenience. Reading behaviors can happen anywhere.

Reading topics can be selected carefully by both teacher and learners. Some topics that concern delicate details should be well-guided. Some topics that are benefitable and inspirable in leaners reading improvement can be introduced.



Intercommunication via social media should be critically concerned. Language usage during the class should be closely conducted. Learners should be allowed to communicate freely and academically command.

Learning activities during the class should be flexible. Approval characteristic like being honest, self-discipline, work commitment, pursue learning, service-minded, localization should be included during the class while patriotism, religion devotion, monarch loyalty should be reviewed before class or during homeroom meeting.

There have been various ways to engage students in learning English language and improve reading skill. They can 1) read a great number of books, articles appear on the press, and social media, 2) follow the media through internet access or television broadcast to follow current affairs as the issues are likely to use and construct as school tasks, 3) share information among friends or post some on internet websites, 4) interact with foreigners, language trainers, or school mates who have strong language background, 5) participate in language activities both in and outside school ground, 6) involve in many kinds of local events that learners are able to practice language.

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The Development of Reading Instructional (PASAR) Model based on Task-based Language Teaching Approach to Enhance Reading Comprehension for Grade 10 Students

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Abstract

The purposes of this study were to 1) analyze the fundamental data concerning the current reading comprehension levels and difficulties faced by Grade 10 students, 2) design a PASAR reading instructional model, utilizing a task-based language teaching approach, aimed at enhancing Grade 10 students' reading comprehension to meet or exceed a proficiency and efficiency benchmark of 80/80, 3) implement the developed PASAR model in a real classroom setting, evaluating its applicability and receptiveness among Grade 10 students; and 4) systematically evaluate the effectiveness of the PASAR model using pre-determined metrics and refine it to optimize learning outcomes and instructional efficacy. The subjects were 30 grade 10 EFL students studying in Pisanpunawittaya school who studied in the first semester of academic year 2023.

The experiment took place during a period of 11 weeks. The research instruments consisted of 1) the 10 lesson plans using this model and a teacher's manual, 2) the assessment tool consisting of English reading comprehension ability test and 3) a questionnaire used for measuring students' opinions toward the model. The t-test was used to analyze the data in order to measure the students' English reading comprehension abilities before and after using this model. In addition, the mean and standard deviation of items were used to evaluate students' opinions toward the model constructed.

The results of the study were as follows:

The students and personnel involved revealed the needs for the model with varieties of methods and interesting contents. PASAR Model consisted of 5 steps. The average efficiency score of the model constructed was 84.76 percent; whereas, that of the posttest was 83.50 percent. This means that this model were highly effective. The students' reading comprehension abilities after studying this model were significantly higher than that before studying with the model constructed at 0.01 level. The students' opinions toward the model constructed were at high level.

Keywords: Instructional model, Task-based language teaching, Reading comprehension

1. Introduction

Reading is an essential skill for success in real life. Reading is one of the four necessary important language skills for those learning English as a second of foreign language for academic success, and for professional development (Habok and Magyar, 2019: 1-39). Reading is one of the four crucial in English language and this is especially crucial for Thailand as Thailand is a country that uses English as a foreign language (EFL). This means that despite Thai students having to undergo their education in the local medium of instruction, students in all level of education; primary, secondary or university will still have to access texts, journals and course books in English in order to have a wider knowledge of understanding in their respective field, as well as to remain competitive internationally. However, research shows that Thailand learners' reading habits have pointed out that reading is not only a valuable skill, but also an essential skill for Thai students (Chuttiwat, 2000: 1 and Mclean and Rouault, 2017: 92-106).

One other problem in reading for Thai students, especially when reading is in a foreign language and in an academic setting is that, they are not motivated enough to read (Tara, 2014 and Chaisarn, 2016). The teaching and learning methods are not to promote self-reading, do not help to create comprehension of the subject read as well – as it focuses on memorizing content rather than reading for comprehension. (Chanraninprom, 2018: 3).

Task-based learning is a flourishing method which can compensate for the weaknesses of the Communicative Language Teaching (Klapper, 2003). Task-based learning provides learner with an active role in participating and creating the activities, and consequently increases their motivation for learning. Task-based learning offers more opportunities for the students to display their thinking though their actions and also improve their comprehensive reading skills. It allows the students to use the knowledge they have learned and apply it productively in the task context procedural knowledge (Solares, 2006).

Task is taken as a goal-oriented activity which has a clear purpose and which involves achievement an outcome, creating a final product that can be appreciated by others. In order to acquire the target language effectively, learners need to engage actively in processing the meaning of whatever they hear and read. A variety of tasks can be designed to motivate and give learners a purpose for processing the meaning and accomplishing a desired end or product. Task-based learning can improve students' reading skill (Willis 1996 and Ellis 2003). Thus, the purpose of this study is to develop the reading instructional (PASAR) model based on task-based language teaching approach to enhance reading comprehension. Therefore, the present study determines to develop the reading instructional (PASAR) model based on task-based language teaching approach to enhance reading comprehension for grade 10 EFL students.

1.1 Research objectives

1. To analyze the fundamental data concerning the current reading comprehension levels and difficulties faced by Grade 10 students.
2. To design a PASAR reading instructional model, utilizing a task-based language teaching approach, aimed at enhancing Grade 10 students' reading comprehension to meet or exceed a proficiency and efficiency benchmark of 80/80.
3. To implement the developed PASAR model in a real classroom setting, evaluating its applicability and receptiveness among Grade 10 students.
4. To systematically evaluate the effectiveness of the PASAR model using pre-determined metrics and refine it to optimize learning outcomes and instructional efficacy.

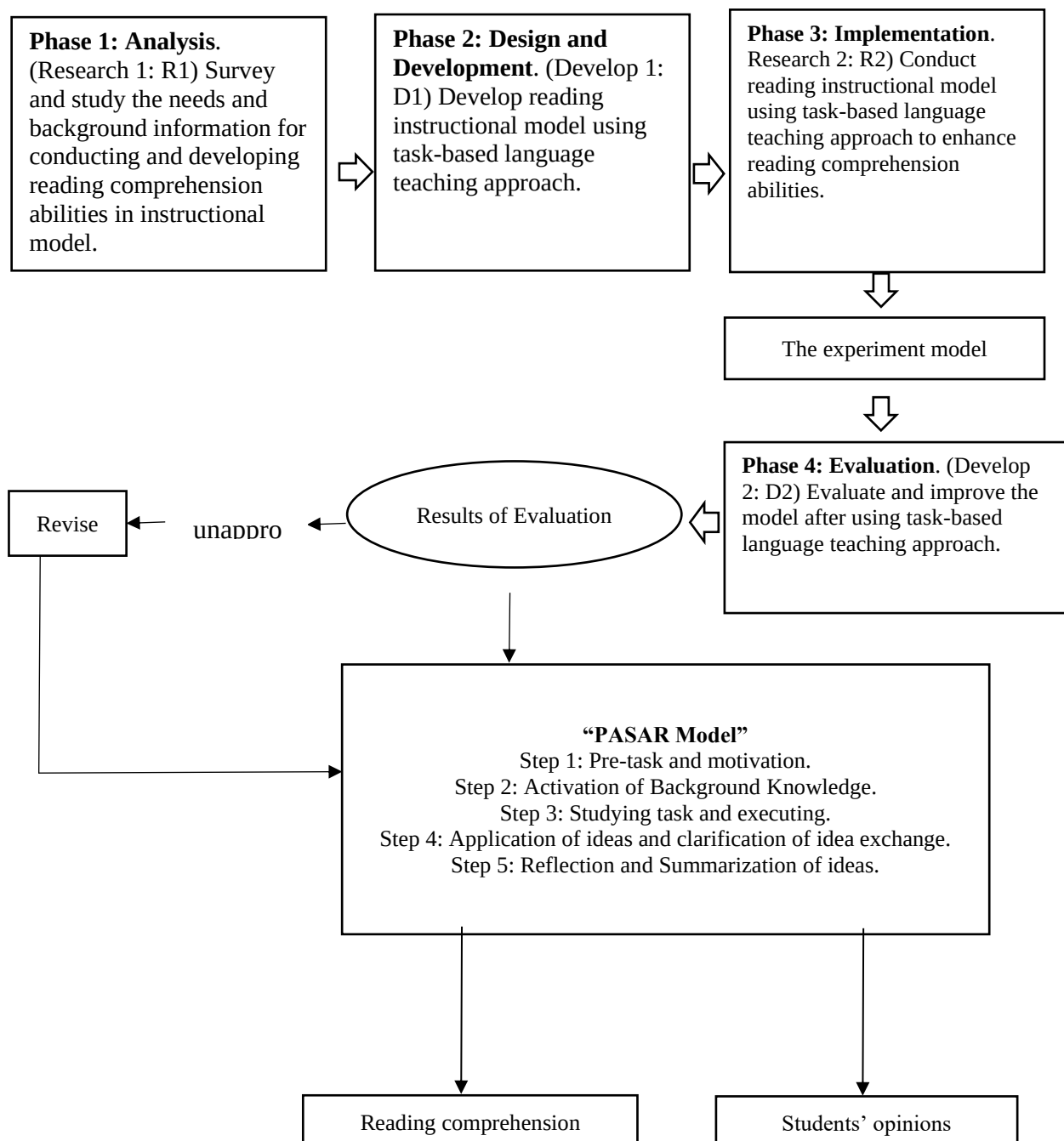
1.2 Literature Review

Task-based learning

Task-based learning is taken as a goal-oriented activity which has a clear purpose and involves achievement of an outcome, creating a final product that can be appreciated by others. In order to acquire the target language effectively, learners need to engage actively in processing the meaning of whatever they hear and read (Willis & Willis, 2013). A variety of tasks can be designed to motivate and give learners a purpose for processing the meaning and accomplishing a desired end or product. Task-based learning can improve students' reading skill and students' analytical thinking (Willis 1996 and Ellis 2003).

This study follows the concepts and frameworks provided by 5 steps;

Research Framework



2. Method

Research Methodology

The present study was conducted using a mixed method approach to collect both qualitative and quantitative data to gain and interpret them according to the research objectives.

Population

The research population was 58 students who were studying in Grade 10 classes in the first semester of academic year 2023 at Pisanpunhawittaya school, Khon Kaen province.

Sample

The sample was 30 Grade 10 EFL students who were drawn from cluster random sampling using the classroom as a random unit which the school organizes classroom for mixed abilities of the students.

The research tools

1. 10 reading learning lesson plans were created by using task-based learning management of two hours for each plan, totalling 11 weeks.

2. The reading skill test is a multiple-choices test with four choices of forty questions that was used as the pre-test and the post-test.

To create an reading comprehension skill test, the researcher had processes as followed; 1) studying concepts on how to create the comprehensive reading skill test, 2) studying measurement and evaluation in Core Curriculum for Basic Education Curriculum 2008, 3) analysing the content and purposes of learning and creating the comprehensive reading skill test which was a multiple choice test with 50 items covering four options and the content is consistent with purposes of learning, 4) offering the test to the experts to check the correctness and to evaluate the content validity considering the consistency of the test with the purpose of learning, 5) trying out the test with 30 Grade 10 students (none-target group) to analyse difficulty (p) and discrimination (r), and then selecting 40 items of difficulty value between 0.47 – 0.70 and the discrimination (r) between 0.21-0.62 and testing the reliability of the test by using a formula of KR 20 Kuder Richardson which had a confidence factor of 0.90. and 6) using the test with the sample.

3. A questionnaire of students' opinions on the learning method of task-based learning, it consisted of a five-level estimation of ten items.

The development and find the quality of tools

Step 1: Study about the core curriculum of basic education (analytical reading): how to teach task-based learning lesson plan. Creating a measurement tool to measure comprehensive reading skills and creating a questionnaire.

Step 2: Create five comprehensive reading learning lesson plans that their contents were based on students' need analysis, forty multiple choice comprehensive reading skill test, and a ten question questionnaire. It is characterized as a 'Rating Scale' of five levels.

Step 3: Present a tool to five experts who are experts for organizing learning activities, content, educational measurement and evaluation (validate and content validity); and the results of the experts' assessment were used to find the conformity index (index of item objective congruence: IOC) by using three-level assessment criteria from (Nillapun, 2015: 177) are as follows – the consistency index of all three tools is 1.00.

Step 4: Use lesson plans and to try out on more none-target group.

Step 5: Create a multiple choice comprehensive reading skill test and present to five experts to check the correctness and to evaluate the content validity considering the consistency of the test with the purpose of learning.

Step 6: Use the English comprehensive reading skill test to try out on none-target group to select an effective test. The comprehensive reading skill test had a difficulty (p) between 0.47 – 0.70 and the discriminant power (r) between 0.21-0.62.

Step 7: Take the comprehensive reading skill test. Find the confidence value (reliability) using Kuder and Richarder's formula KR-20 (Nillapun, 2015: 182) which had a confidence factor of 0.90.

Step 8: Collect the information on the target group.

The researcher administered the pre-test to the students. The duration of the test was 60 minutes. The teacher as a researcher taught the students by using comprehensive reading learning lesson plans of task-based learning. The researcher administered the post-test and a questionnaire to the students.

Data and statistical analysis

1. Analyse students' reading skill from the skill test in comprehensive reading. The mean and standard deviation were used to compare the mean of the pre-study and post-study scores. Implemented with t-test dependent.

2. Analyse the opinions of students from the student opinion questionnaire toward Task-based learning using mean and standard deviation.

3. Results

1. The students and personnel involved revealed the needs for the model with varieties of methods and interesting contents. The components of the Reading Instructional Model comprised four components, namely; 1) Principle 2) Objective 3) Learning teaching procedures, and 4) Evaluation.

2. The reading instructional model using task-based language teaching approach to enhance reading abilities is effective and has the assigned criteria of 84.76 /83.50. It means the efficiency of the Reading Instructional Model using Task-based Language Teaching Approach was a good model. The Model was so called, "**PASAR Model**" consisted of five steps and are discussed as follows:

Step 1: Pre-task and motivation. (P) – the teacher prepares students about the topic, contents, and context that learner will encounter. Students are activated to use their background knowledge to create their ideas. Students work cooperatively to share their ideas.

Step 2: Activation of Background Knowledge. (A) – the student cooperate to review their ideas and create their new ideas.

Step 3: Study task and Executing. (S) – the student cooperate to study task and students do the task individually, pair-work, or group-work. They complete the tasks and plan to report their outcomes or products to the class.

Step 4: Application of ideas and clarification of idea exchange. (A) – the student apply to use their new idea in the task and cooperate to clarify their idea exchange from the tasks.

Step 5: Reflection and Summarization of ideas. (R) – teacher and students together evaluate and reflect the results after doing task/activities by asking the representative to report the outcome or products of the tasks while teacher provides feedback to the students by giving advice and evaluate students' work. Students create their own product from the task.

3. The comprehensive reading abilities of the sample group

3.1 The comprehensive reading abilities of the sample group from the reading comprehensive test before and after the Reading Instructional Model were significantly different at .01.

Table 1: The progress of the students' comprehensive reading abilities.

Reading comprehensive test	$\bar{x}$	S.D.	$\bar{D}$	S.D.(D)	t
Pre-test 40	15.9000	5.5223	17.7000	4.5497	21.308**
Post-test 40	33.6000	3.3280			

3.2 The results showed that students had positive attitudes the Reading Instructional Model as the table below.

Table 2: The students' opinion toward the reading instructional model based on task-based language teaching approach.

Evaluation report	$\bar{x}$	S.D.	Interpret
1. Teacher			
1.1 Teachers' teaching preparation.	4.71	0.45	highest
1.2 Teachers' clear learning objectives.	4.58	0.49	highest
1.3 Teacher gives students opportunities to ask questions.	4.54	0.57	highest
total	4.62	0.68	highest
2. Content			
2.1 Content taught is modern and practical.	4.54	0.57	highest
2.2 Content is appropriate. Not too easy.	4.62	0.48	highest
2.3 Content is clearly explained.	4.54	0.49	highest
total	4.58	0.48	highest
3. Activities			
3.1 Teaching and learning activities are consistent with the objectives.	4.54	0.49	highest
3.2 Fun and interesting learning activities.	4.37	0.63	high
3.3 Facilitation. Advise while doing activities.	4.29	0.54	high
total	4.42	0.49	high
Total all	4.53	0.54	highest

Table 2 presents the results of the opinions of students toward learning by the reading instructional model based on task-based language teaching approach were at the highest agreement level ($\bar{x} = 4.53$, S.D. = 0.54).

4. Discussion and Conclusion

1. The components of the Reading Instructional Model comprised four components, namely; 1) Principle 2) Objective 3) Learning teaching procedures, and 4) Evaluation. The Model was called “**PASAR Model**”, Pre-task and motivation. (P), Activation of Background Knowledge. (A), Study task and Executing. (S), Application of ideas and clarification of idea exchange. (A), and Reflection and Summarization of ideas. (R).

2. The findings after the experiment revealed that the efficiency of the Reading Instructional Model met the assign criterion 80/80 and was considered an effective model. This was because the Reading Instructional Model called “**PASAR Model**” was developed based on the analysis and synthesis from the curriculum, related theories and related researches. Moreover, needs analysis was employed to gather basic information for the instruction. The researcher interviewed the English teachers and students. Then, the questionnaire on needs analysis was administered to seek topics needed for learners to learn English.

3. The findings of the study as follow;

3.1 The findings of the study revealed that the posttest scores of the reading comprehension test was higher than the pre-test scores and were statistically significant at the level of $p < .01$. The students' performance in reading comprehension was positively affected and they were able to reproduce more ideas from the text in question. Another reason helps explain the higher scores of the students' performance is the Reading Instructional Model was developed based on the Task-based language approach (TBLT) is which considered a branch of CLT focusing on the use of authentic language and on asking students to do meaningful tasks using the target language.

3.2 The findings of the study revealed that the experiment group has a positive opinions towards the Reading Instructional Model. This can be explained that Reading Instructional Model is developed systematically by employing the need analysis where the first steps to do a research. The relevant topics are not too difficult for students to understand. It was an authentic text where students could understand and had their schema knowledge before reading the texts. According to Nunan (1991: 279-295), authentic texts are the features of CLT. Besides to the topic interest, the students had a positive feeling of satisfaction toward the Reading Instructional Model. It was consistent to the concept of Kaochan (2003:40) who said that “The positive feeling entails motivation in work or enthusiastic toward the work which can affect the successful of the organization”. The Reading Instructional Model can create cooperative learning and team work. Cooperative learning reveals that cooperative learning not only motivate students to remain on task and improve the management of the follow-up activities but also encourage and support instructionally relevant dialogue between classmates on learning tasks (Slavin, 1987).

The activities gives students the opportunity to read with the aim of finding answers to questions. It is also suitable and adaptable for the age of the learners. Students take notes of the information they have obtained from reading by recording a Mind map, based on their own understanding and conclusion. It allows students to organize their thoughts into a sequence of ideas about what is being read whilst also being able to convey the ideas. It can be seen that Task-based learning is a learning method that has clear steps that learners understand and can easily follow. Besides, a variety of tasks can be designed to motivate and give learners a purpose for processing the meaning and accomplishing a desired end or product. Task-based learning can improve students' reading skills.

Suggestions for bringing research results into use:

1. To organize learning activities by Task-based learning, teachers should choose reading texts that are appropriate to the students and those that can be applied in daily life. They should also be short in length because it will make the students be more attention-driven and enthusiastic about their studies.
2. Before organizing learning activities, the instructor should explain Task-based learning in detail in the first learning lesson plan. When the students are tasked in the next learning lesson plan, they will already understand and be able to do it by themselves.
3. Teachers should create a challenging atmosphere in the classroom, promoting students to express their opinions freely. During learning activities, positive reinforcement should be made to stimulate learners' enthusiasm.

Suggestions for further research

1. In following research, other dependent variable associated with advanced reading such as analytical reading, or reading for evaluation etc., should be considered.
2. The research study could be implemented with students of other levels.

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The initial step in determining the status of multiple languages employed in Cham Pa society is through the examination of locations in Quang Nam Province

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Abstract

The history of the Vietnamese language reveals that Vietnam's original inhabitants belonged to the Austroasiatic linguistic group. Due to successive waves of contact, the linguistic strata have become intricately entwined, making differentiation challenging. To delve into this matter, our focus turns to Quang Nam, a region that provides insights into cultural and linguistic layers predating Vietnam's expansion. Evidently demonstrated in the nomenclature of places, the coexistence of Mon Khmer and Austronesian languages echoes a time before Vietnamese annexation.

Drawing from historical and archaeological investigations within Quang Nam province, it becomes evident that the initial contact language corresponds to the Austronesian family. Consequently, in our quest to grasp the extent of multilingualism within Champa society, we must harness the tools of comparative linguistics and embrace an interdisciplinary approach, integrating findings from diverse fields such as archaeology, history, and culture.

Keywords: Place name, origin, Champa, multilingual, Quang Nam

Digital Government: Concepts to apply Technology and Innovation for Public Service

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Abstract

This academic article aims to explain the history of digital government, digital government policy, and the government's role in using innovation for public services by collecting data and analyzing secondary documents that have been compiled and published publicly.

The analysis results show that digital government is the use of digital technology. It is an important strategy to modernize government work in order to create valuable services for the people, a concept that came from the 1/2016 meeting of the Digital Preparatory Committee for the Digital Economy and Society on February 8, 2016, in which the author presented an example of an e-government service and smart city development that is consistent with new public management. It is the improvement of government services that drives the development of the organization into an innovative organization. The development of digital government requires the knowledge and understanding of personnel working in digital government. There is budget preparation to support the digital government, and work processes are changing. Including providing knowledge and understanding to personnel of government agencies and amending the law of the agency to be in line with the plan set out.

Keyword: Digital Government, Government Information Network, Open data

1. Introduction

The development of digital technology has resulted in people responding to their needs more quickly. In addition, digital technology also affects people's lifestyles and relationships. This allows government agencies to use digital technology to their full potential in adjusting the form and method of administering state affairs and providing public services, including integrating government agencies' databases together for balancing and developing the public administration system. Upgrading public service work to excellence and responding to the needs of service recipients conveniently, quickly, and transparently through "Digital Government Transformation" (Maneerat & Tharakorn, 2022: 21).

Digital Government means the design and transformation of government services by using digital data to create new forms of government services through Mobile Social Cloud Technology in the Internet age, which has three characteristics: 1) Reintegration is the integrated work of various government agencies in order to achieve it; 2) Needs-based holism is the improvement of government organizations in order to provide public services that focus on meeting the needs of citizens; and 3) Digitalization has the potential to be fully utilised for implementing information management systems, including the importance of communicating via the Internet as it replaces the traditional way of working (The Secretariat, 2017; Suksermsongchai, Chitlaoarporn, & Thirasirikul, 2022: 42).

Digital government is the use of digital technology for government work. It is an important strategy to modernize government work in order to create valuable services for the people by working systematically and relying on all sectors. Both government agencies and independent agencies, businesses, citizens, and individuals who play roles as contributors and users of information, as well as co-creating necessary and important contents for government services to be linked and used together. This can result in delays, duplicates, and waste of budget, therefore causing problems for the people who use the service, such as the distribution of information in many agencies. It takes time to collect information. There is no organization of information, making it difficult to find recipients who lose their right to receive other government services because they do not know the information or receive incorrect information. The information is in a form that is difficult to understand. Inconsistent with other sources, including incorrect or out-of-date information (The Secretariat, 2017: 4).

The concept of transforming the public sector into a digital government came from the meeting of the Preparatory Committee on Digital for the Digital Economy and Society No. 1/2016 on February 8, 2016, where Prime Minister General Prayut Chan-o-cha was a member and meeting chair, whereby the meeting resolved to approve drafting a digital development plan for the economy and society to transform Thailand into a digital Thailand. The plan would demonstrate that Thailand can be creative and make full use of digital technology to develop infrastructure, innovation, data, human capital, and any other resources necessary to drive the economic and social development of the country towards stability, prosperity, and sustainability according to the government's policies by drafting a digital development plan for the economy and society. There are four overall goals, as follows:

1. Increase the country's economic competitiveness by using innovation and digital technology as the main tools for creating innovation in production and service.
2. Create equal social opportunities through information and services through digital media to enhance the quality of life of the people.
3. Prepare all groups of personnel to have knowledge and skills suitable for living and working in the digital age.
4. Reform the work paradigm and provide government services with digital technology and the utilization of information to provide transparent and effective operations (The Secretariat, 2017: 5).

It can be seen that the goal related to digital government is reforming the work paradigm and providing government services with digital technology and the utilization of data to enable transparent operations and effectiveness, which is the paradigm of operations management and government services that are transformed by digital technology in order to serve people effectively. There is security and good governance, and it aims to create equal social opportunities with information, news, and services through digital media to enhance the quality of life of the people. Because it will affect people of all groups, especially those who are socially disadvantaged, with equal access to digital technology and digital media; people's quality of life will be improved through access to information resources and public services, especially the basic public services that are necessary to live with digital technology.

Consequently, the public sector plays a crucial role in driving the development of Thailand's innovation capabilities, including policy formulation, promotion of research and development, and particularly taking the lead in adopting innovations and technologies for public management and public services. This pioneering approach serves as an example for the private sector and civil society to adopt innovative strategies to enhance the value of goods and services, eventually leading to increased economic value within the country (Nongkoo & Hamanee, 2023: 42).

From the above, this is the source of the academic article on Digital Government: Concepts to apply the technology and innovation for Public Service. Its purpose is to explain the history of digital government. Digital government policy and analysis of the government's role in using innovation for public services.

2. Thailand's digital government policy

Sangsuriyong (2019: 304–305) explained the path of digital government in Thailand. The Thai government has several policies to support and develop a digital government, as follows:

1. For open data, there is the Official Information Act, B.E. 2540 (1997), mandating that government information be recorded by computer so that government agencies can provide information about the administration of their agencies to the public. There was a Royal Decree on Criteria and Methods for Good Governance in 2003 stipulating that government agencies shall establish government agencies' information networks to facilitate the public's ability to inquire, request information, or express opinions about the performance of government agencies. In addition, the use of information technology to receive and notify complaints, suggestions, and opinions of the public to disclose information about the budget for purchasing or hiring and various contracts that have been approved to purchase or hire. People would be allowed to request to view or inspect government offices and government information network systems, and in 2013 the data.go.th website (government data center) was opened to provide information dissemination services for government agencies.

2. Information integration and exchange is not legal support for electronic seals to identify electronic transactors. This led to the enactment of the Electronic Transactions Act (B.E. 2544). However, it seems that the exchange of information between government agencies and the provision of information services to the public and private sectors lacked a network to exchange information between each other. In 2006, the government, through the Ministry of Information and Communication Technology, started a communication network development project. Data linking government agencies or the government information network (GIN) to exchange information and use information technology resources and communication together leads to service delivery by the agency government work to the people efficiently, but due to standardization problems in the exchange of information between agencies in 2010, the Ministry of Information and Communication Technology published a manual "Preparation of Standards for Data Connectivity Between Government Agencies" under the Thailand e-Government Interoperability Framework (TH e-GIF) development project.

3. Digital technology, In B.E. 2554, the Electronic Government Agency (Public Organization) started a project to study and test the use of government cloud computing (Government cloud: G-Cloud) to reduce budgets and redundancy in the construction of data centers for government agencies. In 2013, the apps.go.th website was opened to serve as the center of government applications (Government application center: GAC).

Also, in 2013, the Cabinet approved the Thailand e-Government Platform integration strategy, consisting of the development of information technology and a high-speed communications infrastructure both in terms of networks and information. This included the use of government cloud computing services and the development of electronic government services according to the agency's mission in the form of a service system that integrates data between service agencies and centralized information systems, as well as establishing a framework for linking national e-government and security standards.

After the 2014 coup, many concepts under the term e-government, including the e-government integration strategy, have been developed and further developed under the term “Digital government” to be in line with the new concept of managing the country's economy and society in the digital context. The 3-year Digital Government Development Plan (2016–2018) has been approved by the cabinet along with the 2016 Digital Economy and Society Development Plan. Thailand's digital government has four strategies for development, namely developing and upgrading the capacity to support the digital government, which will enhance the quality of life for the people by enhancing the competitiveness of the business sector, enhancing security, and enhancing people's safety. If considering the content of the policy from the development plan, it was found that there are still old policies that must be continued under the digital government policy that emphasizes the use of digital technology, such as changing the organizational structure, human resource development, and improving public services that have not been as successful as they should be as an integrated government service.

The part that can be classified as a new policy is the management and analysis of big data. Applying social media to provide services. The Internet is at the center of all things technological. It is a public service data collection tool, and under the (draft) Thailand Digital Government Development Plan 2017-2021, there is a trend of continuously adopting emerging technologies such as virtual reality technology, augmented reality technology, artificial intelligence, and blockchain technology. In addition to the changes in direction and content of the aforementioned policies, the government has changed the name of the agency that is the mechanism for planning, promoting, developing, and operating the country's ICT, namely the Ministry of Information and Communication Technology, to the Ministry of Digital Technology for Economy and Society, and later in 2018, the name of the agency responsible for promoting and supporting development and operations was changed.

3. The role of the government in using technology and innovation for public services

From the above digital government concepts to public service management, public services are considered an important part of what drives society. The basic idea should consist of four principles: the recruitment of people to participate in the administration; creating equality in society; the allocation of values in society; and emphasizing development to create change. By creating such readiness, the administration of government agencies will be able to carry out their duties for public works in all aspects of change and improve public sector management. Each government agency has different responsibilities and operational guidelines. For the introduction of new public management innovations as a basis of management thinking, it is necessary to study the differences in each sector in social policy, the population base that receives the service, and related agencies, including a study of intergovernmental planning. Policy frameworks that have been implemented include a detailed

scrutiny of public policy to cope with changes in the policy framework for the people (Rugchatjaroen, 2014: 31–32).

Therefore, the use of technology and innovation in public organization management is a new form of organizational management, operations, and service provision resulting from the creation, development, enhancement, or application of knowledge in public administration, science, and other related practices that contribute to the improvement of the efficiency, effectiveness, and quality of public sector operations (Gruening, 2001: 1; Van de Walle & Hammerschmid, 2011: 190; Endeke Minja, 2021: 188).

In this regard, the Office of the Public Sector Development Commission (n.d.: 34) has mentioned that public sector innovation is the development of public sector services that arise from the use of knowledge, skills, experience, and creativity in development to create change and create value for the public, as well as economic and social benefits. This can be developed into new policies, new services, new processes, or new products. Government innovation has been set to have a format or scope within the framework of the roles and responsibilities of the government. Here, the author would like to present an example of a public service, as follows:

1. E-government services are one of the important concepts that are consistent with the new way of managing government. It is the improvement of government services by adopting the concept of giving importance to customers or the people who receive the service as the main use (Kulsoontorn, Konluk, Wingpat & Bodeerat, 2022: 400) and using technology as a tool. This can be divided into four forms:

1.1 Government to citizens (G2C) is a service provided by the government directly to the people. Through such services, citizens will be able to carry out transactions through government information networks, such as paying taxes, registering, paying fines, and attending public hearings. Interaction between representatives of citizens and voters and searching for information about governments that provide information services through websites, etc., where such operations must be performed via an internet connection. It has interactive certifications and interactions and a system of communication from the public to the government. In matters that require contacting the government for permission or approval, suggestions, or complaints.

1.2 Government-to-Business (G2B) is a service for the private sector. The government will facilitate businesses and industries to compete with each other at high speed, efficient, accurate, fair, and transparent information, such as trade registration. Applying for various licenses, investments, investment promotion, electronic procurement, export and import, tax payment, tax refund, helping small and medium-sized entrepreneurs, etc.

1.3 Government-to-Government (G2G) is a model of working between government agencies. This has changed from communicating with each other on paper and signing as in the old bureaucratic system to using the information network system and an electronic signature to speed up operations, reduce costs, and reduce the time spent sending documents and information to each other.

In addition, it is an integration of services between government agencies by using information network connections to facilitate collaboration and the exchange of information between them. This includes linking with local governments and the governments of foreign countries as well. Various work systems used in this regard include electronic documentation systems, accounting and finance systems, electronic joint procurement systems, etc.

1.4 Government to Employee (G2E) is the provision of essential government services to government employees (employees) with the necessary mechanisms to perform their tasks and livelihoods, such as wage and salary payment systems, welfare systems, legal advisory systems, regulations in government operations, government personnel development systems, etc. (Kuraeiad & Thammachot, 2019: 191; Mhuentoei, 2020: 139).

2. Smart city development, with the advancement in technology that changes rapidly (Disruptive Technology), it affects the lifestyle of people in society. This has resulted in the concept of smart city development (Smart City) by incorporating technology into the infrastructure of public service systems to increase the potential of the city to be more efficient and precisely meet the needs of people of all genders and ages. This means improving the quality of life of people in urban society. The components of a smart city are divided into two parts: 2.1 Digital technology is applied to cities to improve the public service infrastructure through big data analytics, such as analyzing traffic congestion data so that we can make travel plans, the development of medical technology that allows patients to access the health care system while staying at home, etc. 2.2 People who are connected to the city are at the heart of the design and planning for urban development (User-Centered Design) through the selection of appropriate technology.

In line with the lifestyle that is constantly changing, getting city administrators who recognize the importance of building a smart city is an important factor in development and smart city planning. The people here are divided into two sectors: 2.2.1) In the private sector, entrepreneurs use technology to do business. The most obvious example today is providing food buying services through applications such as Line Man, Food Panda, Grab Food, etc. that increase the convenience of buying delicious food in various districts without having to leave home or work; 2.2.2) for people who come to use public areas, city administrators will need to study people's needs through big data analysis and research to meet the needs of people in the city, such as by designing parks that are suitable for each community in a particular area, having different needs, etc. (Theeramonpraneet, 2023: 165).

From the concept of the development of the government's management model to become a digital government, it reflects that it is an effort to develop the organization to become an innovative organization, transforming the organization into new things (Organizational renewal) to change the characteristics or behavior of the organization by systematically creating innovations that focus on potential or differences. We are able to extend or create new business lines, have flexibility in management, and have a decentralized and teamwork-oriented atmosphere by allowing everyone in the organization to express their opinions and bring knowledge from various sciences to build on. Also, to create and improve new management methods, develop new products and service models, allow all parties involved to share their views on decision-making, and value knowledge as an important resource for innovation. and creatively accessible knowledge that results from the linkage of human resources, financial capital, and infrastructure. Including research and development to create an "Innovation ecosystem" (Junkrapor & Chienwattanasook, 2019: 54).

Its components are: 1) Leaders play a key role in conveying a clear vision and new strategies; 2) an appropriate organizational structure; and 3) Key personnel of the organization are willing to contribute and desire to help the organization by designing resource management, human resources, planning, recruitment, training and development, performance appraisal, and compensation management; 4) an efficient work team; 5) flexible and continuous personal training and development; 6) Communication expansion involves various directions and communication channels inside and outside the organization, both vertically and horizontally; 7) High involvement in innovation requires a decentralization of decision-making power to help make decisions together and have the freedom to delegate duties and responsibilities to each individual. It must have an open and decentralized power structure for the entire organization. 8) External factors are ways to develop from the outside to the inside, such as technological development, the ability to recognize and understand people's needs, and consistently clear communication; 9) an atmosphere that promotes creativity; and 10) learning and knowledge transfer are the fundamental factors of innovation.

4. Conclusion

Improving the efficiency of government work through digital technology helps it work continuously and quickly. Data storage via the cloud which can be collected and transmitted online, will help the government save on the cost of document storage and forwarding. In addition, the collection of public information is connected. It will also help the government analyze data accurately and offer services to the public that meet their needs. Moreover, citizens will benefit from digital government through the convenience and speed of accessing public services through websites or applications, as well as using government data to analyze, create benefits, or verify the transparency of the government from disclosed information. In addition, e-government services and smart city development are public services that are consistent with new public management, which is the improvement of government services that drives the development of the organization into an innovative organization. The development of digital government requires the knowledge and understanding of personnel working in digital government. There is budget preparation to support the digital government, and work processes are changing. Providing knowledge and understanding to personnel of government agencies and amending the law of the agency to be more appropriate are also needed.

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Education Policy Communication On Social Networks In Developing Countries

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Abstract

Using social networks as an educational policy communication tool is an increasing trend in developing countries. The use of social networks not only facilitates the rapid and efficient transmission of policy information, but also facilitates citizen interaction and participation. The results of this study will provide an overview of how developing countries are applying social networks in education policy communication through qualitative methods. It found that there are many effective forms of educational policy communication used on social networks such as: storytelling ; short videos with duration from 10 to 30 seconds... However, in order to promote the role of social networks in education policy communication, governments of developing countries need to implement drastically and synchronously many solutions, especially it is necessary to establish a policy communication mechanism. clear, transparent as well as have effective cybersecurity solutions. Only then can we attract public attention of the people to the policy and improve the effectiveness of this field in the digital age.

Keywords: Education, Policy communication, Social networks, Developing countries

1. Introduction

Education plays an important role in exploiting humanity's potential, the path to economic prosperity, the key to scientific and technological progress, the means to combat unemployment, the foundation of social justice in every country. For developing countries, where per capita income is still modest, the industrial base is not comprehensively developed, and the human development index (HDI), education, information... is at an average level, the percentage of people who are illiterate and re-illiterate still accounts for a certain proportion, education is especially important.

According to UNESCO's report, developing countries (India, Brazil, Russia, Indonesia, Mexico...) face serious challenges in the field of education, especially in the transmission of education policy to regions, domains¹. With the ability to connect and spread information quickly and widely, social networks have become an important means of communication, contributing to changing the way people communicate and convey information. Many governments have chosen social media as the optimal solution for policy communication (including education policies): promoting educational programs and projects, publishing educational materials and content to convey information to a large number of people. Improving the effectiveness of education policy communication on social networks is an urgent requirement in order to maximize the effectiveness of social networks in communicating educational undertakings and policies to the public in order to promote fundamental and comprehensive education and training innovation.

2. Research Objectives

(1) Determine the current status of educational policy communication on social networks as reflected in a number of research documents from the past to present.

(2) Assess the impact of social networks on policy communication activities in developing countries which is reflected in a number of research documents up to now.

(3) Find solutions and propose recommendations to promote the role of social networks in communicating education policies in developing countries.

¹ UNESCO. (2011). *Guidelines for Open Educational Resources (OER) in Higher Education*. Commonwealth of learning. Canada.

3. Research Methodology

The research was approached using qualitative methods, specifically as follows:

Research documents such as books and magazines related to issues: communication/educational policy communication, social networks, thereby aiming to more clearly analyze how social networks have influenced policy communication like in developing countries. On that basis, clarifying how social networks affect education policy communication in developing countries through different levels.

In addition, the study also analyzed product content and public comments on social networks, thereby showing part of the public's views and attitudes towards educational policies communicated on social networks.

4. Results

In the World Development Report 2017, the World Bank (WB) defines: "*Education is a continuous process of learning, sharing knowledge and imparting value, aimed at developing people's skills, awareness and personality in the learning environment and daily life*"². Education is an organized activity, with the aim of focusing on fostering and developing human qualities and capabilities, creating a new social value system. According to American scholar Linda Darling-Hammon: "*Education is not only the transmission of knowledge and information, but also the process of helping students develop thinking, intellectual abilities, awareness of the world around*"³. In the knowledge economy, the socio-economic development resources of each country have undergone a significant transformation from making use of primitive resources and labor to rich human resources. Knowledge is a special product of the education system, the most valuable treasure of people and society. Ownership of knowledge has become the most important factor recognized and protected by countries

² The World Bank. (2017). World Development Report 2018: Learning to Realize Education's Promise. Updated 15/5/2023. https://reliefweb.int/report/world/world-development-report-2018-learning-realize-education-s-promise?gclid=CjwKCAjwp6CkBhB_EiwAlQVyxSh9BF5uSM4rcfUUPnAm1aWY8sh3raKupC8M9bHrJ7Lhw iFUG2OBHRoCdKEQAvD_BwE

³ Linda Darling-Hammon (2017). Teacher Education Around the World: What Can We Learn from International Practice?. European Journal of Teacher Education. 40(3). Routledge Publisher. Pp 291-309



In his work *Politics and policy making in education*, the sociologist Stephen J. Ball has defined: *"Policy is a set of decisions and instructions by a government or regulatory organization that shape and change the activities of society to achieve certain goals"*⁴. Policy is a flexible concept that can be applied in many fields such as economic policy, social policy, environmental policy and educational policy..⁵

Education policy communication is the process of promoting and informing about education and spreading education policies to the people through the media. Prominent among them is the social network with many utilities for public agencies and organizations, enhancing transparency and accountability of the government to citizens; creating opportunities to encourage people to participate in the process of formulating, implementing and evaluating social policies.

Communicating education policy on social media is a system of activities that the subject promulgates actively, two-way interaction, purposefully designed on platforms (Facebook, Youtube, TikTok ...). The goal of education policy communication is to receive and share information about education policy as well as its implementation process (planning, assessment, etc.) to policy beneficiaries. With the goal of maximizing the public interest, promoting understanding, critical thinking, consensus and trust through government communication. Many popular and effective forms of communication on social networks to propagate education policies: Storytelling, people in charge of conveying messages through meaningful stories, touching the hearts of the public to connect emotionally; short video (reel) with a duration of 10 to 30 seconds (most common form of communication, used on most major social networks), user-generated content (UGC content), applicable in online competitions with the participation of the target public; influencers (KOLs) to shape public opinion, help stakeholders understand, thereby actively and voluntarily participate in the educational policy communication process in the most effective way. Social consensus is not only a goal but also an important driving force, contributing to success in practice.

As a global phenomenon, social media is present in most countries around the world, especially developing countries. According to a study by We Are Social in 2023, there are currently 4.76 billion social media users, accounting for nearly 60% of the total global population, most of which come from developing countries (India, Brazil, Indonesia, Vietnam, Mexico, Philippines...). Every day, people spend 144 minutes using messaging apps on social

⁴ Stephen J. Ball (2014). *Politics and Policy Making in Education*. Routledge Publisher. England

⁵ Michael Howlett, M. Ramesh Toronto (2009). *Studying Public Policy: Policy Cycles and Policy Subsystems*. Cambridge University Press. Pp 239

media (an increase of more than half an hour since 2022)⁶. This number will increase with the development of Internet infrastructure and low-cost smart mobile devices.

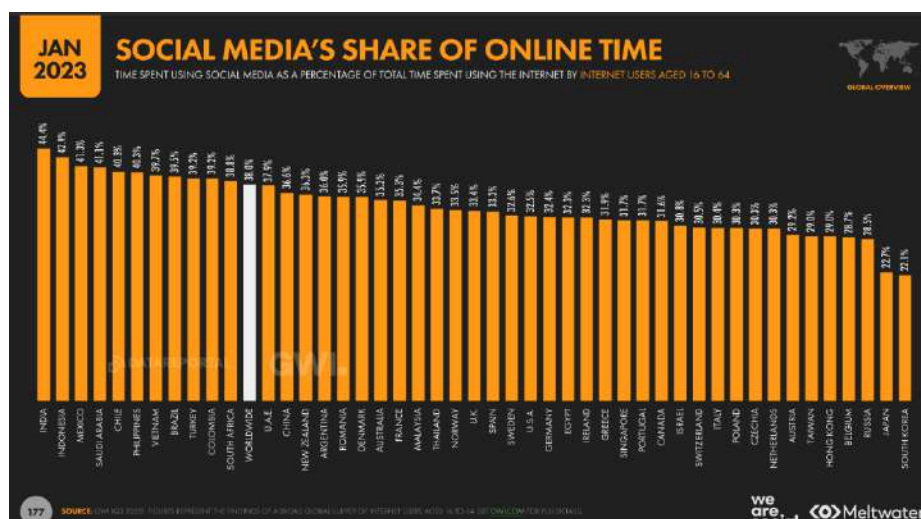


Figure 1. Time to use social networks by percentage in countries around the world in 2023

Source: We are social, 2023

Using social network to communicate education policy in order to timely orient important issues to the majority of the public, but due to the disadvantages of social network, many governments are very cautious when using this method of communication. Russia is a developing country with significant economic growth in recent years⁷. In the field of education and scientific research, the Russian government has recognized the importance of education for the development and progress of the country. They have introduced policies and programs aimed at improving the quality of education, expanding access, and improving teacher training. The right to study and the right to impart knowledge has been considered a basic right of citizens⁸. The Russian government has actively used social media to communicate about education policy, create official accounts on popular platforms (Vkontakte, Facebook), share updates, announcements and guidance on issues related to this field. The policy of Digitalization of Education is typical, Russia has applied information and communication technology in the teaching and learning process⁹. Articles about this policy on social networks often explain in detail, link to official documents, and illustrate images to facilitate public

⁶ We are social (2023). *The Changing World Of Digital In 2023*. Updated on 01/6/2023.
<https://wearesocial.com/uk/blog/2023/01/the-changing-world-of-digital-in-2023/>

⁷ World Data (2023). *List of 125 Developing Countries*. Updated on 14/7/2023.
<https://www.worlddata.info/developing-countries.php>

⁸ Margarita, Anatoly Korotkov, Aleksandr Rozhkov (2019). *Structure, Challenges and Opportunities for Development of Entrepreneurial Education in Russian Universities*. Foresight and. Sti Governance. Volume 13. No 4. Page 70.

⁹ N.S.Gromova (2020). *Digitalization of Education in Russia: From Modern Technologies to an Innovative Model of the Educational Environment*. Economics, Business and Management Research. Volume 156.

understanding and participation; increase the presence and use of technology in schools. Social network platforms in Russia have many online communities and groups dedicated to education, where teachers, parents, students and education enthusiasts gather to discuss education and related issues.



Figure 2. The policy of Digitalization of Education of Russia is communicated on the social network Facebook

Some new features and tools of social networks have been exploited and effectively used by governments of developing countries in communicating educational policies on social networks: Livestream (live streaming of important events, activities, educational seminars... creating a platform for direct interaction and communication with citizens); Creating propaganda content suitable to the tastes and ways of receiving information of the public, sharing video clips, images...



Figure 3. Short video products to communicate education policy on TikTok in Vietnam today

Many countries have achieved positive results. For example, in Vietnam, “Government Information” is the Government's official Fanpage on the Facebook platform, which is considered an important support tool to meet the information needs of the people. Providing the right information, ensuring convenience and fast access to press releases, direction from the Government and some government activities. Currently, Fanpage “Government Information” has 3.9 million followers. Post “The Ministry of Education and Training has just issued a Directive on rectification and implementation of regulations related to the removal of paper household registration books and paper temporary residence books when performing administrative procedures and public services in the in the field of education” received 700 likes and hundreds of comments and interactions¹⁰. Fanpage “Government Information” was very effective, quickly becoming one of the leading sources of information on education policy. Fanpage becomes an effective communication tool, supporting Vietnamese people, businesses and communities living abroad in accessing information. An important connection, the interaction between the Government and the people in communicating education policy information to all stakeholders.

¹⁰ Fanpage Government Information (2023). Updated on June 10, 2023.
<https://www.facebook.com/groups/chinhhsachphapluat/permalink/790842652615308/>

In order for education policy communication to be highly effective, the Governments of countries are developing a view of close association between "Construction" and "Prevention". In which, "Construction" is the main, focusing on building and improving the internal factors: building a reliable and accurate information system; Building a professional and modern policy communication environment; Using innovative technologies and interactive methods to create good experiences for the public. "Prevention" is the solution to prevent negative impacts from the external environment, requiring drastic and persistent in dealing with false information and negative messages that affect education policy. To achieve the above goal, the national functional units regularly scan and detect bad and toxic information on social networks, organize many fierce battles against cross-border platforms, take measures to control, limit and prevent forcing these platforms to remove all kinds of news that affect social security, order and safety, especially those with objectionable, harmful content towards children and political ads.

Communicating education policy on social networks affects public awareness, from awareness to action and behavior. Education policy messages are conveyed continuously and consistently, the public tends to absorb and apply values, principles and guidelines in daily actions and behaviour, it becomes custom and establish social norms. Thanks to social network tools, education policy is received and absorbed by the public, creating multi-dimensional approach and awareness on educational issues.

The role of education policy communication on social network is shown in the following aspects:

Firstly, social network communicates education policies to the public, contributing to directing public opinion about changes in the education system.

Applying social network in communicating education policies opens up new opportunities and challenges in political activities, promoting social development. Developing countries have a lot of problems to solve: reform of the education system, shortage of resources (teachers, facilities, curricula, etc.), improvement of people's intellectual level, education policy communication is considered an effective channel to achieve major goals related to economic development and social stability. Communicating education policies on social networks contributes to shaping public opinion and promoting people's participation in the formulation, implementation and evaluation of education policies. Traditional media often provide one-way information, social networks ensure two-way, allowing policy subjects and policy objects (social network users) to interact, comment, and share information, even with the same policy subject to create information content with fast spreading speed and wide scope (livestream of dialogues, online discussions, votes...). Education policy communication moves from a power



process to a process of policy co-design between the state and the public. In the 4.0 era, approving or opposing a policy decision is not only an individual opinion but also needs to be considered and evaluated by the whole community to limit resistance or dissatisfaction in society.

Secondly, social network provides an interactive environment where the public can discuss, share ideas and make suggestions on education policy.

In the process of implementing and evaluating educational policies, social network plays an important role in communicating and disseminating policies to the community and monitoring policy implementation. Thanks to the strong connection and fast interaction, the public can follow the problems arising in the policy implementation process, facilitating transparency and ensuring that policies are implemented fairly. In India, studies have shown: the use of social network can generate positive engagement and interaction from the community of teachers, students and parents¹¹. Notably, the Sarva Shiksha Abhiyan (SSA) program which is centrally funded, with the goal of universalizing education, attracted the students and closed the gender gap. From 2010-2011, this program was implemented under the Right to Education (RTE) Act, which applies to children (6-12 years old). The Indian government always conducts comprehensive research, calling for projects from reputable institutions. The public can interact on social network about the SSA program... Thanks to the popularity and influence of social network, SSA policy communication is continuously improved to achieve a broader vision, creating awareness and interest from the public, increasing understanding and support for Sarva Shiksha Abhiyan education program.

In the process of digitization, social network develops support for the authorities to promptly grasp the complex ideological developments of individuals and communities. Social Network both enhances the voice of the public and instills a sense of trust and confidence in the government. When the media fully participates and positively impacts education policy, effectiveness will be enhanced. The large amount of data shared on social media has given public agencies the opportunity to capture public opinion about government policies and actions.

Thirdly, social network measures and evaluates the effectiveness of education policy through statistics, feedback from interactive evaluations of the public.

¹¹ Paul A.Tess (2013). The role of social media in higher education classes (real and virtual) – A literature review. Computers in Human Behavior. United States. 29(5). Pp A60 – A68

Evaluating policy impact, or piloting education policy at the present time, poses great challenges in predicting future impacts, quantifying policy impacts which become complex, even when feasibility study methods are applied. Through social network, the large amount of data created and shared (big data) has given public agencies and organizations the opportunity to monitor public opinion and general sentiment about government policies and actions. Social Network develops and plays an important role in supporting the authorities in capturing, analyzing and forecasting the ideological situation in a timely and objective manner. Thereby, the government will adjust education policies flexibly, facilitating interaction, discussion and consensus between government and community, thereby building a stable political and social foundation. Monitoring public-government interactions will help developing country governments assess the vision, interest and effectiveness of education policy communication. Collecting information from educational policy beneficiaries is an important method to improve the understanding of policy actors about the needs, aspirations and reaction trends of policy beneficiaries, especially in case material interests are affected.

Fourthly, the optimization of funding for educational policy evaluation.

Education policy is often conducted on a large scale, within a certain period of time to have results. In order to evaluate objectively and accurately, quantitative assessment is necessary, requiring the organization of policy implementation surveys. A certain amount of human and financial resources is required, but the budget is often limited while there are many other problems to be solved. In a developing society, policy tools are becoming increasingly important and policy assessment becomes imperative to assist governments in identifying and overcoming limitations in socio-economic life.

In the context of the development of science and technology, social network has become a new tool that is effectively applied to evaluate educational policies to ensure the formation and implementation of the most optimal policies. This is a comprehensive way to ensure citizens' rights and continue to implement the principles of democracy, the right of access to information, the right to participate in discussions and the right to monitor the community. The objective of this approach is to change the attitudes and behavior of citizens and society, to promote the observance and formulation of the law, and to contribute to the protection of national sovereignty and development.

5. Discussion and Conclusion

To promote the role of social network in communicating education policy in developing countries, it is necessary to drastically and synchronously implement the following specific solutions:

Firstly, developing countries need to be correctly aware of the important role of social networks in communicating education policy towards innovation, coordination, health, sharing and openness. This includes implementing innovation in communication activities with close coordination from relevant agencies to create a healthy social network environment, sharing information with an open spirit. It is necessary to reshape education policy communication channels, education policy communication methods on social network; require the help of new media, multimedia communication; The communication of educational policy on social network environment requires technical support and optimization of policy communication ideas.

Leadership teams at all levels need to give careful consideration and assessment of social network's impacts on policy communication. They need to actively absorb the spirit of integration and sharing, fully exploit the potential of social network and turn it into an effective tool to communicate, exchange and convey policy information to the people quickly and effectively.

Secondly, strengthening the construction and upgrade of technical infrastructure in the direction of promoting digital transformation to promote innovation in education policy communication activities. The construction of technical infrastructure based on the development of network technology is an important driving force, ensuring innovation in policy communication activities on the internet platform. To realize the integration of different communication channels, this needs to be based on a digital platform and use advanced technologies to achieve the best effect.

Improving websites, electronic information platforms and official social network pages of organizations, especially press, news and publishing agencies, is an important factor in bridging the digital and network technology gap between regions and regions. This requires the application of incentives, while strongly promoting the construction of rural internet infrastructure and speeding up internet access in remote areas through financial, technical and human support. For areas with difficult socio-economic conditions, it is very important to build service centers and free internet access.

Thirdly, establishing an effective education policy communication mechanism on the basis of strengthening the feedback channels of the public. Renovating the content and method of education policy communication. Encouraging and creating conditions for the people to participate in the process of planning and monitoring the implementation of policies, reflect on limited issues, and at the same time, establish a healthy public opinion monitoring system. Attention should be paid to monitoring trends, content and values of public opinion and reporting the latest situation to relevant departments. Early warning, preparing to respond to possible new trends of public opinion in the future; Media agencies need to be fully aware that education policy communication on the internet and must rely more on interacting and listening to the public to achieve the best interaction and communication. Change the language of administrative documents into the language of public life. Supplementing with vivid images, audio or video, or augmenting explanations with specific situations.

Fourthly, researching and searching for effective solutions for communication and education policy on social network, especially in the prevention and combat of high-tech crime and cyber security. Governments of developing countries have put a lot of effort into increasing investment in cybersecurity, perfecting the legal system to protect personal information, and developing cooperation policies in both the region and the world. Sharing information, applying uniform standards, developing a common training strategy, focusing on the application of scientific and technological advances, developing human resources to enhance the ability to detect and combat network attacks. The goal of developing countries is to provide information and attract community support and persuade people to implement policies. Education policy communication must follow the rules of the information society, must identify, analyze and manage information flows, both information flows on media platforms and information on technology platforms. Education policy communication on the internet platform is associated with the continuous exploitation of advanced technologies, which requires constant innovation to attract public interest in the policy and meet the needs of the people.

Fifthly, communicating education policy on social network not only focuses on fighting ideas and theories, but also on improving the quality and efficiency of social network management. To achieve this, it is necessary to have a basic educational program to improve the intelligence and thinking of each generation, thereby implementing the strategy, creating high-quality human resources to play a leading role in the Fourth Industrial Revolution. It is necessary to fight and criticize wrong views in politics and culture to create an environment where the exemplary spirit of leading cadres is created.

In the coming time, in order to effectively manage education policy communication on social network, it is necessary to continue to take advantage of the positive aspects and exploit the potential and benefits that SOCIAL NETWORK brings in information and propaganda transmission. Governments of developing countries need to continue to implement the measures that have been proposed to minimize negative impacts. In addition, actively research and refer to management experiences from developed countries around the world to apply in practice to achieve the set goals.

Reality has proven that social networks - with the ability to transmit information quickly and widely, and the ability to integrate many functions, are becoming a powerful tool in education policy communication, widely applied in many developing countries around the globe. Furthermore, the high interactivity of social networks facilitates the exchange of ideas, discussions and builds social consensus in forming and implementing educational policies. However, it should be emphasized that the use of social networks in education policy communication in developing countries also poses some challenges. The monitoring and direction of posting positive information on social networks is not regular, following sensitive and hot information that the public is interested in, creating space for bad and toxic information to have the opportunity to penetrate and spread; Social networking platforms do not have high information security... Social networks have become a void and are difficult to manage; Spontaneous information, offensive information is widespread. Therefore, in the context of strong development of the Internet and the trend of digital transformation, managing and controlling information on social networks becomes an important task, playing a decisive role in the effectiveness of educational policy communication.



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The Impact of FinTech on Retail Banking: Empirical Evidence from Bank for Investment and Development of Vietnam

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Abstract

This paper is aimed at (i) synthesizing the impacts of FinTech on retail banking; (ii) analyzing the Vietnam FinTech and retail banking sector (iii) assessing the impacts of FinTech on retail banking of Bank for Investment and Development of Vietnam (BIDV) – the biggest bank in Vietnam in term of asset with strong digital transformation and retail banking orientation. Using secondary data and internal information of BIDV, key findings are: *First*, the impacts of FinTech on retail banking are mixed. FinTech's growth has promoted banking services by enhancing the flexibility and usability of financial services with lower costs and more efficient risk management. FinTech also brought various negative impacts on retail banking such as be the direct competitors in some retail market segments, cybercrime, strategic and credit risks to banks. However, the positive impacts surpass the negative impacts. *Second*, Vietnam FinTech ecosystem and retail banking sector have been significantly developed and still have many potentials. Both banks and FinTechs in Vietnam realize the win-win approach in cooperation, but banks still recognized the challenges of FinTech on their retail banking operations. *Third*, at BIDV, the impacts of FinTech on retail banking are significantly positive, resulting from motivation to strengthen digital transformation, to utilize technologies and collaboration for higher quality services. FinTech helps BIDV to increase customers and transaction volumes, diversify products with innovative solutions and better service quality, safe transactions with cost savings. No negative impacts of FinTech on retail banking were found at BIDV yet. *Fourth*, BIDV, State Bank of Vietnam (SBV) and other stakeholders should implement some solutions for better FinTech utilization in improving retail banking services and to mitigate the negative impacts in the future.

Keywords: digital transformation, FinTech, financial innovation, financial services, retail banking.



1. Background

The Fourth Industrial Revolution is reshaping industries, including retail banking sector. new players have. The financial technologies (FinTech) sector is rapidly growing, causing significant disruptions. FinTech has both positive and negative impacts to traditional banks by offering better and cheaper services through modern technologies, but also pressure on policy makers, regulators, and supervisors worldwide to achieve the right balance between fostering innovation and safeguarding the financial system. The quote "Banking is necessary, banks are not" gains new meaning in this context, reflecting the evolving landscape and the complex impacts of FinTech on banking in general, retail banking in particular.

In Vietnam, various studies have done on FinTech and its roles/impacts on banking (Dang and Vu, 2020); Nguyen et al., 2020). However, the impact of FinTech and evaluate how FinTech disrupts the retail banking industry or a specific inside-story of a bank in Vietnam have not been discussed in detail. Therefore, this research is carried out to fill in this research gap. The main research questions will be answered: (i) How does FinTech impact on retail banking? (ii) How are the situation of FinTech and retail banking of Vietnam? (ii) How did FinTech impact on retail banking at BIDV? and (iv) How to improve retail banking services at BIDV with FinTech disruption?

2. Literature review

Retail banking

Retail banking refers to the provision of financial services to individual consumers, typically on a smaller scale. This encompasses various services like payment solutions (such as current accounts, credit transfers, and plastic cards), savings, loans, mortgages, insurance, and pensions. Retail banking is offered by different types of institutions including commercial banks, savings banks, co-operative banks, building societies, credit unions, and finance houses. In which, commercial banks are dominant players in retail banking across most countries (Rose & Hudgins, 2013; Casu et al., 2015).

Financial Technology (FinTech)

FinTech refers to innovative technology-driven solutions and services that aim to improve and streamline various aspects of financial activities, including lending, payments, savings, investments, and more (Financial Stability Board, 2017; BIS, 2018). FinTech is basically financial institutions using technology to improve their processes, while TechFin is technology institutions providing financial services such as Alibaba, Alipay, Tencent, etc. In the past few years, the explosive growth of FinTech has put pressure on policy makers, regulators, and supervisors worldwide to achieve the right balance between fostering innovative FinTech and safeguarding the financial system (Maier, 2016; Dorfleitner et al, 2017; Patrick, 2017; Leong & Sung, 2018).

Impacts of FinTech on retail banking

FinTech is considered as "a crucial healthy evolution of financial markets" (BIS, 2018; Navaretti et al., 2018). Financial innovations are stated to benefit all parties in the financial system since it handles imperfections in transaction costs or market functions. Therefore, FinTech has various positive impacts on retail banking such as: (i) reduce the expenses associated with market searches, facilitating more efficient financial market connections via using AI and chatbot for customer services and analytics with personalized solutions; (ii) benefit from economies of scale in managing large datasets for Big Data in understanding customers and reaching potential customers, therefore increase accessibility, convenience and efficiency; (iii) achieve more



affordable and secure information transmission for risk management and compliance functions, enhance security; (iv) decrease the expenses of verification and regulatory load; (v) apply and enhance advanced technologies to provide innovative financial products and services, such as AI, machine learning (ML), advanced data analytics, cloud computing, and APIs (Tufano, 2003; Philippon, 2016; BIS, 2018; Navaretti et al., 2018; Tanda & Schena, 2019; Siek & Sutanto, 2019; Rangkuti et al., 2020).

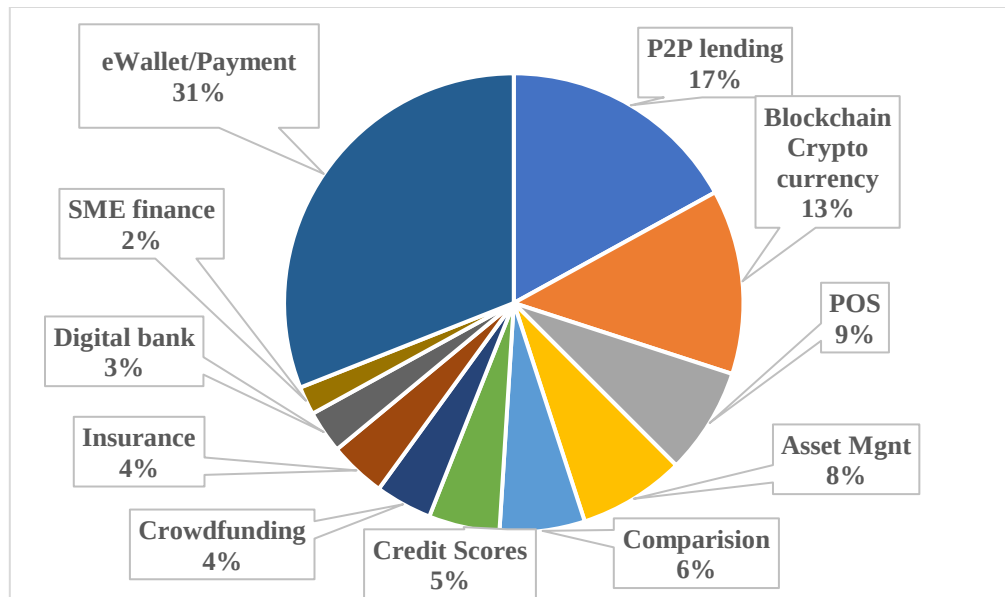
However, FinTech brought various negative impacts on retail banking, such as (i) compete directly with banks in providing financial services, particularly in payment and lending, via platforms and automation, which also lead to banks' job disruption; (ii) cybersecurity concerns and customer data privacy when banks share data with fintech, as they heavily relies on digital platforms and the internet, making it susceptible to cyberattacks and data breaches, money laundering and customer protection; (iii) impose more strategic risk and credit risks to banks if banks rely too much on FinTech or compete too rush for getting the market shares occupied by Fintech (BIS, 2018; Navaretti et al., 2018; Tanda & Schena, 2019; Siek & Sutanto, 2019; Rangkuti et al., 2020).

Retail banking has undergone radical changes by FinTech, which impacted on the way that financial services are offered, accessed, and used. Although there are many advantages to these effects, there are also problems that must be solved if the sector is to keep expanding and remaining stable. These drawbacks certainly exist, but not all fintech-bank cooperation projects are affected by them.

3. Overview of Vietnam FinTech and retail banking sector

Vietnam FinTech at a glance

Vietnam's FinTech sector has experienced significant growth in recent years due to the widespread adoption of digital practices in business, the booming e-commerce industry, and the push for digital payments, driven in part by governmental support. The number of FinTech companies in the country has surged, quadrupling from 44 in 2017 to over 150 in 2022, with dominant growth of payment (43 payment intermediaries registered with State Bank of Vietnam), and the expansion of other verticals such as online lending, data analytics, credit scoring and/or data management, financial comparison sites, POS, blockchain (FSIP, 2021).



Source: Fintech News Singapore (2021)

Fig 1: Ratio of FinTech transaction values by types in Vietnam

The detailed development of FinTech ecosystem is presented in Appendix 1. The future of this market is also promising when most FinTech firms in Vietnam are still in their early stages of development (47% of FinTech companies were in the startup stage), as presented in Appendix 2.

Mordor Intelligence Research & Advisory (2023) indicates the expected growth of the Vietnam FinTech market in terms of transaction value from USD 34.50 billion in 2023 to USD 63.87 billion by 2028, at a CAGR of 13.11%. Currently, 72% of FinTech companies have collaborated with banks, only 14% develop new services and 14% are ready to compete with banks.

Vietnam retail banking sector

Located in Southeast Asia, Vietnam is very promising retail market, with 98.53 million population at golden age period (median age of 32.7); high internet access rate, with 77.93 million internet users, accounting for 79.1% of the population. Mobile coverage and usage are widespread, with 161.6 million mobile subscribers (164% of the population), of which 96.9% are smartphones (Kemp, 2023). Total enterprises reached almost 900, 000, of which 97% are small and medium enterprises (MPI, 2022). Vietnam's banking industry achieved significant progress, particularly in retail banking thanks to its digital transformation and cooperation with Fintech.

First, all of Vietnamese banks are in digital transformation process, focusing on retail banking services. Of which, 75% transformed in all front-end and back-end, 13% set up new digital channel/branches. 31.7% banks have internal sandbox and 28.6% have digital hub (SBV, 2022, Le Thanh Tam, 2023).

Second, most of retail banking services have been digitalized to certain levels. Of which, some services such as e-wallet, bank card, e-payment, deposit, have been 100% digitalized by at least 1 credit institution.

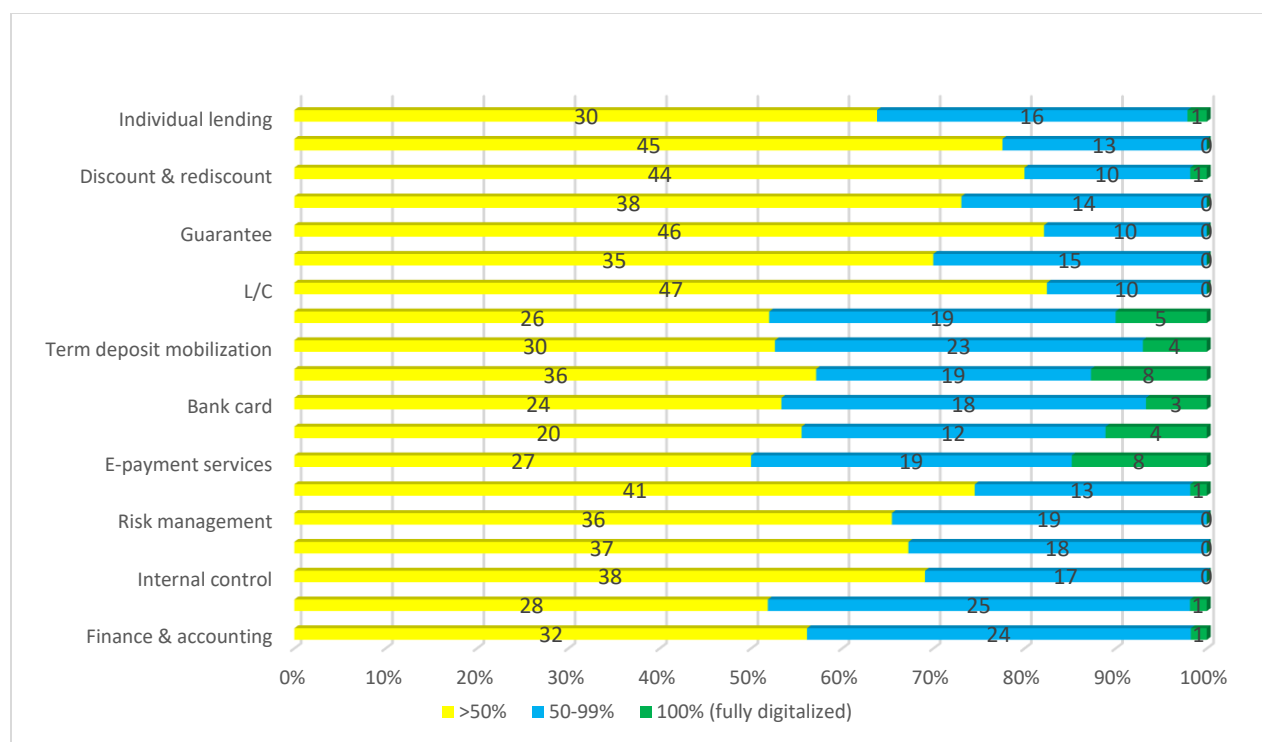


Fig 2: Number of banks having digitalized services and level of service digitalization.

Source: SBV (2022)

Third, online/mobile banking became popular for real-time transactions. SBV's 2022 study showed decline in physical branch transactions, especially among 18-54 age group. Non-cash transactions increased 77% in volume and 30% in value in the period 2020-2021. Digitized account opening gained traction, replacing traditional methods (see Appendix 3).

Fourth, Vietnamese banks reported strong profits, driven by retail banking services. Retail loans accounted for 40-50% of bank loans. Deposit and payment services of retail clients also contribute more than 50% to total operation of banks.

Table 1: Profitability of Vietnamese banks vs other banks in the region

Banks	ROE	ROA
Vietnamese State-owned commercial banks	14.46	0.87
Vietnamese joint-stock commercial banks	19.13	1.65
Joint-venture banks, foreign banks in Vietnam	4.87	0.66
Thai banks	5.8	0.8
Malaysian banks	5.98	0.89
Singaporean banks	13.81	0.77

Source: Authors' compilation from reports of SBV, Trading Economics



Compared to banks in other ASEAN countries, Vietnamese banks have higher profitability in both ROE and ROA. However, ROE are much higher, showing the high leverage ratios of commercial banks. Joint-stock commercial banks focus more on retail market and having much higher profitability ratios than state-owned commercial banks. Most of banks in Vietnam posted the records in profitability over last year thanks to strong credit growth and reduced provisioning. Only few faced with declined profit due to their investment in stocks, bonds and currencies (Nguyen Thanh Hung, 2023; Quynh Trang, 2023).

Fifth, industrial revolution 4.0's technologies like AI, Big Data and Blockchain redefined retail banking as tech-driven, offering financial and non-financial products for improved customer experience. Digital transformation is changing the shape of retail banking landscape. The top banks keep improving their current mobile application by integrating various products and features. Four in ten retail banking customers are using e-wallets which are very strong for their user experience, eco-system and promotions. As an alternate strategy, some banks have launched all new brands for their digital bank (a new form of banking that digitises all the activities and services). Banks are investing to digitalise their products and services as a core strategy to compete for retail banking customers.

Sixth, banks and fintechs cooperation grown significantly. More banks are diversifying their cooperation approaches with fintechs and encouraging innovation. The cooperations are in different forms: investment, start-up programs for FinTech incubation, loan origination, front-end customer acquisition, and payment processing. Traditional banks, despite their history, brand recognition, and customer data, often lag behind FinTech companies in technology. Therefore, many banks, including 82% of Vietnamese commercial banks, are focusing on collaborating with FinTechs to enhance their digital strategies and diversify service delivery channels (SBV, 2022). This gives many opportunities for B2B startups to develop their innovative business models. This is also promoted by overall financial inclusion (FSIP, 2020; Le Thanh Tam, 2023).

Seventh, some banks recognized the challenges in cooperation with FinTech, focusing on safety and system security, data privacy.

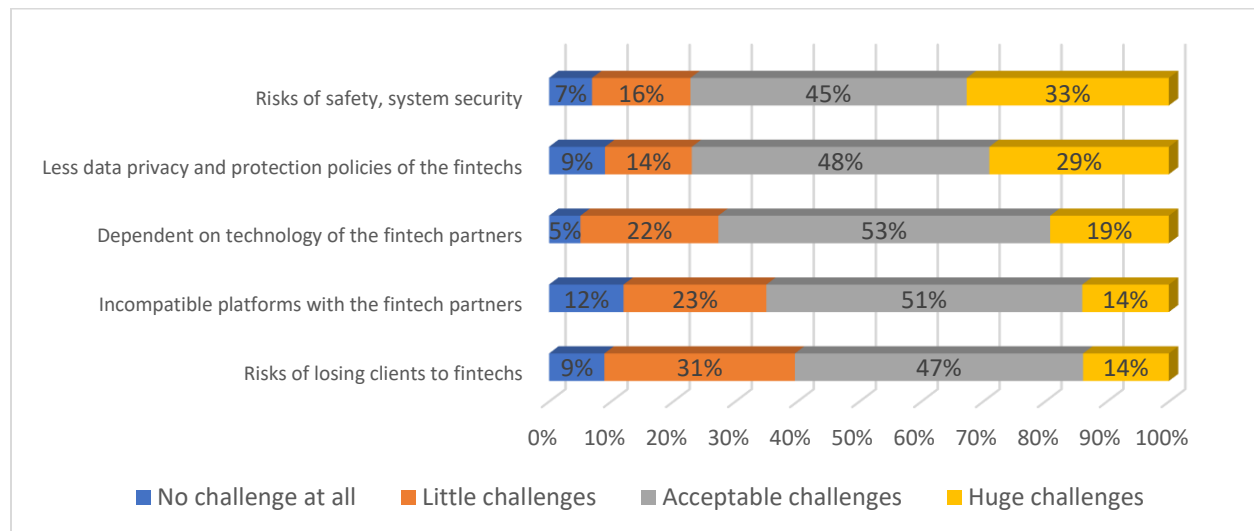


Fig 3: Challenges the banks recognized in cooperating with FinTech

Source: SBV (2022), Le Thanh Tam (2023)

Banks realized the key challenges in cooperating with Fintech. Proportion of banks considered as having huge challenges include: 33% found the risks of safely and system security, 29% realized the risk of data privacy and protection policies. Even banks cooperate with Fintechs, they still feel the challenge of losing existing clients to FinTechs (14%). Therefore, the “win-win” approach and “friendemy” relation between banks and FinTechs always exist.

4. Empirical evidence from Bank for Investment and Development of Vietnam (BIDV)

BIDV at a glance

Established in 1957, BIDV is the biggest bank in Vietnam in term of total asset and equity, 15 million clients, nationwide network, and is one of the four biggest banks (Big4). BIDV has big market share (more than 11% of credit; and almost 13% of deposit). BIDV started to focus on retail segment from 2008. In the last 15 years, BIDV has reached significant achievements in the retail banking market (BIDV, 2023).

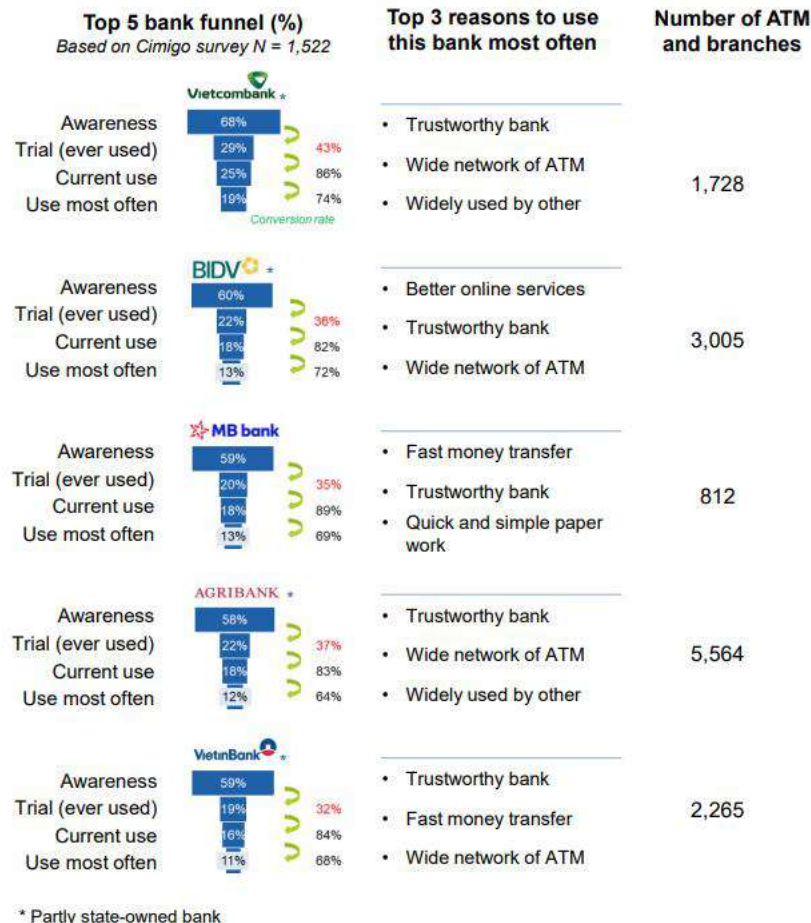


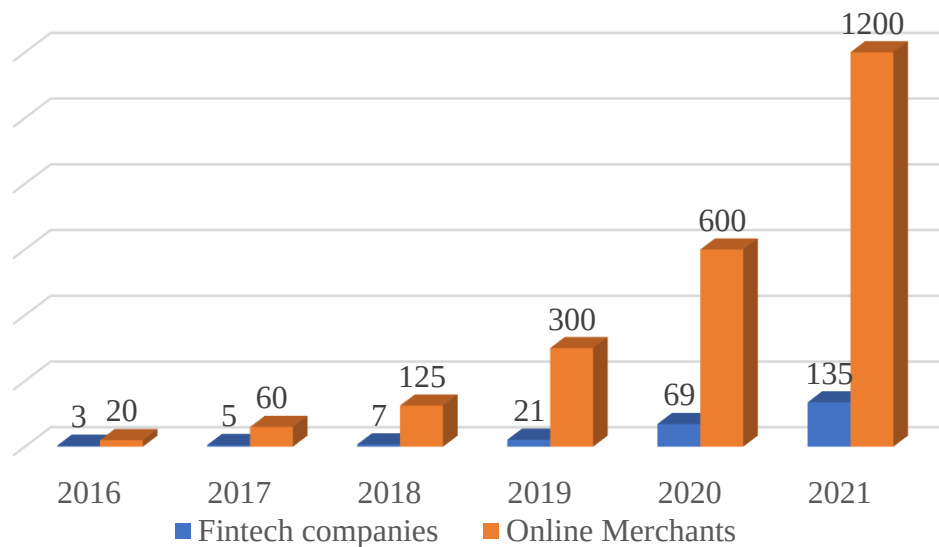
Fig 4: Saliency and usage of top banks in retail banking sector

Source: Cimigo (2022)

BIDV is ranked second in term of saliency and usage in retail market, just behind Vietcombank. The brand power in retail market of BIDV is 36.4 with the 3rd rank. Net promote score (NPS – to rate the likelihood that clients would recommend the banks to a friend) of BIDV in 2021 is 82, higher than average 74 of all banks (Cimigo, 2022).

BIDV cooperation with FinTech in retail banking

BIDV's strategy, initiated in 2016 and outlined in its 2020 plan, focuses on expanding its ecosystem, particularly through FinTech collaborations. The 2022 report indicates BIDV's integration with 46 licensed payment FinTech firms, 99 firms across various sectors from education, hospital, insurance, security... and almost 1.200 companies in the field of ecommerce and payment ranging from Financial Product to Lifestyle Products (see Appendix 4). Figure 5 showed the growth of integration with FinTech companies and Online merchants to build BIDV's digital ecosystem from 2016 to 2021.



Source: BIDV (2022)

Fig 5: The number of FinTech firms and online Merchants connected with BIDV.

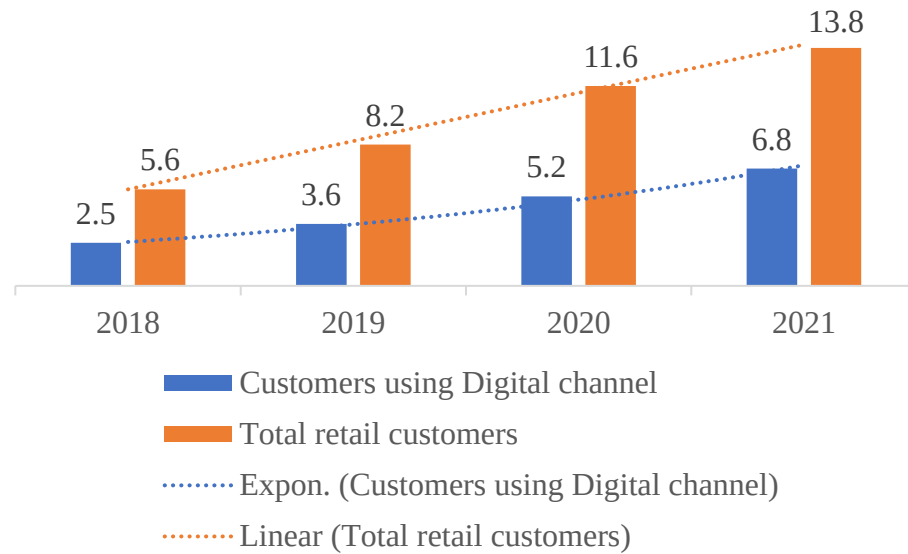
In 2021, BIDV and VNPAY – a Vietnamese FinTech leader- announced the partnership to provide a special service for BIDV's retail customer to use Loyalty point base on the Blockchain technology, and virtual card using Cloud computing. This was a strong initiative between a FinTech and a bank to use the advance technology to provide the services to customers.

Positive impacts of FinTech on BIDV retail banking

The digital transformation strategy, taking the ecosystem as the development pillar, and expanding diversified cooperation with FinTech companies in Vietnam have helped BIDV achieve initial results.

First, number of customers increase significantly

Despite the Covid 19 pandemic since 2019 to 2021, BIDV's retail business has still achieved double-digit growth and contributed more than half of the total income of the whole bank, maintained, and grew its market share of credit and retail capital well.



Source: BIDV (2022b)

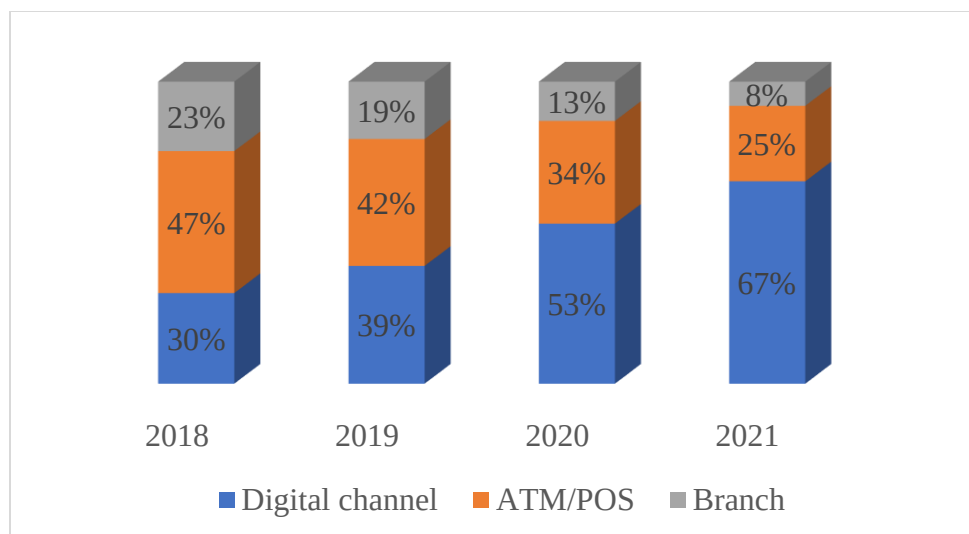
Fig 6: The number of retail customers and customers using digital channel of BIDV

The retail banking strategy associated with the digital strategy resulted in over 100% increase in market share of the digital customer base after less than 3 years, The number of individual customers reached more than 13.8 million customers, accounting for almost 14% of the country's population.

The digital transformation strategy, taking the ecosystem as the development pillar, and expanding diversified cooperation with Fintech companies in Vietnam have helped BIDV achieve initial results.

Second, the transaction via digital channels also improved.

Traditional channels have been less used than digital channels in retail banking transactions.



Source: BIDV (2022)

Fig 7: Proportion of transactions through channels at BIDV



In 2018, only 30% transactions were via digital channel. However, by 2021, this number was more than double (67%). The remaining 8% of transactions were at branches. This shift marks the right development and strategy of BIDV to serve its individual customers.

Third, the cooperation between BIDV and FinTech companies offers several advantages such as (i) *Enhanced customer reach*: Collaboration enables banks to reach underserved customer groups through digital finance. New technologies remove geographical barriers, making financial services more accessible, efficient, and cost-effective for BIDV; (ii) *Product diversification and quality enhancement*: BIDV can develop a wider range of products and services by partnering with FinTech companies. This leads to improved banking services' quality and better alignment with customer needs; (iii) *Innovative solutions and better service delivery*: FinTech collaboration empowers BIDV to offer a broader portfolio of digital products, including personalized offerings. FinTechs aid in enhancing traditional service delivery, such as in consumer and commercial lending; (iv) *Infrastructure for new business models*: FinTech provide foundational infrastructure for secure, accessible, and dynamically marketed new business models. In the payment fields, BIDV has adopted strategies to cooperate effectively with e-wallets provided by FinTech firms to address competition; (v) *Safe transactions and cost savings*: Collaborative efforts ensure safer and cost-effective transactions. BIDV already applied advanced technologies, like customer identification (KYC), guarantees transaction safety and customer convenience; (vi) *Mutual benefits of volume and cost efficiency*: Both BIDV and FinTech gain from high transaction volumes and low operating costs. BIDV can attract and retain customers through attractive promotions; (vii) *Co-investment opportunities*: Collaboration fosters opportunities for joint investments in new technologies and innovative programs, driving development for both BIDV and the FinTech firms (Nguyen Chien Thang, 2022; BIDV, 2022).

BIDV's collaborations with Momo and Nexttech for eKYC¹ services and merchant acquisition exemplify successful partnerships. In 2020, BIDV and Momo signed an agreement to share the customer base via eKYC service, in which Momo allowed its customers can open a BIDV's current account online via BIDV's eKYC service using some advanced technology as: Face matching; Live check; OCR² and fraud management (see Appendix 5). During 2020 and 2021, BIDV and Nexttech - a popular FinTech with a range of innovation product like Fastcar for taxi and Nganluong for payment gateway - entered a partnership to acquire merchant via Mobile POS, this helped BIDV to expand their merchant network and boost the card transaction at merchant using Mobile POS instead of physical POS as the past.

Overall, FinTech companies can be viewed as catalysts for positive change and collaboration, pushing traditional banks to be more open and adaptable, ultimately benefiting the financial industry. In BIDV case, its Vice CEO - in charge of Digital transformation (2018-2021) - stated that FinTech have not vied with the traditional bank yet. While FinTechs currently focus on specific segments where the bank is not active, they could potentially become rivals in the future.

Negative impacts

Thanks to effective approach of BIDV to digital transformation and cooperation with FinTech, no negative impacts were found at BIDV. BIDV is preparing well to mitigate the risks and costs efficiently in relation to FinTech.

¹ eKYC: electronic Know Your Customer

² OCR: Optical Character Recognition



5. Recommendations

FinTech provide great opportunities for improving and developing retail banking services, but also can caused bad impacts to both the financial sector and consumers. To counteract the harmful effects of FinTech on retail banking, the objective is to strike a balance between innovation and responsible, moral application.

Therefore, even the negative impacts of FinTech on retail banking have not existed in the case of BIDV, the recommendations should be considered not just for BIDV but also for other banks in Vietnam, and State Bank of Vietnam – the Central Bank who regulates the financial institutions.

Recommendations to BIDV

First, strengthening risk management, especially risk from the third-party such as FinTech partners: Implement robust control environments and comprehensive risk management processes while adopting supervisory programs to ensure safety, soundness, and stability. Mitigate risks associated with FinTech applications. Apply strong risk management practices to outsourced activities, ensuring standards akin to those maintained internally. Focus on due diligence, operational risk management, continuous monitoring, and audit rights. Extend risk management culture to third-party collaborations.

Second, boosting digital transformation: Prioritize digital transformation efforts focus on (i) Transition of simple transactions from traditional channels to digital banking platforms; (ii) Develop modern sales channels, including tele sales, cross-selling, and online registration; (iii) Enhance centralized operations through online service registration, reducing counter work; (iv) Digitize branch trading channels through automated systems and multi-function ATMs; and (v) Enhance customer interaction channels, including virtual call centers and mobile app support.

Recommendation to SBV and others stakeholders

Recommendations for the SBV and other stakeholders include: (i) establishing a secure financial environment with regulatory support to foster collaboration between commercial banks and FinTech companies; (ii) developing a comprehensive legal framework for FinTech companies to ensure healthy competition, promote inclusive and sustainable finance, and enhance the stability of the banking system; (iii) investing in robust information technology infrastructure and secure networking to ensure reliable information security and (iv) enacting standardized connectivity between the banking system and FinTech firms. This standardization should cover customer information security, data sharing, and guidelines for data network utilization, enhancing overall security and collaboration.

Legal Responsibility

The authors are responsible for accuracy and transparency of all the data and information provided in the paper.



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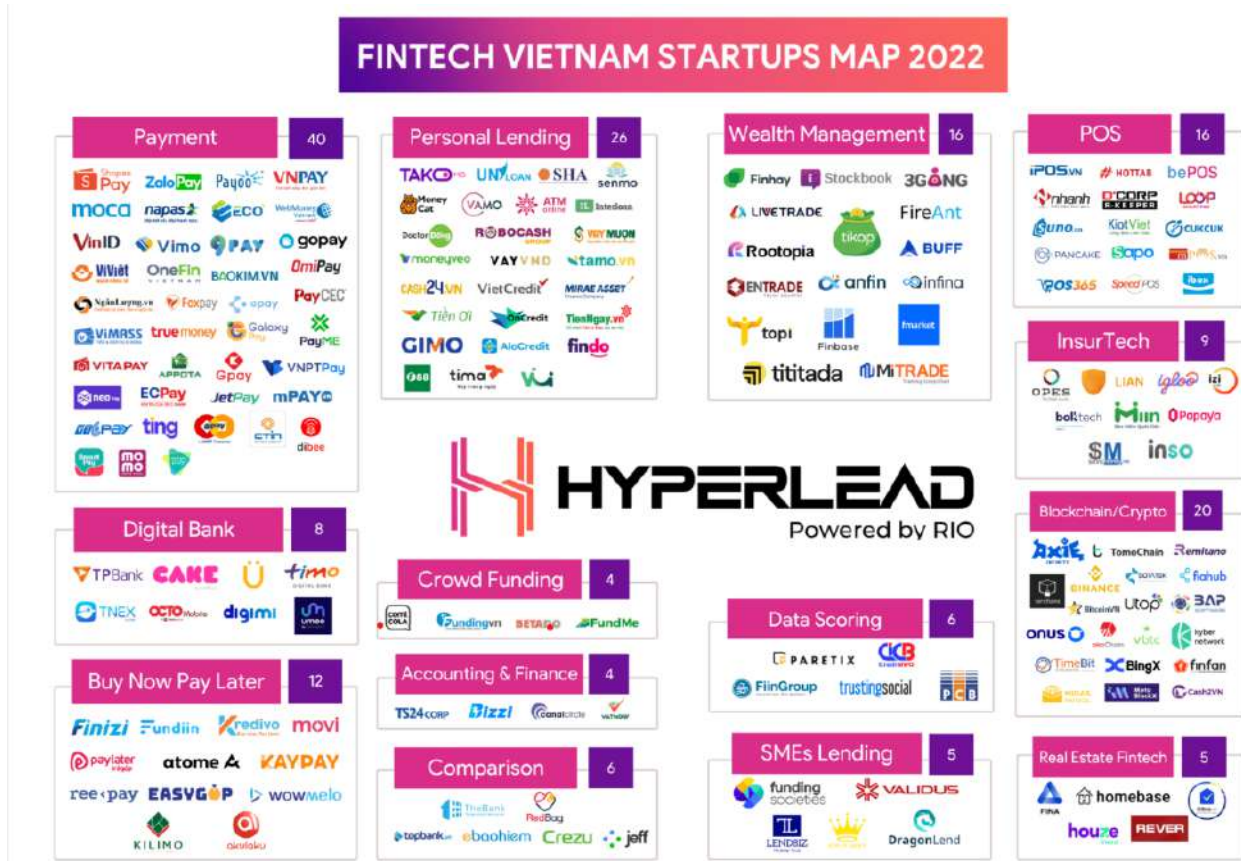


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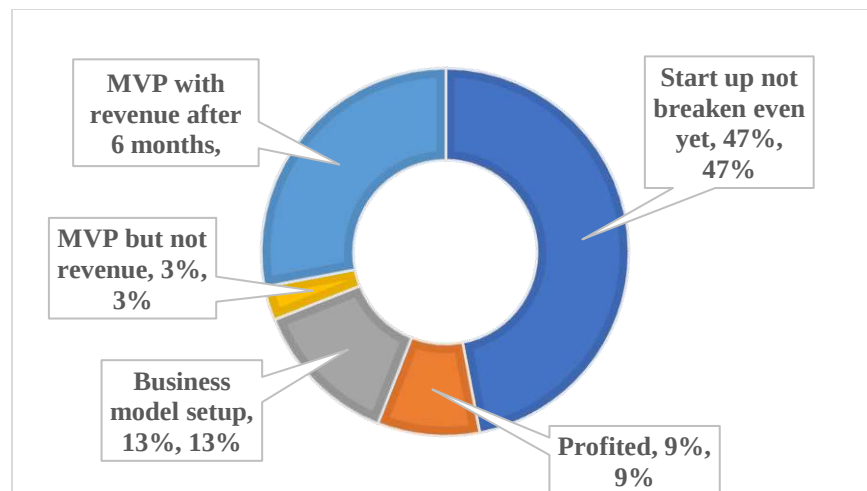
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APPENDIX 1: OVERVIEW OF VIETNAMESE FINTECH ECOSYSTEM 2022



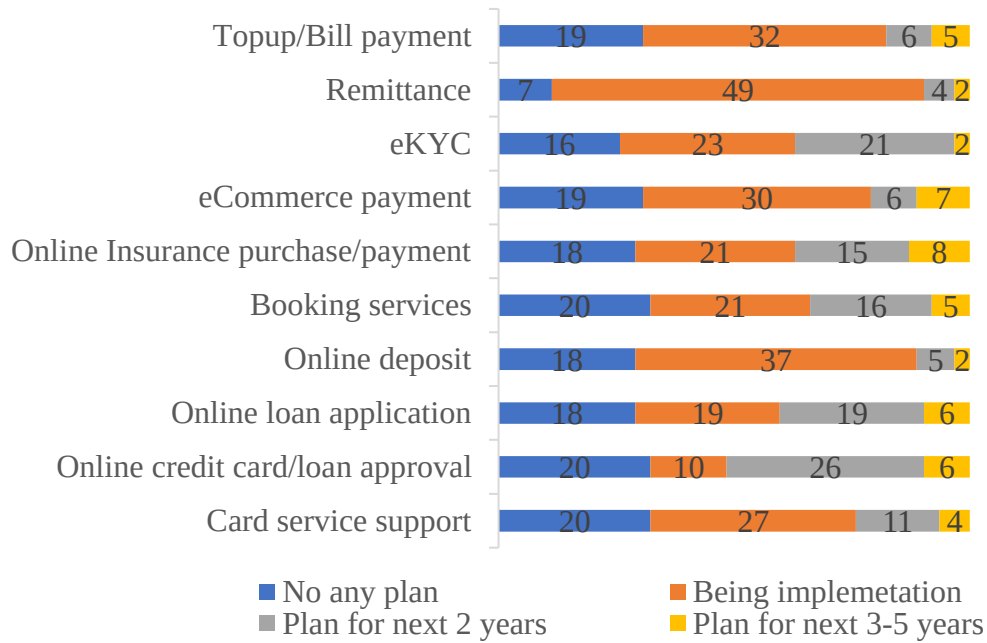
Source: Hyperlead (2023)

APPENDIX 2: RATIO OF FINTECH BY STAGES OF DEVELOPMENT



Source: SBV (2022).

APPENDIX 3: STITUATION OF DEPLOYMENT BANKING SERVICE ON DIGITAL CHANNELS AT BIDV



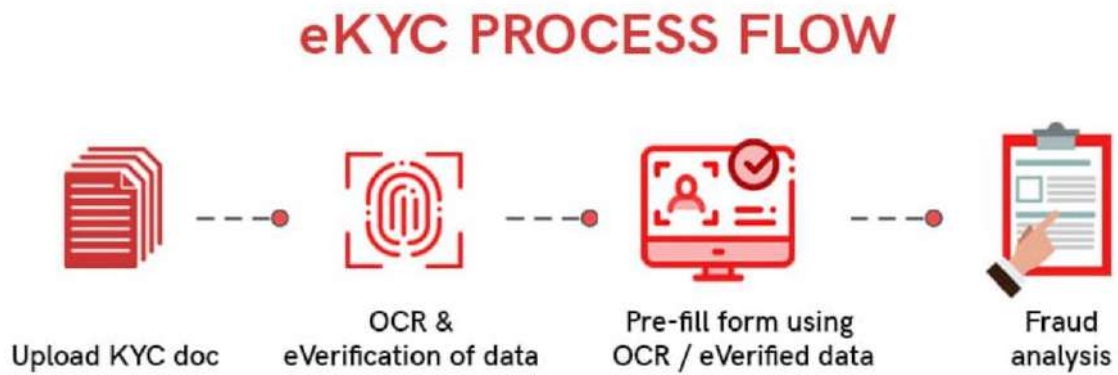
Source: SBV (2022).

APPENDIX 4: DIGITAL ECOSYSTEM MAP OF BIDV



Sources: Internal BIDV's ecosystem strategy report (2022), Nguyen Chien Thang (2022)

APPENDIX 5: eKYC PROCESS FLOW AT BIDV



Sources: Internal BIDV's digital report (2021), Nguyen Chien Thang (2022)

Audiovisual Translation Strategies in Dubbing of Foreign Films

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Abstract

The study aims to discover the dubbing methods from three movies - The Hunger Games, Night at the Museum, and Jurassic Park. The researcher found that there are nine (9) methods used in the dubbing of three films: (1) Naturalization, (2) Amplification, (3) Reduction, (4) Addition, (5) Transference, (6) Specification, (7) Modification, (8) Filtering, and (9) Transposition.

The results of the study show that naturalization is often used in the translation of audiovisual texts. The translator considers the writing, the voice talent, the film containing moving images, and the film's sound. All of this goes into creating the translation.

Keywords: audiovisual texts, audiovisual translation, dubbing

1. Introduction

Translating any text from the original to the target language is challenging. The translator must consider the total information in the text and assess the completeness and faithful translation of the displayed work. If the translator is still looking for an equivalent for the said word, he must fill it with an equivalent that is consistent from its original meaning.

It is common to translate texts such as books, articles, and other literary works from the original language to its target language. However, translation has also become an issue related to media such as movies, television shows, documentaries, and other programs. One of the issues here is the translation of films. Due to the development of modern technologies and the importation of foreign shows, the contemporary translation method became popular. This is called screen or multimedia translation, better known today as audiovisual translation or AVT. In the words of Diaz-Cintas (2004), "The globalization and digitization of multimedia led to the production and distribution of audiovisual creation. The innovative technologies that promote the rapid transition of translation to the digital age is why AVT is one of the successful research disciplines". This only proves that the development of AVT studies continues due to the desire to watch and translate foreign shows through technologies.

AVT is very different from the previous way of translating texts. The former translation method focuses only on a written work for the latter. In the case of AVT, the attention of the translation is not only focused on the printed text because other factors related to it, such as image, music, and movement, are also significant. These factors are substantial along with the text in creating an audiovisual translation because they cause a considerable change in the translation method. Only two approaches are applied to audiovisual translation- the replacement of the original dialogue with a new soundtrack called revoicing and the translation to the written text that appears on the media screen called subtitling. Revoicing can be used in two ways: the original language can be replaced entirely by lip-synchronized dubbing or only partially with the background still audible behind it, called voice-over.

Even though audiovisual translation studies are given little attention in the Philippines, it has become popular in other countries. Many scholars have explored and understood this type of translation in their respective languages. One of them is the study of Bc. Sofie Ferklová (2014). Their study titled Subtitles vs. Dubbing: Approaches to Translation of Swear Words and Slang in Film on translating swear and slang words in three films, *Fight Club*, *Lock, Stock, and Two Smoking Barrels*, and *The Big Lebowski* in the Czech language. His study discovered that the roles played by the two methods of audiovisual translation are different. A movie can be expressed more simply and correctly when subtitles are used because of the exact use of words. While the translated film gives a strong feeling because it puts a burst of emotion using the creator's ability. It can be considered swear words or slang words when it is not in line with society. Language and society have a great relationship because it determines the taboo of a word. It means cultural influence on how we can call a word taboo.

It was also discovered that these swear words may include body parts and all their sexual aspects and religious terms. The swear words may also come from the speaker with his emotional feelings. In this study, he categorized what are considered swear words- cursing, profanity, blasphemy, taboo, obscenity, vulgarity, slang, epithets, insults and slurs, and scatology. The study revealed that swear words are often seen in dubbing compared to subtitles. This is because the form of the subtitle is in writing, while dubbing is spoken, and speaking gives more emotion than writing. The number of sexual words used in the language was translated more.

Dumoran (2010) studied subtitling in her study titled "Subtitling Grammar: The Structural and Semiotic Shifts in Subtitled Filipino Films." She analyzed the translation strategy of the films *Dekada '70*, *Himala*, and *Ang Pagdalaga* in Maximo Oliveros. She studied the structural shift in the film from the Filipino language to the English language using subtitling. It emerged from the study that there are four types of structural shifts included in

the study: the shift as an economic product, the shift due to the linguistic characteristics of the Filipino language that is not in the English language, the shift due to modulation, and the shift due to specification. Even though the two focus languages used in Dumoran's study are the same, the directions of the two papers are different. Studying Filipino films translated into English using subtitling while the study to be done in English language films translated into Filipino using dubbing. Something that has not been given attention in the study of AVT in the Philippines. It will be known in the study how to translate English terms into Filipino. The study will also determine what techniques or methods are used in the dialogues' structure. Another thing to focus on is the translation of the nouns seen in the film, which was not done in his study. The current study will study the method and technique of equating or Filipinoizing dialogues in English.

This only proves that despite the controversy and doubts of some scholars on audiovisual translation, it cannot be denied that it has continued to be popular due to the development of modern technology. Film translation is only one focus in the study of audiovisual translation.

This study is based on Vermeer's Skopos Theory. This theory focuses on the function of the product. This theory is one of the theories of the functionalist approach, where the whole attention is focused on the text rather than how it will be used. The Skopos Theory comes from the Greek word "skopos," which means "purpose" in English, and Hans Vermeer was the proponent of this theory in 1978. This theory was used as a basis for a translator to translate a work. This theory focuses on purposeful translation and the translation's intended audience. According to Nord (1991), "To translate means to produce a target work in a target setting for a target purpose and direction in the target situation." In this theory, the status of the reference language is lower than its equivalent in the target language. Kussmaul (1995) explained this theory as a functional approach theory. The purpose of translation depends on the knowledge, assumptions, values, and norms of the target audience or reader, which is also influenced by their situation and culture.

In this theory of Vermeer, there is a significant distinction between aim and purpose. Nord (1991) discussed it further and said that based on Vermeer's discussion, the aim is considered as the final result that an agent or the translator wants to achieve. In comparison, the purpose is the provisional state in the process of achieving its desired or aim. It simply means that an agent or translator has knowledge or an idea of what his translation wants. From this desire comes the consideration of purpose in the translation process. Vermeer (1989) did explain that:

Every text is created with a set purpose and should only serve this purpose. The law of skopos can be analyzed as follows: translate/interpret/speak/write so that the text/translation is used in a situation where it is used by the people who intend to use it and how they intend to use it appropriately.

Similar to audiovisual translation, this theory is not only focused on the reference language because it looks at other codas that can affect the construction of the translation and the desired translation. The translator now has control over how he will translate it with an appreciation of other semiotic resources because the translator believes that it is of great importance in the translation to be made. So, just in the translation process, he already thinks and considers these things to achieve the desired goal of the translation- to create a translated script for a movie.

Madalas ipinapalagay ang pagsasalin bilang paglilipat-wika lamang ng mga nakasulat na teksto katulad ng pagsasalin ng mga artikulo, tula, kuwento at iba pang babasahin. Subalit kailangang bigyan ng konsiderasyon ng mga tagasalin ang multimodal na kaligiran ng iba pang isinasagisag na mga elemento nito. Maaaring magkaroon ng interaksyon sa pagitan ng mga salita, imahe, tunog, at mga galaw sa pagbubuo ng kahulugan partikular na sa isang palabas.

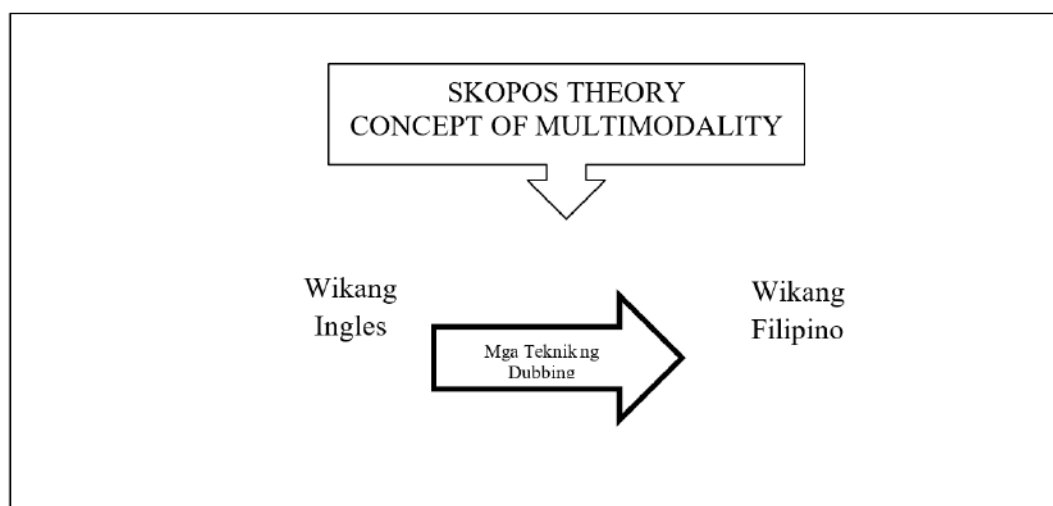
The Concept of Multimodality was also used as the framework of this study. Translation is often assumed to be simply the translation of written texts such as articles, poems, stories, and other reading materials. However, translators must consider the multimodal context of its other symbolic elements. There can be an interaction between words, images, sounds, and gestures in constructing meaning, particularly in performance.

Sinisiyasat natin ngayon ang mga karaniwang tuntunin sa likod ng komunikasyong multimodal. Wala na tayo sa ideya na ang iba't ibang moda ng mga tekstong multimodal ay mahigpit na nakatali at isang gawaing nakabalangkas lamang, katulad ng pelikula na maaaring ang mga imahe ang nagtatakda ng kilos, nakalakup na tunog bilang diwa ng realismo, ang musika bilang emosyon at iba pa, nagsu-supply ng integration code sa proseso ng pag-eedit, at ang paraan ng pagsasabay ng mga elemento sa pamamagitan ng mga komun na ritmo. Sa halip, andoon na tayo sa pananaw ng multimodalidad na kung saan kumikilos ang mga komun na tuntunin ng semiotic sa iba't ibang moda, kung kaya may malaking posibilidad ang musika na maglapat ng kilos o imahe upang magtaglay ng emosyon.

They stated that multimodal analysis considers the text that has interaction and integration with two or more semiotic resources or modes of communication to achieve the communicative purpose of the text. This means a text acquires a proper meaning only when interpreted in conjunction with its other modes. They even add that “verbal integration and multimodal modes need to be assessed, e.g., the semiotic, visual, acoustic, and kinetic elements to reveal the specific character of audiovisual translation.” That is, it helps to interpret a statement when it was analyzed in conjunction with other modes that may be semiotic, visual, acoustic, and kinetic. A message can be given a deeper meaning and importance when not only the word is considered but also its other multimodal elements. Just like in the translation of the film that is not only based on the spoken languages from the original language, the other elements contained in it must be considered in the translation.

This theory is very relevant to the study because it focuses on audiovisual translation and analyzes the translation method in foreign films. This theory is suitable as a basis for translation analysis because it considers other modes than just the text itself. It is implied in this theory that the impact brought by other modes in the translation of these films is significant.

The schematic diagram of the study can be found below.



2. Method

The study used a descriptive-qualitative method for content analysis. This study focuses on analyzing the method or technique used in the translation of three films. It focuses on knowing the translation technique from the English language as its original language to the Filipino language as its target language.

The researcher searched for duplicate films that aired on three different networks. The movie copy may be from an internet site, the network's official site, or a sidewalk copy of the show. After collecting the translated films, the researcher searched for copies of English films that served as their original copies. Using convenience sampling, the researcher selected movies with English and Filipino copies. The films Jurassic Park, Night at the Museum, and The Hunger Games served as data for this study.

The researcher has six total copies of the film. From this film, the researcher watched each copy one by one. The researcher tabulated the three films. Each table has two columns - on the left is the copy in English, and on the right is the copy in Filipino. Dialogues are contained within each column and aligned for easier viewing. After transcribing the film, the researcher watched it again to correct its dialogues. After being corrected, the researcher immediately analyzed the method or technique of translation and have it evaluated by the 2 experts in the field of translation. Each technique obtained has been tabulated to present it more clearly.

3. Results

This part shows the analysis of translation techniques from the three films. The researcher found that there are nine (9) methods used in the dubbing of three films: naturalization (337 or 41.86%), amplification (54 or 6.7%), reduction (54 or 6.7%), addition (56 or 6.95%), retention (72 or 8.94%), specification (44 or 5.46%), modification (65 or 8.44%), filtering (72 or 8.94%), and transposition (51 or 6.33%).

Naturalization

Naturalization is an audiovisual translation technique that preserves the overall content and message of statements from English to Filipino. English words that cannot be found in translation are also often spelled in Filipino orthography. This adds to the naturalness of the translation of each line. According to Dumoran (2011) the characteristic of a good translation is both faithfulness to the message and its naturalness in the target language. Inline syntactic changes are preserved and appropriate in the target language. Consider the following examples:

1.) Dialog from the film The Hunger Games:

Original: *"It's a mocking jay pin to protect you."*

It's a mocking jay pin to + to protect you.

(pro. + subject + predicate)

Translator: *"Iyan ay mocking jay pin para protektahan ka."*

Iyan ay mocking jay pin + para protektahan ka

(pang.pam + simuno+ panaguri)

Above is the first sample naturalization line. The researcher noticed that the dialogue consists of two propositions. First, here is the line from the English language of The Hunger Games: (It's a mocking jay pin + to protect you.) From the English sentence it can be seen that it has a pattern of <pro.+subject+predicate>. Meanwhile, the translation also has two propositions. The (Iyan ay mocking jay pin + para protektahan ka). From the structure of the sentence, it follows the pattern < pang.pam + simuno+ panaguri>. Based on the lexical terms found in the two sentences, the translation shows its equivalent in the Filipino language. That is, it retains the message of the two sentences, which is one of the characteristics of naturalization. Also, from the two patterns recorded in the two sentences, the original sentence and the translation sentence can be said to have similar grammatical structure. A characteristic that Dumoran mentioned in his study is that the syntactic change within the sentence is preserved.

Amplification

Amplification is a translation technique when the message is expressed more clearly from the original to the translated language. It may be because of the lack of equivalence and to make the statement easier to understand that this translation method is used. Exaggeration also often enters this part, depending on the translator. Below are three examples of amplification from three films.

Original: *Yes Caesar, I am prepared.*



Translation: *Yes Caesar, handang- handa na talaga ako*

Here is the dialogue from the movie The Hunger Games: "Yes, Caesar, I am prepared." Which is equivalent in Filipino to "Yes Caesar, I'm really ready." We will notice that its use is more clarified or exaggerated in the Filipino language. Instead of just using the translation "handa" it is used with the repetition of "handang-handa na" to emphasize the message of the dialogue. In this part, the "handang-handa na" statement is expanded and gives more emphasis than prepared in the English language. According to Paul (2009), there are times when the target language translation exaggerates to gain more weight and emphasis, especially when needed in a specific scenario that contains an extreme emotion." This means that the main reason for the target language translation to be heavier is that this technique only wants to address the emotion or feeling contained in the scenario. Just like in this scene, the joy and excitement can be seen on the character's face, which is why the word "ready" is used.

Reduction

It is a method or technique of translation that omit words from the original language into the target language. At this point, reduction occurs so that the message from the original language to the target language can be more easily and coherently expressed. This may also be the reason for matching the length of the utterance with the movement of the mouth of the person speaking.

Original: *And were ready. **President Snow** you're live.*
Translation: *Okay ready na. ? na.*

The original dialogue was equated to the first example, "And we're ready. President Snow, you're live" in Filipino: "Okay ready na." Based on the dialogues, the statement was not translated or equated to the original "President Snow you're live" due to the modes included in this scenario. The statement "And we're ready" focuses on the scene of the President sitting, and the following deleted line focuses on the standing of President Snow and the people. There are also two acoustic modes included in this scenario where the screams of the people are more dominant. So, based on the Skopos Theory, where the translator has the power over the script, it favors the other mode, which is more reason not to compensate for the last statement.

Addition

An *addition* is a method or technique in which other statements or words supplement their original script. Perhaps the reason for the addition of statements is that the words in the original are longer than in their translation, so it is filled with other statements. A significant factor in the motion visual code can put an additional statement to fill in the motions in a particular scenario.

Original: *Prim! Prim! No! no! no! no! I volunteer! I volunteer! I volunteer as tribute!*
Translation: *Prim! Prim! Wag! Wag! **Teka! Ako na lang!** I volunteer! I volunteer! Nag-vovolunteer ako bilang tribute!*

According to Cuaresma (2016), in an interview, technical addition can be done, especially if the translator does not control a voice talent or he cannot control the words that are released, especially when the tension contained in the scenario is intense, just like crying, screaming or any activity that involves emotion. It can be noted that the Filipino translation of Movie 1 added the words "teka" and "Ako nalang" that were not in its original script. This is because Katniss repeatedly uttered the word "no" as she saw her siblings being taken. Not all of them are equivalent to Filipino. Instead, just add another word related to the line.

Retention

One method of translation is retention. Matching all lexical items from the original to the target language is essential in this part. It does not matter if the sentence structure is different because the only important thing here is to see all the lexical items in the statement. Retention is also often used in the translation of movies, especially when it comes to maintaining the overall idea of the statement, even if the sentence is different.

Original: Haaah... congratulations. Where's the ice?
Translation: Haaah... congratulations. Nasan ang ice?

- Original: *We called everyone. We did everything we could. No one would help us. The Costa Rican government said this is a no fly zone. The US embassy that's our US Embassy told us we should accept the truth. Do you believe that?*
- Translation: *Tinawagan naming ang lahat. Ginawa namin ang magagawa namin. Pero walang tumulong sa amin. Ang gobyerno ng Costa Rica sabi no fly zone ito. Ang US embassy, tama ang ating US embassy, sinabing tanggapin na lang naming ang katotohanan. Naniniwala ka ba dun?*

The first example shows the retention technique. All lexical items found in the original dialogue in the Filipino language were equated. Keeping only some of the words like "congratulation", and "ice". The same is true of the second film where all equivalent words can be found in the translated language, as well as preserving lexical items such as "no fly zone", and "US embassy". Similarly in the third movie, only the words "Bomb trader", "Bond trader", "Sorry", and virtual-reality driving range are kept.

Based on the examples, it can be said that maintenance is the equivalence of all the words that make up the sentence, so it is also similar to literal translation. Due to the purpose of preserving the spirit and if possible its structure, it appears that its other lexical items are also preserved. It often preserves nouns, universal terms, and statements that cannot be equated in the target language. It simply means as is often done in translation, it turns out that some words are kept because they cannot find an equivalent in the target language. This is a technique common to many different types of translation.

Specification

This translation method occurs when statements in the original language are more specific or explained in the rendition of the translation, especially when idioms or metaphors are being translated. Statements that are broad in the original are translated with more specific ones in the target language.

Original: *Throw that metal thing **over there**.*

Translation: *Ihagis mo ang metal na yun **sa gitna**.*

Notice in the first example that the statement in the original "Throw that metal thing over there." was translated "*Ihagis mo ang metal na yun sa gitna.*" in the target Filipino language. The researcher noticed that all the words in the sentence are translated literally except for the statement "over there," which is translated with "sa gitna." It is only a literal translation if the original is translated with a more specific term or statement to clarify the statement in the target language. The statement "sa gitna" is more detailed than "over there" because it cannot be determined in the second which place or part the metal will be thrown. However, it is more detailed in the Filipino language, which is defined as it will be thrown in the middle.

Modification

This translation focuses on matching modifiers that can be words, statements that describe the original language. These modifiers are usually added to the target language along with what it modifies.

- Orihinal: *Prim, **it doesn't hurt much**. Okay? Got sit down there with the little kids. I'll find you later okay? I'm good.*
- Salin: *Prim, **hindi masakit yun parang kagat lang ng langgam**. Okay? Maupo ka na kasama ng ibang bata. Hahanapin kita mamaya, maliwanag?*

Above it, all the words and statements were translated into the target language. Only statements describing some words from the original language were added. Just like in the first movie, the description was added to the original word of "parang kagat lang ng langgam" as a description of how painful it is that is not found in the original statement. It just means that it already has the translation of the statement but added a modifier to expand further and describe the pain that will be felt.

Filtering

Filtering is a method or technique in audiovisual translation. Because of the contrast between cultural terms in the target language, this technique is used to adapt statements in the original language that are unacceptable or out of context in the target language.

- Original: ***Damn you Gale!** It's not funny.*
- Translation: ***Bwiset ka Gale!** Hindi ka nakakatawa!*

The original statement was translated "Damn you Gale! It's not funny." in Filipino of "Bwiset ka Gale! Hindi ka nakakatawa ". It will be noted that the word "damn" is equivalent to "bwiset" in Filipino. Filtering was used in this part because the use of the word damn in common conversations is out of context in the target language. Instead, bwiset was used in the translation with the English translation of bullshit.

- Original: ***Fuck! Fuck! Aaaah! Oh God!***
- Translation: ***Ilayo niyo! Ayoko na! Jusko!***

Similarly to the second example where the statement in English "Fuck! Fuck! Aaaah! Oh God!" is translated into Filipino as "Ilayo niyo! Ayoko na! Jusko!". From this statement, it can be noted that the words "Fuck! Fuck!" ng "Ilayo niyo ako". This is because this word is not in the context of the target language and is not used in everyday conversations. So, translate it with the word "Ilayo mo" based on the scenario in this part where the woman pushes the skeleton away. So it has just been translated based on the action taking place.

Transposition

It is a method of translation that focuses on changing the grammar of the source language into the target language. It often focuses on changing sentence structure. It is usually used in translating written works, especially when two languages have different grammatical structures. However, this method is used in the translation of writings and also in audiovisual translation.

Original: ***What if everyone just stop watching?***

Translation: ***Pa'no kung tumigil na sa panood ang lahat?***

The example shows the method or technique of transposition, which equates to the sentence "What if everyone just stop watching?" in Filipino, "What if everyone has stopped watching?" It can be noticed that the original sentence has the pattern *simuno+pan.+p.guri* while the Filipino translation has the pattern *pan.+ p.guri + simuno*. This means that the position of the words changes due to a grammatical shift.

4. Discussion and Conclusion

From the dialogues in the three movies "The Hunger Games", "Jurassic Park", and "Night at the Museum", was discovered that there are nine translation techniques from the English language to the Filipino language- naturalization, amplification, reduction, addition, retention, specification, modification, filtering, and transposition.

Translation is a complex task. It requires caution and adaptation. Every translation work needs to consider whether it is consistent as an appropriate way of expressing the idea in the target language. The translator also focuses on multiple techniques or methods when translating audiovisual texts. Naturalization is often used as a translation technique in film dubbing. One of the primary considerations when translating any work is the grammatical aspect of the target language, something a translator needs to keep in mind. However, the audiovisual translation is viewed differently. Different from the translation of technical texts, grammar is not often valued in audiovisual texts, which is why naturalization is used more than transposition.

Audiovisual translation differs significantly from other forms of translation because it possesses other semiotic resources (O'Halloran & Smith, 2014). Because of this, the translation is not only focused on the script because it can be noticed that other codes that can be seen in the film have a significant influence on the change of its translation. Proof of this is the subtraction, addition, and amplification methods.

Along with translating language and other modes within the film, translators also pay attention to the culture and contextualization of their translated films. There is still the adaptation of the lexical item that needs to complement the target audience's context. Considers the use of terms commonly used within a conversation—the reason for having to filter information or words before translating directly. Proof of this is the use of filtering as one of the methods of audiovisual translation.

In conclusion, audiovisual translation is a type of translation that focuses not only on the language of the text but also on the semiotic resources in the film as a text. These semiotic resources play a significant role in translating the film's dialogues. The multimodality of a film as a text is significant factor in translating the film.

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Social Networks and Innovations in Local Service: Two Case Studies from Phare Province Thailand

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Abstract

This article compares the social networks of two local service innovations: *the hygienic and sustainable governance of local excrements* by Nongmuangkhai sub-district municipality and *the healthcare supply center model* by Wangchin sub-district municipality. These two projects can solve the vital health problems in these sub-districts. Both innovations have been established and operated by a complex network of various actors inside and outside sub-districts, such as bureaucratic agencies, local government agencies, and civil society groups. The external linkages are also vital sources of budget, knowledge, and skillset in terms of creating local service innovation, the internal linkages between local people, sub-district municipality agencies, and other community organisations are evident sources of manpower and financial support to operate and maintain the local services. The research finds that it is necessary for local government organisation to capitalise both internal and external networks, and formal and informal linkages to establish and operate any local service innovations.

Keywords: Social network, local service, service innovation, Thailand, local government administration, Phrae province



1. Introduction

Decentralisation is one of the most pressing issues in Thai politics these days. Determining Plans and Process of Decentralization to Local Government Organization Act, B.E. 2542 (1999) is the milestone of the modern decentralisation process of Thailand. However, after over 20 years of the starting point, some public services have still been in the process of transmission between central and local government, such as education, health, and welfare. According to the draft version of Plan for Decentralization to Local government Organization (3rd edition) B.E. 2563-2565 by Office of the Decentralization to the Local Government Organization Committee, the transmission process from 1999 to 2020 has been finished 68.2%. 262 of 384 missions had been transferred to local administrative organisation (LAOs). This report states that the main problems of transmission are 1) a lack of the budget 2) readiness of LAOs 3) a lack of necessary skills and manpower 4) regulation and national laws. The studies of other scholars in this field also point to the same problems (e.g., Nakharin Mektrairat, 2009; Shutidate Yapukdee, 2022). Local governments in Thailand, in other words, lack a variety of resources necessary to provide the public services to local people as expected. However, despite the difficulties, some LAOs can innovate local services by utilising the resources of other actors both inside and outside of their own territory. According to Lukkhasorn and Lowatcharin (2019), there are at least 90 research studies that focus on service innovation of local government during 2006 and 2015. In those 90 studies, the three most important elements of a successful innovation process were involvement, leadership, and government policy. In other words, rather than being developed and managed by a single local government organisation, local service innovations in Thailand are typically developed and managed by a network of numerous actors both inside and outside the organisation.

This article focuses on how social networks play an important role in creating and operating local service innovations by comparing two cases in Phare province Thailand – Nongmuangkhai and Wangchin sub-district municipalities. These two organisations have been able to utilise their social networks to innovate the local services. This article will analyse two cases via the lens of social network analysis. This article will discuss three main topics of social network analysis 1) actors 2) structures and linkages 3) embedded resources. In the first part of this article will discuss the details of two case studies. After that the components of their social networks will be analysed and compared before the suggestion part.

2. Method

This article is a part of the research project titled “Assessment of Local Administrative Organisations with Good Governance” conducted by Sukhothaithamthirat Open University in 2023. This project investigates several local administrative organisations (LAOs) in Thailand to evaluate the excellence local practices, and to inspire LAOs to improve their local services. This article focusses on only two cases that clearly show how LAOs utilise their social networks to obtain vital resources for establishing and operating their local service innovations. In this research project, the researchers did focus group discussion with the key actors related with the innovation in each sub-district municipalities. In case of Wangchin sub-district, municipality, agencies from the Wangchin hospital, and The Wangchin senior center for quality of life and lifelong healthcare are main participation of focus group discussion. In case of Nongmuangkhai sub-district municipality, most participations are government agencies from various sectors such as Nongmuangkhai hospital, District Public Health office, District agricultural office, and Nongmuangkhai sub-district municipality officers. These focus group discussions paid attention to two main topics — 1) the process of the local service innovation establishment and operation 2) actors, linkages between actors, and resources in creating and

implementing the innovation. 'Microsoft Team', an online meeting platform, was used for the discussions and recording the meetings. In term of analysing the data, the researchers will ask an open question on the process of the innovation projects, then focusing on how the informants utilise their formal and informal networks.

After that, the collected data will be analysed using the network analysis method '*Social Network Analysis*' (SNA). Comparative tables and simple sociograms are used as the main tools for presenting and analysing the data. A sociogram is a graphic presentation that metaphorically represents the actual relationship of a group of people in the form of nodes and ties. Actors are presented in the form of nodes, while linkages between actors are presented in the form of ties. The complexity and detail of a sociogram can be adjusted based on the purpose of analysis. For example, ties between different nodes can present primary or secondary linkages between analysed actors, and the size of different nodes can present social status of actors in the real world. Therefore, sociogram facilitates the data of focusing social networks in a visible form for studying and analyzing. Sociogram is an important tool for understanding social networks in various dimensions, such as structure of the network (e.g., Granovetter, 1983; Aral, 2016), properties of actors (e.g., Avin et.al., 2015; Karimi et.al. 2018), and locations of nodes in the network (e.g., Burt, 2004; Buskens, & Van, 2008). The sociograms in this article will present three issues related to the social networks: 1) types of actors, 2) types of linkages and locations of nodes, and 3) embedded resources in the networks.

3. Results

This article focuses on the importance of informal networks in implementing socially innovative projects by rewarded Thai local administrative organisations. In doing so, the study considers two projects: *the hygienic and sustainable governance of local excrements* led by Nongmuangkhai municipality and *the healthcare supply center model* by Wangchin sub-district municipality. These projects have been recognised and rewarded by the Office of the Decentralisation to the Local Government Organisation Committee. By focusing on social networking using both projects, this research paper will offer insight and knowledge of the crucial elements of the competency of Thai local administrative organisation in providing public services.

Wangchin sub-district municipality located in Long district, Phrae Province, northern Thailand. Long district, the southern part of the province, is about 80 kilometres from the center of province. Therefore, Wangchin sub-district municipality must provide public services especially healthcare system. In doing so, Wangchin's healthcare supply center has been established to elevate the local healthcare system, since Wangchin residents previously struggled from the following factors. Firstly, Wangchin district has entered an aging society because 20 percent of the demography is elderly people who will be dependent on help and long-term care system. This situation requires a closer look into how the healthcare system works in the area. However, the second difficulty is getting access to the health system, which is costly and timely as it is located on the distant outskirts of Phare province. People in need of medical treatment must travel a distance and wait in line for treatments, which is the burden that people must bear. Moreover, in terms of obtaining healthcare supplies such as ventilators, pressure sore beds, and so on, there was inequitable access due to varied economic status among people.

To tackle these predicaments, Wangchin sub-district municipality has capitalised on its informal and social network and then founded '*the healthcare supply center*' operated under the regulation of the Ministry of Public Health. This center provides a variety of services, such as employing healthcare staff-- care manager (CM) and caregiver (CG) whose focus is on long-term and palliative care. The center also offers a wide range of health supplies for lending. In terms of management, the center is run by the elected committee of the locals, who are mostly retired civil servants. Moreover, the Wangchin Hospital also provide consulting to the center. In addition, *Wangchin Senior Center for Quality and Lifelong Helpcare* also plays a vital role in facilitating the services. Local religious organisations such as temple also take part in a fund-raising event called '*Kratin*'. Money donated from the event will be the key budget for operating the center along with the sub-district budgeting. Furthermore, with help from GISMAN Asia, Wangchin sub-district municipality also launched a mobile application called 'Smart Wangchin' to enhance the services, for example, the queuing system, tracking system of the lending equipment, online payroll of the healthcare personnel, and check-up records. As it was founded under the Ministry of Public Health regulations, the center can bypass some regulations such as equipment regulations of the local administrative organisation. This allows for the maintenance of the medical supplies.

Nongmuangkhai sub-district municipality is in Nongmungkhai district, Phrae province. This sub-district municipality had launched a socially innovative project called *the hygienic and sustainable governance of local excrements* to tackle the pressing issue in the area: the high death rate due to the unhygienic method of local excremental disposal. According to the report on local health conditions presented by the Phrae provincial public health officer, people in Nongmuangkhai area have suffered from flukes' liver cancer and Cholangiocarcinoma, resulting in a high death rate. Statistically, 56 people died from these diseases, which is the highest death rate in Phrae province. One factor causing the issue is the unhygienic method of local excremental disposal. Statistically, there are more than 200 excremental tankers registered with the sub-district municipality. However, in absence of proper and hygienic methods, these increments were secretly released into the public swamps and waterways, which spoiled the natural environment and public health as the locals loved eating raw meals using those spoiled freshwater animals.

Nongmuangkhai sub-district municipality and related public health, therefore, realise the importance of holistic methods of hygienic excremental disposal. In doing so, the process is comprised of three processes. Firstly, in terms of location, the NMK sub-district municipality has turned the abandoned waste dumpster area into excremental drying beds. This knowledge of excremental drying beds has long been implemented elsewhere. But Nongmuangkhai sub-district municipality has successfully adapted knowledge concerning geographical variations such as soil quality and waterways. The local sewage tankers then will dump the collected excrements into the area properly and hygienically. The drying bed will undergo routine inspections for the level of contamination in the draining water with the assistance of the public health department.

Secondly, in terms of management, the private sewage tanker will be assigned to oversee the drying beds, for example, the timetable of the drying period and the loading capacity of each bed. Normally, it takes 9-10 days to dry the excrement. Then these dry excrements will turn into rich-organic fertilizers. Nongmuangkhai sub-district municipality has successfully capitalised on its local network with the help of an agricultural district officer to test the richness of organic matter in the dry excrement. Then the output of excrement will be packed and branded as Nongmuangkhai's fertilizers. Lastly, Nongmuangkhai sub-district municipality

has also created and launched the mobile application called ‘sewage tankers: NMK’ (*soobsuam: NMK*) to facilitate the process of excrement disposal. This application allows two-way operations; as a user, Nongmuangkhai residents can request the services, track the tankers’ location, and calculate the service fees. As Nongmuangkhai officers, this application provides backdoor information access, such as the loading capacity of each tanker, the service charges, and the drying period. As a result, the impact of Nongmuangkhai’s innovative project has evident in the decreasing death rate. Nongmuangkhai sub-district municipality can successfully establish holistic and hygienic methods of excrement disposal.

As eminent local administrative organisation-led projects, these two social innovation projects share several similarities. Firstly, the objectives, these two projects aim to alleviate locals’ difficulties to improve their quality of life, which is the critical responsibility of local government organizations. Secondly, as a sub-district municipality in the second tier of rank in Thai local administrative organisation, both Wangchin and Nongmuangkhai sub-district municipalities evidently lack some resources such as knowledge, budget, and human resources. Nevertheless, these two local government organisations have capitalised on local networks and bridged the linkages among the related agencies.

4. Discussion and Conclusion

The brief information of two local service innovations and their related social networks are presented in the below table for comparison purpose.

Case	Nongmuangkhai sub-district municipality	Wangchin sub-district municipality
Local service innovation	The hygienic and sustainable governance of local excrements	The healthcare supply center model
Detail	- Hygienic human waste disposal system - Smartphone application for the service - Fertilizer from human excrements	- The healthcare supply center operated by the network of local civil society, municipality, and the hospital - Focus on bedridden patient, disabled persons, and palliative care - Smartphone application for stock checking, and making reservation
Problem solving	The high rate of liver fluke problems	Increasing in number of dependent patients
Future plan	Extending the service area, if obtain supports from the provincial government.	Extending the service area and connection with charity organisations,
Main actors	1. Nongmuangkhai sub-district municipality 2. Nongmuangkhai hospital and Nongmuangkhai community hospital	1. The Wangchin senior center for quality of life and lifelong healthcare 2. Wangchin hospital 3. Wangchin sub-district municipality

	3. Nongmuangkhai district health office and Phare provincial health office 4. Regional Health Promotion Center Chiangmai 5. Nongmuangkhai district agricultural office	4. Religious organisation, such as temples (<i>Wat</i>) 5. Gismans Asia
Structure of the networks	1. Bureaucratic network between different organisations 2. Nongmuangkhai sub-district municipality are the center of the network	1. overlapping of formal and informal social network 2. Internal and external social networks 3. The Wangchin senior center for quality of life and lifelong healthcare are the center of the network
Linkages	1. secondary relationship (co-worker from different organisations)	1. primary relationship (local people) 2. secondary relationship
Case	Nongmuangkhai sub-district municipality	Wangchin sub-district municipality
Resources	1. Finance (budget from municipality and provincial government) 2. Facility and land (municipality) 3. Skill (district, provincial, regional health offices) 4. Technology (regional health offices) 5. Quality Certification (district health and agricultural offices)	1. Finance (budget from municipality and the state fund) 2. Equipment (charity, municipality) 3. Building (municipality) 4. Skill (Hospital) 5. Manpower (Wangchin Senior Center) 6. Technology (Gismans Asia)

Table 1 shows the comparison of Nongmuangkhai and Wangchin's innovative services.

The below figures provide some details of the social networks of each local administrative organisations: Wangchin case (figure 1) and Nongmuangkhai case (figure 2). These networks provide a vital resource for operating the services. However, there are some differences in terms of the types of linkages, resources, and agencies, as shown below.

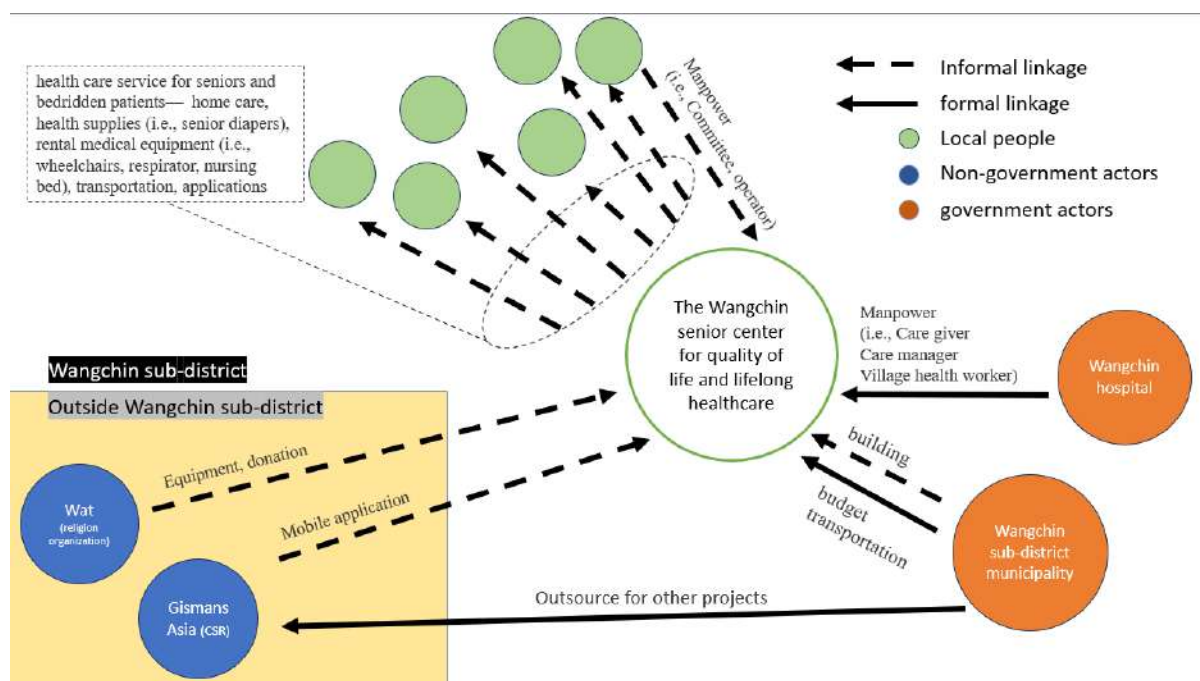


Figure 1 Social network for creating and operating service innovation in the Wangchin case.

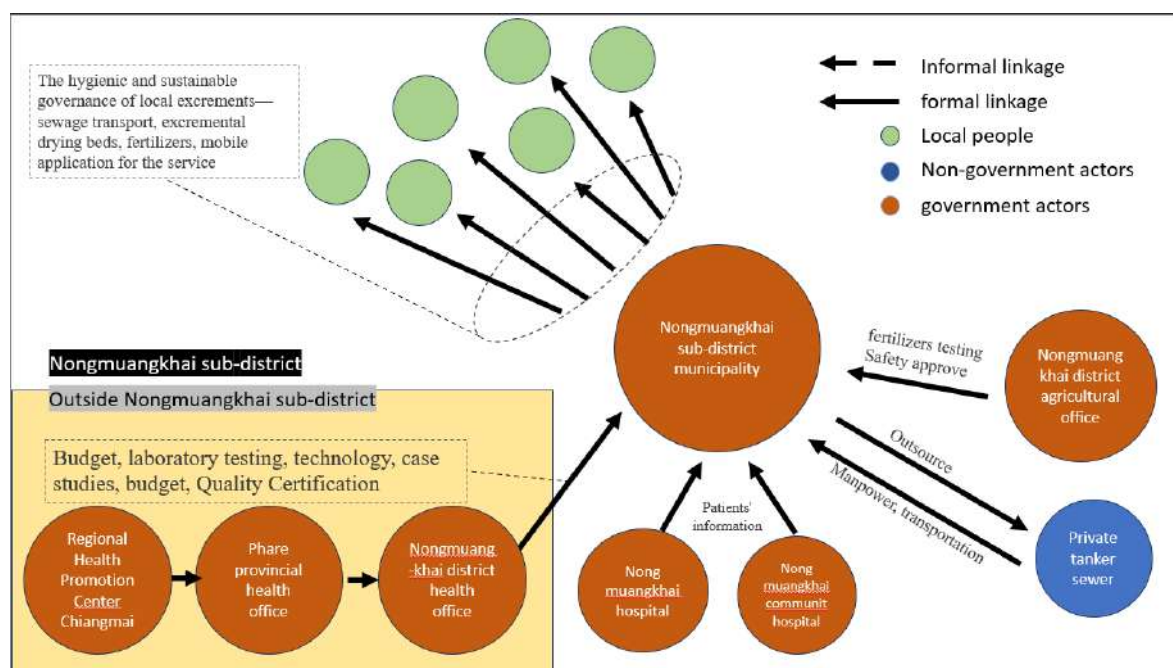


Figure 2 Social network for creating and operating service innovation in the Nongmuangkhai case.

Both Nongmuangkhai and Wangchin sub-district municipalities have established and operated local service innovations that tackle the pain points of local people in their service areas. There are four similarities that will be discussed. Firstly, these two innovations were originally created by local actors to alleviate and mitigate crucial local health problems. Secondly, the fundamental resources obtained from the typical local government organisation in terms of agency and network, however, are insufficient for developing and running local service innovation. Therefore, local actors need to extend their linkages to outside actors such as upper bureaucratic agencies, local civil society, and other related local government agencies to obtain sufficient resources and skillsets to operate their innovations. Thirdly, the most important resources that local networks require are information technology, scientific knowledge, and skills, as shown in the two projects: mobile application and knowledge of the sewage disposal process. Lastly, expanding their innovation networks is the further plan in both case studies.

Although social networks in these two cases are utilised of the sake local service innovations, there are three issues that should be discussed here: actors, structure of the social networks, and embedded resources in the networks.

1) Actors: the networks of both local service innovation consist of several actors; however, actors who get involved in the innovation project of Nongmuangkhai sub-district municipality mainly are government agencies and local administrative government. On the other hand, the social network of the Wangchin case includes a wider range of participants, including government agencies, local government agencies, and local civil society groups.

2) Structure of social networks: the social network of Nongmuangkhai sub-district municipality is based on the bureaucratic structure. Most linkages between actors are formal linkages or secondary relationships. The actors in this network interact with each other through their roles in the Thai bureaucratic system. However, after working together for a while, some agencies start forming primary relationships. In this social network, Nongmuangkhai sub-district municipality is the center of the network. The sub-district municipality play a role as a bridge between different provincial government officers that might not have frequent interactions with one another, such as interaction between the district public health office and district agricultural office.

On the other hand, the structure of the social network in the case of Wangchin is quite different. Most linkages between actors in Wangchin sub-district municipality are informal linkages and primary relationships. The agencies of different organisations have known each other for period of time. Their external actors are also reached via informal linkages, for example, monks, volunteer groups, or charity organisations. However, formal networks or bureaucratic structures still play important roles in Wangchin case, such as Wangchin hospital and Wangchin sub-district municipality. In case of Wangchin, the civil society group titled *the Wangchin Senior Center for Quality of Life and Lifelong Healthcare* play the vital role in innovation management. This civil society group is a hub of social network in Wangchin sub-district that links formal and informal relations with outsiders to bring resources into Wangchin sub-district municipality. At the same time, these civil society groups manage informal relations of local volunteers for operating the local service innovation.

3) Embedded resources: the local service innovations in both cases have been evidently established and operated by resources from various actors in the social networks. Without a good social network, local governments will lack the ability to innovate these new local services. However, due to the different types of actors and structure of social networks in both cases, the nature of embedded resources in these two networks are also different. In the case of Nongmuangkhai, most resources are obtain from the outside via the bureaucratic network.

These resources are the annual budget, scientific knowledge, and skillsets. Therefore, the resources of the Nongmuangkhai social network are quite reliable and predictable. The rest of the resources are provided by Nongmuangkhai sub-district municipality, namely budget, manpower, and land.

In contrast, Wangchin case has access to resources that are more diverse in terms of type and origin of the resources. For example, skills and scientific knowledge are provided by Wangchin Hospital. Budgets are supported by bureaucratic structures. Wangchin sub-district municipality offers land, buildings, and concrete facilities. The local civil society groups provide manpower, information, and help. The resources of Wangchin networks might seem to be disrupted and unpredictable. However, it can also be flexible and concrete. Importantly, the local actors are not quite reliant on outside actors compared to the Nongmuangkhai case.

The roles of social networking in innovating local service in the cases of Nongmuangkhai and Wangchin subdistricts lead to two suggestions. Firstly, both formal and informal social networks are important to innovate a new local service in Thailand. Different kinds of social networks provide different resources for the projects. While resources from formal networks or bureaucratic systems are reliable, they are inflexible. As Nongmuangkhai sub-district municipality must rely on the provincial or national government in terms of budget approval, the decision on the expansion of the project to nearby areas will be delayed. Contrastingly, resources from informal networks are more flexible and easier to create new linkages. Secondly, both external and internal networks are important. In case of Wangchin, internal networks are source of manpower and information distributors. External linkages are important sources of extra financial support, technology, scientific knowledge, and skills. Therefore, local government agencies need to consider the importance of various kinds of networks in order to provide innovative public services.

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University Students' Awareness of Non-Traditional Jobs: A Case Study of the H&SS Faculty, University of Ruhuna (Sri Lanka)

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Abstract

Today, the world of work has undergone a radical change, due to the explosions experienced in digital technology and online communication. As a result, so many non-traditional digitalised employment avenues have emerged in the employment market that address a multitude of services and commodities to support varied forms of modern lifestyles. While science and technology-oriented disciplines emphasise this phenomenon, those in the streams of humanities and social sciences do not show a direct link with it. Comparatively, the students in the science and technology-oriented disciplines are far ahead of those pursuing courses under humanities and social science in their familiarity with the new developments in the employment market. Against this background, this research aims at investigating the level of awareness the students of the Faculty of Humanities & Social Sciences at the University of Ruhuna possess about non-traditional employment avenues, especially internet-related jobs and digitalised ways and means of income generation. Their familiarity with the relevant technical knowhow and their attitudes to the non-traditional jobs and avenues of income will be surveyed by means of a questionnaire and a task sheet served to them under the General English course programme in the H&SS Faculty.

Keywords: Online Jobs, Digital Currency, Work from Home

1. Introduction

This research aims at investigating the level of awareness the students of the Faculty of Humanities & Social Sciences at the University of Ruhuna (Sri Lanka) possess about the non-traditional employment avenues, especially internet-related jobs and digitalized ways and means of income generation. Their familiarity with the relevant technical knowhow and their attitudes to the non-traditional jobs and avenues of income will be surveyed by means of a questionnaire and one on one interviews.

2. Method

The methodology applies here involves a structured questionnaire, task sheets, and one-on-one interview questions served as part of the General English course programme in the H&SS Faculty.

Geopolitical Competition Of Major Powers: A View From The New Trend Of US-China Competition In Latin America

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Abstract

In the context of fierce competition for major powers on a global scale, Latin America is also one of the regions that clearly shows the growing trends of the US-China strategic competition. The strategic competitive environment in the region is now shaped by new trends that are unprecedented in history of Latin America, such as the strong development of leftist forces, the growing independence of regional countries, and the increasing presence of China while the role of the United States is decreasing. However, major powers competition is not only the challenge but also the opportunity for Latin America. In the context of global challenges in both economic and political terms, supply chain disruptions due to pandemics, climate change, etc., the competition between the US and China brings about the alternative option for Latin American nations in seeking a complex balanced foreign policy between the US and China in order to have more resources for economic development and avoiding to be the battleground of a "new Cold War" between major global powers. This can also be a lesson for countries in Southeast Asia in responding to the complex initiatives of major countries in terms of security, economy and development in the region.

Keywords: China, Major Powers, Latin America, Strategic Competition Environment, United States of America.



1. Introduction

The Latin American region has similarities in development with Southeast Asia. In the context of fierce competition for major powers on a global scale, Latin America is also one of the regions that clearly shows the moving trends of the US-China strategic competition. In recent times, the context of Latin America is undergoing great changes with new trends that are unprecedented in history and is becoming the focus of intensive strategic competition between the US and China nowadays. The analysis of this competitive trend can reveal lessons for Southeast Asia in responding to this global great power strategic competition.

2. Method

The paper is proceed using qualitative method, together with analysis and deduction from policy papers, figures and news, as well as using historical and logical deduction from previous researches.

3. Results

The fiercely geopolitical competition between the US and China in the changing environment in Latin America with the growing independence of regional countries, the increasing presence of China while the role of the United States is decreasing despite being geographically close to Latin America. In the context of global challenges in both economic and political terms, supply chain disruptions due to pandemics, climate change, etc., the competition between the US and China is not only the challenge but also an opportunity for Latin American nations to emerge stronger, independent and proactive on the path to development and prosperity instead of being embroiled in strategic competition of major powers. This can also be a lesson for Southeast Asian Countries in responding to the complex initiatives of major countries in terms of security, economy and development in the region.

4. Discussion and Conclusion

4.1. The US-China strategic competitive environment in the Western Hemisphere has changed drastically

The US-China competition in Latin America, which began to manifest itself in the 2000s, is now taking place in a new strategic environment with important changes. Those changes are that follows: (i) along with the world, the Latin American region has overcome the COVID-19 pandemic; (ii) many countries in the region have had a change of governing government in favour of the left; and (iii) China has increasingly established itself as the leading important factor in the region.

The current prominent political trend of the Latin American region is the strongly developing leftist movement. More and more left-wing parties are winning government elections to lead the country for the next five-year term. Meanwhile, the region's economy has collapsed due to the heavy impact of the COVID-19 pandemic as well as increased social unrest.

In particular, the US-China strategic competition in the region is becoming commonplace with China's growing presence and influence throughout the region that is considered the US's "backyard".

On the international level, the world situation is undergoing systematic changes due to the impact of competition between the US and China, the Russia-Ukraine conflict, forming new dynamics and undermine the US-led global order since World War II. Accordingly, the US has made strategic adjustments, ending the longest military confrontation in US history in Afghanistan, affirming its long-term position in the Indo-Pacific region and stepped up efforts to promote American-style democracy. Meanwhile, China is becoming more and more

powerful, consolidating its role, pursuing its own economic and strategic interests in the world as well as in Latin America. These factors have formed a new strategic environment in the region, forcing major countries to adjust their foreign policies and new forms of geopolitical competition, namely:

4.1.1. First, the geopolitical competitive environment in the region today is the cycle of left-wing governments' return to power, the post-COVID-19 situation, and the region's increasingly close cooperation with China. These factors interact closely and create synergistic effects that form the current main driving force for relations in Latin America. This interaction is further reinforced by people's lingering dissatisfaction with poverty, corruption, insecurity, inequality, and the inability of right-wing governments to tackle their problems. that problem.

Politically, while the neo-liberal economicism and right-wing populism previously prevalent in Latin America are revealing more and more problems, people have more reasons and motivations to abandon the institutional models promoted by the US and turn to increased cooperation with China as an alternative resource. These dynamics are creating a new environment in the great power competition between the US and China right in the region reckoned as the "backyard" of the US.

Not only that, in economic terms, the International Monetary Fund (IMF) calculates regional growth in 2023 at a modest rate of just 1.6%, after 3.9% in 2022 and uneven across countries¹. Therefore, Latin America is still the region with the lowest growth rate in the world today. With a slow recovery, Latin America still faces many difficulties to return to the growth rate of 6.3% in 2021 and 7% in 2020, not to mention that the growth of the region is not sustainable. If following this trend, the region is heading towards a new "lost decade" as experienced in the 80s of the twentieth century. Adding to that is the impact of increasing political risks. Foreign investment has been decreased from 2021 along with large capital up to 128 billion USD flows out of the region. Macroeconomic imbalances due to inflation, lower fiscal margins due to the COVID-19 pandemic as well as new disease risks add to regional instability and complicate the competitive environment for major countries in Latin America.

4.1.2. Second, the prevailing tendency of the ruling left-wing governments has created a qualitatively different environment in the US-China competition in the region.

For the first time in modern history, at the present time, Latin America political systems are moving rapidly to the left, in addition to many factors that limit the return to centrist or free market policies. That tendency is aimed at addressing widespread regional problems of inequality and underdevelopment. This trend could have profound, far-reaching and lasting effects in the region. Amid growing public discontent with the economic, financial, and social stresses following the COVID-19 pandemic, left-wing parties have regained power in many Latin American countries recently, such as in Honduras, Peru, Chile, Argentina, Bolivia and Guyana.

The leading leftist countries in Latin America such as Cuba, Venezuela and Nicaragua also continue to consolidate their leadership role of the governments in the country. More and more Latinos are expressing dissatisfaction with conservative institutions in dealing with the region's economic and social difficulties. Therefore, out of 15 regional countries that have held elections since 2019 until now, 14 have changed their political direction from the right to the left, especially in big and important countries in the region, such as Brazil and Colombia. For the rest of the countries, under the pressure of the people, the ruling government is also gradually turning to the left, both in terms of ideology and institutions.

4.2. The strategic competitive environment in Latin America is giving China a strategic advantage with growing influence.

4.2.1. First, China has great strategic interests in Latin America, and China's influence is growing in the region both bilaterally and multilaterally.

In terms of strategy, since the 2000s, China has built and developed close relations with Latin America. Initially, China's great strategic interest in the region was to secure access to abundant natural resources at cheap prices and large export markets for value-added goods growing abundantly in China. In addition, China also has political goals such as seeking regional support for its domestic and foreign policies. Along with strengthening bilateral relations, China also promotes its interests through regional multilateral institutions, such as the Inter-American Development Bank (IADB), the South American Common Market (MERCOSUR), Community of Latin American States (CELAC). Meanwhile, with the need for more resources to cope with the global economic instability caused by climate change, stagnant economic growth and especially the heavy impact of the COVID-19 pandemic, the regional countries, whether on the left or right, are increasingly willing to cooperate more deeply with China. Leaders of political trends and parties in Latin America also look forward to China's support and promises of large-scale investment to bolster support among domestic voters.

Economically, China is currently Latin America's top trading partner. Within nearly 20 years, from 2002 to 2020, China's trade with the region has increased eightfold, from \$788 million to \$7.1 billion. To date, China has established strong and growing trade and investment relations with the region. China is the destination of one-third of the region's exploited products and one-fifth of the region's agricultural products. During the outbreak of the COVID-19 pandemic, China exported more than 1.5 billion doses of vaccines to the region, accounting for 29% of all Latin American vaccine contracts. Over the past two decades, Chinese businesses have invested \$160 billion in the region. The return to power of leftist governments in the region also benefits China strategically in many ways that have enormous implications, such as prioritizing cooperation with China at the state level. China is an alternative source of financing for private loans and US-led multinational financial institutions, which have high costs and constraints for Latin America².

In terms of investment, China has a strategy of focusing on large projects in transport infrastructure, energy, tourism, and seaports. China is currently involved in 40 major seaport projects in Latin America, in addition to power transmission infrastructure³. China also has a growing role in digital infrastructure services in the region and can play a dominant role in telecommunications and digital services such as 5G and e-commerce. China also has 44 Confucius Institutes in 21 Latin American countries, and the China-CELAC cooperation plan for the period 2022-2024 is expected to provide 5,000 scholarships to students in the region.

4.2.2. Second, economic, trade and investment relations between Latin America and China are tightened and strengthened in order to restore the regional economy devastated after the COVID-19 pandemic.

The COVID-19 pandemic has exacerbated economic, political and social instability in Latin America and has further strengthened cooperation between the region and China. In addition to the direct and persistent effects on public health, the COVID-19 pandemic also fuelled the impetus for closer relations between Latin American countries and China due to the need for economic recovery. Increased spending by regional governments to address economic impacts, build the human resources and infrastructure needed to thrive while revenue declines have disrupted fiscal balances in the whole region. The urgent need of recovering from the COVID-19 pandemic has led many countries to seek loans and infrastructure investments with easier loan conditions. Therefore, China can take advantage to increase their role, position and advantage significantly in the region. Even countries with friendly relations with the US have increased cooperation with China in ways that directly reduce US interests and roles in the

region, such as in the events when China winning bids for construction projects such as the Millennium Metro system in Colombia or the giant hydroelectric power station in Guyana.

In addition to quickly, widely and timely providing vaccines and medical supplies for the prevention and control of the COVID-19 epidemic to Latin America, China has early recovery from the pandemic and stepped up economic activities. The economy development in China has increased the need to import raw materials, goods and food from this region.

Similarly, while Western businesses and markets have weakened due to the COVID-19 pandemic, Chinese loans and investments have become even more important to policymakers in Latin America whom required to find ways to stimulate economic growth. This reality poses great challenges for US foreign policy when the region, which is considered the "backyard" of the US, is closely connected with the US in terms of geography and trade is increasingly dependent on the China in a difficult trend to reverse. The momentum for the development of deeper relations between Latin America and China has been reinforced by high-level visits by the Leaders from the region as well as from China recently in 2022-2023, such as the visits of Presidents of Argentina and Ecuador to China in 2022. It is also added by significant events such as the participation of Peru in the Asian Infrastructure Investment Bank (AIIB) (January 2022), or the joining of Argentina into the "Belt and Road" initiative (BRI) in February 2022 together with a loan agreement of \$23 billion from China.

4.2.3. Third, the development of leftist governments in Latin America has given China a firm foothold and superior competitive advantage over the US in its relations with the region.

As a global power, China can provide important support to leftist countries in terms of both political and economic resources, thereby gaining a competitive advantage over the United States in the region. Chinese resources are important to Latin American left-wing governments. The needs of these countries in terms of capital, political orientation, and regime protection have fuelled the need for deeper cooperation with China in scale and cooperation mechanism. Supported Chinese resources both help leftist governments consolidate power and develop forces; while also limiting the role of right-wing countries and creating serious erosion of the role of the US in the region. In this trend, a number of Latin American countries have joined the BRI and AIIB. As of 2022, 60% of Latin American countries, including 21/35 regional countries, are BRI members. In addition, Latin America also has 5 countries that are full members of the AIIB. On the other hand, the left-wing trend in the region will make Latin America even more strategically important to China as China wants to increase the number of votes in favour of its policies in the global forums.

4.3. The US-China strategic competitive environment in Latin America is reducing the role and position of the US, creating conditions for regional countries to have more independent policies and more opportunities for stronger development.

4.3.1. First, China's extensive political, economic, cultural, and military presence in Latin America has undermined America's role and interests in the region.

Faced with the new reality, the United States is struggling to cope with the rapid growth of China's trade, investment, and finance, without resources to compete in the investment and aid. Although there are signs of recovery, Latin America is still severely affected economically and financially after the COVID-19 pandemic and the conflict in Ukraine. These economic implications provide the environment for China to play its role as a rich source of capital in forging relations with Latin American governments. The trend of increasingly powerful and dominant leftist forces in Latin America also forced the US to adjust its policy with the region. Regional countries increasingly have policies that are more independent from the US, reducing

the US presence both in terms of the role of the government, as well as of US businesses, organizations and entities. Instead, there is a corresponding increase in the role of China's government and corporate entities.

In multilateral affairs, the changing political trends of the region are significantly undermining efforts to promote American-standard values of democracy, human rights, and free markets. American-led organizations such as the Organization of American States (OAS) are losing their role and prestige. This trend also opens up opportunities for Latin America to consolidate multilateral mechanisms that do not include the US, such as CELAC, ALBA-TCP, and link up with extra-regional powers, such as the China-CELAC Forum framework. These dynamics interact with each other, facilitating the expansion of China's economic, political and security presence as well as China's growing influence on most issues in the region.

4.3.2. Second, the US has shown confusion and delay in building an effective foreign policy towards Latin America.

The internal political situation with many different factions and interest groups has prevented the United States from forming a consistent policy with Latin America. Domestic policies also govern America's approach to the region. Bills that could benefit Latin America such as infrastructure funding, renewable energy, and social welfare, as well as the “Rebuilding a Better World” (B3W) project still remain idle. The stagnation has limited the credibility and ability of the US Government to compete with China's BRI infrastructure investments in Latin America. So far, the administration of US President Joe Biden has fallen short of most of its policy expectations with the region. Most of the policies with Latin America since the administration of US President Donald Trump remain the same. Policy initiatives of President Joe Biden's administration to the region have been limited by concerns about the risk of losing votes from radical Latino voters in state and congressional elections as well as the upcoming presidential election.

Another major obstacle is that the region's trust in the US partnership has waned over the years, especially after the tenure of US President Donald Trump. The move of the US in responding to the COVID-19 pandemic has made Latin America more sceptical about the US's interest and role as a partner in the region. Since the beginning of the pandemic, the US has practiced “COVID nationalism” and has done little for Latin America during this dire period. Although the US has changed its policy in supporting the region to respond to the COVID-19 pandemic, it has not been commensurate with its potential and expectations. As a result, the trust and foundation in the relationship between the US and Latin America has been severely eroded and it will be even worse if the rivalry between the US and China becomes more widespread.

The current picture of Latin America is an economic downturn after the COVID-19 pandemic, increased violence, and regional cooperation at its lowest level in 30 years. Against this background, the substantial and growing dependence on trade and finance from China will prevent Latin American countries from accepting pressure of the United States to counter China's economic and political influence in the region. Therefore, it is likely that the US will find it difficult to salvage its cooled relationship with Latin American countries for many years to come⁴.

While China has become increasingly important to the region in every respect, especially with an increasingly strong appeal when it comes to providing markets, capital and investment projects, the United States has not provided alternative resources. Any commercial or investment interests for the region, not to mention the US's policies to promote democracy and human rights, are no longer accepted by the region. The US “abandoning” the region has helped China strengthen its position in this area. China's huge trade and investments in Latin America

have become commonplace. Except for Colombia and Ecuador which still consider the US as the main export market, the rest of the countries in the region have an increasing trade volume with China.

4.3.3. Third, the US is forced to make more adjustments to its regional policy in the context of China's growing influence in Latin America.

The US has also made efforts to improve relations with the region such as hosting the Summit of the Organization of American States (June 2022) with priority areas such as health, restoration of prosperity, green growth and equality. This is the first summit the US has hosted since 1994 and is seen as an opportunity for US President Joe Biden's administration to showcase the importance of Latin America and its new policy initiatives for the region.

Facing the changes in development orientation in the region along the left-wing line, the US adjusted its policy to promote cooperation with the region on theme of issue, such as gender equality, climate change or multilateral cooperation. It announced \$4 billion in aid to reduce poverty, unemployment and ensure security; promote private investment in the region with a commitment of \$1.2 billion in Central American countries. The US also promote the relocation of industrial supply chains from China to “shared values allies and partners” in Latin America.

However, the reality is that the US is gradually losing its attractiveness and influence in the region. The US's refusal to invite the leaders of the three countries Venezuela, Cuba and Nicaragua to attend the Summit of the Americas was met with strong regional reactions to the policy implying coercion “for the US or against the US”, “democratic or autocratic,” enticing Latin American nations to “choose sides.” With China's influence prevalent in Latin America, if the United States does not have stronger leadership and commitment in diplomacy, politics, especially economy, as well as behave delicately in matters which are sensitive and complex politically such as migration, organized crime and the environment, it will gradually lose the edge in regional competition.

4.3.4. Fourth, the US continues to make policy adjustments to limit China's influence in Latin America.

It is expected that in the near future, the US will consider policies that can limit China's influence in Latin America, such as aid programs to help position the US as a good partner and good neighbour. The US could also consider expanding access to the US market, removing barriers to regional products and services while encouraging US companies to invest in Latin America. One of the strategies expected by the US is B3W to strengthen strategic competition with China's BRI. However, while Chinese loans in Latin America have reached \$138 billion since 2005, the B3W program has not announced any substantial funding⁵.

In addition, the US will also continue to use diplomatic, economic and sanctions tools to prevent regional governments from increasing their dealings with China and other partners. The US may even seek to intervene and influence the internal political situation of regional countries, prevent the influence of leftist forces and encourage the rebuilding of American-style democratic models. Furthermore, the US will also take measures to strengthen security and trade cooperation with allied countries with interests and presence in the region such as the UK, Canada, and EU member states, Japan, Korea, Israel and India. In particular, the United States will also seek to increase the costs of China in the region to limit its influence in Latin America, in addition to weakening regional multilateral institutions which are unfriendly to the US.

4.4. Latin America has the prospect of becoming more and more independent from the US, having more choice of partners and having the opportunity to develop in a new direction.

The strategic competition between the US and China in Latin America will continue to increase tensions along the way. However, it can also benefit Latin American countries when the region has the opportunity to receive a lot of attention, interest and resources from major powers. The region is also being able to develop more independent and self-reliant policies if the risk of having to choose sides between the US and China is eliminated.

So far, the US is unlikely to reverse the trend of declining roles and interests in Latin America in the near future, especially in the face of deep divisions and pressure from the upcoming President election. While the United States has mainly promoted the participation of private enterprises, this policy also has many limitations compared to the Chinese way of mobilization of state-owned enterprises and government capital.

In fact, for Latin America, the biggest demand today is that countries are facing difficulties in economic, social, growth, especially the huge lack of investment in infrastructure. Latin America is estimated to need \$2.2 trillion investment in infrastructure to meet the United Nations Sustainable Development Goals by 2030. This is not only a challenge, but also a great opportunity for the region in formulating appropriate policies to implement plans to develop infrastructure and increase trade, while creating more jobs and welfare for Latin America. If Latin American countries find a way to skilfully take advantage of complementary resources in the US-China strategic competition, such as building synergies between investment projects, trade policy and infrastructure development, or the support and connection between B3W and BRI projects... Such policies will surely help mobilize maximum development resources for the region.

Thus, it can be seen that, in the context of the global great power strategic competition, the geopolitical competition between the US and China is taking place fiercely in Latin America, although this is considered a "backyard" of America. Despite being geographically close to Latin America, the United States faces increasingly complex challenges in its relations with the region. The strategic competitive environment in the region is now shaped by important factors, such as the strong development of leftist forces, the growing independence of regional countries, and the increasing presence of China while the role of the United States is decreasing. In the context of global challenges in both economic and political terms, supply chain disruptions due to pandemics, climate change, etc., the competition between the US and China is also an opportunity for Latin American nations. Latin America can select partners and projects that help overcome the crisis. With that, the region can emerge stronger, independent and proactive on the path to development and prosperity instead of being embroiled in strategic competition of major powers.

The context of fierce competition between the US and China in Latin America also makes most countries in the region seek a complex balanced foreign policy between the US and China in order to have more resources for economic development. At the same time, the region needs to find out policies which help avoiding choosing sides that could make the region the battleground of a "new Cold War" between major global powers. This can also be a lesson for countries in Southeast Asia in responding to the initiatives of major countries in terms of security, economy and development in the region.



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FACTORS AFFECTING COMPETITIVENESS NAM DINH PROVINCE, VIETNAM

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Abstract

The Provincial Competitiveness Index (PCI) is a tool to measure and evaluate the effectiveness of economic management and administration of provincial and city governments, as well as a set of indicators built from the trust and feeling of businesses with local authorities. In order for the competitiveness index of Nam Dinh province to increase stably in the coming time, it is necessary to identify and analyze influencing factors, as a basis for promoting positive influences and limiting negative impacts on competitiveness. The article identifies and analyzes 5 factors affecting the competitiveness of Nam Dinh province: Natural conditions; Socio-economic conditions, Policies; Level of industry cluster development; Activities and development strategies of enterprises, as a basis for proposing solutions to limit negative influences, promote positive influences, in order to improve the competitiveness of Nam Dinh province in the new context.

Keywords: Competitiveness, Influencing factors, Investment attraction, Nam Dinh Province

1. Introduction

1.1. Urgency

In order to create a favorable environment to attract investment and develop businesses in Vietnam and localities, the Government issued many important resolutions such as Resolution No. 02/NQ-CP dated 01/01/2021 of the Government on tasks and solutions to improve the competitiveness of localities [0]. Put affirming the important role of the Government in formulating and implementing policies, methods of administration and administration, specifically the application of information technology in state management, building e-government, modernizing administration, Nam Dinh Provincial People's Committee has issued Plan No. 91/KH-UBND of the Provincial People's Committee as well as, Plan No. 06/KH-UBND dated 19/01/2021 of the Provincial People's Committee, Plan No. 79/KH-UBND dated July 16, 2021 of Nam Dinh People's Committee implements Resolution No. 04-NQ/TU dated June 18, 2021 of the provincial Party Committee on promoting administrative reform, improving competitiveness and promoting investment in the period of 2021-2025. Under the direction of Nam Dinh People's Committee, all levels and branches implementing state documents have issued many important plans and resolutions to improve the business environment, enhance competitiveness, actively apply technology in all activities and focus on enhancing the role of authorities at all levels, step up the implementation of administrative reform, gradually modernize the activities of state agencies in the province. In 2010, Nam Dinh province ranked 45/63 in the whole country with a score of 55.63 in terms of competitiveness. By 2020, the PCI score reached 63.1 points, lowering to a rank of 40/63. Year 2021 PCI of the province achieved outstanding achievements with the result ranked 24/63 provinces and cities with a total of 64.99 points (1.89 points higher than the previous year), up 16 places, rising to the good group of the whole country [0]. In 2022, PCI scored 65.29 points, ranking 31st out of 63 provinces and cities in the country.

Considering the whole period, it can be seen that the level of increase and decrease in PCI index of Nam Dinh province is not really stable, influenced by many subjective and objective factors, while the competition between localities on the PCI track is increasingly fierce. Therefore, it reads: “**Factors affecting the competitiveness of Nam Dinh province**” has practical significance and is really necessary.

1.2. Research objectives

1.2.1. General objectives

Analyze factors affecting the competitiveness of Nam Dinh province, thereby proposing solutions to limit negative influences, promote positive influences, in order to improve the competitiveness of Nam Dinh province in the new context.

1.2.2. Specific objectives

- Identify and analyze factors affecting the competitiveness of Nam Dinh province;
- Propose some recommendations to improve competitiveness of Nam Dinh province in the new context.

2. Literature review

2.1 Overview of foreign study materials

In a market economy, competition plays a very important role; it is considered the driving force of development not only of each individual, each business but also the economy in general. Therefore, economists, politicians, managers at national or regional (regional) levels are very interested in competitiveness issues.

Camagni (2002) showed that regions compete in terms of attracting firms (capital) and labor (labor) as well as in markets, but based on absolute competitive advantage rather than comparative advantage. If a region has superior technological, social, infrastructural and institutional assets that benefit it, it will have an absolute competitive advantage. Therefore, regional policy can be crucial in creating competitive advantage [0].

Astuti and Prasetyono (2015) emphasized the important role of competitiveness and considered it as one of the strategic inputs that can promote economic growth, which in turn will improve the welfare of communities. The study analyzed the innovation development strategy as an effort to increase local competitiveness that has been developed in the operation of the Mojokerto city government (east of Java, Indonesia) effectively, analyzing the factors that constrain and promote the development of local innovation, evaluate the effectiveness of the management information system, arrange innovative development models to effectively improve local competitiveness [0].

In order to analyze the factors affecting regional or regional competitiveness, many studies have focused on this issue. Ridwan et al. (2017) charted the competitiveness of the regions with a set of data collected from 33 provinces of Indonesia between 2010 and 2016 [0]. Competitiveness is calculated based on 4 indicators: productivity, GRDP per capita, employment and household expenditure per capita. Simultaneous Equations Models (SEMs) are used to analyze the influence of factors that impact competitiveness. Research has identified factors that have a significant impact on competitiveness including labor proficiency, availability of infrastructure, information and communication technology, and improving the quality of education and skills.

2.2 Overview of domestic research literature

For Nam Dinh province, there have also been a number of research works on renewable energy of the province. Nguyen Cong Thanh (2013) carried out the provincial scientific research project *"Research on some solutions to improve the competitiveness index of Nam Dinh province in the period of 2012 – 2020"* [0]. Specific results show that the fluctuation of Nam Dinh's PCI index is erratic; there has not been a breakthrough improvement over the years of survey and evaluation. From the research results, the project proposed a group of general solutions and some solutions aimed at low-scoring component indicators in the period 2006-2012.

In 2020, Thai Nguyen Provincial People's Committee in collaboration with the Fulbright School of Public Policy and Management (under Fulbright University Vietnam) implemented the Project *"Enhancing Thai Nguyen Competitiveness and the Role of Sam Sung"* [0]. Methodologically, the study uses Michael Porter's Competitiveness Assessment Framework, adapted to the local context in Vietnam. Accordingly, the determinants of provincial NLCT include: (i) Local pre-existing factors; (ii) Competitiveness at the local level; (iii) Competitiveness at the enterprise level – with this group, localities will participate in improving the business environment, orienting and encouraging enterprises in important industry clusters to develop.

In addition, there are many research works on solutions to improve provincial renewable energy such as Nguyen Thi Lam Van (2019) research *"Solutions to improve provincial competitiveness index in Long An"* [00]. The author analyzed the province's efforts in improving the provincial NLCT index such as: reforming the provincial renewable energy system through

the operation of the Center for Public Administration, improving the MTKD, focusing on investing in the development of a synchronous transport system to create favorable conditions for the business community. However, some of the province's component scores are also relatively low. On that basis, the author proposed several solutions to improve the province's PCI.

Nguyen Quyet Thang (2020) conducted the study “*Improving the provincial competitiveness index (PCI) of Binh Phuoc province*”. The author has used a combination of methods such as synthesis, comparison, statistical analysis and expert survey, this study has delved into the current status of PCI, factors affecting the composition indicators of PCI of Binh Phuoc province in the period 2011-2018, thereby proposing solutions to improve the province's PCI in the following years.

Through domestic and foreign works, it can be seen that the important role, the contents of provincial competitiveness are specifically studied from different angles. However, factors affecting the competitiveness of Nam Dinh province have not been specifically studied. Therefore, the results of the paper will add an important theoretical basis for the issue of improving provincial competitiveness.

3. Method

3.1. Data collection method

In this paper, the secondary data were used. Documents related to the competitiveness of Vietnam and Nam Dinh Province published in the period 2005-2022 were collected. The other domestic and foreign scientific works related to factors affecting provincial competitiveness, documents from Vietnam Chamber of Commerce and Industry (VCCI), Statistical Yearbook of Nam Dinh Provincial Statistics Office were also collected. Data reported from the Department of Planning and Investment of Nam Dinh province and relevant departments, branches and localities were important sources for this study.

3.2 Methods of synthesizing and analyzing documents

a/ Descriptive statistical methods

Excel software was used to analyze the data. Descriptive analysis was used to describe the current state of competitiveness of Nam Dinh province in the period of 2015-2022. The description of the influence of factors affecting the competitiveness of Nam Dinh province, as a basis for proposing solutions in the coming time used also analyzed.

b) Comparative method

Comparative method was undertaken to compare the competitiveness of Vietnam as Nam Dinh province using data from Vietnam Chamber of Commerce and Industry on the competitiveness assessment index of Nam Dinh province through period 2015 -2022. This study also compared the results of influencing factors over the years in order to compare and evaluate the increase or decrease of each content for the influencing factors.

4. Results

4.1. Published results of VCCI on competitiveness index of Nam Dinh province

Nam Dinh People's Committee attaches great importance to improving the province's competitiveness, the political system at all levels of Nam Dinh province in recent years has made great efforts in improving provincial competitiveness index (PCI), annually issuing many important policies to improve component indicators

In 2015, the provincial PCI was 59.62, but by 2016 it had fallen by 1.08 points. In the face of such difficulties in provincial competitiveness, Nam Dinh People's Committee has issued the plan to improve the PCI of Nam Dinh province in the period of 2017 – 2020 No. 82/KH-UBND dated August 23, 2017, which assessed the results of improving the PCI index of Nam Dinh province in 2016, analyze the limitations in improving PCI, specify the causes of the shortcomings, thereby setting out a plan to improve the PCI index in 2017 and the following years, the results in 2017 ranked 41/63 provinces and cities, the most successful is that in 2021 it

has reached the rank of 24/63 provinces and cities, In 2022, the ranking of 31/63 provinces and cities with 65.29 points decreased, the results showed that the province's PCI index was high and low and unstable in the period 2015-2022.

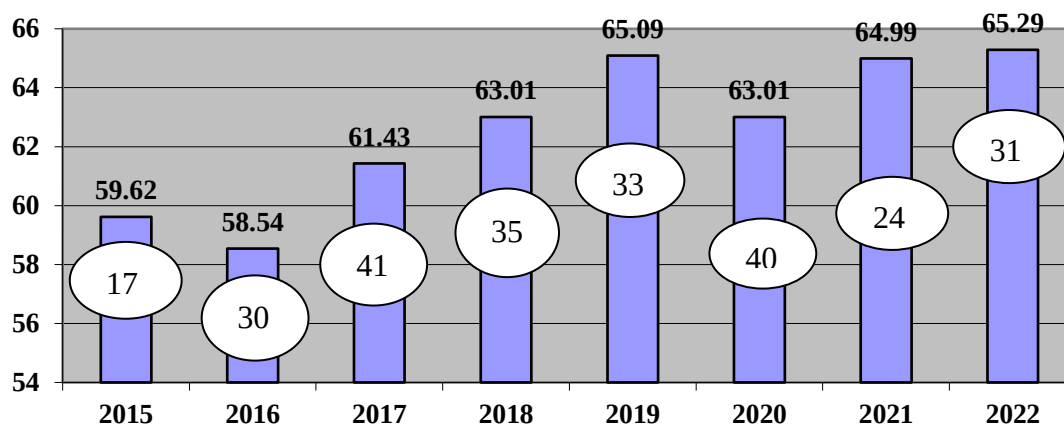


Figure 1: PCI fluctuation of Nam Dinh province in the period of 2015 - 2022

(Source: Vietnam Chamber of Industry and Commerce (VCCI), 2022)

In 2021, the provincial PCI increased quite a lot, ranking the results as follows: According to the PCI ranking report in 2021, Nam Dinh ranked 24/63 provinces and cities with a total of 64.99 points (1.89 points higher than the previous year), up 16 places, rising to the good group of the whole country. Compared to 2020, among the province's 10 PCI component indicators in 2021, 6 indicators increased; The highest increase was the unofficial cost index at 7.62 points, up 1.36 points; Next are the indicators: Time cost reached 8.14 points, up 1.34 points; access to land reached 7.85 points, up 1.27 points; business support policies reached 6.44 points, up 1.04 points; legal institutions and security and order reached 7.87 points, up 0.84 points; The dynamism of the provincial government reached 6.73 points, an increase of 0.81 points. There were 4 out of 10 declining component indicators: market entry decreased by 1.41 points; fair competition decreased by 0.97 points; labor training decreased by 0.84 points; Transparency fell 0.4 points. In addition, the vast majority of businesses highly appreciated the effectiveness of the government's response to the COVID-19 epidemic, especially the group of private enterprises agreed very highly on the province's COVID-19 response with 9.09 points, ranking 3/63 provinces and cities. Through the survey in 2022, the PCI index of Nam Dinh province reached 65.29 points, ranking 31/63 in the country; up 0.3 points, but down 7 places compared to 2021. The province's 2022 PCI score was 0.07 points higher than the national median (the national median score in 2022 was 65.22 points, 0.48 points higher than the national median score in 2021 of 64.74 points), ranking in the good group of the country.

A look at the scores of each component indicator over the years in the period 2015 – 2022 shows that although there have been many attempts to improve to reach a high level, especially in 2022; the PCI has not been stable. In order to have strong improvements in this index in the coming time, it is necessary to identify and evaluate factors affecting the competitiveness of Nam Dinh province, adopt appropriate policies to limit negative influences, promote positive influences, serve as a basis for building solutions, continue to keep the scores of high indicators, improve each indicator to reach a low score.

4.2. Results of assessment of factors affecting competitiveness in Nam Dinh province

Based on relevant theoretical basis, the potential of Nam Dinh province and the actual status of Vietnam Chamber of Commerce and Industry's published results on PCI index in recent years, the study identified 5 factors affecting the competitiveness of Nam Dinh province: Natural conditions, social economic conditions, policy, the level of development of industry clusters, and operation and strategy of the enterprise. These factors were specifically assessed as follows:

(1). Natural conditions

- Geographical location: Nam Dinh is located in the influence zone of the Hanoi - Hai Phong - Quang Ninh growth triangle and the economic belt of the Gulf of Tonkin; along with the synchronous and modern transportation system, Nam Dinh has a very convenient position to connect with Hanoi capital, economic centers and neighboring provinces. However, along with limited local resources, the choice of development connectivity orientation should be prioritized, connecting with the growth triangle and port clusters in the North is a feasible option suitable to the conditions of the province, taking advantage of the available advantages and potentials of Nam Dinh. Nam Dinh's advantages will be fiercely competed by other localities in the region and the whole country in the coming periods. Without strategies to attract investment and connect with the growth triangle clearly, Nam Dinh may lose its available advantages.

- Natural resources

+ Land resources: *In terms of soil, Nam Dinh land* is divided into 2 distinct regions: The ancient land in the North includes Y Yen, Vu Ban, My Loc districts and Nam Dinh city; the young land in the south includes the districts of Truc Ninh, Nam Truc, Xuan Truong, Hai Hau, Nghia Hung and Giao Thuy. It showed that the land fund of Nam Dinh province is still relatively large; very convenient for planning, exploitation, renovation and attraction of FDI capital for industry and seafood processing. However, Nam Dinh needs to create a clean land fund to attract investment projects with large capital and be cautious in choosing to attract FDI in accordance with the province's socio-economic development strategy, avoiding waste and inefficiency when using land funds.

+ Marine resources¹

Nam Dinh coast is 72 km long, belongs to 3 districts Giao Thuy, Hai Hau, Nghia Hung. There are 3 major estuaries: Ba Lat estuary (Red River), Lach Giang estuary (Ninh Co River), Day gate (Day River). Potential marine resources and a favorable investment environment for aquatic production and business development are important factors to attract FDI enterprises and enterprises in the province in the field of agriculture, forestry and fisheries.

+ Mineral resources

Nam Dinh is a locality with diverse mineral resources and the most prominent is sand resources. In order to formulate plannings for rational, economical and efficient exploitation and use of sand resources, meeting the demand for raw materials for leveling and construction of large and key projects, meeting the socio-economic development of the province, especially in the context that exploited resources have not focused on deep processing, not associated with other production activities in the area (e.g. input materials for mechanical activities), and causing many environmental risks.

+ Tourism resources²

With the advantage of geographical location, natural conditions as well as natural landscape ... Nam Dinh has many advantages to develop the tourism industry with many key

¹ Available at: <http://sotnmt.namdinh.gov.vn/index.php/vi/news/Tai-nguyen-dat/Tiem-nang-dat-dai-cua-Nam-Dinh-62/>

² Available at: <http://sotnmt.namdinh.gov.vn/index.php/vi/news/Tai-nguyen-dat/Tiem-nang-dat-dai-cua-Nam-Dinh-62/>

types of tourism such as: resort tourism; ecotourism; sightseeing and research tourism; fishing tourism, cultural tourism, festivals. This is also a potential resource, if the province's competitiveness is enhanced, favorable for enterprises in the province and FDI enterprises to invest in building and developing Nam Dinh marine tourism.

(2). Socio-economic conditions

- Socio-cultural infrastructure, education

+ Culture – society

Nam Dinh is a place to preserve many traditional cultural values of the wet rice civilization with typical cuisine, craft villages, festivals, pagodas, pagodas, cathedrals. Especially with high achievements, the talented brand of Nam Dinh people both at work and in academic achievements at all levels. These are important foundations, positively affecting the concentration of local internal resources in socio-economic development, including the goal of focusing internal resources to improve the province's competitiveness in the new context - context the technology scene appeared and was increasingly applied in life and production.

+ **Education:** The whole province of Nam Dinh has 4 universities, 7 colleges and 5 professional intermediate schools as of the academic year 2020 - 2021; in which non-public schools managed there are 2 professional secondary schools and 1 university. With the current number of intermediate schools, colleges and universities, it is a great challenge for the province to train high-quality human resources.

Although the rate of trained labor in Nam Dinh tends to improve, this rate is still low compared to provinces that are major education centers of the country such as Hanoi, Ho Chi Minh City, Thai Nguyen, Can Tho ... In 2020, the proportion of trained workers in the province was 20.1% and this rate is only higher than Thai Binh province (17.9%) in the Red River Delta region.

These are great challenges for educational and training institutions that need to change the methods and methods of training and developing human resources in the "golden population" period to improve the competitiveness of the province when the industrial revolution 4.0 is having great impacts on the labor market.

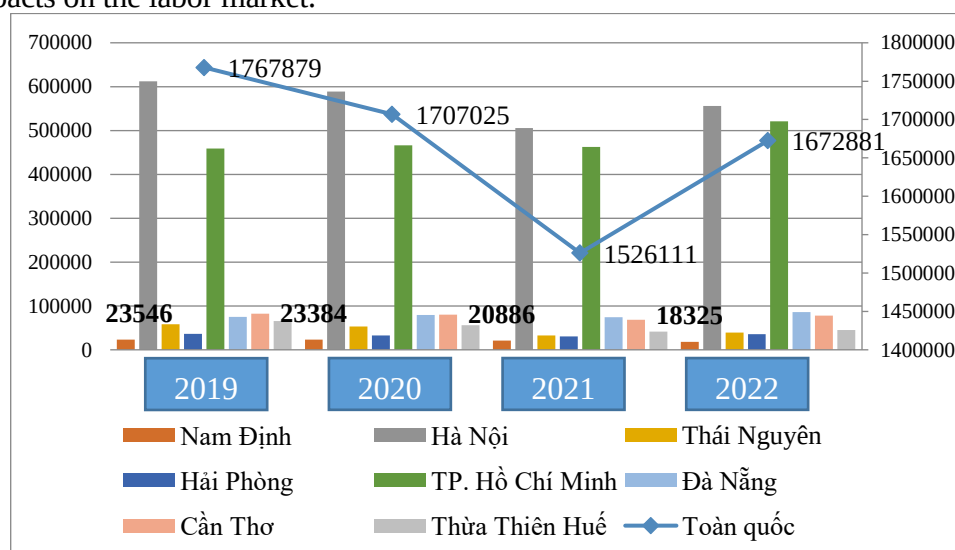


Figure 2. Number of students in Nam Dinh and some provinces and cities across the country

(Source: General Bureau of Statistics 2022)

- Infrastructure

+ **Transportation system:** The transport system in Nam Dinh province is diverse, including roads, railways, waterways and seaports, which are invested synchronously and smoothly,

creating a driving force for socio-economic development as well as attracting investment of the province:

Nam Dinh province needs transport development planning, in accordance with the master plan for socio-economic development of Nam Dinh province and the national transport development plan; forming a continuous and interconnected transport network, capable of connecting and developing multimodal transport. Meet the needs of sustainable economic development of the province and the region until 2020, oriented to 2030 and the following years. These are also favorable prerequisites for the development of social economy in general and favorable in production and business trade for enterprises as well as showing the basic premise to attract FDI into the province.

+ **Power supply system:** Nam Dinh's power supply system has been completed in terms of grid infrastructure, ensuring enough electricity for production and business is an attractive factor, attracting investment from enterprises. The rural power grid in the province basically ensures stable and safe electricity supply for production and daily life of people. Electrical safety in general and ensuring the safety of high-voltage power grid corridors are carried out very effectively.

+ **Communication system:** Nam Dinh People's Committee has cooperated with VNPT Group to build telecommunications and IT infrastructure to meet the needs of e-government deployment of the province, build e-government solutions and IT applications to build e-government and build safety solutions, information security.

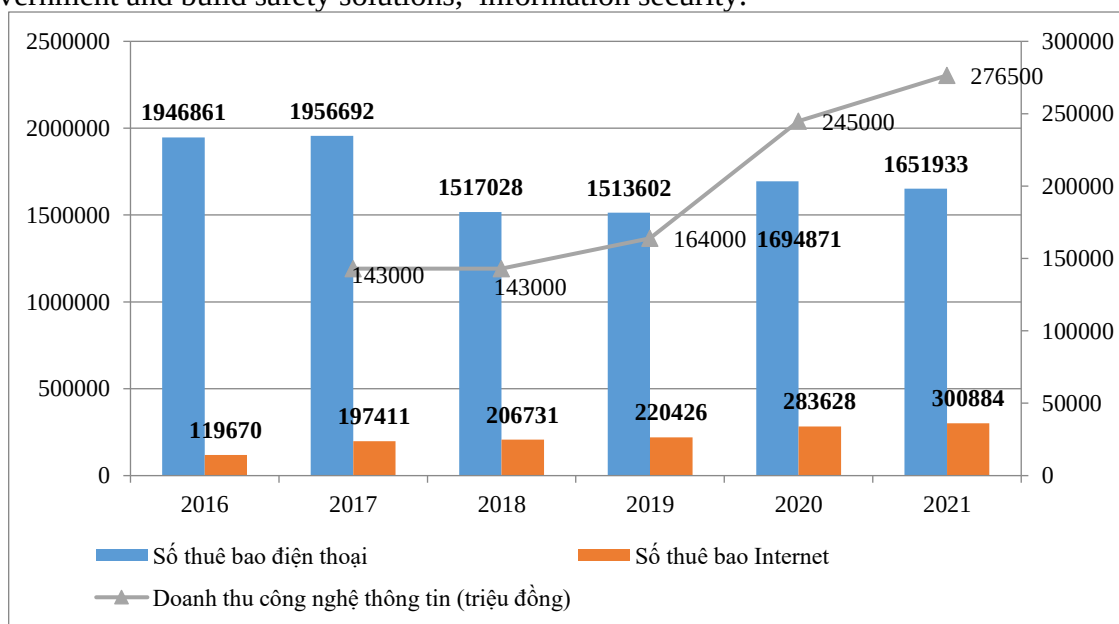


Figure 3. Communication situation of Nam Dinh province
(Source: Nam Dinh Provincial Statistics Office 2022)

In 2020, the province has been rated high by the Ministry of Information and Communications in Telecommunications Technical Infrastructure, IT Application and Communication (ICT-Index) for State and social agencies, ranking 11/63 provinces and cities in the country, up 13 places compared to 2019.

In recent years, VNPT has deployed portals for: Provincial People's Committee, 09 districts, 01 city, 207 communes/towns, 16 departments/departments/branches and continues to coordinate to build portals for units and businesses in need in the area³. In order to bring more values to society, people and businesses, maintain and improve the investment and business

³ Available at: <http://baonamdinh.vn/channel/5083/202106/ubnd-tinh-va-vnpt-ky-ket-thoa-thuan-hop-tac-chien-luoc-ve-cong-nghe-thong-tin-va-vien-thong-giai-doan-2021-2025-2544812/>

environment, towards further improving the provincial competitiveness index PCI, PAR administrative reform index and ICT Index of Nam Dinh.

+ *System of industrial zones and clusters*⁴: By 2023, the planning will be 41 industrial park cluster, with an area of 783.27ha; in the period of 2021-2025, a new planning of 15 CCNs with an area of 804.8ha; expanding 23 CCN with an area of 426.7ha. Enterprises, production and business establishments investing in CCN operate stably, contributing to the growth of the industry, actively contributing to the economic restructuring of the province towards industrialization and modernization.

(3). Policy factors

Nam Dinh has had guidelines and policies to attract investment, investment capital in Nam Dinh increased steadily in the period of 2016 - 2022. State capital flows are decreasing in both quantity and proportion; meanwhile, non-state capital inflows have an increasing proportion and are the main source of capital, foreign direct investment inflows account for a small proportion and tend to decrease during this period. That proves that the issuance of policies to facilitate and attract FDI in the province is not good

Table 1. Investment capital in Nam Dinh province by capital source

Quota	2018		2019		2020		2021		2022	
	Amount (mil VND)	Structure (%)	Amount (Mil VND)	Structure (%)	Amount (Mil VND)	Structure (%)	Amount (Mil VND)	Structure (%)	Amount (Mil VND)	Structure (%)
State Capital	-	-	5.628.953	21,00	6.905.031	22,31	6.398.014	18,23	6.607.443	16,82
Non-state capital	-	-	17.441.749	65,08	19.998.127	64,62	25.018.142	71,26	28.743.983	73,18
FDI capital	-	-	3.730.699	13,92	4.043.425	13,07	3.688.403	10,51	3.927.856	10,00
Sum	-	-	26.801.401	100,00	30.946.583	100,00	35.104.559	100,00	39.279.282	100,00

Source: Nam Dinh Provincial Statistics Office (2022)

It is necessary to have policies to create book, credit and tax funds reasonably so that enterprises have the opportunity to establish and expand investment, with the State's capital as "priming capital", creating development motivation to attract other capital sources to participate.

(4). Industry cluster development level

- Agriculture, forestry and fisheries

Nam Dinh is a key agricultural coastal province of the Red River Delta region with a coastline of 72 km, a natural area of more than 165 thousand hectares, including 78 thousand hectares of rice land, 15 thousand hectares of aquaculture. With the available conditions, Nam Dinh has much potential for domestic and foreign investment to develop concentrated commodity agriculture and apply high technology. The contribution of the agricultural sector to the gross domestic product of the whole province tends to decrease (in 2016, the contribution of 24.61% of gross regional domestic product of the whole province decreased to 20.78% of GDP in 2019; this rate in 2020 is 22.46%), which is concerned by the authorities of Nam Dinh province, along with that as of 2020, 79.73% of the population of Nam Dinh province still lives in rural and active areas The main one is still agriculture.

- Processing and manufacturing industry:

Textile and garment enterprises make great efforts to carry out practical care activities so that employees can feel secure in production; has contributed positively to social stability,

⁴ Available at: <http://baonamdinh.vn/channel/5085/202105/chu-trong-dau-tu-xay-dung-ha-tang-cac--cong-nghiep-2544302/>

not leaving local workers unemployed, reducing many incomes. Enterprises actively research, propose plans to transform production, flexibility, search, diversify sources of auxiliary materials, change the structure of items, product lines of customers preparing to increase consumer demand, actively seek and redirect exports to some new markets, reduce risks when depending on a small number of traditional markets, actively exploit opportunities of free trade agreements (FTAs).

- *Mechanical engineering, electronics, casting mechanics and production of components and equipment details*

Nam Dinh with many traditional craft villages, including famous traditional mechanical craft villages such as Tong Xa (Y Yen), Xuan Tien, Xuan Kien (Xuan Truong), Van Chang, Dong Coi (Nam Truc), Quang Trung (Vu Ban) ... Although some key industries have been interested in organizing under the model of value chain linkage, industries (especially mechanics and electronics) are still largely able to participate only in stages with low added value, slow labor productivity improvement. The distribution of industrial space has been initially established, so it has not exploited well the advantages of geographical location and potential of localities.

In addition, mechanical production in Nam Dinh still faces some difficulties, causing the technology content in the products produced is not high; the added value is still low. The reason is that the investment capital is still low and skilled human resources. In addition, in the increasingly strong Industry 4.0, the change in technology and exposure to modern technology and equipment of enterprises still face many difficulties and limitations.

(5). Operation and strategy of the enterprise

In the period of 2016 - 2022, the number of businesses in Nam Dinh tends to increase. By 2022, Nam Dinh has 11,872 operating enterprises; of which 97.89% are non-State enterprises, 1.66% of foreign-invested enterprises and only 0.45% is State-owned enterprises, and 41.52% of enterprises in Nam Dinh province are concentrated in Nam Dinh city (2,534 enterprises). The strategy of production and business activities of enterprises sets out requirements and requirements of different business environments, open and favorable business environment, which will help enterprises in the area overcome difficulties, achieve great revenue efficiency; contribute to creating jobs, increasing budget revenue, local socio-economic development. Business satisfaction is also an important criterion showing the annual PCI score.

4.3. Overall assessment

Through the research results, it can be seen that all factors have a profound impact on the competitiveness of Nam Dinh province, in order to improve the province's competitiveness improvement index in the coming time, especially in the context of increasingly fierce competition, limiting negative impacts, Promulgating policies to increase the positive effects of factors is a priority for addressing.

5 Conclusions and recommendations

5.1 Policy implications

Improve the efficiency of the direction and administration of Nam Dinh People's Committee and all levels and branches to improve PCI. Include the content of the task of raising 10 component indicators in the resolution of the provincial Party Committee and integrate the content exchanged in provincial meetings. Strengthen coordination among levels, branches and units to effectively perform assigned tasks; ensure guidelines and policies are consistently implemented at all levels, branches and units.

Renovate thinking; improve the quality of directing and administering administrative reforms. Regularly monitor, urge and inspect administrative reform work associated with the responsibilities of heads of agencies and units. Strictly handle cadres and civil servants who commit acts of corruption and causing trouble in the performance of their official duties.

Infrastructure and technical development: Implement the Plan No. 122/KH-UBND dated October 22, 2021 of the Provincial People's Committee to implement Resolution 09-NQ/TU dated October 15, 2021 of the Provincial Party Committee on digital transformation of Nam Dinh province to 2025, with orientation to 2030.

Raise awareness, responsibility and quality of cadres and civil servants working at the one-stop department, staff directly in contact with enterprises. Strictly observe working regulations; strengthen civil service discipline and discipline, enhance the roles and responsibilities of heads of agencies and units.

Promote propaganda and timely and full publicity of policies, plannings and administrative procedures... so that people and businesses know, easily access and capture information. Regularly organize public meetings and dialogues between provincial leaders and the business community/business association. Promote and encourage the role of business associations in removing difficulties for businesses and effectively bridging provincial leaders and enterprises. Promote the effectiveness of the hotline, online inquiries on the provincial portal to receive and handle difficulties and problems of enterprises.

5.2 Recommendations

For Nam Dinh People's Committee, promote the strength of the whole political system and work together to improve the province's competitiveness in the new context, propagandize, formulate and implement plans and action programs to implement resolutions at all levels. Concretize viewpoints, objectives and orientations, clearly define focused, urgent and regular tasks and assign specific tasks to departments, departments and localities in order to organize the successful implementation of upgrading the provincial competitiveness index in the period of 2022-2025 and the following years.

The Department of Planning and Investment advises and is responsible to the Provincial People's Committee for the improvement of PCI. There are solutions to support enterprises to implement the Business Registration / Change of Business Registration in a new way in the context of Industry 4.0 such as: organizing conferences and seminars to answer questions, consulting enterprises; open training classes (online, face-to-face); training to improve IT qualifications and skills for employees of enterprises; companies; support enterprises to complete the online business registration; digitization of papers and documents

The Department of Natural Resources and Environment continues to do well in formulating and approving land use plannings and plans; land allocation, land lease, change of land use purposes and determination of land prices for works and projects in the province. Actively remove difficulties and obstacles to accelerate the land clearance progress of key projects of the province in order to attract investment to the province; Focus on site clearance to create a clean and favorable land fund to attract investment.

The article has synthesized research documents on factors affecting provincial competitiveness, based on specific practical conditions, and identified 5 factors affecting competitiveness in Nam Dinh province in the context of the industrial revolution 4.0. The influence of factors has been analyzed from different angles in the period of 2015-2022, from which there is a basis for issuing appropriate policies to maintain and promote positive influences, limit negative influences, thereby proposing solutions to improve the province's competitiveness in the coming time.

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Poverty Reduction and Its Linkages on Sustainable Development Goals (SDGs) in Viet Nam

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Abstract

In Viet Nam, National Targeted Programme on Sustainable Poverty Reduction (NTP-SPR) has many specific targets which consistent with SDG1 for poverty reduction. Achieving the targets of the NTP as well as the SDG1 will contribute to the other SDGs, while also being impacted by the implementation of the other SDGs.

This paper tried to explore the achievements of poverty reduction program and the linkages of SDG 1 on poverty reduction on the implementation of targets of SDG 2, 3, 4, 6, 7, and 11 in Viet Nam, using software SPSS 20.0 and statistical techniques to test hypotheses on possible associations among indicators and pairwise correlation to describe the direction of linkages between two indicators. The results showed that, there are 57 interlinkages. Out of that, 33 linkages (58% of total) are synergistic (positive) association; 22 interlinkages (38.5%) are trade-off (negative) association. These results imply that there is a potential to capture synergies by taking the comprehensive integrating approach in SDGs implementation. This approach can provide effective resource solutions and help to achieve SDGs.

Recommendations are made for integrating the goals/ targets of poverty reduction programs/ projects with other national programs, such as NTP on climate action, NTP on sustainable consumption and production, NTP on new rural development, as well as other socio-economic development plans and programs of all ministries, related agencies and localities. Beside, it is important to prioritize interlinkages for immediate response, medium-term response and long-term response.

Keywords: SDGs, SDGs Interlinkages, Poverty Reduction, Viet Nam



1. Introduction and Literature Review on SDGs Interlinkages

At the United Nations (UN) Summit in September 2015, the 2030 Agenda for Sustainable Development (Agenda 2030) was unanimously approved by UN member countries, including Vietnam. At the heart of the 2030 Agenda are 17 Sustainable Development Goals (SDGs) which includes 169 specific targets across economic, social, environmental, institutional, and partnership domains. The 2030 Agenda affirms that the SDGs are intimately related and inseparable, but it does not specify how the goals are linked. Lack of proper understanding and accounting of trade-offs and synergies across different sectors has resulted in (i) incoherent policies; (ii) adverse impacts of development policies of one specific sector on the other; (iii) loss of opportunity for positive synergy effects; and (iv) delayed outcomes leading to sustainable development (Blanc, D.L. 2015; Brijesh Mainali et al. 2018).

A group of scientists with the International Council for Science (ICSU), which has advisory functions to the Open Working Group on the Sustainable Development Goals, view the three dimensions of sustainable development that the 2030 Agenda outlines—economic prosperity, social justice and environmental protection - as “intertwined”. Their preliminary scientific analysis concludes that while the 17 SDGs have a clear starting point in one of the three dimensions of sustainable development, most embed all three dimensions within their targets (David Griggs, 2016; ICSU, 2016).

N. Weitz, M. Nilsson, and M. Davis (2014), singled out SDG 6: “Ensure availability and sustainable management of water and sanitation for all” to illustrate the SDGs linkages. SDG 6, as the collaborating scientists emphasize, contains targets related to the economic (integrated water resources management), social (universal and equitable access) and environmental dimensions (protect and restore water-related ecosystems), with significant interactions with other SDGs. The most commonly discussed set of interactions lies in the nexus between food, water and energy, as reflected in the links between SDG 6, SDG 2 and SDG 7. Because of these interactions, achieving targets in one goal can lead to positive interactions or synergies with other goals or targets, which can produce mutually beneficial outcomes. Alternatively, there may be negative interactions or trade-offs with other goals or targets. For example, water withdrawals for agriculture can have a detrimental effect on water-related ecosystems. There is also potential conflict between water for energy production through hydropower for residential and industrial uses and water for irrigation for food production use. The SDG 6 targets interact with a much broader set of targets and goals, such as doubling agricultural productivity (target 2.3), ending the preventable deaths of newborns and children younger than 5 years (target 3.2), ensuring that all girls and boys complete their primary and secondary education (target 4.1), develop quality, reliable, sustainable and resilient infrastructure (target 9.1), improve access to adequate, safe and affordable housing and basic services and upgrade slums (target 11.1) and sustainably manage and protect marine and coastal ecosystems (target 14.2) (David Griggs, 2016).

OECD report “*Better Policies for Sustainable Development 2016: A New Framework for Policy Coherence*” (OECD, 2016) demonstrated that while some SDG goals can promote/ reinforce each other, others have limitations/ mutually negative impacts. The report recommends that government agencies in charge of specific SDGs consider the correlation between their respective areas of responsibility and other SDGs in policy decision-making in order to achieve consensus, synchronized.



The researchers also tried to identify and categorize the degree of interaction between the SDGs through the scoring method. Nilsson, M., Griggs, D., Visbeck, M., (2016) mapped the interactions between SDGs by 7 levels of interaction, from the highest degree of positive impact (corresponding to +3 points) to the highest degree of negative impact (corresponding to -3 points) and can be applied to evaluate in any aspect - between goals, or between specific targets and general targets, or between individual actions/ policies.

The Institute for Global Environmental Strategy (IGES) is probably the organization that has the most research reports on the relationship between the SDGs so far. IGES initiated a project entitled “Sustainable Development Goals, Targets and Indicators” to help address some of the knowledge gaps in understanding SDG interactions. The main purpose of this project was to demonstrate an integrated approach with interlinkages across a large cross-section of SDG so that they can be used as a practical tool for national SDG integration and policy coherence. IGES has developed an analytical framework to identify, quantify and evaluate the linkages between each pair of the 169 SDG targets. Data for the period 2001 - 2014 collected from nine selected countries in East Asia, South Asia and Southeast Asia, including Viet Nam, are used to quantify the relationships identified through correlation analysis. By employing the social network analysis (SNA) tools, IGES is able to analyze each country's network structure and identify indicators that play a more strategic or influential role in the network (Xin Zhou and Mustafa Moinuddin, 2017). On the basis of their analytical framework, IGES experts have collaborated with experts from different organizations and countries to research and publish many reports, articles and presentations related to relationship between the SDGs and related policy recommendations.

Brijesh Mainali et al (2018) developed an analytical framework to assess the linkages between sectors and evaluating synergies (positive) and trade-offs (negative) between energy access (SDG 7), access to clean water and sanitation (SDG 6), food security and sustainable agriculture (SDG 2) and poverty eradication (SDG 1) in several developing countries in South Asia and sub-Saharan Africa. The study has shown many synergistic relationships between SDG 1, 2, 6, 7 goals. One of the new points of this study, compared to other studies, is that it used the ASA (Advanced Sustainability Analysis) method to quantify the degree of synergy or trade-off between the targets.

Matteo Pedercini et al (2019) operationalize the typology in pilot studies of SDG strategies undertaken in Senegal, Côte d’Ivoire, and Malawi. In the pilots, the integrated SDG (iSDG) model was used to simulate the effects of policies over the SDG time horizon and to assess the contributions of synergies.

Tetsuo Kuyama et al (2020) from the IGES carried out research to identify priority links between targets of SDG 2, 6 and 7 in order to provide orientation for decision-makers to apply an integrated approach for the implementation of the SDGs. For Viet Nam, the results of qualitative and quantitative analysis show that 16/36 pairs are closely correlated with each other from strong to moderate levels. The weighted linkages of targets under SDG 2, 6 and 7 show that different ministries and sectors have different priority levels for implementing the SDGs.



The report *Development of the National Action Plan on Sustainable Consumption and Production (2021-2030) in Viet Nam: An assessment of the progress in 2016 – 2020 and recommendations for 2021 – 2030* (King, P. et al, 2020) uses the methodology proposed by IGES to: (i) Provide input for policymakers, including the Ministry of Industry and Trade (MOIT) and other ministries on the implications of the proposed National Action Plan on Sustainable Production and Consumption (NAPSPC) that takes into account key synergies and trade-offs, especially trade-offs, in finalization of the document; (ii) Guidance on key synergies and trade-offs in the implementation of the NAPSPC.

To fulfill international commitments, 17 global SDGs have been nationalized into 115 Viet Nam SDG (VSDG) targets in the “*National Action Plan for Implementation of the 2030 Agenda for Sustainable Development*” (Decision No. 662/QĐ-TTg dated May 10, 2017 of the Prime Minister). Understanding the positive/ negative impact between the goals may help to integrate different sectoral programmes and develop coherent cross-sectoral policy, thereby enhancing positive impacts and minimizing negative impacts, helping to promote more effective implementation of the SDGs with a large number of targets to be achieved by 2030.

Of the 17 SDGs, goal 1 on poverty reduction ranks the first and is considered fundamental to the remaining 16 SDGs. To study the impact of poverty reduction on the SDGs is to examine the impact of SDG 1 on other SDGs. In Viet Nam, poverty reduction is also a matter of top concern to the Party and State, which has issued many policies and programs to implement. Major policies related to SDG 1 include National Target Program (NTP) on Sustainable Poverty Reduction and NTP on New Rural Development (2010-2020) with resources for implementation were allocated specifically for 5-year periods. Vietnam's achievements in poverty reduction can be said to be outstanding, recognized and highly appreciated by the international community.

Since SDGs were only adopted in 2015 and since they cover a very diverse set of issue areas, existing knowledge and research on SDG interlinkages is also limited, both in the world and in Viet Nam. Beside to the studies conducted by IGES for a number of countries including Viet Nam listed above, very few studies have been carried out in Viet Nam.

This paper tried to explore the achievements of poverty reduction program and the linkages of SDG 1 - poverty reduction (both synergies and trade-offs), on the implementation of some other SDGs (SDG 2, 3, 4, 6, 7, and 11) in Viet Nam, and provides recommendations for policy development taking into account the relationship between the SDGs. The synergy in the context of SDG implementation/intervention analysis is defined as: two or more interventions generate synergy when their combined implementation results in progress for an SDG that is greater than the sum of the individual impacts of each intervention. Dissynergy (or trade-offs) occurs when the combined interventions lead to smaller progress than the sum of their individual impacts (Matteo Pedercini et al, 2019).

2. Research Methodology

Methods of desk review to inherit research methodology/ results and quantitative method were employed for this paper.

Status of Poverty Reduction in Viet Nam (period 2012 -2020) was reviewed and inherited from reports and data published by, for example: Ministry of Labour - Invalids and Social Affairs (MOLISA), National Office for Poverty Reduction, General Statistics Office of Viet Nam (GSO), the National Report 2020: on Progress of Five-year - Implementation of Sustainable Development Goals and Voluntary National Review 2023 on the Implementation of the Sustainable Development Goals.



The linkages of SDG targets are identified based on multiple reference interlinkages provided by various sources mentioned in part 1 of this paper, especially the interlinkages identified in the IGES project “*Sustainable Development Goals, Targets and Indicators*” and IGES papers. Although identification of the interlinkages covers all 169 targets, the levels of details and knowledge on the interlinkages for individual targets vary. Some of the reference interlinkages cover all SDG targets while others with special focus may cover a sub-set of 17 SDGs or a sub-set of 169 targets. The interlinkages identified in the IGES project can be considered as pioneer work which will be improved with new knowledge and more scientific studies on this issue (Xin Zhou and Mustafa Moinuddin, 2017). Following the reference interlinkages and based on the data available in Vietnam, this paper tried to explore the linkages of SDG1 targets to the targets of SDG 2, 3, 4, 6, 7, and 11.

Quantification of the causal links was conducted following the IGES approach, using software SPSS 20.0 and statistical techniques to test hypotheses on possible associations among indicators. The strength of the linear causal link between the two targets, measured by the correlation coefficient of the two indicators, is estimated based on the correlation analysis of the time-series data of the two indicators corresponding to relevant targets.

The quantitative linear relationship among different targets has been examined to understand synergy or trade-off relationships from SDG 1 to SDG 2, 3, 4, 6, 7 and 11. Linkages from the SDG 1 were analysed through pairwise correlation with the indicators measuring targets of SDG 2, 3, 4, 6, 7 and 11. Pairwise correlation describes the direction of linkages between two variables. For the Pearson’s correlation coefficient, a correlation coefficient that measures linear correlation between two sets of data, the result always has a value between -1 and 1 . A p-value greater than 0.6 is considered to indicate a synergy (positive association) between two indicators, a p-value less than -0.6 is considered to indicate a trade-off (negative association), and a p-value between -0.6 and 0.6 is considered to indicate a non-classified (following IGES, 2017 and Tetsuo Kuyama et al., 2020).

Most relevant data were collected from (1) World Bank World Development Indicators, available at <https://databank.worldbank.org/source/world-development-indicators>, <https://datatopics.worldbank.org/world-development-indicators/#archiv> and from (2) General Statistics Office (GSO) of Vietnam, available at <https://www.gso.gov.vn/so-lieu-thong-ke/> and <https://thongke.molisa.gov.vn/>

3. Results and Discussions

3.1. Status of Poverty Reduction in Viet Nam

In Viet Nam, the policy of poverty reduction is a system of policies integrated in many different policies, programs and laws at the central and local levels. In 2011, the National Assembly issued Resolution No. 13/2011/QH13 dated November 9, 2011 on the National Target Program for the period 2011-2015, in which the National Target Program on Sustainable Poverty Reduction (NTP-SPR) was given top priority. The Government issued Resolution No. 80/NQ-CP dated May 19, 2011 on orientations for sustainable poverty reduction in the period from 2011 to 2020 and the Prime Minister approved the National Target Program for Sustainable Poverty Reduction 2012- 2015. The target groups of the Program is the poor people, poor districts and poor communes.

In 2014, the National Assembly issued Resolution No. 76/2014/QH13 dated June 24, 2014 on accelerating the implementation of the goal of sustainable poverty reduction until 2020. Next, the Prime Minister issued Decision 1722/QĐ-TTg on September 2, 2020, approving the NTP-SPR



for the 2016-2020 period, including the following contents: (i) Supporting poor districts and communes: investing in production and livelihood infrastructure; support the production and diversification of livelihoods of the poor; improve the quality of human resources involved in labor export in order to raise incomes and reduce poverty. (ii) Support poor communes in mountainous border areas: invest in infrastructure; supporting production and diversifying livelihoods; capacity building of grassroots officials; (iii) Communication on poverty reduction and access to information of the poor; and (iv) Strengthen the capacity of the Government to monitor the program.

Since 2016, a new poverty line, a multidimensional approach has been applied to measure household poverty in a complete and comprehensive manner. In addition to the income factor, the lack of access to basic social services (education, health, housing, clean water and sanitation, and access to information and communication) is included in the status assessment of poor households. Poverty reduction policies have been gradually adjusted. In addition to support policies for poor households, the Government has issued policies to support health insurance for near-poor households, policies on preferential credit loans, policies to support production and create livelihoods for near-poor households and households that have just escaped from poverty. Poverty reduction has been associated with livelihood and job creation, vocational training and labor export.

The SDG 1 “*End poverty in all its forms everywhere*” includes 4 targets of:

Target 1.1: By 2020, eradicate extreme poverty for all people everywhere, measured as the poverty line with per capita income of USD 1.25 a day in Purchasing Power Parity (in 2005 constant price); by 2030, halve, at least, the poverty rate based on the national multi-dimensional poverty criteria (Global targets 1.1 and 1.2).

Target 1.2: Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable (Global target 1.3).

Target 1.3: By 2030, ensure that all people, in particular the poor and the vulnerable, have equal rights to economic resources, access to basic services, land use and natural resources, ownership and control over the other forms of property, appropriate new technologies and financial services, including micro finance (Global target 1.4).

Target 1.4: By 2030, improve the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social, environmental shocks and disasters (Global target 1.5).

Following the successes in poverty reduction and hunger eradication for Millennium Development Goals (MDGs) period, Viet Nam continues to gain impressive results in 2016-2020 on SDG 1.

For target 1.1, according to the data of GSO, from 2016 to 2019, although a significant disparity still remains in multidimensional poverty rates, the national multi-dimensional poverty rate decreased sharply, from approximately 9% in 2016 to 5.7% in 2019, which means an average decrease of 1.17 percentage points per year nationwide, corresponding to the roadmap to reduce 1.0-1.5 percentage points per year. According to a report by the World Bank, Viet Nam has almost accomplished the goal of eradicating extreme poverty, with poverty rate of population with income less than US\$1.9 by purchasing power parity at constant price in 2011 was only 2% in 2016. By 2018, this rate reduced to less than 1%.

For target 1.2, the number of people participating in social insurance was 12,290,500 in 2015, increased to 14,732,300 in 2018; number of people participating in health insurance increased from 68,466,100 in 2015 to 83,540,500 in 2018; and number of people participating in unemployment insurance increased from 10,310,200 to 12,643,100 in the same period. By 2020, Viet Nam could almost meet the target of social insurance coverage of 35% and exceeded the target of the unemployment insurance coverage of 25%. Number of beneficiaries of social insurance, health insurance, unemployment insurance also shows a growing trend corresponding to the trend of the numbers of people participating in social insurance, health insurance and unemployment insurance. In 2019, number of health insurance beneficiaries was 184.5 million times while the number was only 136.46 million times in 2014. The number of people receiving regular social assistance also increases every year. MOLISA announced that by the end of 2019, the whole country had more than 3 million beneficiaries receiving monthly cash benefits or monthly social allowance, finance for health care and health insurance cards.

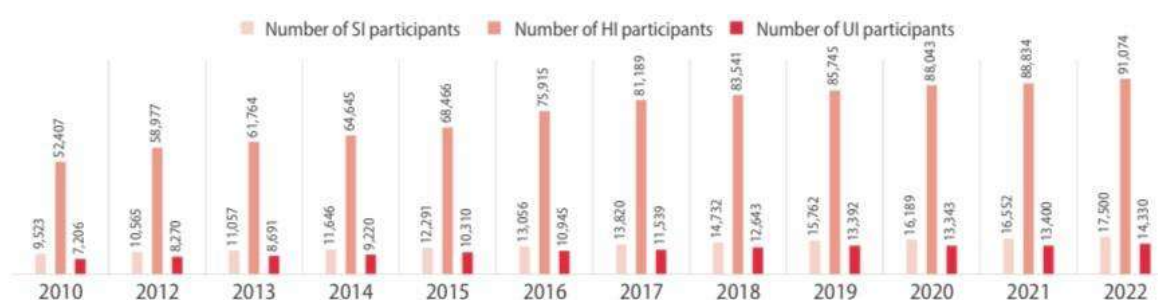


Figure 1. Number of contributors to social insurance, health insurance and unemployment insurance in the period 2010-2022 (thousand people)

Source: Vietnam Voluntary National Review 2023 on the Implementation of the Sustainable Development Goals

For target 1.3, except for the rate of households with solid housing, which has not increased significantly in the past 8 years, and remains at only 50%, other criteria of access to basic living conditions (rate of households using electricity, access to hygienic water, using hygienic toilets and having durable goods) have increased and remained high at 90 to 100%. Regarding access to land use rights, according to data from The World Bank, the proportion of households having land use right certificates in Viet Nam is quite high, with the lowest proportion in the Central Highlands (62% in 2018) and highest proportion at 90% in the Mekong River Delta Region.

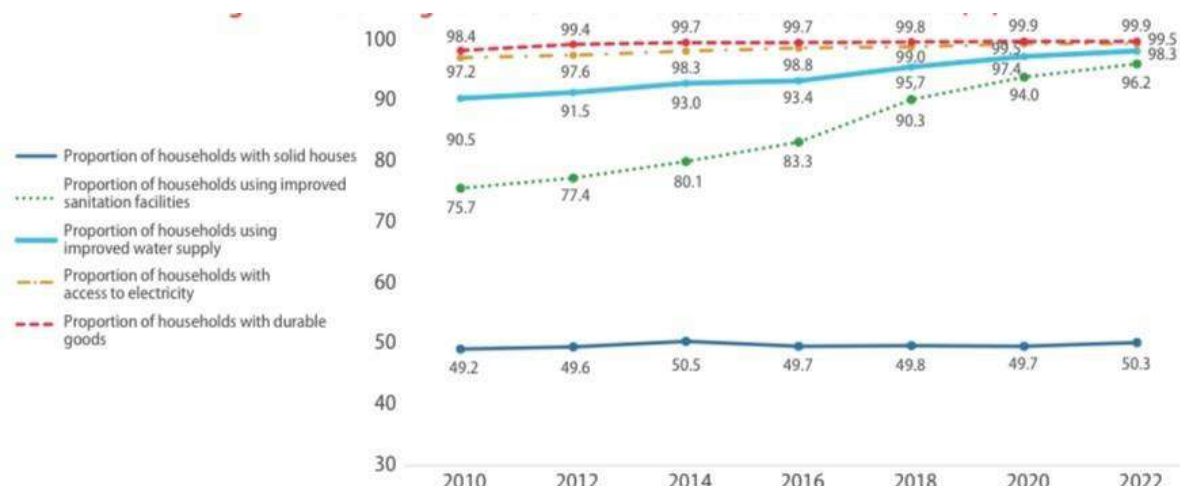


Figure 2. Percentage of households with access to basic services (%)

Source: Vietnam Voluntary National Review 2023 on the Implementation of the Sustainable Development Goals

For target 1.4, by 2020, it is estimated that the whole country arranged and settled down for about 10,000 households in areas at high risks of natural disasters (valley floods, flash floods, landslides), at borders, islands, areas of migrants, and special-use forests areas. This contributed to stabilizing and improving people's lives, limiting damages caused by natural disasters, free migration, reducing poverty, protecting the environment and strengthening national defense and security.

Viet Nam's impressive achievements in poverty reduction can be attributed to the combination of various important factors: (i) an inclusive growth model, which enables many people to participate in and benefit from growth; (ii) a good system of social security policies, e.g., social insurance, health insurance, and social support; (iii) accessible and affordable public services such as education and health; and (iv) relatively equal access to assets, especially land. Although the Covid-19 pandemic significantly compromised incomes of vulnerable households and increased temporary poverty rates in 2020, Viet Nam has the potential to achieve all 4 targets under SDG 1 by 2030.

3.2. The linkages of SDG 1 on other SDGs in Viet Nam

The SDGs and their targets are interactive. The implementation of one SDG target have an influence on another. For example:

- Eradicating extreme poverty by 2020 and halving the poverty rate based on the national multi-dimensional poverty criteria by 2030 as per SDG target 1.1 will help protect people's health, promote food production and reduce hunger, reduce malnutrition rate and satisfy nutritional needs of children, adolescent girls, pregnant and lactating women and older persons. SDG target 1.1 also improve people living conditions, that helps reduce the maternal mortality ratio, reduce to end some epidemics, prevent and combat hepatitis, water-borne diseases and other communicable diseases. Thus SDG target 1.1 is closely positively related to SDG targets 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.6 and 3.7.

- SDG target 1.1 will make a contribution to achievement of SDG 4 on ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all, especially target 4.1 and 4.5. SDG target 1.1 is also a solution to help people access and use sources of water



and energy in a sustainable way (SDG 6 and 7), access to adequate, safe and affordable basic services and housing (SDG 11).

- However, the use of scarce resources for SDG target 1.1 may cause difficulties in implementation of appropriate social protection systems and measures to achieve substantial coverage of the vulnerable, in implementation of resilient agricultural practices and strengthening the capacity for adaptation to climate change and other disasters (targets 1.2 and 2.4). Eradicating extreme poverty and halving the poverty rate can increase the number of people who have just escaped poverty in traffic. However, people who have just escaped poverty often do not have the conditions to buy good vehicles, as well as limited awareness of traffic laws. This fact negatively affects the target 3.5 on reducing traffic accidents.

- SDG target 1.2 on implementing nationally appropriate social protection systems and measures for all, and by 2030 achieve substantial coverage of the poor and the vulnerable and target 1.2 are activities that compete for resources, the implementation of one target can make resources scarce for the other. Thus, relationship between target 1.1 and 1.2 may be a trade-off. Similar relationships may be occurred between the pairs of SDG 1.2 and SDG 3, SDG 4, 6, 11 targets.

- SDG target 1.4 on “improving the resilience of the poor and those in vulnerable situations and reducing their exposure and vulnerability to climate-related extreme events and other economic, social, environmental shocks and disasters” may have synergy (positive association) relationship with target 11.5 on reducing the number of deaths and people affected, and substantially decreasing the direct economic losses caused by natural and other disasters; or with SDG 3 targets on reducing the mortality ratio, ending the epidemics.

- Implementation of other SDGs will also impact SDG 1. For example, SDG 11 on ensuring safe living environment (dwellings) is one of criteria of multi-dimensional poverty and, therefore, related to SDG 1 on poverty elimination. The achievement of SDG target 6.1 on achieving universal and equitable access to safe and affordable water for all, and SDG target 6.2 on ensuring access to adequate and equitable sanitation facilities and hygiene for all, will contribute to promoting SDG 1 targets.

The targets from SDG 2, 3, 4, 6, 7 and 11 that have linkages with SDG1 targets are shown in Table 1. Note that these are the targets that are directly impacted by the implementation of the SDG1 corresponding goals and that the data is available for evaluation.



Table 1: List of SDGs targets that have linkages with SDG 1

SDG1	End poverty in all its forms everywhere	SDG4	Inclusive and equitable quality education
T1.1	End extreme poverty; Halve national poverty	T4.1	All for free primary and secondary education
T1.2	Implement social protection systems to the poor	T4.2	Access to early childhood care and education for all
T1.4	Build resilience of the poor to climate and other disasters	T4.5	Eliminate gender disparities in all levels of education
SDG2	Zero hunger; ensure food security, nutrition, sustainable agricultural development	SDG6	Clean water and sanitation
T2.1	End hunger	T6.2	Universal access to sanitation and hygiene
T2.2	End malnutrition		
T2.3	Improve agriculture productivity & income	SDG7	Sustainable, reliable and affordable energy
T2.4	Build sustainable food production systems	T7.1	Universal access to energy
SDG3	Ensure healthy lives and promote well-being		
T3.1	Reduce maternal mortality; End young children deaths	SDG11	Sustainable, resilient urban and rural development
T3.2	End epidemics of diseases	T11.1	Universal access to urban housing and basic services
T3.3	Reduce pre-mature mortality from non-communicable diseases	T11.2	Universal access to sustainable transport systems
T3.5	Halve traffic deaths	T11.5	Reduce losses from disasters
T3.6	Universal access to reproductive health care services		
T3.7	Universal health coverage		
T3.8	Reduce deaths/illnesses from pollution		
T3.9	Implement tobacco control convention		

The pairwise correlation coefficients with their statistical significance level are shown in Table 2.

The p-value ranges from -0.990 to +1.0. Out of 57 interlinkages, there are 2 with p-value between -0.6 and 0.6 (target 1.1 and 1.2 to target 3.9). They are considered to indicate a non-classified.

Out of 57 interlinkages, 33 linkages (58% of total) showed a synergistic relationship with p-value greater than 0.6. This implies that there is a potential to capture synergies by taking the comprehensive integrating approach in SDGs implementation. This approach can provide effective resource solutions and help to achieve SDGs.



Table 2: Pairwise Pearson's correlation among various targets

	T1.1	T1.2	T1.4	T2.1	T2.2	T2.3	T2.4	T3.1	T3.2	T3.3	T3.5
T1.1	0.983	(0.981)	0.980	0.983	0.975	0.974	(0.866)	0.951	0.978	0.977	(0.967)
T1.2	(0.989)	na	(0.970)	(0.990)	(0.982)	(0.973)	0.873	(0.971)	(0.970)	(0.983)	na
T1.4	0.980	(0.970)	na	0.976	0.972	0.942	(0.836)	0.975	0.979	0.965	(0.960)
	T3.6	T3.7	T3.8	T3.9	T4.1	T4.5	T6.2	T7.1	T11.1	T11.2	T11.5
T1.1	0.969	0.945	0.977	(0.110)	0.986	1.000	0.989	0.982	0.988	0.979	0.981
T1.2	(0.980)	(0.966)	(0.982)	0.122	(0.988)	(0.990)	(0.990)	na	(0.986)	(0.970)	na
T1.4	na	0.947	0.967	na	0.977	na	0.976	na	0.970	0.962	1.000

It is also important to identify trade-off interlinkages to manage the negative effect of one SDG target on other targets. In total, there are 22 interlinkages which displayed a trade-off relationship. According to Tetsuo Kuyama et al (2020), it is unrealistic to suggest that any of the country studies incorporate all synergistic and trade-off interlinkages in the implementation of the SDGs. Therefore, it is important to prioritize interlinkages for immediate response, medium-term response and long-term response.

4. Conclusion and Recommendations

Sustainable development is an urgent requirement that all countries in the world need to make efforts to fulfill. Sustainable development is no longer a new issue but SDGs are relatively new, they were only adopted in 2015. Since SDGs cover a very diverse set of issue areas, knowledge and research on SDGs interlinkages is still limited so far.

In Viet Nam, National Targeted Programme on Sustainable Poverty Reduction (NTP-SPR) is a national top priority program. The NTP-SPR has many specific targets consistent with SDG1 for poverty reduction. Achieving the targets of the NTP as well as the SDG1 will contribute to the other SDGs, while also being impacted by the implementation of the other SDGs.

This paper tried to explore the achievements of poverty reduction program and the linkages of SDG 1 on poverty reduction on the implementation of targets of SDG 2, 3, 4, 6, 7, and 11 in Viet Nam. The results showed that, there are 57 interlinkages. Out of that, 33 linkages (58% of total) are synergistic/ positive association; 22 interlinkages (38.5%) are trade-off/ negative association. These results imply that there is a potential to capture synergies by taking the comprehensive integrating approach in SDGs implementation. This approach can provide effective resource solutions and help to achieve SDGs.



Therefore, recommendations are made for integrating the goals/ targets of poverty reduction programs/ projects with other national programs, such as NTP on climate action, NTP on sustainable consumption and production, NTP on new rural development, as well as other socio-economic development plans and programs of all ministries, related agencies and localities. Beside, it is important to prioritize interlinkages for immediate response, medium-term response and long-term response.

More comprehensive and detailed studies on the interlinkages between SDGs and SDG targets in Viet Nam need to be carried out to provide policy makers and managers with more specific information.

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The impact of online and offline experiences on the repurchase intention and word of mouth of women's fashion products with the intermediate trust factor

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Abstract

Customers with a good experience with the product and point of sale will have more repurchase intention and spread the positive information to other customers. The trend of online and offline experience before deciding to buy is increasingly popular, especially in the period of Covid 19. This study builds a model and tests the impact of online and offline experience factors on customer repurchase intention and word of mouth with trust intermediary factor. The research object is Vietnamese women aged 15 to 60 years old, with online and offline women's fashion experience. The analytical methods used are EFA, CFA, and SEM with SPSS and AMOS software. Survey results on 629 women show that online and offline experiences have a direct impact on trust, promoting repurchase intention and word of mouth; Besides the direct impact, these two experiential factors also indirectly affect through the intermediary trust factor. Research results suggest to marketers that it is necessary to simultaneously build online and offline women's fashion experiences for customers to build trust, and stimulate repurchase intention and word of mouth.

Keywords: online experience, offline experience, repurchase intention, word of mouth (WOM), women's fashion.



1. Introduction

Clients need phygital experiences that combine digital and physical best practices. They order items on their phones but pick them up in shop, use augmented reality shopping to test an item virtually before buying it, and connect with a contact center before talking to a human. Phygital integrates physical and digital channels to create a omni-channel experience. During the Covid 19 period, life moved online, and retailers had to axle to digital channels. As we emerge from the pandemic, clients are beginning to get back to typical life and traditional shopping. Despite the fact that they aren't returning to stores as quickly as before, there is still a significant demand for offline experiences (Morgan, 2022).

In the fashion industry, shopping is a social experience. It's beyond purchasing goods, it's about human interaction and tangible sensory experience, which is hard to replace by only online experiences. So, a hybrid shopping experience is the future of fashion retail and marketer to link the gap between the offline and the online experience. The fashion business is developing with innovation, and it's as of now not just about beautiful garments. About making a digital ecosystem that boosts the buyer experience and offers convenience and customization (Ambavle, 2023).

In the academic field, retailers are confronted with the task of effectively managing the customer experience, as it represents a variable that falls within their jurisdiction (Zaid & Patwayati, 2021). The significance of the customer experience in determining a company's success has been emphasized (Riaz et al., 2021). Furthermore, it has been established that the customer experience plays a crucial role in influencing the sustainability of a company's competitive advantage (Pei et al., 2020). The online channel currently possesses a greater number of competitive advantages in fulfilling customer demands when compared to the offline channel. According to Mofokeng, (2021), the utilization of online channels provides several advantages, including enhanced access to information, increased convenience, reduced costs, and time expenditures, and the ability to monitor customer purchases based on their identity. Furthermore, the utilization of online channels enables the acquisition of customer insights and facilitates the implementation of tailored promotional strategies, thereby augmenting the overall customer satisfaction consequently leading to an increased likelihood of customers intending to make repeat purchases (Hult et al., 2019).

Customer satisfaction and experience are commonly linked to physical stores in the offline channel or traditional shopping. The offline channel, commonly referred to as a traditional store, offers customers the opportunity to physically interact with products, seek guidance from knowledgeable staff, and benefit from efficient delivery services (Schröder & Zaharia, 2008). These factors collectively enhance the overall customer experience. There is a growing preoccupation among marketers regarding the repurchase intention, which is subject to the influence of multiple factors including brand, price, satisfaction, and experience. It is crucial for these factors to be in congruence with customer expectations (Yasri et al., 2020).

With the ongoing Vietnam fashion retail market answered to be worth US \$358 million in 2017, Vietnam is drawing in worldwide industry players such as Zara, H&M, Uniqlo, and many Vietnamese brands to open distribution channels. Regardless of the great development of the online retail portion put at 61% a year. Online retail sales make up just 2.8% of the domestic retail market. For Vietnamese fashion brands, physical stores are still the most common form of retail (Minh, 2018). In addition, Vietnam's young, tech-savvy population is thirsty for new experiences, which may aid in the expansion of concept stores. Thus, to streamline transformation rates, it's the ideal opportunity for fashion retailers to consider the omni-channel model — a methodology that



gives a coordinated shopping experience to the client — to broaden their online and offline transactions (Minh, 2018).

The objective of this study was to investigate the quantitative cause-and-effect relationship between online, and offline experience and repurchase intention, word of mouth, and trust acts as a mediating dimension. Research results will help to evaluate the importance of online, offline experience in promoting repurchase intention and word of mouth, as well as the role of trust in this relationship. These are topics that are missing from recently published research. This result brings theoretical contributions through building and testing the impact model among the 5 dimensions mentioned above; and suggests management guidelines for fashion retailers to set their distribution channel policies.

2 Literature Review

2.1 Research overview

Offline Customer Experience

Offline customer experience is understood as an integrated series of interactions between customers and retail objects, processes, and environments (Verhoef et al., 2009). The concept of customer experience refers to the enduring impact that customers retain following their engagement with products or services. It encompasses the amalgamation of sensory stimuli that customers encounter during these interactions (Shah & Agarwal, 2020). The provision of customer satisfaction, establishment of expectations, cultivation of trust, promotion of loyalty, and development of emotional connections with customers are all significant aspects in which it is involved (Slack & Singh, 2020). Defining the customer experience dimension can be challenging due to the diverse perspectives in research). Furthermore, the customer experience assumes a pivotal position in the shopping process, incorporating emotional and cognitive aspects in both physical and virtual environments (Demangeot & Broderick, 2006). The affective and cognitive dimensions are intricately linked to the customer experience, going beyond mere transactional worth (Rose et al., 2012).

In the context of a traditional store, customer experience encompasses various aspects such as affordability, open and comfortable spaces, accessibility, retail mix recreational activities, entertainment, promotions, communication and the overall environment (Verhoef et al., 2017). Furthermore, various elements such as the range of products available, the perceived level of quality, the visual appeal and architectural design, the sense of immersion and discovery, the ease of navigation, the opportunities for social interaction, the convenience of the shopping experience, the promotional incentives offered, the diversity of stores within the mall, the ability to compare prices, the potential for role-playing, and the overall attitude of the customer all play a significant role in shaping the customer experience within a conventional retail environment (Sohail, 2015). In addition, various factors including store selection, store service quality, store prices, hedonic value, and store patronage, store design, self-congruity, store atmosphere, store employees, are influential in shaping the customer experience (Ameen et al., 2021).



Online customer Experience

A fundamental aspect of online customer experience is usability, referring to the ease of navigation, website responsiveness, and efficient transaction processes (Rose et al., 2012) emphasizing the importance of user-friendly interfaces in enhancing customer satisfaction and reducing cart abandonment rates. The online experience is commonly understood as the overall encounter individuals have while engaging with websites, applications, or virtual platforms with the significance of usability, interactivity, and personalization in shaping positive online experiences (Pentina et al., 2011). Additionally, the role of user experience design and user interface elements in enhancing satisfaction and engagement has been extensively studied (Bilgihan et al., 2016).

Personalization has also emerged as a significant determinant of online customer experience. Tailoring content and product recommendations based on customer preferences and behavior can lead to higher engagement and conversion rates. Moreover, customer service and support play a pivotal role in shaping the online customer experience. Prompt and effective resolution of customer queries and complaints significantly impacts customer perceptions and influences their propensity to return (Jaiswal & Singh, 2020).

The rise of social media has further complicated the dynamics of online customer experience. Consumers now have the power to amplify their experiences through reviews and ratings, influencing the purchasing decisions of others. Companies must actively manage their online reputation to mitigate negative effects (Micu et al., 2019).

Customers are more likely to engage with brands they trust with their personal information. Implementing robust security measures can foster trust and enhance the overall online shopping experience. Customers' trust in the seller can be strengthened through positive experiences with online shopping, leading to a perception of the seller as reliable (Suhaily & Soelasih, 2017). The study conducted by Miao et al. (2022) provided evidence supporting the notion that trust exerts a favorable influence on customer satisfaction.

The empirical state is a term used by experts to refer to the cognitive aspect of the online customer experience, which includes knowledge and conscious mental processes. The role of an individual's emotional system in generating the online customer experience is referred to as the emotional state (Suhaily & Soelasih, 2017). The identification of psychological functions and factors has been recognized as a crucial dimension in understanding the online customer experience. This perception subsequently impacts various outcomes, such as benefits received, emotional responses, evaluative judgments, and behavioral intentions. Prior studies have endeavored to investigate the potential ramifications of the online customer experience, and have theoretically posited that the intention to engage in repeat purchases is a noteworthy outcome of improving the online customer experience (Fared et al., 2021).

Repurchase Intention

The concept of repurchase intention pertains to the behavior of customers who choose to make subsequent purchases of goods or services that they have previously encountered and are determined to possess favorable attributes and advantages (Liao et al., 2017). In order to foster customer loyalty and encourage repeat purchases, it is imperative for a firm to effectively meet and exceed customer expectations. Customer satisfaction is a crucial determinant that significantly impacts repurchase intention. Customers who are satisfied are more inclined to engage in repeat purchases as compared to customers who express dissatisfaction (Tata et al., 2020). According to Sullivan & Kim (2018), prior studies have demonstrated a positive relationship between

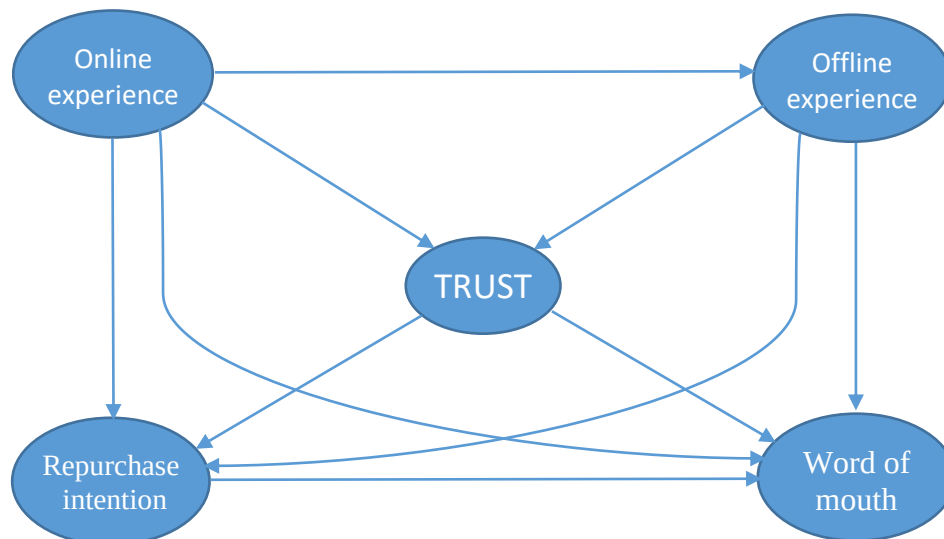
repurchase intention and both cost reduction and market share growth. Furthermore, previous research has emphasized the substantial influence of customer satisfaction on the intention to repurchase (Tata et al., 2020).

Word-of-Mouth

The concept of WOM credibility refers to the perceived reliability and trustworthiness of reviews or comments (Evgeniy et al., 2019; Mensah, 2020). These reviews and comments have the potential to significantly impact consumers' purchase decisions (Bhat & Bhat, 2020). Furthermore, it has been observed that consumers exhibit an increased level of confidence and a decreased level of risk when they are exposed to a greater volume of WOM communication. In their study, Berger & Schwartz (2011) show what's a driver of immediate word of mouth. The identification of influential nodes within WOM marketing networks is a critical area of scholarly investigation. One prevalent approach in the identification of influential online reviewers involves the comparison of accumulated ratings of reviews or authors, as proposed by Al-Dmour et al. (2021).

With the above review, the proposed research model is as follows (figure 1).

Figure 1 The proposed research model



The hyperthesis developpe

1. Online experiences have a positive impact and drive offline experiences
2. Online experience has a positive impact on customer trust
3. Online experiences have a positive impact and drive repurchase intention
4. Online experiences have a positive impact and drive word of mouth
5. Offline experience has a positive impact on customer trust
6. Offline experience has a positive impact and drives repurchase intention
7. Offline experience has a positive impact and drives word of mouth



8. *Customer trust has a positive effect and drives repurchase intention*
9. *Customer trust has a positive effect and drives word of mouth*
10. *Repurchase intention has a positive impact and drives word of mouth*
11. *Offline experience mediates the relationship between online experience and customer trust*
12. *Offline experience and customer trust mediate the relationship between online experience and repurchase intention*
13. *Offline experience, customer trust and repurchase intention mediate the relationship between online experience and word of mouth*
14. *Customer trust mediates the relationship between offline experience and repurchase intention*
15. *Customer trust and repurchase intention mediate the relationship between offline experience and word of mouth*
16. *Repurchase intention mediates the relationship between customer trust and word of mouth*

3. Methodology

3.1. Measurement scale

The scale is designed to inherit previous studies with groups of factors built on the research proposal model including online experience, offline experience, customer trust, repurchase intention, and WOM. The online experience is composed of four sub-factors: Online Product experience (OPEX), Online community experience (Virtual community sense - OCEX), Online aesthetic experience (OAEX), and Online staff service experience (OSEX). Offline experience is composed of four subfactors: Product experience (PEX), Sale point experience (SPEX), Community experience (COEX), and Staff service experience (SSEX). The observed variables edited by women's fashion products are presented in Table 1 below.

Table 1 Measurement scale

Variables	Source
Online experience - Online Product experience (OPEX) 1. Variety of categories and colors (women's fashion) 2. Guarantee of women's fashion product quality 3. Fast delivery of women's fashion product 4. Green and environmentally friendly of women's fashion product 5. Brand popularity	Pei et al., (2020)
Online experience - Online community experience (Virtual community sense - OCEX) 1. Receive information support in the community (get help when there is a problem, difficulty; get suggestions and find the causes when there is a problem) 2. Get emotional support in the community (get advice, share, listen and care) 3. Interaction with members of the community (comfortable, agreeable, close) 4. Exchange and develop relationships with the community (Connected to the community as a member)	Zhang et al., (2017)
Online experience - Online aesthetic experience (OAEX) 1. Website information (rich information about features, quality, of women's fashion product characteristics, etc.) 2. Easy site navigation and search (informative content, attractive menu layout, easy-to-use site sequence, etc.) 3. Interaction on the website (meeting customer needs well, making reasonable purchase suggestions, advertising, promotions as required ...) 4. Calculate website response that is relevant and relevant to product requests 5. Easy access to other users' opinions	Pandey & Chawla, (2018)



Online experience - Online staff service experience (OSEX) 1. Good attitude 2. Business proficiency 3. Frequent communication with the customer 4. good service attitude	Pei et al., (2020)
Offline experience - Product experience (PEX) 1. Variety of categories and colors (women's fashion product) 2. Guarantee of women's fashion product quality 3. Fast delivery of women's fashion product 4. Green and environmentally friendly women's fashion product 5. Brand popularity	Pei et al., (2020)
Offline experience – Sale point experience (SPEX) 1. Proper and attractive arrangement of the women's fashion product shop 2. Complete service facilities 3. Guidance of service staff throughout the shopping of women's fashion product 4. Private space to try women's fashion products *	Pei et al., (2020) *New scale
Offline experience – Community experience (COEX) 1. Advise customers to ask about this store's women's fashion product 2. Ask the opinions of customers who shop at this women's fashion store 3. Share your opinion with the customers of this women's fashion store 4. Interact with this women's fashion store's customers 5. Consider yourself a member of this community of customers who shop at this women's fashion store	Happ et al., (2021)
Offline experience – Staff service experience (SSEX) 1. Salespeople were friendly and smiling 2. Sale people were knowledgeable 3. Salespeople were truly interacting and conversing 4. Salespeople were helpful and gave advice	Verhoef et al., (2009)
Customer Trust 1. Trust in the capacity, honesty of the website, store, brand (women's fashion) 2. Believe in promises to customers (money back guarantee and other sales policies) 3. Trust in the women's fashion products and services provided 4. Trust honest advice in handling support purchases	Modified from Ngoc Quang & Cam Thuy, (2023)
Repurchase intention 1. Likely to buy this women's fashion product again in the future 2. Anticipate a future purchase of this women's fashion product 3. Will buy this women's fashion product again in the future 4. Expected to continue to buy the women's fashion product again in the future if there is a fluctuation in price	Modified from Cam Thuy & Ngoc Quang, (2022)
Word of mouth (WOM) 1. I will tell my family, friends, acquaintances about the brand's women's fashion products, the store 2. I will speak positively about the store's staff and women's fashion products, the brand 3. I would recommend to family members, friends, acquaintances about this women's fashion brand and product 4. I will definitely speak positively about the women's fashion store, brand, website on social networking sites	Modified from Ngoc Quang & Cam Thuy, (2023)

3.2. Measurement and methodology

Research subjects were identified as Vietnamese women aged 15 to 60 years old, who have had online and offline women's fashion shopping experiences. The sampling frame is defined as the list of women (research subjects) who participate in buying women's fashion online on the zalo shop application. This is a social network with the leading online shopping application in Vietnam with more than 100 million users (<https://www.vng.com.vn/index.html>). The questionnaire also



has a question to select the right audience with both online and offline women's fashion buying experience. The draft was designed in bilingual (English, Vietnamese) and checked by a language expert, and then tested by the customer. After editing the questionnaire was sent to the selected research subjects. Its content consists of two parts; in which the first part is personal information, and the second part is their experiences and behaviors in the process of buying women's fashion. The variables of experience and behavior are designed on a 5-point Likert scale (1 is strongly disagree and 5 is strongly agree).

Random sampling method was used with the sample size determined according to (Hair et al., 2006); whereby the sample size must be at least five times larger than the observed variable. This study is designed with 48 observed variables so the sample size must be at least $48 \times 5 = 240$ elements. To improve the quality of the analysis, we sent 1200 online questionnaires designed through the Zalo application and obtained 629 questionnaires with valid information. The sampling frame was built from the customer database of 4 fashion chains: Yody, Viettien, Canifa and may10. These are long-standing chain stores and provide both online and offline experiences. The survey period took place in April and May 2023. The obtained data were analyzed on SPSS 22 and AMOS 22 software to verify the quality of the scale; examine the relationships between variables, sub-factors, and factors; testing structural equations modeling. The main analytical techniques used are the reliability and validity test, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and structural equation modeling (SEM).

4. Research findings

4.1. Measuring the validity of scales and reliability

The large number of variables in the model (48 variables) with many layers, makes it difficult to represent variables and factors on one figure. Therefore, two groups of online and offline customer experience variables are analyzed by exploratory factor analysis (EFA) to reduce dimension and to evaluate the quality of collected data. This EFA method allows to generate representative factors (Factor Scores) for groups of variables by regression technique. The results of EFA show that the extraction value of 36 online and offline customer experience variables is greater than 0.5, so no variable is excluded from the model. Total Variance Explained shows the results of the EFA analysis of 36 variables that created 8 factors with Initial Eigenvalues > 1 (minimum value is 1.344). These 8 factors represent 73.099% of 36 online and offline customer experience variables (Initial Eigenvalues, Extraction Sums of Squared Loadings, Rotation Sums of Squared Loadings). This result is much larger than the 50% minimum requirement.

The result of EFA shows: Component 1 (named COEX) represents 5 variables COEX1-COEX5, Component 2 (named OAEX) represents 5 variables OAEX1-OAEX5, Component 3 (named PEX) represents 5 variables PEX1-PEX5, Component 4 (named OPEX) represents 5 variables OPEX1-OPEX5, Component 5 (named OCEX) represents 4 variables OCEX1-OCEX4, Component 6 (named SSEX) represents 4 variables SSEX1-SSEX4, Component 7 (named SPEX) represents 4 variables SPEX1-SPEX4, Component 8 (named OSEX) represents 4 variables OSEX1-OSEX4. The extraction value of 36 variables on components is the lowest at 0.654 of the SPEX1 variable on component 7 and the highest at 0.891 of the OCEX1 variable on component 5; no variable has an extraction value > 0.5 on many components. Thus, it can be concluded that these components represent 36 analytic variables well and none of them are excluded. These components will be used as observed variables in the analysis of structure equation modeling in the following section.



Dimension reduction technique created 4 online experience variables and 4 offline experience variables, the study obtained an analytical database of 20 variables (4 online experience variables and 4 offline experience variables, 4 trust variables, 4 repurchase intention variables, and 4 WOM variables). These variables were analyzed for exploratory factor analysis (EFA) and subsequent confirmatory factor analysis (CFA) to test uni-dimensionality, the convergent and discriminant variable, and factor according to the recommendations of Anderson & Gerbing (1988).

The measurement model was tested by average variance extracted (AVE) and composite reliability for reliability and validity. To assess the measurement model fit the data, according to Anderson & Gerbing, (1988), the measurement model was confirmed first by confirmatory factor analysis (CFA), followed by structural equation modeling (SEM). According to Arbuckle, (2011), the maximum likelihood method was utilized for approval with the following criteria: Goodness of Fit Index (GFI); TLI (Tucker & Lewis Index); Comparative Fit Index (CFI); Chi squared (CMIN); Chi square adjusted to degrees of freedom (CMIN/df); Root Mean Square Error Approximation (RMSEA) index. The model is appropriate with data when GFI, TLI, CFI > 0.9; CMIN/df < 5; RMSEA < 0.08, if RMSEA < 0.5, the structure model is very good (Byrne, 1994; Hu & Bentler, 1999; Tucker & Lewis, 1973).

The outcomes in table 4 show that the construction suits the examination information. As a result, we can say that: convergent validity is achieved for the offline experience, online experience, trust, repurchase intention, and WOM factors. In conclusion, measurement models perform well both theoretically and empirically. In the accompanying part, we analyzed the full model fit with Structural Equations Modeling.

We also looked at the Composite Reliability (CR) and the Average Variance Extracted (AVE) to get a broad picture of the scale's reliability. According to Hair et al. (2006): When CR>0.7 and AVE>0.5, the scale is regarded as a convergent value, and the observed variable is not correlated with other observed variables in the same factor. Thusly, with the introduction of the CR and AVE result, it very well may be resolved that the scale acquired from the formal quantitative examination is qualified for testing the research model and the research hypotheses that have been established.

4.2 The structural Model by CFA and Structural Equations Modeling (SEM)

The structural model is designed with a single independent factor, online experience, and a single dependent factor, WOM; the remaining three factors are offline experience, trust, and repurchase intention which can act as independent, mediate, and dependent factors, that depend on the model structure hypotheses.

According to Hair et al. (2006), no known absolute value for any of the fit indices suggests a suitable fit. Depending on the sample size, number of measured variables, and communalities of the factors, the results of suitable models vary from situation to situation. Nearly all attempts at fit indices in this structural equation model yield positive results. The fit of the models was assessed using chi-square statistics and various fit indices such as RMSEA, CMIN/DF (CFA), CFI, the goodness of fit index (GFI), Tucker–Lewis Index (TLI), non-normed fit index (NFI). Figure 2 depicts the structural equation model's predictable calculations as follows: CMIN/DF (CFA) = 5.24; GFI = 0.913; CFI = 0.896; TLI = 0.908, RMSEA = 0.078; so we can conclude that the structural equation model is acceptable. The table 6,7 displays the hypothesis results.

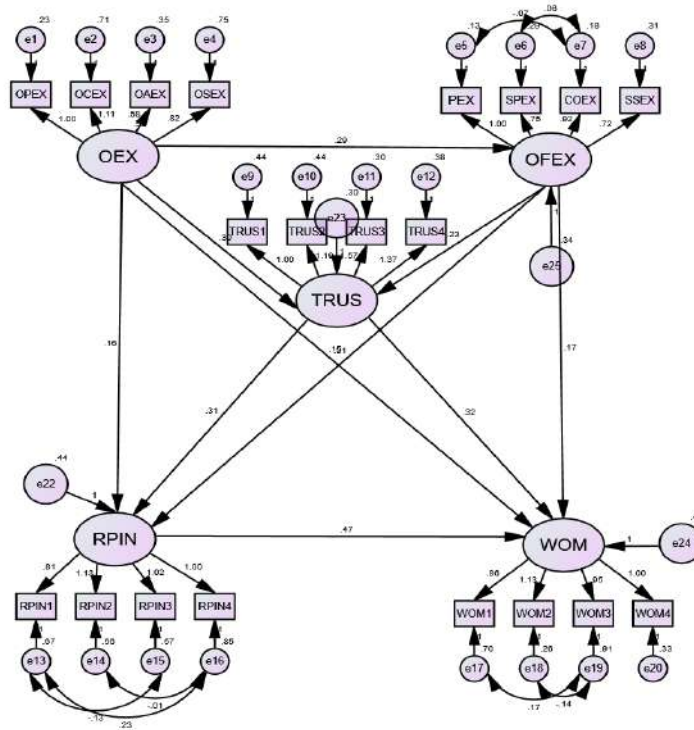


Figure 2 Structural Equation Model

The research results presented in figure 2 and table 6 show that the online experience of women's fashion has a direct impact on the offline experience, customer trust, repurchase intention, and WOM. The regression weights affecting offline experience and customer trust are quite large, respectively 0.288 and 0.298; the regression weights on repurchase intention and WOM are quite small at 0.164 and 0.145, respectively. This result proves that the online experience has motivated customers to check the experience at the point of sale (offline) in the traditional way and initially created a trust for customers; promoting repeat buying behavior and WOM is less effective; this result is consistent with the study of Pandey & Chawla, (2018).

Offline experience has an impact on customer trust, repeat purchase intention, and WOM; with the corresponding regression weight is 0.229; 0.305; 0.166. This result shows that the traditional point-of-sale experience has a stronger impact on customer trust and repeat purchase intention, and a weaker impact on WOM.

Customer trust has a strong impact on repurchase intention and WOM with a corresponding regression weight of 0.308; 0.316. This result proves that this trust factor has the most important role in affecting repurchase intention, second most important to WOM. Repurchase intention, as the independent factor has the strongest impact on WOM, the corresponding regression weight is 0.472. Thus, WOM's motivation is shaped by customers' trust and repurchase intentions for women's fashion.



Table 2 Direct hypothesis results

Hypotheses	Linkage	Estimate	P-value	Result
H1	OEX→OFEX	.288	***	Supported
H2	OEX→TRUS	.298	***	Supported
H3	OEX→RPIN	.164	.005	Supported
H4	OEX→WOM	.145	.008	Supported
H5	OFEX→TRUS	.229	***	Supported
H6	OFEX→RPIN	.305	***	Supported
H7	OFEX→WOM	.166	.005	Supported
H8	TRUS→RPIN	.308	***	Supported
H9	TRUS→WOM	.316	***	Supported
H10	RPIN→WOM	.472	***	Supported

Source: Author's primary research

Calculation results of direct, indirect, and total effect in Table 7 show that online experience has a direct effect on customer trust with a regression weight of 0.298; combined with indirect effect through offline experience (H11), so the total effect is 0.363 (this is the lowest level compared to other hypotheses). The online experience has a direct effect on repurchase intention with a relatively low regression weight of 0.164; however, combined with the effect of two intermediate factors, offline experience, and trust, the total effect reached 0.364 (H12). Online experience has a direct effect on WOM with a low regression weight of 0.145; however, combined with the effect of three intermediate factors, namely offline experience, trust and repeat purchase intention, the total effect reached the highest level of 0.479 (H13). Offline experience has a direct effect on repurchase intention, with a fairly high regression weight of 0.305; combined with the effect of the intermediary factor trust, the total effect reached 0.376 (H14). Offline experience has a direct effect on WOM, with a regression weight of 0.166; however, combined with the effect of two intermediary factors, trust and repurchase intention, the total effect reached a high level of 0.415 (H15). Trust has a direct effect on WOM, with the highest regression weight at 0.316; combined with the influence of the intermediary factor repurchase intention, the total effect reached a high level of 0.461 (H16).

Table 3 Direct – Indirect – Total Effect Hypothesis Results

Hypotheses	Linkage	Direct Effect	Indirect Effect	Total Effect
H11	OEX→OFEX→TRUS	.298	.066	.363
H12	OEX→ OFEX, TRUS→RPIN	.164	.200	.364
H13	OEX→ OFEX, TRUS, RPIN→WOM	.145	.334	.479
H14	OFEX→TRUS→RPIN	.305	.070	.376
H15	OFEX→TRUS, RPIN→WOM	.166	.249	.415
H16	TRUS→ RPIN→WOM	.316	.145	.461

Source: primary research

5. Discussion



In the context of the strong development of e-commerce and the global spread of the covid-19 pandemic, consumer behavior has changed toward online experiences (Sudaryanto et al., 2021). The research results indicate that the online customer experience in the women's fashion sector drives the traditional offline experience behavior, builds customer trust, and drives repurchase behavior and customer WOM (The same idea of Morgan, 2022). Moreover, the offline experience in this fashion industry still plays an important role in the customer's buying process by creating trust, driving repurchase intention and WOM (The same idea as Ambavle, 2023). When comparing the quantitative results of online and offline experiences, it is found that the impact of online experience on trust is higher than that of offline experience (0.298 and 0.229 respectively). This suggests to managers that customers are used to the online experience and in many cases, this form has brought greater convenience and trust; thus, in the field of women's fashion as well as fashion in general, the inevitable trend is the need to enhance the online experience for customers, this is in line with the technology context, behavioral trends. This result is consistent with the studies of Mofokeng, (2021).

If comparing the impact of online and offline experiences on repurchase intention and WOM, the regression weight of offline experience is significantly higher than online (0.305 and 0.164 for repurchase intention, 0.166 and 0.145 for WOM, respectively). Thus, it can be seen that the offline experience is more effective in promoting repurchase intention and WOM. So marketers cannot ignore the offline experience in driving the buying process and its consequences; This traditional channel of experience is still highly effective in this situation. It should be noted that, in addition to the direct effects of online and offline experiences, there are also indirect effects, which makes the results of the total effect much higher. These effects are pervasive driving new behavior and positive customer responses.

The customer's trust factor in this study plays an independent role that has a strong impact on repurchase intention and WOM. Furthermore, it is the central mediator of the indirect effects on repurchase intention and WOM. So, marketers need to focus a lot of their resources to increase customer trust. This result is consistent with the study of Tarhini & Hayek (2021), Ngoc Quang & Cam Thuy, (2023). The repurchase intention factor has the strongest direct impact and at the same time acts as a mediator to create indirect effects on WOM. This result is consistent with the classical buying behavior models of which have been recognized by marketing researchers.



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Ho Chi Minh's ideologies on social security and suggestions for making policies of social security in the post-Covid-19 era in Vietnam

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Abstract

Social security is one of the important issues in the development strategy of each country. Ensuring better and better social security is always a policy, a big task, with very important significance for economic, political and social stability and is the key to comprehensive and sustainable development. To seek implications for formulating and implementing social security policies in Vietnam in the post-Covid-19 era, in this article, we focus on clarifying the objectives, subjects and contents of implementing social security according to Ho Chi Minh's ideology; from there, pointing out that those timeless values are also important implications for the construction and implementation of social security policies in Vietnam today.

Keywords: Ho Chi Minh's ideologies, Social security, Social development, Post- Covid-19 era.



1. Introduction

In the contemporary world, ensuring social security means essentially ensuring a harmonious combination between the goal of economic growth and solving social problems, towards comprehensive human development on an equal basis of equality, justice and progress. Social security also contributes to helping people and social groups, ensuring living standards for some disadvantaged groups, helping them to overcome difficulties when facing risks in life. Therefore, in any era, any political regime or social security also plays the role of driving force to ensure stability and promote social development. For Ho Chi Minh - the leader of the Vietnamese revolution, implementing social security is solving problems directly related to people, thereby improving the people's material and spiritual life. This is also the goal that during his life of revolutionary activities that Ho Chi Minh had always aimed at. Recognizing that the path of national liberation to a peaceful, unified, independent, democratic and prosperous country is the inevitable direction of Vietnamese society, Ho Chi Minh said that it is necessary to build a society in which people have conditions for a comprehensive development; they are all well off, free and happy, and they educated and virtuous, enjoying a life worthy of human dignity. He believes that it is necessary to build a social security system that contributes to meeting people's needs and interests, seeing people rights as the highest priorities in order to promote the human factor as the driving force in the process of building a new society. Today, Ho Chi Minh's thought on social security continues to be inherited and developed because it is still deeply epochal. Due to the nature of the problem and the way to solve it, that ideological system has passed time and continues to make suggestions in the planning and implementation of social security policies in Vietnam in the post-Covid-19 period.

2. Method

In this article, we use mainly methods such as: Logic method, analysis and synthesis method, historical method, system method, structure, comparison, contrast, generalization, analysis and forecasting. The methods are used in accordance with the requirements of each specific content of the article.

Specifically, the logic method and the methods of analysis, synthesis, system, structure are used to clarify the content of Ho Chi Minh's views on the purpose, object of social security; at the same time, these methods are also used to explain the content of social security according to Ho



Chi Minh's ideology. By logic method, analysis, synthesis, system and structure methods, we also point out the great values and contemporary significance of Ho Chi Minh's ideology on social security for the planning and implementation of social security policies in Vietnam today.

The comparison and contrast method is applied to evaluate the research results of scientists on social security issues, pointing out the achievements that have been achieved in previous studies; at the same time showing that continuing to study Ho Chi Minh's ideology on social security will create important implications for the construction and implementation of social security policies in Vietnam today. The comparison and contrast method is also used to clarify the complex changes of the current world situation, thereby showing that the study of social security must be given more attention than ever.

The historical method is applied to clarify the content of Ho Chi Minh's ideology on social security according to the time process, thereby showing that Ho Chi Minh's system of ideology on social security always has development and improvement.

The methods of synthesis, generalization, analysis and forecasting are applied to clarify the timeless values of Ho Chi Minh's ideology on social security, these values are important implications for the construction and implementation of social security policies in Vietnam today.

3. Results

3.1. Ho Chi Minh's ideologies on social security

Ho Chi Minh was born on May 19, 1890 (the year of Canh Dần) in Kim Lien commune, Nam Dan district, Nghe An province. His birth name was Nguyen Sinh Cung. He was a revolutionary and politician of Vietnam, the founder of the Democratic Republic of Vietnam and the leader of the Vietnamese revolutionary movement. He was also a thinker who had a profound influence on the history and culture of Vietnam. Throughout his ideology and revolutionary life, Ho Chi Minh always considered human issues as a constant concern and a goal to strive for. He once said: "I have only one desire, the utmost desire, that is to make our country completely independent, our people completely free, everyone has food to eat, clothes to wear, everyone can study" [9, p. 627]. This is the overarching philosophy of his social security ideology. In today's era, Ho Chi Minh's ideology on social security still retains its value not only nationally but internationally, as manifested in the sustainable development goal of countries that the United Nations Agenda 2030 has put forward, which is: "Leave no one behind". This message is the core value and permeates the United Nations Agenda for the period 2015-2030 (Agenda 2030), with 17 sustainable



development goals. These are also the criteria for measuring the basic improvement of the lives of the poor, vulnerable and disadvantaged groups. Therefore, these goals are in the development strategy, including the social security strategy of each country.

In Ho Chi Minh's ideologies, social security includes both broad and narrow meanings. In the broad sense, social security is the guarantee of human rights to life, freedom and pursuit of happiness. No matter who they are, everyone has the right to live in safe and secure conditions. In the narrow sense, social security is the guarantee of minimum needs for food, clothing, shelter, transportation, disease prevention, education, work, information access, cultural activities of citizens, especially those who are vulnerable, disadvantaged and affected by natural disasters, enemy sabotage, diseases, v.v.. Therefore, Ho Chi Minh's social security ideology has both a high humanistic and a rigorous scientific nature.

His thoughts on social security is reflected in the following main issues:

First, about the purpose of social security.

In the whole thought and revolutionary life of Ho Chi Minh, “the first thing is the work for human beings” and the ultimate goal is also to liberate human beings, liberate mankind. The purpose of his whole life was to devote himself to the struggle for national liberation, for the liberation of those who “suffered”, to fight for a prosperous, happy, fair and civilized humanity, a world of great unity based on equality and friendship among nations and peoples. Under the new democracy regime, Ho Chi Minh always emphasized the need to put human beings at the center of development, human beings are both the goal and the motivation of the revolution, must respect, care and promote human factors. That goal not only guides the implementation of social security but also guides the formulation of other strategic policies. He noted that it is a must of “making sure that the people have enough to eat and to wear, live more and more happily, that every member of the society can go to school, be provided with medicine and health care when they get ill, take a break when they are old and can no longer work while bad customs and habits are gradually erased. In short, the society is getting better and better, with increasingly improved material and spiritual life” [10, p.438]. From the idea that “if the country becomes independent, but the people do not enjoy freedom and happiness, then independence has no meaning” [4, p.6], so immediately after gaining the government, He set up a new state. In a country owned and run by the working people, Ho Chi Minh and the new Government have set forth many viewpoints, guidelines and policies to develop production, step by step eliminate poverty, backwardness and social inequality, contributing to improving the living standards of the working people. Taking people’s rights as the



highest priorities, and promoting the human factor in the process of building a new society is the goal of social security in Ho Chi Minh's thoughts. Here, human beings as liberated workers are not only the motivation of social development, but also the goal of social security.

Second, regarding the subject of social security.

Social security aims to meet the needs and interests of classes, strata and the masses of people. Before leaving, in his *Testament*, Ho Chi Minh clearly stated: “The first thing is the work for human beings” - *the object of social policies*. Accordingly, the Party and State need to pay attention to offer help and create conditions for those with meritorious services to the revolution to have appropriate jobs and income. “For young soldiers in the people's armed forces and young volunteers, the Party and Government need to select some of the most elite for further study in other branches and professions, to train them to become cadres with good techniques, good ideas, and a firm revolutionary stance” [11, pp.616 - 617]. For women, “The Party and Government need to have practical plans to foster, promote and help so that more and more women are in charge of all jobs, including leadership” [11, p. 617]. “For the victims of the old social system, such as thieves, prostitutes, gambling, smuggling, the State must use both education and law to reform them and help them become better people” [11, p.617]. For farmers, the Party and Government “exempt from agricultural tax for one year for agricultural cooperatives to make bring them joys and excitement so that they can work harder and boost production” [11, p.617]. Thus, there is an organic relationship between the purpose and the object of social security, accordingly, *the purpose of social security* must be directed to *the object of social security* in order to contribute to helping all kinds of people and social groups, and at the same time ensure living standards for some disadvantaged groups, helping them to overcome difficulties when facing risks in life. Social security, therefore, becomes one of the tools of state management and a method of organizing activities of social life. Social security not only solves social problems related to human life, making each individual in the community affirmed, but it also contributes to regulating the relationship between benefits and the responsibilities, dedication and enjoyment, rights and obligations of individuals, groups, and classes in society.

Third, with regard to the content of implementing social security.

The content of implementing social security in Ho Chi Minh's thought is reflected in the policy of formulating and implementing policies with specific objects, which are policies such as: Policy of Labor and Employment Policy of Hunger Eradication and Poverty reduction, Policy of People's Health Care and Protection, and Policies towards people with meritorious services to the revolution.



Regarding policies on labor and employment, He always emphasized the need to “make people have jobs” [8, p.65] to improve the people's material and spiritual life. To do so, “the government and the people's army must protect the people's stable business” [6, p.487] and “must widely propagate policies to encourage production” [8, p.213]. In addition, He also requested: “We must make every effort to restore the economy: agriculture, industry, commerce, and transportation” [7, p.226] in order to create jobs for the working people according to their the principle that “public and private are all taken care of, owners and workers both benefit. The workers are enthusiastic about production. Relatives, peacocks and merchants are eager to do business” [7, p.80]. Thus, in Ho Chi Minh's point of view, labor and employment policies hold an important position and role in improving people's living standards and affirming the responsibility of the subject of social management for the process of creating social enterprises and creating jobs for people when participating in a new life. On the contrary, for the people themselves, they must also remember that “laboring is a sacred duty of every citizen to the Fatherland. Everyone has to voluntarily participate in labor according to their ability for the construction of the country” [8, p.545].

Regarding the poverty reduction policy, He said: “The people only know the value of freedom and independence when the people are well fed and clothed. We must immediately: 1. Help the people to have enough to eat - 2. Help the people have enough to wear - 3. Help people have a place to live - 4. Help the people have education” [4, p. 175]. In order to *eliminate hunger and reduce poverty*, Ho Chi Minh paid special attention to the issue of increasing production and practicing thrift. The claimant must do: “Increase the production! Increase the production now! Increase the production again! That is our slogan today. That is our practical way to uphold our freedom and independence” [4, p. 135].

Regarding the policy of taking care and protecting people's health, Ho Chi Minh determined that health is the most precious human capital, one of the decisive factors for the success of all jobs. He once said: Every weak citizen means the whole country is weak, every healthy citizen means the whole country is healthy... If the people are strong, the nation will prosper [4, p. 241]. He was the person who issued Ordinance No. 29/SL (March 12, 1947) created the first legal basis for organizing the implementation of the sickness, accident and health care insurance regime. Ho Chi Minh's interest in health and preventive medicine has laid the foundation for the construction and development of the universal health insurance in Vietnam in the following years. Health is so important, so Ho Chi Minh always attaches importance to the equal right to health protection for all people. People must be equal in terms of the right to access medical examination and treatment,



to be hospitalized for treatment when needed, and to enjoy medicines according to their disease and to use appropriate treatment methods.

Regarding policies towards people with meritorious services to the revolution, Ho Chi Minh's consistent view towards wounded soldiers, sick soldiers and martyrs' families is that in any situation, it helps them gradually stabilize and gradually improve their material and spiritual life. He often reminded agencies and mass organizations to well implement the policies of the Party and State towards war invalids, sick soldiers and families with meritorious services to the revolution; must have practical actions to show gratitude to war invalids, martyrs and people with meritorious services; “Find ways to make them have a safe place to live, and at the same time open vocational training classes suitable for each person so that they can gradually “self-reliant” [11, p. 616] help them settle down, have the opportunity to participate in social activities and contribute to the construction of the country.

More deeply and comprehensively, in addition to the Party and State's responsibility requirements in formulating effective guidelines and policies for economic and cultural development, contributing to improving people's lives. At the same time, Ho Chi Minh expected and required the people to understand their rights and obligations and constantly improve their mastery capacity, so “it is necessary to mobilize the whole people, organize and educate the whole people, rely on great force of the whole people” [11, p. 617]. This is very consistent with the necessary and sufficient conditions of social security that we approach today. That is, social security is first of all the protection of society for its members and this protection is realized through public measures, and by mobilizing the mass and active participation pole of the community.

3.2. Suggestions for the planning and implementation of social security policies in Vietnam in the current post-Covid-19 era

The Covid -19 pandemic has negatively affected the achievements of many years on the process of achieving sustainable development goals and poverty reduction results. In addition, the pandemic also exposed the gaps in social security in all countries, adversely affecting the enjoyment of human rights, even in developed countries.

In Vietnam, the Covid -19 pandemic has seriously affected the socio-economic life. Production and business were suspended, leading to bankruptcy, or cessation of production, workers quit their jobs. The situation of unemployment, reduced income became common in each wave of the pandemic, causing hundreds of thousands of workers to lose their jobs, millions of workers to take leave. Many production, business and service establishments had to stop operating



or operate cautiously. The vulnerable groups, especially workers in the informal sector, faced more difficulties, as their livelihoods were linked to activities that directly contacted with high risk of infection. According to the report of the Vietnam General Confederation of Labor, “in 2022, there were 122,100 enterprises dissolved, suspended operations, many people lost their jobs. Some wood processing, textile and footwear enterprises had their orders cut, leading to many workers being reduced working hours, terminated labor contracts, affecting income and life. The number of workers in industrial zones affected by employment was 172,088 workers, accounting for 36.44% of the total number of workers affected” [12]. In that situation, returning to study and understand Ho Chi Minh's ideology on social security is an important issue with theoretical and practical significance. Studying his system of thought on social security opens up many issues that have great significance for the construction and implementation of social security policies in Vietnam today.

Firstly, take the people as the root, the starting point and the target of all social security policies.

Ho Chi Minh's philosophy of social development reflects the highest level of humanistic action, as he placed the people, especially the working people, at the center, the source and the ultimate goal of social security. When it comes to human factors, it is about human activities, which is the most basic aspect that determines all attributes and all typical expressions of people. The impact of the human factor is decisive for the entire historical development process. The process of social development is not an automatic process, but must be through the activities of each person in the society. Therefore, comprehensive human development is the highest and most important goal of each country, the driving force for social development. Only man has the ability to create culture and civilization, to reform society, and through social activities, man to reform himself. People are considered as the center of development, and also in the socio-economic development strategy of each country. Therefore, the purpose of social policy is to be for the people, to take the people as the root, as the starting point and as a target in the planning and implementation of social security policies. People here are first of all the working people, classes, classes, ethnic communities, and religious compatriots. Therefore, the social security policy must create conditions for everyone to enjoy social welfare and social security, and must create the most favorable conditions in terms of economy, politics, culture and ideology to comprehensive development of each individual to the whole society.



Second, the development of social security must be consistent with the level of economic development, associated with economic policies.

One of the outstanding features of Ho Chi Minh's thought on social security is that he focused on solving the relationship between social policy and economic policy. People think that the level of economic development is a material condition to solve social problems, on the contrary, when social problems are solved in a reasonable, fair and progressive manner through policies society will contribute to create a strong impetus to realize economic goals. Ho Chi Minh emphasized: "Please remember that the most important thing in our economic plan today is to gradually improve people's lives" [8, p. 314]. This is a unique point of view in Ho Chi Minh's social development philosophy. That view still holds true to this day. Reality has also proved that it is not possible to have adequate social security on the basis of a deficient economy, unsustainable social policy system and inappropriate development. On the contrary, it is not possible to have a fast, efficient and sustainable economy in a society that has not yet built a social policy system to ensure sustainability and appropriate development. In addition, from the reality of Vietnam and other countries in the world over the past years, it is shown that if only paying attention to the implementation of economic policies, all for the sake of economic goals will lead to unpredictable consequences (environmental pollution, resource depletion, rich-poor despair, social injustice, rising unemployment, economic crisis or social unrest, etc.).

However, only with solving social policies, implementing social goals will not have resources for economic development. Therefore, it is only possible to synchronously implement economic and social policies to achieve the goal of rich people, strong country, democracy, justice and civilization. This means: do not wait until the economy reaches a high level of development to realize social progress and justice, and do not "sacrifice" progress and social justice to pursue economic growth purely economic. Social policies must be placed on a par with economic policies and implemented synchronously with economic development, in accordance with the development level and capacity of the country's resources in each period.

Third, enhancing the role of the State, the political system and the community in implementing social security.

Social security is a basic human right, an important criterion reflecting the level of development of a country. Therefore, investing in social security is also investing in development, for human beings. The method of implementing social security is that the State and the social community share responsibility. The State plays a leading role in formulating, organizing and



implementing social security policies, while promoting the role and responsibility of society, community, workers and enterprises in ensuring social security according to the spirit of socialization. In Vietnam, mobilizing resources from the people, from economic and social organizations is an important measure to promote the tradition of solidarity and mutual assistance of people in solving social problems. To maintain and enhance the responsibility of agencies, organizations and individuals who have obligations, it is necessary to establish an effective legal mechanism for the enforcement and supervision of ensuring social security standards for workers affected by epidemics, natural disasters, or shocks that may occur on a large scale for them. Ensuring minimum income, sustainable poverty reduction, increasing employment opportunities for workers. Expanding opportunities for workers to participate in the social insurance and health insurance system to proactively cope when income is reduced or lost due to illness, disease, occupational accidents, old age. Regular support for people with special circumstances and emergency support for people and workers when they face risks beyond their control (natural disasters, epidemics, conflicts, hunger, etc.).

Fourth, the management of social security development must be associated with social management.

In any socio-political institution, they are interested in social management issues. For Vietnam, the process of building a new society is no exception to that rule. Social management is the scientific impact of the governing bodies to operate and manage the fields of social life, in order to ensure the optimal functioning and development of the society, achieving the set goals. Regarding this, the living Ho Chi Minh also said: “Managing a country is like managing a business: It must be profitable. What comes out, what goes in, what to do right away, what to wait, postpone or discard, what is worth consuming, who is worth using: everything must be carefully calculated” [1, p.14]. Ho Chi Minh understood very well that social management is the awareness, calculation, balance, arrangement and use of the country's and people's resources in a reasonable way in order to bring about the most effective and lasting. This is a very modern and correct concept, suitable not only for Vietnam's conditions but also for all countries and ethnic groups in the management of social development to achieve the progress and development of the entire society. The content of management includes a system of social issues related directly to human life: labor and employment, poverty, population, public health, etc. Therefore, it requires a leadership organization and a system of professional management agencies. For Vietnam today, which is a developing country with a low middle income, in order to effectively manage sustainable social security development, building a tectonic government and giving the best play to its role.



Social management requires an integrated capacity of political, ethical, educational and professional qualities to constantly innovate thinking, cultivate a practical style and maintain close contact with the people. Therefore, the task of the subject of social management is not only to formulate a system of policies, but also to self-renew, self-correct and self-improve in order to constantly enhance their political bravery, social psychology, historical characteristics and cultural traditions of each country and nation, and offer a new leadership method that suits the development trend of society. Furthermore, the subject of social management must also know how to creatively and selectively absorb international values and implement it in improving the effectiveness of social policy planning and implementation.

4. Discussion and Conclusion

Social security is an important goal and measure in realizing the country's sustainable development. It can be said that social security is a basic human right and an essential criterion reflecting the development level of a country. In any era, in any political regime, social security issues also play the role of driving force for social development. Therefore, the study of the contents of social security, including Ho Chi Minh's thought system on this issue, is considered necessary and has practical significance in both theory and practice. Studying Ho Chi Minh's development philosophy on social security requires clearly defining the purpose, object and content of implementing social security. The purpose of social security must take the service of people, improving the material and spiritual life for people as the highest goal, in order to promote the human factor in the process of building a new society. The objects of social security are people belonging to disadvantaged social groups, social preferential groups, as well as ensuring the development of all people and of society in the construction of a new society. The *basic content of social security* according to Ho Chi Minh's ideologies is the policy of formulating and implementing policies such as: Labor and employment, hunger eradication and poverty alleviation, care and protection of people's health, policies for people with meritorious services to the national revolution. Thus, taking the service of people as the highest goal, in order to promote the human factor as the driving force of the process of building a new society, is the *essence* and *purpose* of social security in Ho Chi Minh's thoughts. Social security in Ho Chi Minh's development philosophy is therefore always scientific, reasonable and humane. That system of his ideologies have suggested many issues of profound methodological nature and modernity in the planning and implementation of Vietnam's current social security policies.



In Vietnam, during the Covid-19 pandemic, although the issue of ensuring social security has achieved many remarkable achievements, the social security system still reveals shortcomings, not ensuring the social coverage, the transparency is not high and has not mobilized the participation of non-state actors. Some administrative procedures are still cumbersome and unrealistic in the implementation of policies. Many vulnerable groups, groups facing difficulties due to the pandemic need support but are not on the list, so they have not been able to cope and respond in time to the adverse impacts of the pandemic on employment, income, livelihood and even life and life. In the context of the Covid-19 pandemic that has and is devastating on a global scale, the economy is in recession and the international security situation is unpredictable, the issue of social security is more important than ever. Social security becomes one of the important pillars, contributing to political and social stability in many countries and regions in the world, including Vietnam. Therefore, returning to study and understand Ho Chi Minh's ideology on social security is a profound issue. Due to the nature of the problem and the way of solving it, that system of thought has transcended time, continuing to have implications for formulating and implementing social security policies in Vietnam in the post-Covid-19 period today.

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Forest carbon standards and applicability in Vietnam

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Abstract

The globe has gone extra miles on mitigating negative impacts of climate change. This assertion is manifestly demonstrated via international co-operation, especially the operation of substantial seminars namely COP, CMA, and others. After many attempts to cease carbon emission, the world finally made up its mind on establishing a carbon market, which can be implemented on a global, and national scale. Vietnam themselves are not marginalised on the race. This nation aims to cut off 9% the total greenhouse gas emission compared to national BAU, heading towards carbon neutral in 2050. With a view to conquering that target, Vietnam is going step-by-step on applying carbon market into reality by meeting different carbon standards. Nevertheless, there are myriads of constraints regarding geographical locations, laws, and technology to successfully implement this practice. Hence, this scientific research will put greater emphasis on renowned carbon standards, and how they could be applicable to a versatile of forests in Vietnam.

Keywords: Carbon credits, carbon standards, carbon market, forests

I. INTRODUCTION

The first industrial revolution that broke out at the end of the 18th century completely changed the world. Humanity officially switched to a market economy, where each country took economic profit as the key. That has made countries busy getting rich until they start to realize that the process of getting rich is rapidly destroying the planet (Dang, 2022) [1].

The obvious manifestation of that destruction is climate change, greenhouse gas emissions and environmental degradation that have worsened the quality of life of people and seriously affected the sustainable development of the country. mankind. According to the International Energy Agency (IEA), in 2022 the world will emit a total of 36.8 billion tons of CO₂. In which, deforestation and forest degradation account for 18% of total greenhouse gas emissions globally (IPCC, 2022) [2]. Therefore, one of the top priorities of many countries, including Vietnam, is forest protection and development. As one of the active members of the United Nations, Vietnam has signed many agreements on climate change, including the Kyoto Protocol in 1997 and the Paris Agreement on climate change in 2015. present at important conferences such as the UNFCCC Partners Conference (COP), the Conference of the Parties to the Kyoto Protocol (CMP) and the Conference of the Parties to the Paris General Agreement (CMA). After participating, Vietnam became a member of the REED+ (Reducing Emissions from deforestation and forest degradation in developing countries) framework. Since then, protecting forests and reducing greenhouse gas emissions has been prioritized by the Vietnamese government in its Nationally Determined Contribution (NDC).

One of the measures to promote forest conservation and development is to establish a forest carbon transfer market, through carbon credits. With over 14.7 million hectares of forest and a coverage rate of 42.02%, Vietnam holds many advantages in this emerging market. Recently, Vietnam has only recently joined the mandatory carbon market through a number of programs, projects, and emission reduction agreements. Particularly, the voluntary carbon market is still in the stage of exploration and development of schemes and projects. Furthermore, current programs and projects on forest carbon transfer are mostly conditional support programs, but there is no successful forest carbon transfer both in the world and domestic markets. The implementation of forest carbon transfer still has many problems, especially in the legal, institutional, management framework as well as in implementation capacity (Nguyen, 2022) [1]. Furthermore, to be granted carbon credits, forests must undergo strict, strict, and highly demanding international standards. This is the biggest barrier for Vietnam's forest carbon to reach the world.

Up to now, many Vietnamese and international researchers have published articles related to the carbon market in Vietnam. Research article on "forest carbon transfer" Dr. Nguyen Ba Ngai (Nguyen, 2022), "The Carbon Credit Exchange Market: International Experience and Policy for Vietnam" (Mai et al. - Institute of climate change and General Department of Hydrometeorology, 2020) and "Forest carbon market in Vietnam: Legal basis, opportunities and challenges" (Pham, Tang, Nguyen – CIFOR, 2022) and many other articles have mentioned and named forest carbon standards but not There is a comparison of carbon standards and an analysis of what Vietnam needs to change to meet those standards. Therefore, this article will distinguish carbon standards from each other, analyze which standards Vietnam has met, and what needs to be adjusted to satisfy the most standards, which means maximizing carbon credit value.

II. RESEARCH METHODOLOGY

To be able to determine existing forest carbon standards in the world and their applicability in Vietnam, researchers used many methods as stated below:

- **Theoretical research method:** the researcher collects information through documents or texts
 - ❖ **Classifying and systematizing theory:** the researcher will arrange the collected documents into a system, including domestic and foreign documents. The researcher will then filter the knowledge in the document and classify the knowledge into systems
 - ❖ **Hypothesis:** the researcher will study the subject by guessing the nature of the object and trying to prove that prediction.
The author will research secondary documents including government reports, domestic and foreign organizations as well as global scholars to collect data, find out the relationship between documents and study topic. Thereby making predictions and proving predictions with data
- **Practical research methods:**
 - ❖ **Analysis and summary of experience :** the author will use theory to review the results obtained in practice, thereby drawing useful conclusions, consistent with practice and science.
 - ❖ **Investigation:** Used to discover the nature, laws and development trends of the research object

In addition, the author also uses a number of other methods such as expert method, mathematical method and scientific observation to solve the research problem.

III. RESULTS AND DISCUSSION

1. Carbon credit exchange market

1.1. Carbon market overview

The carbon market has its roots in the United Nations' Kyoto Protocol on climate change, adopted in 1997. It was underpinned by the 2015 Paris Agreement, it was necessary to find a mechanism that could work, either mandatory or voluntary, both nationally and between countries to develop a carbon rights trade mechanism between parties. emissions and the forest-absorbing side. In many United Nations Conferences, the carbon market is seen as one of the most important tools for reducing greenhouse gas emissions. Accordingly, the parties can effectively and economically reduce greenhouse gas emissions. The operating principle of the carbon credits market is that the major emitter will pay a fee to receive additional credits or emissions quotas to achieve the mitigation targets (Mai et al., 2020). Accordingly, countries or organizations with excess emission rights are allowed to sell more carbon credits to emitters than the committed target. In this market, CO₂ is a greenhouse gas equivalent to all greenhouse gases, so the transactions are collectively referred to as carbon trading and exchange, forming a carbon credit exchange market.

The carbon market includes two types: mandatory carbon market and voluntary carbon market. A mandatory carbon market is a market where trading is based on countries' commitments to achieve greenhouse gas emissions reduction targets. Countries, organizations and businesses will have to inventory and reduce greenhouse gas emissions, complying with international regulations, such as the mechanisms under the Kyoto Protocol (KP), the trading system European emissions trading (EU-ETS) and other mandatory emissions trading systems

(Cheng, 2022). In contrast, a voluntary carbon market is one that allows emitters to offset their unavoidable emissions by purchasing carbon credits from emitters below the quota. Carbon credit projects are developed and registered according to voluntary carbon standards, which the article will analyze later.

1.2. Model for applying the carbon credit market in the world

There are now several large carbon markets in the world. Typically the European Union market. This is the world's first international emissions trading market. This market accounts for about 45% of total European emissions and three-quarters of the global carbon emissions market. This is the EU's most important policy tool in implementing commitments to the Kyoto Protocol and the Paris Agreement on climate change.

In addition to the European Union, China began to notice and emphasize the carbon credit exchange market in its Socio-Economic Development Plan (2011-2015). China's carbon credit market was officially launched on July 16, 2021 to achieve the goal of becoming carbon neutral by 2060.

Not only that, other countries and states are also actively participating in the carbon market or emission reduction trading market. For example, carbon markets in California (USA), Australia, Korea, New Zealand, Japan and Quebec (Canada). Vietnam plans to pilot this market by 2025, and officially operate it in 2028.

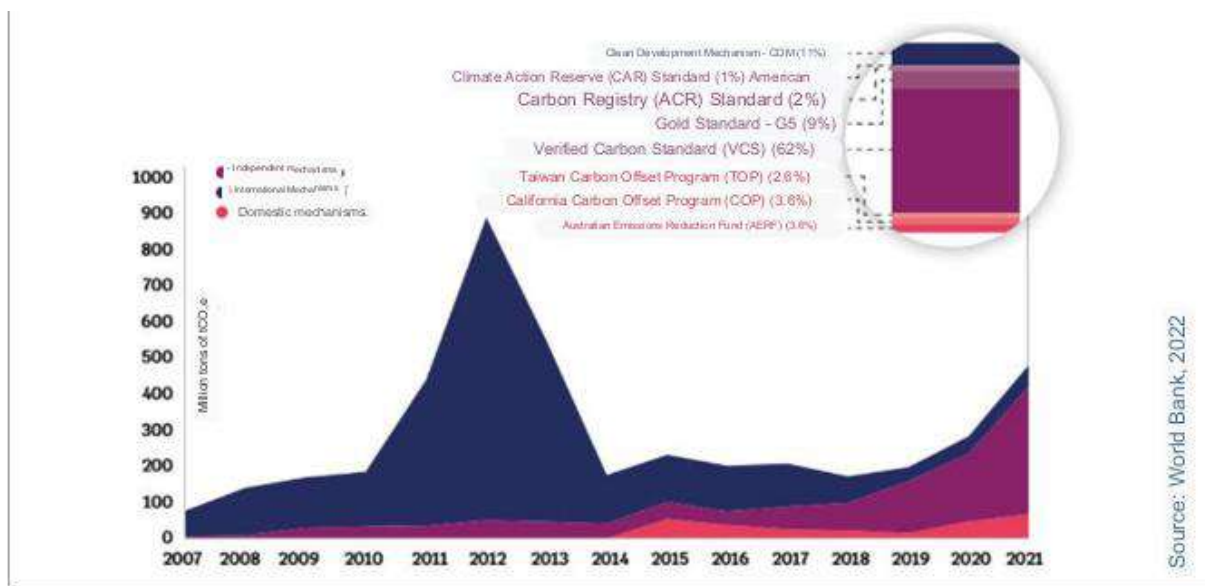


Figure 1. Global Issuance by Different Credit Scheme (World Bank, 2022)

2. Current forest carbon standards in the world

This article will focus on analyzing the voluntary carbon market, because this is the first step towards a mandatory carbon market. To participate in the carbon market, forest carbon is calculated as carbon credits. Each forest carbon credit must be claimed from either an emission reduction or an increase in sequestration of 1 ton of CO₂ or 1 ton of CO₂ equivalent (CO₂e). There are currently several forest carbon standards for voluntary carbon markets.

2.1. Verified Carbon Standard (VCS)

This standard was introduced in 2007 by VERRA, currently used by 88 countries for its projects, with 2000 projects and reducing 1.1 billion tons of global greenhouse gases. projects developed under the VCS Program must go through a rigorous review process. Once certified, these projects are eligible for a Verified Carbon Unit (VCU), with one VCU representing one ton of carbon dioxide reduced or removed from the atmosphere.

VCS is used to validate carbon credits formed from

- Afforestation, Reforestation and Revegetation (ARR)
- Agricultural Land Management (ALM)
- Improved Forest Management (IFM)
- Reduced Emissions from Deforestation and Degradation (REDD)
- Avoided Conversion of Grasslands and Shrublands (ACoGS)
- Wetlands Restoration and Conservation (WRC)

2.2. Gold Standard (Gold Standard – GS)

Formed in 2003, this standard applies to

- Planting new forests on unforested land
- reforestation for a long period of time.

This is a standard that can be suitable for planting special-use forests and protection forests. Specifically, some types of forests can apply the gold standard such as:

1. **Natural and Primary Forests:** The Gold Standard can be applied to natural and primary forest management projects, aimed at protecting and maintaining natural ecosystems and biodiversity.
2. **Plantation and Useful Forests:** Afforestation and plantation management projects can be certified to the Gold standard, as long as they adhere to sustainable practices that enhance carbon sequestration, biodiversity, and local community benefits.
3. **Restored Natural Forests:** The Gold Standard can be applied to projects that restore natural forests degraded for a variety of reasons, including timber theft and natural disasters.
4. **Ecological Forests:** Projects that protect and manage ecological forests, where biodiversity is particularly high, can also meet the Gold standard.
5. **Conservation Forests:** The Gold Standard can be applied to forest conservation projects where the primary goal is to protect primary forest ecosystems and rare species of flora and fauna.
6. **Industrial and Integrated Forests:** Even industrial forests can meet the Gold standard when using sustainable management methods, minimizing greenhouse gases, and ensuring benefits to communities and the environment.

2.3. PLAN VIVO standard

The PLAN VIVO standard was introduced in 2001. This is a system of procedures, guidelines and standards for granting carbon credits generated from reducing emissions due to combating deforestation and forest degradation; carbon sequestration and storage from forest and ecosystem restoration; carbon sequestration from sustainable forest management. This standard is suitable for planting special-use forests and protection forests.

Plan Vivo accepts Project Interventions in the following categories:

- Protection – Reducing deforestation and/or degradation of forests, wetlands or other natural ecosystems.
- Restoration – Tree planting, assisted natural regeneration, and management of wetlands or other natural ecosystems to restore ecological function.
- Improved Management – Improving Forest, agricultural land, grassland, livestock, wetland or marine management practices to increase carbon stocks and/or reduce greenhouse gas emissions.

2.4. ART/ TREES standards

The ART/ TREES (The REED+ Environmental Excellence Standards) standard launched in 2021. is used to build projects and validate forest carbon credits formed from

- deter deforestation,
- halt forest degradation
- afforestation on land that has not had forest for at least 5 years or zoning off to promote forest regeneration on bare land (1a, 1b, 1c),
- poor forest.

2.5. Climate, Community and Biodiversity (CCB) Standards

This standard was launched in 2014, so far there are about 50 projects, 349 million credits awarded in more than 48 countries. CCB is used to build and issue forest carbon credits from:

- Reducing emissions by fighting deforestation and forest degradation
- Absorb and store carbon from afforestation.
- Forest restoration, agroforestry

This is an additional standard of VCS. VCS forest carbon credits granted with CCB standards will be much more valuable.

3. Comparison of forest carbon standards in the world

Below is a table comparing the similarities and differences between the carbon standards introduced in the previous section

Standard	Process to get confirmed	Long term	Applicable cases	Applicability in Vietnam
Verified Carbon Standard (VCS)	<i>INDEPENDENT AUDITING</i> VCS Program projects are subject to independent auditing by both Verra staff and qualified third parties.	Not forever. Contribute about 10 - 60%. Permanence is only formally guaranteed for the duration of	Afforestation, Reforestation and Revegetation (ARR) Agricultural Land Management (ALM)	High

	<i>ACCOUNTING METHODOLOGIES</i> Setting out detailed procedures and peer-reviewed emission reduction formulas for quantifying the GHG benefits of a project. <i>REGISTRY SYSTEM</i> All information related to VCS projects is stored and publicly available in a Registry System. Each VCS Program project undergoes a public comment period during which anyone can indicate whether they believe the project meets VCS Program standards.	the project's credit. Supervision period: 50 – 100 years	Improved Forest Management (IFM) Reduced Emissions from Deforestation and Degradation (REDD) Avoided Conversion of Grasslands and Shrublands (ACoGS) Wetlands Restoration and Conservation (WRC)	
Plan Vivo	• Audit • Site visits • Non – conformances • Validation/ Verificarion statement • Hability • Dispute resolution process • Rotation	Not forever. Contribute 10 – 30%. Refunds due to poor management or breach of contract	• Protection – Reducing deforestation and/or degradation of forests, wetlands or other natural ecosystem. • Restoration – Tree planting, assisted natural regeneration, and management of wetlands or other natural ecosystems to restore ecological function. • Improved Management – Improving Forest, agricultural land, grassland, livestock, wetland or marine management practices to increase carbon stocks and/or reduce greenhouse gas emissions.	Medium
Gold Standard (GS)	• Confirm the basic project design. • Assess against Gold Standard safeguards.	Not forever. Fixed contribution 20% Permanence is only formally	Planting new forests on unforested land Reforestation takes a long time.	Medium

	- Estimate climate and sustainable development impacts. - Prepare a Key Project Information note summarizing the above.	guaranteed for the duration of the project's credit.		
CCB	- Preparation of documentation - Engagement of an auditor - Site visit - Draft validation/ verification report - Response to non – conformities - Validation/ verification report - Publication of revised CCB status		Reducing emissions by fighting deforestation and forest degradation Absorb and store carbon from afforestation Forest restoration, agroforestry	High
ART/ TREES	- Accounting area - Summary of REDD+ activities - Emissions for the reporting period - Reversals - Stakeholders comments Read more on: https://www.artredd.org/wp-content/uploads/2020/04/TR-EES-Val-and-Ver-Standard-v1-April-2020.pdf		Against deforestation, Fight forest degradation and Afforestation on land that has not been forested for at least 5 years or zoning and promoting forest regeneration on bare land (1a, 1b, 1c), Poor forest.	Low average

4. Current status and possibility of forest carbon transfer in Vietnam

4.1. Status of forest carbon transfer in Vietnam

According to the Ministry of Agriculture and Rural Development, Vietnam currently has over 14.7 million hectares of forests with a coverage rate of 42.02%, of which natural forests account for more than 10 million hectares, planted forests more than 4.5 million hectares; if classified by use purpose, special-use forest accounts for more than 2.1 million ha, of which 94,940 ha is planted forest; protection forest over 4.6 million ha, of which 626,124 ha is planted forest; production forest is over 7.8 million ha, of which more than 3.8 million ha is planted forest. Below is a map of Vietnam's forests, classified by type according to the General Department of Forestry.



Figure 2. Forest distribution map in Vietnam

Some of the main forest types in Vietnam include mangroves distributed along the coastal provinces of Vietnam. Typically, Quang Ninh, Thai Binh, Nam Dinh, Dong Thap, Ca Mau,...; Tropical forests are distributed at altitudes above 700m in the North and over 1000m in the South, mainly concentrated in the North Central region and Central Highlands. Bamboo forests have a wide distribution range from an altitude of nearly 2000m, concentrated in the regions: Northeast, Northwest, North Central, South Central, Central Highlands.

Below is a map of forest carbon stocks in Vietnam in the period 1990 - 2010, according to Pham Ngoc Bay (2016)

Figure 1: Map of Vietnam's forest carbon reserves

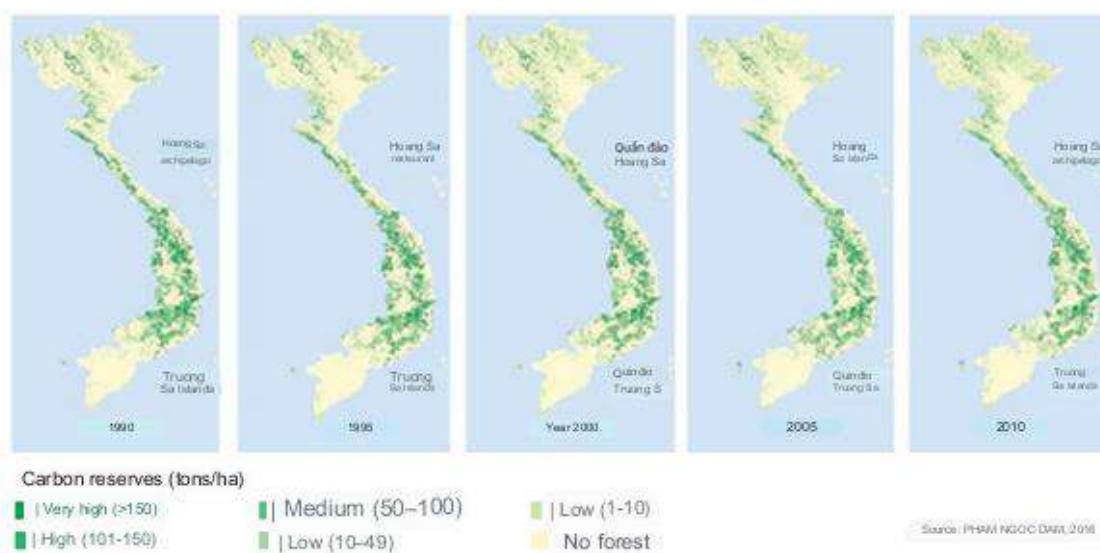


Figure 3. Map of Vietnam's forest carbon stocks

It can be seen that evergreen broadleaf forests in the Central Highlands and South-Central regions have the largest carbon reserves, with over 150 tons/ha. Following is the rich mangrove forest in the North Central, Northeast, Northwest, Southeast, Southwest, Red River Delta, from 101 to 150 tons/ha. The lowest are bamboo and mangrove forests, only from 1-19 tons/ha.

4.1.1. The project applies VCS, CCB standards

Pilot forest carbon credit business from REDD+ in Quang Nam province (VCS and CCB)

Quang Nam is a coastal province in the South-Central Coast of Vietnam. From October 22, 2020, this province has developed a project to implement forest carbon transfer to foreign companies, including:

- 1 dossier describing a REDD+ forest carbon credit project from June 2022 - December 2026, according to **VCS and CCB standards**.
- In 2022 sell 1.5 million credits of 2018, 2019 and 2020.
- In 2024 sell 2.5 million credits of 2021, 2022 and 2023.
- 2026 sell 2.1 million credits of 2024 and 2025.

However, up to now, the project has not been implemented due to legal problems, procedures, processes, responsibilities of stakeholders and financial mechanism of a carbon credit business project: feasibility study, project development, project verification, credit confirmation, credit issuance.

4.1.2. The project applies ART/TREES . standards

Transferring to LEAF/Emergent forest carbon in the Central Highlands and South Central Region 2022 – 2026

The Ministry of Agriculture and Rural Development together with the Forest Finance Enhancement Organization (Emergent) signed a Letter of Intent (LOI) to transfer 5.15 million tCO₂e from the forests of the Central Highlands and South-Central Vietnam according to ART standards. / TREES. The goal is that within 12 months after signing, Vietnam will prepare to sign the ERPA emissions reduction trading agreement with LEAF/Emergent, but so far the activities have not been implemented.

4.1.3. Projects applying the Plan Vivo standard

REDD+ project in Hieu commune, Kon Plong district, Kon Tum

This project has been implemented since 2018 to combat deforestation and forest degradation on an area of about 1200 ha in 3 villages in Hieu commune, plus afforestation on 100 ha of degraded forest land. The project is designed according to Plan Vivo standards. Up to now, the project dossier has been appraised by Plan Vivo. As a result, the additional amount of forest carbon absorbed and stored from deforestation activities was determined to be 5217 tons over 30 years, equivalent to 1700 tons/year.

4.1.4. Emission Reduction Agreement for the North Central Region (ERPA) 2018 – 2024

By October 2020, the North Central Region Emission Reduction Agreement (ERPA) including the provinces of Thanh Hoa, Nghe An, Ha Tinh, Quang Binh, Quang Tri and Thua Thien Hue for the period 2018-2024 was signed between Vietnam and Vietnam. (Ministry of Agriculture and Rural Development) and World Bank (WB). Accordingly, Vietnam transferred 10.3 million tons of CO₂ reduction from REDD+ to the WB at a unit price of 5 USD/ton of CO₂, bringing a total value of 51.5 million USD. The WB side received about 95% of the emission reduction, equivalent to about 9.79 million tons of CO₂e; This emission reduction amount and additional amount (if any) will be transferred back to Vietnam to use for NDC contribution purposes (Nguyen, 2022)

Through the above projects, it can be seen that Vietnam still faces many barriers to put the carbon market into official operation. Moreover, the number of projects considered to apply carbon credits is very small, not commensurate with the potential and advantages of the country's forests. Therefore, the next section will analyze the applicability of carbon standards to other locations in Vietnam.

4.2. Potential for forest carbon transfer in Vietnam

As mentioned, Vietnam has great potential for forest exploitation, not only for production purposes but also to create a rich market for carbon credits. Below is an analysis of locations that can satisfy the criteria. carbon in Vietnam:

4.2.1. Areas with potential to apply VCS and CCB standards.

- **Mangrove forests in the Mekong Delta provinces**

Based on the figure, we see that mangrove forests are concentrated mainly in the coastal areas of the Southwestern provinces, including Tien Giang, Ben Tre, Soc Trang, Bac Lieu, Ca Mau and Can Gio district of Ho city. Chi Minh. VCS standards are allowed to be applied to the restoration and conservation of wetlands, so in terms of nature, mangrove forests in the above provinces completely satisfy this criterion. In terms of carbon reserves, according to research by Pham Ngoc Bay, mangrove forests in this area have average carbon reserves (50 - 100 tons/ha).

- **Mangroves in the Red River Delta provinces**

Mangrove forests in this area are concentrated in the provinces of Thai Binh, Hai Phong, Ninh Binh and especially Nam Dinh - where there is the first RAMSAR area in the country. This is an area with very low carbon reserves, from 1-19 tons/ha.

4.2.2. Areas with potential to apply Plan Vivo standards.

- **Sustainable forest management project funded by USAID in Lao Cai, Son La, Hoa Binh, Thanh Hoa, Nghe An, Quang Tri, Quang Nam**

Based on the average carbon reserve, the main forest type in the above provinces is rich evergreen broadleaf forest, with high reserves (101 - 150 tons/ha). An estimated \$12.5 million will be mobilized to support sustainable forest management with more than 260,000 hectares of forest area monitored through more effective natural resource management mechanisms. After 5 years of implementation, the project will contribute to reducing at least 7.8 million tons of CO₂ from direct interventions and about 45.6 million tons of indirect CO₂.

4.2.3. Areas with the potential to apply GS standards

Vietnam aims to plant 1 billion trees in the period 2020 - 2025, including many areas with concentrated afforestation. For example, in Ninh Thuan, there is a task of planting 4.6 million trees for concentrated afforestation, equivalent to about 3,942.22 hectares. The project is completely in line with GS's requirement to plant new forests on unforested land. Besides, there are many other areas also implementing similar projects, even on a larger scale.

As mentioned, GS standards are suitable for planting special-use forests and protection forests in Vietnam. Here are some locations where the project can be implemented:

- **Protective forests to block wind and sand flying in the provinces of Quang Binh, Quang Tri, Ninh Thuan and Binh Thuan**

Wind and sand protection forests include many types, but the most typical are acacia and casuarina forests. The total area of wind and sand protection forests in Vietnam is 910 hectares.

- **Watershed protection forests across the country**

Currently, Vietnam has about 3.84 million hectares of watershed protection natural forests, mainly concentrated in the Northwest and North Central. This is a place with high carbon reserves.

On April 1, 2021, the Prime Minister issued a decision approving the Vietnam forestry development strategy for the period of 2021 - 2030, with a vision to 2050. In which, Vietnam set a target of planting protective forests and special forests. application with native, precious and rare species: an average of 4,000 - 6,000 ha/year and restoration of protection and special-use forests: an average of 15,000 ha/year. This is a great opportunity to apply standards GS and carbon standards in general, increasing the economic value of forests.

5. Changes to be made.

- **Promote forest development projects.**

This is a prerequisite for the issuance of forest carbon credits. Protect remaining natural forests and expand forest areas through implementing environmental protection policies, preventing illegal deforestation, and promoting forest regeneration. Primary forests are generally more carbon-storing than new plantations.

- **Sustainable forest management**

Vietnam needs to establish sustainable management plans for forests, including ecosystem management, animal husbandry and forest product exploitation. This helps to maintain an environment conducive to carbon accumulation in the soil and plants.

- **Technology and information control**

Use technology to monitor and control the state of forests and accumulated carbon. Technology such as satellite imagery and geographic information systems can provide the information needed to effectively manage forests.

- **Legal and economic facilitation**

Currently, there are many legal gaps in the implementation of carbon markets.

- First, Vietnam has no regulations on forest carbon ownership in relation to forest ownership and forest use rights, while this is a very important condition for forest carbon transfer.
- Second, Vietnam also does not have regulations on forest carbon when it is confirmed in the form of carbon credits as forest assets as well as forest commodity products that are "treated" equally as wood or non-wood forest products.
- Third, there is currently a lack of regulations on investment forms and business of forest carbon credits for foreign businesses investing in this field in Vietnam. Businesses are very confused in choosing investment forms (Nguyen, 2022)

Therefore, the Vietnamese government needs to amend the law and loosen legal regulations to make participating in the carbon market easier.

- **Integrating forests into urban planning plans**

In urban planning plans, integrate remaining forests into green spaces and urban landscapes. This not only preserves the natural environment, but also helps reduce the impact of pollution and global warming. A good example of this model is Singapore. Being deemed: "the city in the forest", Singapore is building a very good green, clean and beautiful city. This should be learned by Vietnam in cities such as Hanoi, Ho Chi Minh City, and others, instead of focusing on "concrete jungle"

IV. CONCLUSION

Contemporarily, there are many forest carbon standards being launched, setting a relatively accurate measure of the carbon absorption ability and economic benefits of forest owners. The process to get carbon credits is strict but fair and objective. Basically, the standards require forest owners to comply with accounting and auditing steps to confirm credit.

Vietnam has a great advantage thanks to its large forest area and high biodiversity. Therefore, this country has great potential in the carbon market because it satisfies many standards. However, to maximize the number of credits licensed, Vietnam needs a change in its forest regeneration and development plan, along with techniques for measuring, auditing, and closing legal gaps.

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Improving ESL Undergraduate Learners' Vocabulary knowledge through a Morphological Approach

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Abstract

Vocabulary is an idiosyncratic feature of language and therefore, should be learnt consciously. As major building blocks of language, vocabulary plays a major role in language development of a child. Even when it comes to learning English as a Second Language (ESL), an enriched vocabulary would be crucial for L2 acquisition. Vocabulary and morphology are interrelated because morphology is the study of the internal structure of words and word formation, and the associated rules. Morphological awareness is the understanding of a word's smaller units such as prefixes, suffixes, and roots. Hence, the purpose of this study is to investigate how a morphological approach can enhance the vocabulary knowledge of L2 learners at the undergraduate level. Vocabulary knowledge, as considered in this study consists of an L2 learner's knowledge of the category information, affixation, and word formation. The objectives of the study are: (1) to investigate in what ways a knowledge of affixation can enrich ESL learners' vocabulary and vocabulary knowledge? (2) to find out the ESL undergraduates' perception about the morphological approach to vocabulary teaching/learning. Qualitative research method within the constructivist/ interpretivist paradigm was used to gain a deeper understanding of the topic of investigation. 30 first year undergraduates of the Faculty of Humanities and Social Sciences of the University of Ruhuna were selected through purposive sampling technique. Primary data were collected through a pre-test, vocabulary teaching intervention, post-test, and questionnaire. Secondary data sources consisted of research articles and books. 200 vocabulary items consisting of complex words were selected for the pre-test from the commonly used ELT handouts of the Department of English Language Teaching (DELT). After inspecting the answer scripts, 50 vocabulary items which were found to be difficult for the students were selected for the intervention. These 50 complex words were taught for 30 hours over 2 weeks focusing on their category labels, word structure (affixes) and word formation. After the intervention, a post-test was conducted using these words and some extra 20 words of the same lexical categories. Results indicated a significant improvement in the students' lexical knowledge. A questionnaire was used to find out the perception of the students about this whole experience. Thematic analysis of their responses indicated a high satisfaction with the morphological approach employed to teach vocabulary.

Keywords: vocabulary, morphological approach, undergraduates

A Generative Syntactic Approach to Teach English Sentence Construction at the Undergraduate Level

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Abstract

The objective of this paper is to propose a generative syntactic approach to teach English at the undergraduate level. Though the immediate target group of the proposed model is Sri Lankan university undergraduates, its scope and application can have a far more outreach than this. Teaching English as a Second Language (ESL) occupies a prominent place in the university curricula of Sri Lanka for which a concerted effort is taken in all Faculties of study. A discussion with the English staff often reveals that their approaches to teaching English are eclectic- with a mixture of grammar translation, audio-visual, and communicative practices. The pedagogic grammars they teach have mostly emerged out of different theories of language and language acquisition such as Structural-Behavioral views, functional-communicative based views etc. Also, teaching the sentence construction generally begins with sentence analysis into subject-verb/object/complement/adverbial, or the more traditional subject-predicate analysis. These approaches are analytical, and therefore, the role of the verb with its syntactic-semantic dependencies in sentence construction is often neglected. Taking a different perspective, this paper presents a model of teaching the sentence construction in the ESL classroom based on the Government and Binding theory of syntax proposed by Chomsky (1981-). The model examines sentence construction in terms of Argument structure of the verb, predicate type and complement selection. While presenting these phenomena in the light of the aligned syntactic framework, how the proposed model can be implemented in the language classroom is also illustrated in the form of teaching points. The pedagogical implications of the proposed model include: (a) presenting language to the learner with sentence as the starting point (b) supplementing learners' internalization of the centrality of the verb in their mental grammar (c) motivating teachers to explore and experiment a pedagogic grammar based on insights offered by generative syntax (d) offering an alternative to the existing notional and analytical approaches to teaching the sentence. Since this is a presentation of a teaching model, to be experimented with undergraduate learners, it does not constitute an exact empirical study, and hence the lack of references to methodological steps and tools.

Keywords: English sentence construction, Generative-syntax

1. Introduction

‘Sentence’ has been a central concern of linguistic studies from traditional approaches to more modern ones. This can be seen in the diverse perspectives used to view the sentence such as ‘sentence structure’ (Radford, A., 2009), ‘sentence processing’ (Hillert, D, 1998), ‘sentence accent’ (Hector, O., 1998). In the Sri Lankan context, both at school and undergraduate levels, teaching of sentence construction mostly takes place during grammar lessons, and both the explicit and implicit grammar instruction are adopted to varying degrees. Explicit instructions can be seen when grammar is taught deductively, with the main focus on teaching grammar itself. Implicit instructions can be observed when grammar is taught inductively as part of a reading, writing or speaking lesson. The sentence construction is centered on teaching the clause elements- subject, verb, object, complement, and adverbial. Different sentence patterns are seen as different combinations of these clause elements where the students learn different sentence types- simple, complex, compound, declarative, imperative, negative etc. The lexical categories, noun, verb, adjective, and adverb are subsumed under parts of speech and teaching is largely based on notional/semantic criteria. Tense is viewed as a series of mechanical transformations of sentences from one tense to another. Students involve in converting sentences from one type to another in a mechanical way focusing only on the particular rule applied. Overall, the overwhelming influence of structural-behavioral views can be seen to dominate the teaching of English.

However, such a discrete-point analytical approach has so many pedagogical disadvantages. In the first place, learners see language as the output of different parts of speech combinations that need to be studied separately. This often results in the learners omitting the articles, prepositions or both in their writing. Further, the learners (and teachers) automatically subscribe to the view that, to master the language, they should master each category/part of speech first. Hence, they often miss the point that, the notional/semantic criteria adopted to teach such parts of speech are quite misleading. For example, when a verb is defined as a word that indicates action, then the word *destruction* also should be a verb. Also, one inevitable outcome of this particular approach is that the learners remember the definition, but do not know the distribution of such parts of speech at sentence level. When tense is taught as a series of transformations, learners miss the aspectual information and the role of the verb. These pedagogical perspectives have also impacted both summative and formative assessments where the focus is on discrete-point test items.

The author believes that, such problems can be minimized through the adoption of the proposed generative syntactic model. The recent advances in generative grammar have provided very useful insights into both language and language acquisition. In contrast to the more traditional views on grammar in general, and to the sentence and sentence construction in particular, generative syntax (Chomsky 1980-) views the sentence as a result of merge-move operations where structure building takes place step-by-step. The lexicon provides the basic building blocks- words and morphemes- and the derivation proceeds from phrase level to clause level through a series of merge operations. The merge mechanism combines two constituents, each consisting of one or more words, and the output is re-merged with another constituent, and the process continues, from bottom-up till clause/sentence level is reached. The key notions are the heads, complements, constituents, and hierarchy with structural relations determining most of the syntactic and semantic dependencies. At the phrase level, the verb is treated as a head, and it plays a key role in determining the grammatical and semantic properties of the phrase. The proposed model presents a syntactic perspective of sentence construction in terms of



Argument structure of the verb, predicate type and complement selection. Hence, the focus is on distributional criteria, rather than the notional aspects. The articles and the prepositions which the learners often miss in their writing automatically become part of the merge operations when fulfilling predicate-argument relations. The pedagogy of this model is illustrated through teaching points and activities so that the model does not limit itself just to explicating theory, but rather, each theoretical description is supplemented by instructions for the teachers for the practical application of the model in the ELT classroom. The proposed model is psychologically motivated too because the aim of generative syntax is not just descriptive adequacy with different languages treated as separate entities, but explanatory adequacy with a rich theoretical and empirical inquiry into language (Language faculty) and language acquisition supported by Universal Grammar. University undergraduates are selected as the target group because the proposed model is cognitively challenging and therefore, undergraduate level is preferred, although the model does not presuppose a knowledge of theoretical linguistics from the learner.

2. Method

2.1 Theoretical Approach

The theoretical background used for the model is the Government and Binding (GB) theory of Syntax, developed mainly by Chomsky (1981, 1982, 1986). GB-Theory is modular in architecture, and thus presents grammar as a system of modules such as X-bar, Theta, Case, Bounding, Trace, Control, Binding, and Government. GB assumes that a large portion of the grammar of any particular language is common to all languages, and is therefore part of Universal Grammar which can be broken down into two main components: levels of representation and a system of constraints. The rules pertaining to each module act as constraints. The lexicon lists the idiosyncratic properties of lexical items which constitute the atomic units of the syntax. Lexical items are combined together at D-structure (underlying structure), which then is mapped into S-structure, the syntactic representation that most closely reflects the surface order of the sentence. S-structure is not directly interpreted itself, but is factored into Phonological Form (PF) and Logical Form (LF). PF is the interface with the Phonology where shapes, sounds, and groupings of items are directly represented. LF is the interface with the Semantics. Predication relationships and the scope of quantifiers and operators of various kinds are explicitly represented in the phrase structure at LF. These levels are related to one another by rules. A single movement rule, Move- α , maps between D-structure and S-structure and a similar rule maps S-structure into LF (Black, 1999, p. 2).

2.1.1 Predicates, Arguments, and Complements

Verbs, adjectives, and nouns are treated as predicates that take complements. However, verbs occupy the most prominent place as comparatively the dependent relations between the verb and its obligatory/optional elements are much varied and broad, and therefore, verbs are always intuitively identified as predicates. In traditional grammar, verbs are identified with transitivity labels as transitive, intransitive and ditransitive, depending on the presence/absence of one or more Noun Phrases (NPs) inside the Verb Phrase (VP). To which category a verb belongs, transitive, intransitive, or ditransitive, is an idiosyncratic property of the verb. In generative syntax, such transitivity information is encoded in distributional frames, where such information is not a primitive property of the grammar, but rather follows from the type of action or state expressed by the verb, from its meaning. The distributional frames indicate the obligatory elements demanded by the verb/predicate to complete its meaning, and are called arguments of the predicate. Accordingly, the argument preceding the verb/predicate is called the subject argument, and the arguments that follow the verb/predicate are called its

complements. The verbs taking only the subject argument (intransitive verbs) are called one-place predicates, verbs taking both the subject and object argument/complement (transitive verbs), two-place predicates, and the verbs taking the subject argument, and two complement arguments (di-transitive verbs), are called three-place predicates. A distinction is made between arguments and adjuncts where the arguments are obligatory elements of the predicate and the adjuncts are the optional elements which convey optional/extra information about where/when/how the action happened. Predicates often restrict the number of arguments that can appear with them, and also determine their complement type. Both phrasal and clausal complements can become arguments depending on the semantic properties of the predicate.

3 Results and Discussion

3.1 The Model

3.1.1 Verb and its obligatory constituents (Arguments)

In the proposed model, a sentence is viewed as a relation between the verb and other obligatory elements that the verb takes to complete its meaning. In syntax, the verb is treated as a Head, and the obligatory elements that are necessary to complete the meaning of the verb are called its arguments. Hence the verb is the most central unit in the sentence. What we do as sentence construction is that we select a verb and try to complete its meaning with a minimum number of elements that the verb requires to complete its meaning. This generates simple sentences. Thus, the starting point for sentence construction is the verb.

Teaching Point: The semantics (meaning) of verbs (predicates) restrict the number of arguments/obligatory elements that can appear with them, as explained below.

- 1) a) Some verbs take only one argument. (Ravi coughed) (¹*coughed)
- b) Some verbs take two arguments (Ravi chased the robber) (*Ravi chased)
- c) Some verbs take three arguments (Ravi gave a book to Seeta)
- d) (*Ravi gave/ *Ravi gave a book/ *Ravi gave to Seeta)

As shown above, the subject argument is always obligatory. This is due to an English specific rule which says that the subject cannot be dropped (in Syntax, this requirement is called Extended Projection Principle/EPP feature). The arguments that follow the verb are called its complements.

Instructions to the teacher: Emphasize to the learner that it is the meaning / semantic information carried by the verb/predicate, which determines the number of constituents it can merge with. Also, it is necessary to explain that some verbs do not come with a fixed number of argument/argument structure. For example, the verb ‘eat’ can sometimes have one, and sometimes two arguments, as in the following.

- 2) Nimal is eating.
- 3) Nimal is eating a banana.

Further, it is necessary to explain the animate/non animate (in Syntax, feature selection) status of the argument as determined by the predicate. For example, a sentence such as ‘*the idea ate my breakfast*’ is syntactically correct, as it fulfills the argument requirement of the predicate

¹ *indicates ungrammaticality



‘eat’, but it is semantically anomalous (ruled out by S-selectin in syntax). After explaining these facts, the teacher can give a verb list to the learners to complete with the argument structure. This will automatically generate some simple sentences.

Adjuncts:

At this stage, probably some students will come out with such sentences as ‘Nimal washed the dishes in the kitchen/ in the evening etc.’ However, it is clear that ‘in the kitchen/in the evening’ is not an obligatory element of the verb ‘washed’ to complete its meaning. Such constituents, which provide some extra information about when/how/where the action was performed are called ‘Adjuncts’. They are optional elements. In traditional grammar, these are labeled as adverbs/adverbial phrases/adverbials. This distinction between complements and adjuncts should be explained to the learner with examples.

Instructions to the teacher: Give some sentences to the learner to distinguish between Arguments and Adjuncts. Make sure that these sentences have different types of predicates such as one-place, two-place etc. An example is provided below.

- 4) a) Nimal ate a banana (*Nimal* and *a banana* are arguments of *eat*)
- b) Nimal ate a banana in the evening. (*in the evening* provides additional information about when the eating was performed, and therefore, is an adjunct)

Verb and its complement types

The arguments that follow the verb are called its complements (remember, the argument that usually precedes the verb is called the subject argument). There is a special relationship between a verb and its complement.

Teaching Point: At this point, it is necessary to see how different verbs restrict the type of the complement that can occur with them. There is no ‘free’ selection of complement types. Rather, the complement type is determined by the semantics of the verb. Following sentences show how each verb restricts its complement to a particular phrase type. Whereas ‘Mary described the task’ is correct, ‘Mary seemed/glanced the task’ is incorrect, showing that the verb ‘describe’ cannot take any complement it wishes. This extends to other verbs too as shown in the examples.

- 5) a) Mary {described/ *glanced/ *seemed} the task. (Noun Phrase/NP)
 - b) Mary {*described/ glanced/ *seemed} toward the room. (Prepositional Phrase/PP)
 - c) Mary {*described/ *glanced/ seemed} thirsty. (Adjective Phrase/AP)
 - d) Mary {*described/ *glanced/ *seemed} (that it was late). (finite clause)
- (Emonds, 2001, p. 37)

In generative syntax, such complement selection is called subcategorization. The verb subcategorizes for a particular type of a complement. This extends to clausal complements too, as illustrated in the forthcoming sections.

Teaching point: The preceding examples show that the verbs have different properties. As we know, the verbs differ in terms of meaning. They also differ with respect to their complement selection. This refers to, not only the number of complements they take, but also the type of complement they take.

Instructions to the teacher: Give a list of verbs to students to check the above for themselves. For example, the teacher can give the following verbs:

- explained, sabotaged, completed, turned, peeped, stepped, looked, appeared etc.

Going beyond the verb: Other predicate types

We explained above that the verbs select certain complement types, which we called subcategorization. For example, many verbs take NP complements as in ‘Nimal ate [a mango]’. Some other verbs take PP complements, as in ‘We looked [at the painting]’. However, verbs are not the only categories that take complements. Other categories such as adjectives and nouns too take complements, as explained below.

Adjectives:

Adjectives may also subcategorize for complements, normally a PP complement (6-7)

6) Nimal is proud [of his new car]

7) Mary is faithful [to the party ideals]

Teaching Point: At this stage, teacher should explain to the students that when they examine the adjectives from this perspective, they will not omit prepositions that follow an adjective. Here, preposition is considered as part of the adjective complementation requirement / the merge operation. Also, when we examine the adjectives in this way, they look like transitive verbs which take complements. However, there are some adjectives which do not take complements (8).

8) *Nimal is handsome [of his new car]

Instructions to the teacher: Give a list of adjectives to the students to complete with corresponding prepositional complements. These may include *addicted*, *worried*, *anxious*, *afraid*, *eager*, *interested*, *fascinated*, *happy*, *optimistic* etc.

For example:

9) Nimal is **optimistic** about his exam results.

Nouns that take Phrasal Complements

As the following examples show, nouns may take complements, mainly phrasal complements.

10) A student [of Linguistics].

11) The destruction [of the ship].

Teaching Point: The pedagogical advantage of looking at these lexical categories in terms of Argument structure and subcategorization is that the students will not forget to use the prepositions. This can solve the preposition-omission in their writing at least to some extent. Here, the preposition is not seen as a separate category, but part of the complement that the verb, noun, or the adjective obligatorily takes.

3.1.2 Clausal Complements

We know that, phrasal complements are not the only complements that the verbs take (subcategorize). Verbs may take clausal complements too, as shown in the brackets below.

12) We believed [that the story was true].

13) Nimal promised [that he would look into the incident].

However, there are restrictions in terms of finiteness.

Teaching Point: Verbs that take clausal complements determine what kind of clauses they take (subcategorize).

Verbs taking finite sentential complements: ‘know’, ‘believe’

- 14) I know [that Nimal has a good car]
- 15) *I know [to Nimal has a good car]
- 16) Nimal believes [that Mary will pass the exam with distinctions]
- 17) *Nimal believes [to Mary will pass the exam with distinctions]

Verbs taking infinitive complements; ‘try’, ‘persuade’

- 18) I tried [to chase the robber]
- 19) *I tried [that the cat ate the cheese]
- 20) Nimal persuaded [Mala] [to sell her old house]
- 21) *Nimal persuaded [Mala] [that she will sell her old house]

Teaching Point: As shown in the above examples, the verbs ‘know’, ‘believe’, ‘try’ and ‘persuade’ have different properties in terms of their clausal complement selection, i.e., they merge with different constituents. The predicates ‘know’ and ‘believe’ subcategorize only for finite complements, whereas ‘try’ and ‘persuade’ subcategorize only for to-infinitive clauses.

Instructions to the teacher: ask the students to pay attention to the word ‘that’ in the sentences with ‘know’ and ‘believe’. At this stage, it is necessary to introduce the term ‘complementizer’ and show the distinction between demonstrative pronoun ‘that’ in English and the complementizer ‘that’. The best way to illustrate this is through translation. Ask the students to translate the above sentences into several languages. Some languages use complementizers for clausal embedding. Some such complementizers are ‘kiyala; (Sinhala) ‘enru/solli/’ (Tamil) ‘eun/’ ‘neun’ (Korean), ‘wa’ (Thai), ‘ki’ (Hindi), ‘enna’ (Malayalam). See which verbs take complementizers and which do not, in clausal embedding. Also, it is important to explain to the learner where the complement occurs- hence a distinction can be made between clause initial and clause final complementizers, as shown in the following examples.

22) Nimal argued [**that** the case can be won].

23) Nimal tharka-kara [naduwa dinanna puluwan **kiyala**].
Nimal(Nom) argue-did [case win(INF) can **COMP**]
‘Nimal argued that the case can be won’

Adjectives taking clausal complements

Some adjectives also may take (subcategorize to) clausal complements. Once again, the finite/non-finite restriction applies here.

For example:

- 24) Nimal is happy [that Mala won the race] (Adjective taking a finite sentential complement)
- 25) Nimal is likely [to win the race] (Adjective taking a to-infinitive sentential complement)

Instructions to the teacher: Ask the students to make sentences using the following adjectives. Explain to them that some of these adjectives can take finite, non-finite, or both type of complements:

- glad, delighted, interested, obvious, curious, disappointed, sad, excited, happy, selfish, hesitant etc.

For example:

- 26) Nimal is happy [for his brother’s success].
- 27) Nimal is happy [that he could win the race]



28) Nimal is eager [to win the race].

29) *Nimal is eager [that he will win the race].

4. Conclusion

The model of teaching the English sentence construction presented here is not an exhaustive one. It did not cover some other important areas of the sentence such as case, agreement, subjecthood, movement etc. Nevertheless, the model can be extended to cover such areas as well. Also, it offers sufficient scope for the teachers of English to rethink their teaching models and practices. As briefly pointed out above, the model has several pedagogical advantages. In the first place, the starting point for teaching grammar is the sentence, and therefore, the model offers sufficient context for the learner to see language in context. The model highlights the centrality of the verb and its complement selection in sentence construction. This contrasts with such notional and analytical approaches to teaching the sentence where the verb-argument relation is ignored. Also, the proposed model is both theoretically and empirically more motivating, as the sentence construction is viewed as a merge operation based on the predicate-argument relations and hence become part of the lexical knowledge of the learner, and can be tested with data, in its application in the ELT classroom.

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Learners' Attitudes and Benefits towards a Language Course:

Wikipedia as a Real-World Writing Task

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Abstract

As the recent trend of ELT studies has begun to realize how languaging, one area of English as a lingua franca (ELF), can play an important role to help learners learn English language effectively. However, written languaging is still an under-researched ELT area when compared to oral languaging. This study attempted to explore the effects of a written languaging course on 40 students who are architecture and design students studying in an international program at a Thai university. The course made use of writing Wikipedia articles as its real-world tasks. Students' attitudes and benefits towards the course were identified through their reflective reports after finishing writing the articles. Although some challenging issues emerged while they were performing the tasks due to the restriction of Wikipedia rules, students mostly considered the course beneficial in terms of improving their English writing and research related skills.

Keywords: English as a lingua franca, English language writing, Languaging, Wikipedia articles



1. Introduction

At present, it is estimated that out of every four users of English in the world, only one is a native speaker of the language (Crystal, 2003). English as the world's major lingua franca (Seidlhofer, 2005) has caused bilingual or multilingual speakers of non-English-speaking nations (non-native English speaker: NNEs) to replace traditional conventions and usages (Jenkins, 2006; Pakir, 2009) of a native English speaker: NES with their own as of broader communication or as a lingua franca. Therefore, English teaching should shift their emphasis on adapting the conventional NESs norms to performing effective communicative tasks using various strategies that ensure communicative success (Cogo, 2009; Mackenzie, 2013) as many studies found that ELF communication produces fewer obstacles than expected (Pitzl, 2005; Mauranen, 2006; Kaur, 2009). This growing emphasis has led to more interests in conducting research in the area of English as a lingua franca but the number of ELF studies is still limited as it just recently has been a newly introduced topic in ELT research for not so long (Cogo, 2012). Therefore the area of doing research for English as a lingua franca (ELF) is still abundant.

One ELF research area is called 'languaging', a "process of making meaning and shaping knowledge and experience through language" (Swain, 2006, p. 98). This means that 'languaging' is considered as a verb, which means its focus is the process of learning English, rather than a product. Therefore, a 'languaging' curriculum is aimed to have students perform tasks using English in real world environments (Lado, 1979; Thibault, 2017) which respond to the principles of ELF and languaging that put emphases on the successful communications (content-oriented) rather than the issues of correctness according to NES standards (Archibald et al, 2011).

Generally, languaging has two forms: oral and written. Although considered less performed when compared to oral languaging, written languaging is still evidently beneficial in the fields like data collection for research and practice (Ishikawa, 2018). Meanwhile, it is challenging for learners to acquire some necessary skills such as paraphrasing, self-evaluation and integration to successfully perform in written languaging activities (Swain, 2006).

Therefore, it is interesting to explore how students who study English in a written languaging curriculum would perform. However, since languaging curriculums are of new ELT paradigm, the numbers of research and studies in the written languaging area are quite inadequate (Suzuki, 2012; Li et al., 2023). Therefore, this study was aimed to investigate learners' viewpoints and attitudes towards this newly designed languaging course which focused on writing an article in Wikipedia since the website itself offers students chances to write for public with a real-world audience as a more tangible and engaging learning environment for students (Sweeney, 2012; Vetter, 2013). Also, this study was to indicate what students have acquired after being taught as well as what can be suggested for this course from the learner's points of view.

The research questions of this study are 1) What attitudes did the students have towards the tasks of writing in the written languaging Wikipedia course? 2) What benefits did the students acquired through the tasks of writing in the written languaging Wikipedia course?

2. Method

The researchers of this research are two instructors teaching LNG 321 Academic Reading and Writing in International Contexts (The Wikipedia Course). This is one of the fundamental courses of international programmes in the university that the researchers are working for.



The subjects of the study were 40 third-year students who studied the course for a semester of sixteen weeks. Their levels of English proficiency were ranged from intermediate to upper intermediate based on their scores of standardised tests they took before being admitted to the university.

To gain data for this study, the researchers analysed students' learning reflection reports that consisted of students' reflective information regarding their viewpoints and attitudes towards the course. These written reports were one kind of the tasks given to the students as they can critically reflect on their learning experience as an opportunity for them to show their feedback on the course.

2.1 Teaching and learning of LNG 321 The Wikipedia Course

In general, this course aims to improve students' study skills, especially for academic writing, awareness of academic issues, and critical and analytic thinking skills. The course revolves around a large-scale project and involves producing a report for public consumption in a form of a Wikipedia article. This course was designed as one of the university 'Languaging' curriculum series (Watson Todd & Rangarittikun, 2021) to inspire students to do tasks using English in real world environments (Lado, 1979; Thibault, 2017).

The course required its students to write a Wikipedia article on a 'stub', a too short and incomplete topic on the English Wikipedia website which needs more breadth coverage of such a subject. The course's goals encompass techniques for academic writing, including how to create an article outline, conduct research, cite academic sources, and paraphrase those sources through lessons and exercises provided by the course instructors. Students in the course choose their own topics and then conduct research on them using tools including the Internet, local university libraries, expert interviews and other relevant sources of information. This is a typical process writing style used in the course. Students are then taught to learn how to use techniques for organising their articles using genre analysis while conducting research and becoming acquainted with the Wikipedia writing style. The following phase for students is to create an outline for their article, which they will then fill in each section with data from their study. After that, they have to revise their articles several times after writing their first draft. They use online resources like grammar and style checkers as well as teacher feedback to improve their writing pieces. The completed article is submitted to the Wikipedia website at the conclusion of the course, where it is immediately accessible to anyone worldwide.

3. Results

The results of the study were obtained from studying the students' learning reflection reports which were written in the final week of the course. The results are presented in three separate sections following the series of questions used in the students' learning reflection reports.

Section 1: Overall Purposes of the course and the assignment

Question: How do you feel about adding your work to a world-famous website that can be read by anyone in the world? (Usually, you are just writing for your teacher to read and grade!)

Table 1: *Students' feelings about adding their work to Wikipedia*

Feelings	No. of Students
Positive (great, proud, passionate, fun)	25
Negative (worried)	4
Mixed feelings	7
neutral	4

Of the forty students, twenty five had positive thought about the task as they felt great, proud, passionate, and fun. Some even enjoyed initiating their topics on this renowned website. They explained that providing knowledge and understanding about their topics, especially those relevant to local culture or landmarks, to the public was truly a great experience and achievement.

On the contrary, four students felt worried about performing the task. Based on the thought that the content shared on Wikipedia needed high accuracy and reliability, they were afraid that they might have unintentionally provided incorrect information that could lead to misunderstanding. Another grave concern among them was about language issues, for they realised that, to meet Wikipedia standards, they had to compose their articles using high-level English.

In addition, seven students experienced both positive and negative feelings. Initially, they thought the task was difficult to achieve as there were several issues of concern such as researching and providing reliable information, citing sources, writing their topics in advanced English, and learning and understanding the use of Wikipedia codes and templates. However, after following the working process guided by the course instructors, they gradually became less worried. Some of them used their concern as a driving force to stimulate themselves to work hard in order to ensure the quality of their work.

Interestingly, there were four students who had a neutral feeling when contributing their articles to the Wikipedia website. The reason was that they considered the task as a major requirement of the LNG 321 course that they had to fulfil in order to pass the course.

Section 2: Wikipedia Standards / Templates

Table 2: *Students' difficulties in meeting Wikipedia standards*

Was it difficult to meet Wikipedia standards, according to the following issues?	No. of Students	
	Difficult	Not difficult
1. Writing with a high level of English proficiency	31	9
2. Rules about "academic" citations (books and journals, not just any websites)	29	11
3. Using all of the codes and templates (citation templates, headers, wiki-links, etc.)	17	23

When observing students' difficulties in terms of writing with a high level of English proficiency, it was found that majority of the students agreed that the task was rather challenging. The main reason was that they lacked confidence in their English language writing abilities as they frequently made grammatical and sentence construction errors. Also, their limited knowledge of vocabulary caused them difficulties in using effective and precise language to communicate their thoughts.

In contrast, nine students did not find this writing task difficult, for they were certain that their English writing skill was adequate to meet Wikipedia standards. Moreover, online language tools were brought to use for rechecking their writing to ensure that their work would be impeccable.

Wikipedia is known to have certain standards and requirements regarding citations to ensure that contents of the articles contributed to the website were reliable. To meet the Wikipedia standards, the students were required to thoroughly study and understand its academic citations rules. However, twenty nine of them considered this requirement a hurdle

as it had many details and principles that they had to follow. From dealing with Wikipedia throughout one academic term, they found that finding reliable sources that would be acceptable to Wikipedia were hugely challenging. It required extensive research and sourcing from reputable academic journals, books, or other scholarly publications. Moreover, it was difficult for some particular topics to find reputable or reliable sources. For example, one student wrote about an art gallery called H-Gallery which was known only among art admirers. Therefore, it was rather difficult to seek information relevant to the topic. The only information the student found was interviews with the gallery owner which were published on a few websites.

On the contrary, eleven students did not find Wikipedia rules of academic citations an obstacle as the website provided a set of guidelines for writing citations, including formats and citing reliable sources. Regarding citation styles, they could learn from online platforms that provided plenty of examples of citing sources from books, journals, and websites.

Regarding the issue of difficulties in using the Wikipedia codes and templates, the result showed that seventeen students had trouble dealing with those particular tools while the remaining students could utilize them properly.

The students struggling with this issue explained that the usage of the tools was complicate and confusing due to their lack of prior knowledge and experience. This consumed their time and effort to learn and understand how to use them effectively.

For those who were not obstructed by this problem, they could manage to use the tools because of two main reasons. One reason was that they were instructed on the basic usage by the course instructors. Furthermore, Wikipedia provided a space called Sandbox for its users to test and experiment with its process of editing. Thus, the students could familiarize themselves with Wikipedia tools and features. In addition, they thought that learning to use Wikipedia codes and templates was less problematic, compared with writing with a high level of English proficiency.

Section 3: The Research and Writing Process

Table 2: *Students' opinions towards benefits of studying the Wikipedia course*

Questions	No. of students	
	Yes	No
1. Did online grammar checkers e.g., Grammarly or Quillbot help? If yes, how? If no, why?	40	0
2. Do you think this Wikipedia course can help improving your academic writing skills? If yes, how? If no, why?	33	7
3. Can you apply the knowledge learnt from this Wikipedia course to other writing tasks, other classes, your future study or your career? Please explain clearly.	39	1

From the table it can be seen that all the students had unanimous agreement on the benefit of using online grammar checkers in their writing. Their explanation was those online tools helped them see grammatical errors, suggested better words and improved their sentences. From using the tools, they learnt to use neutral and unbiased language and enhanced their knowledge of grammar and sentence structure. In addition, some students whose grammar knowledge was weak said that they felt more confident to allow others to read their written work when using online grammar checkers to improve their writing. Some students were careful enough to recheck their work after having an online checker adjust their writing, for they wanted to ensure that the original meaning of the content was not affected by the adjustment.

When asking the students as to how Wikipedia course helps improving their academic writing skills, most of them said they learnt to write with high-level English language which they had never done before. Being university students, it was undeniable that they, to some extent, were required to use academic language for study. However, the requirement was not as intense and demanding as that of the Wikipedia standards. To fulfil the Wikipedia standards, the students needed to make great attempts at their writing tasks, and this caused them to increase their academic writing competency to a more advanced level. They became more careful in constructing sentences, using word choices. Moreover, their paraphrasing skills were also improved. When writing a topic on Wikipedia, they had to gather information from various sources and organize it into a well-structured article. This task encouraged them to substantially use paraphrasing skills in order to avoid plagiarism. Finally, they understood that writing in English was not only about using correct grammar and sentence structure. They had to also deal with organizing content and presenting logical ideas.

While majority of the students enhanced their writing ability through Wikipedia tasks, some of them thought this course was not efficient enough to improve their academic writing skills. To them, writing only one article would not help improve the skills noticeably. There were many other effective ways to improve students' academic writing skills. In fact, studying the Wikipedia course improved their other skills, such as research skills, rather than their writing ability. Moreover, it could be discouraging if their topics were rejected by the website.

Regarding the application of the skills and knowledge gained from the Wikipedia course, almost all of the students, except one, believed they could apply what they learned to other classes and to their future careers. From this course they mainly developed their academic writing and research skills which could be used for writing the thesis books in their final year of study. Some students said they could use formal English language for communication in formal context such as writing applications for internships overseas. Some could use better English to thoroughly describe their projects in studio classes. In their viewpoints, knowledge of grammar and sentence structure, and word choices could be applied to all types of English writing. Furthermore, the clear working process of the course taught them to prioritize steps of working for other projects.

However, one student thought the knowledge from Wikipedia course was hardly applied to other uses as its content was totally different from other courses, and the website had its own structure and templates for organizing its contents.

4. Discussion and Conclusion

Based on the results of the study, it can be concluded that using the Wikipedia writing task to enhance student writing competency is one productive learning method. Majority of the students who performed the task had positive attitudes towards it; even though, they encountered some difficulties during the course of learning. Their writing abilities improved, and they also acquired other academic skills that could be applied to other classes and for future use.

However, one disadvantage of the task is that it can be discouraging if learners fail to have their work published on the Wikipedia website. Therefore, it is the instructors' responsibility to provide adequate support and training as there is a high risk of breaking Wikipedia's rules when writing articles and can lead to the article's deletion, bringing all of the effort that students and instructors have put into the project to nought (Petrucchio, C., & Ferranti, C., 2020).

Writing a topic on Wikipedia is a demanding task, for it requires subject-specific knowledge, English language skills for reading and writing and digital competency for seeking and evaluating information. Moreover, the website has its own rules about citations, the use of codes and templates, etc. Instructors can help students work more easily and lessen their negative feelings by providing clear guidelines of working process. In addition, careful planning and constant monitoring can help overcome technical difficulties and effectively manage learning strategies for subject-specific content and digital competences (Petrucchio & Ferranti, 2020).

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Factors influencing the behaviour of switching to e-wallet of Generation X in Viet Nam

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Abstract

The article employs both quantitative and qualitative methods to measure the factors affecting the behaviour of switching to the e-wallet of Generation X in Vietnam. Data from 10 in-depth online interviews and 512 meaningful questionnaires were used.

The research results from the estimation model and structural equation model (SEM) show a positive relationship between consumer attitude and the intention of switching to e-wallet, while “perceived risk” has no role in moderating the impact of attitude. In particular, attitude is significantly affected by 4 elements: perceived ease of use, security, facilitating conditions and Covid-19. In contrast, the variables, namely, perceived usefulness and trust are statistically insignificant on consumer attitude towards e-wallet. From the findings of the research, the authors proposed recommendations for the government to improve the mechanisms of the e-wallet payment and provide solutions for businesses to promote this activity.

Keywords: E-wallet, behavioral intention, generation X

1. Introduction

Electronic wallet – e-wallet (or digital wallet) is a term used in e-commerce transactions. In 2010, the CPSS of BIS (CPSS of BIS) defined e-wallets as a "multi-functional prepaid card that can be recharged to be used for retail or other payments instead of cash". In general, the term "e-wallets" is increasingly used to describe mobile phones, especially those with operating systems, that can store users' confidential information and use wireless network technology to make transactions (Widodo et al., 2019).

Payment by e-wallet in Vietnam and the world is one of the trends, especially in the growing e-commerce context today. Many previous studies have shown that payment by e-wallet, in particular, and online payment, in general, brings many benefits to customers, such as convenience, high security, and many incentives. In addition, payment via e-wallet is also said to be one of the factors that creates competitive advantages for businesses through optimization of business operations.

In the complicated context of the Covid-19 epidemic in Vietnam, e-wallets have even more development opportunities. The restriction of meeting and traveling due to the Covid-19 epidemic has caused users to switch from direct shopping through online channels. According to a survey by Visa, in the context of the Covid-19 epidemic, Vietnamese consumers are gradually choosing to use e-wallets as well as contactless payments and payments with QR codes. The survey also shows that 57% of consumers have up to three e-wallet apps on their phones, 55% of consumers prefer an app that can make all transactions.

Some information from London-based Boku Financial Technology Company (UK) and Juniper Research Company released in a recent research report shows that the total number of e-wallet users in Indonesia, Malaysia, and the Philippines, Singapore, Thailand and Vietnam will grow by 311% to nearly 400 million people by 2025. According to the State Bank, 61% of consumers in Vietnam paid with mobile devices in 2019, a significant increase from 37% in 2018 (Nguyen Thi Anh Ngoc et al., 2020). It is expected that the total number of e-wallet users in Vietnam in 2020 will exceed 10 million people. Therefore, by October 2020, the e-wallet market has witnessed fierce competition between more than 30 suppliers. This brings challenges in terms of consumers switching e-wallet providers.

The intention of switching to e-wallet has been studied by some researcher in foreign countries such as: Alaeddin O et al. (2018), D. Chawla et al. (2019), Elizabeth D. Matamba et al. (2017), Ainsworth Bailey et al. (2017), Dong- Hee Shin (2009). However, because e-wallet is still a relatively new field, research on this field in Vietnam is still quite modest. This situation creates gaps in understanding consumers' behavior and intention to switch e-wallet service providers. Therefore, this study focuses on clarifying these unclear issues. This study also selected Generation X in Vietnam as the research object because this group has a higher tendency to accept new technologies than other groups.

This study consists of 5 parts, first is the introduction of the research, followed by Literature review with research model and hypotheses. The third part is the research method, research results and discussion of research results are mentioned in parts 4 and 5 respectively.

2. Literature review

Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) is developed from the reasoned action model (TRA) and the planned behavior model (TPB) to predict the acceptance of information technology systems and services. (Davis, 1989). The TAM model argues that the two factors "Perceived usefulness" and "Perceived ease of use" play a significant role in predicting the outcome of the "Attitude to use" factor. The main purpose of the TAM model is to provide an explanation of the overall determinants of technology adoption, which can explain user behavior across all types of new technologies for individual users in particular and the user

community in general (Davis, 1989). Over time, TAM is considered a promising model to explain well the behavior of technology adoption in general and the adoption of e-wallets in particular. In this study, we will expand TAM to find a more suitable model to explain the intention to switch e-wallets of Vietnamese consumers.

Factors impact on consumers' attitudes toward E-wallet

According to Davis. (1989), perceived usefulness is "the degree to which users believe that using a particular technology will improve their job performance." And perceived ease of use as the "confidence of the user in how friendly a particular technology is". Previous studies have found that perceived usefulness and ease of use positively affect the intention to switch e-wallet service provider (Dong-Hee Shin, 2009; Ainsworth Bailey et al., 2017; Noha Y. Alswaigh et al., 2021; Deepak Chawla et al., 2019; Alaeddin O. et al., 2018). Specifically, empirical results show that perception positively and significantly affects the attitude and intention of users to switch towards e-wallet payment services.

Security (SEC) is defined as the degree to which a consumer believes that using a particular online payment channel will be safe (Flavián and Guinalíu, 2006). E-wallets are where sensitive information related to consumers is stored, so people will be concerned about security if mobile devices are lost or stolen (D. Chawla et al., 2019). Security concerns related to payment of a new technology appear to be an important concern for consumers in several studies (W.A. Alkhowaiter, 2020; K. Moorthy et al., 2020; R. Alabdan et al., 2020; D. Chawla et al., 2020). Noha Y. Alswaigh et al (2021) reinforced this hypothesis and concluded that security has a positive effect on consumer acceptance of e-wallets.

Trust (TR) occurs when one party trusts in the reliability and integrity of the exchange counterparty (Lee and Turba, 2001). Users need to use a new service with comfort, safety and less risk. Some previous studies (D. Chawla et al., 2020; Noha Y. Alswaigh et al., 2021) concluded that trust has a positive impact on user attitudes and intentions when accepting e-wallets.

Facilitating conditions is the degree to which an individual believes that the infrastructure is well-equipped to encourage the use of new technology (Venkatesh et al., 2003). Numerous studies describe a positive relationship between convenience and intention to use e-wallets (K. Gupta et al., 2019; K. Moorthy et al., 2020; D. Chawla et al., 2019; K. Moorthy et al., 2020; D. Chawla et al. associates, 2020; Noha Y. Alswaigh et al., 2021). The more complete the infrastructure for e-wallets usage, the more the user's attitude towards its adoption increases (D. Chawla et al., 2020).

Although the Covid-19 pandemic has had a negative impact on the whole world, it has unintentionally created potential opportunities for some high-tech industries, especially mobile payment services. In Vietnam, physical interaction is limited during the anti-epidemic period, leading to an increase in mobile payment behavior (Lee, 2020). Lee's research (2020) also shows that the total number of non-cash payment transactions through the State Bank system increased by 76% over the same period in 2019, during the outbreak of the pandemic. Girish et al (2020) concluded that Covid - 19 and consumers' behavior of using e-wallets have a positive relationship.

From the above analysis, the paper proposes hypotheses:

[H1]: Perceived usefulness has a positive impact on consumers' attitude to switch to e-wallet payments.

[H2]: Perceived ease of use has a positive effect on consumers' attitude towards e-wallet payments.

[H3]: Security has a positive effect on consumers' attitude towards e-wallet payments.

[H4]: Trust has a positive effect on consumers' attitude towards e-wallet payments.

[H5]: Facilitating conditions have a positive effect on consumers' attitude towards e-wallet payments.

[H6]: Covid – 19 has a positive effect on consumers' attitude towards e-wallet payments.

Attitudes impact on the intention of switching to e-wallet payments

According to Peter and Olson (2000), intention of switching is defined as a buying model characterized by changing or switching from one brand to another. Meanwhile, Schiffman and Kanuk (2000) identified an intention of switching with a group of shoppers changing from one option of product to another. The Technology Acceptance Model (TAM) of Davis (1989) has been approved for application in the new technology of electronic wallets. Furthermore, the study by Alaeddin O. et al (2018) demonstrated that the technology acceptance model (TAM) can be applied to investigate the customer's switching behavior, namely the payment method via electronic wallet. Accordingly, this paper hypothesizes that:

[H7]: Attitude towards e-wallet has an impact on the intention of switching to e-wallet payments.

Perceived risk as moderator variable

Perceived risk is defined as a consumer's uncertain feeling about the possible negative consequences in shopping experience (Bauer, 1960). And according to Bauer (1960), perceived risks related to online transactions include risks that may occur when customers make online transactions such as disclosure of personal information and lack of security... The regulatory role of risk perception in various relationships related to technology adoption has been demonstrated in earlier studies (Casidy and Wymer, 2016; Featherman and Fuller, 2003). Alaeddin O. et al. (2018) also found that risk perception plays a significant drag moderator in the relationship between attitude and intention to switch to e-wallet payments. Therefore, the following hypothesis is proposed:

[H8]: Perceived risk moderates the relationship between attitude towards e-wallet and intention of switching to e-wallet.

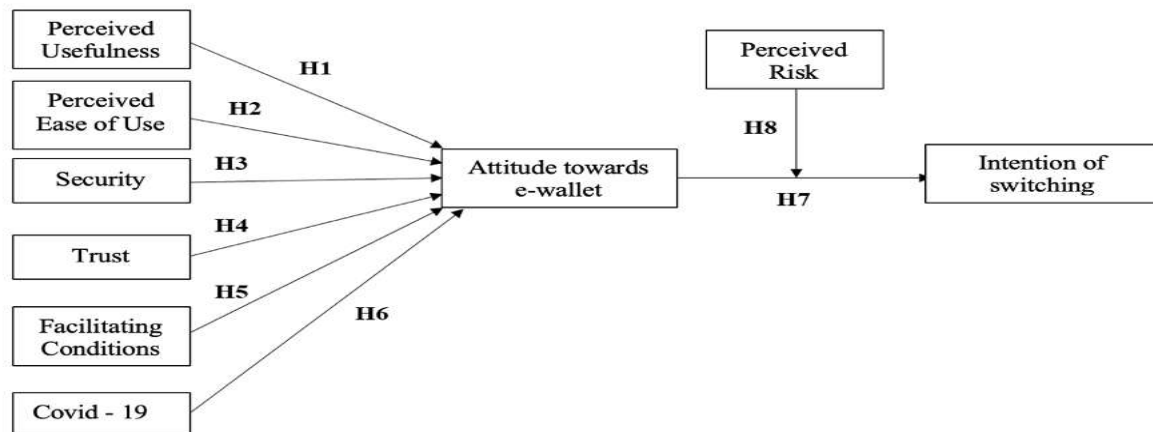


Fig. 1: Proposed research model

3. Methods

Measurement scale

The scales used in the study are inherited from previous studies, including Perceived usefulness (4 items), Perceived ease of use (4 Items), Attitude (4 items), Intention (4 items) modified from Davis. (1989), Security (4 items) adapted from Flavián and Guinalíu (2006), Trust (6 items) adapted from Lee and Turban (2001); Facilitating conditions (4 items) edited by Venkatesh et al (2003), Covid-19 (4 items) edited by Girish et al (2020), Perceived Risk (4 items) edited by Bauer (1960)). The items are measured using a 5-level Likert scale, from 1 being strongly disagree to 5 being strongly agree.

Data collection

Online survey questionnaires were sent to respondents via the Internet. A convenience sample of 529 observations was collected from January 24, 2022, to February 14, 2022. Of which 17 observations were excluded due to incomplete information, the remaining 512 survey questionnaires are valuable for analysis. According to the survey results, the number of men is 260 people, accounting for 50.8% of the sample. The number of women is 252 people, accounting for 49.2%. Regarding education level, there are 29 people with upper secondary education, accounting for 5.7%. The number of people graduating from high school is 124 people, accounting for 24.2%. The group of graduates from college and university has 282 people, accounting for 55.1%. This is the group with the highest percentage. The number of post-graduate/doctoral students is 77 people, accounting for 15%. In terms of income, the group with income below 5 million Dong accounted for the lowest proportion of 6.8% (35 people). The group with the highest rate includes 216 people with incomes from 5 to 15 million VND, accounting for 42.2%. The 198 people with higher incomes are between 16 and 29 million VND (38.7%). The group of people with incomes over 30 million VND accounted for 12.3% (63 people).

4. Results

Evaluate the reliability, discriminant, and validity of the scale by using Cronbach's Alpha and EFA

Perceived usefulness, Perceived ease of use, Security, Facilitating conditions, Covid-19, Perceived Risk, Attitude, Intention have Cronbach's Alpha coefficient greater than 0.6 and less than 0.95. The total correlation coefficient of all variables is greater than 0.3 and there is no case of removing any variable that makes the Cronbach's Alpha coefficient of this scale larger. Thus, the Perceived Usefulness, Perceived Ease of Use, Security, Convenience, Covid - 19, Risk Perception, Attitude, Intention are good scales of reliability which meet the standard criteria.

The results of the scale test show that the Trust scale has Cronbach's Alpha coefficient greater than 0.6 and less than 0.95 ($= 0.872$). The total correlation coefficient of all variables is greater than 0.3. However, there is a case where removing the TR5 will make the Cronbach's Alpha coefficient of this scale greater than 0.872. After removing the variable TR5, the Cronbach's Alpha coefficient of the Confidence scale increases from 0.872 to 0.876. The correlation coefficient of all variables including TR1, TR2, TR3, TR4, TR6 is greater than 0.3 and there is no case of removing any variable that makes Cronbach's Alpha coefficient of this scale greater than 0.876. Thus, the scale Trust after removing the variable TR5 is a good scale of reliability which meets the standard criteria.

The KMO and Bartlett tests show that there is a correlation between the variables in the population (significance level $\text{sig} = 0.000 < 0.05$) with the coefficient $\text{KMO} = 0.739$ ($0.5 < \text{KMO} < 1$), the coefficient extracted at Eigenvalue is 1.275 demonstrate that EFA analysis is appropriate. Simultaneous analysis results show that at Eigenvalue ≥ 1 , there are 9 factors extracted from 37 observed variables, and the extracted variance is 60.464%.

Table 1: Cronbach's Alpha and EFA

Items	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted	Factor loading	Items	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted	Factor loading
Perceived usefulness Cronbach's Alpha = 0.75				Facilitating conditions Cronbach's Alpha = 0.637			
PU1	0.874	0.535	0.948	FC1	0.366	0.607	0.667
PU2	0.502	0.718	0.703	FC2	0.559	0.46	0.809
PU3	0.407	0.769	0.627	FC3	0.328	0.625	0.511
PU4	0.482	0.729	0.771	FC4	0.425	0.562	0.734
Perceived ease of use Cronbach's Alpha = 0.745				Covid - 19 Cronbach's Alpha = 0.879			
PEOU1	0.465	0.729	0.683	C1	0.736	0.847	0.817
PEOU2	0.675	0.603	0.851	C2	0.77	0.833	0.883
PEOU3	0.499	0.709	0.706	C3	0.703	0.859	0.761
PEOU4	0.527	0.694	0.723	C4	0.748	0.842	0.892
Security Cronbach's Alpha = 0.686				Perceived risk Cronbach's Alpha = 0.714			
SEC1	0.441	0.642	0.615	PR1	0.459	0.678	0.698
SEC2	0.55	0.567	0.893	PR2	0.536	0.635	0.771
SEC3	0.487	0.609	0.774	PR3	0.494	0.657	0.693
SEC4	0.404	0.66	0.428	PR4	0.526	0.639	0.762
Trust Cronbach's Alpha = 0.876				Attitude Cronbach's Alpha = 0.766			
TR1	0.703	0.851	0.598	ATT1	0.579	0.704	0.768
TR2	0.7	0.852	0.876	ATT2	0.608	0.687	0.784
TR3	0.681	0.855	0.877	ATT3	0.565	0.711	0.796
TR4	0.696	0.852	0.778	ATT4	0.512	0.738	0.677
TR6	0.761	0.838	0.823	Intention Cronbach's Alpha = 0.601			
				IN1	0.341	0.559	0.654
				IN2	0.399	0.516	0.732
				IN3	0.439	0.484	0.727
				IN4	0.345	0.556	0.53

Confirmatory factor analysis CFA

Testing the model's suitability shows that CMIN / df = 2.767; RMSEA = 0.059 (Nguyen, 2013), CFI = 0.862; GFI = .871 (Doll et al., 1994). Như vậy, mô hình có độ phù hợp chấp nhận được.

Kiểm định Structural Equation Model

Check the fit of the model

Chi-square/df = 2.764; CFI = 0.861; GFI = 0.869; RMSEA = 0.059, This result shows that the model is suitable (Hair et al., 2014).

Estimate Unstandardized Weights shows the degree of impact of the independent variable on the dependent variable. When the independent variable increases by 1 unit, the dependent variable will increase by β unit. From there, the research team can evaluate the order of influence of factors to come up with focused and effective solutions. As follows:

The independent variable "Security" has the strongest impact on the dependent variable "Attitude towards switching to e-wallet payments" with a regression weight of 0.222, followed by the independent variable "Conditions of convenience". convenience" (0.126), "Covid - 19" (0.124) and finally "Perceived ease of use" (0.091). The variable "Attitude towards switching to e-wallet payment" has a positive effect on "Conversion intention with a regression coefficient of 0.185.

Table 2: Strutural Equation Model

	Relationship				Estimate	C.R.	Result		Relationship				Estimate	C.R.	Result
H 1	AT	<--	PU		0.004	0.18	Reject	H 5	AT	<---	FC		0.126	2.82	Support
H 2	AT	<--	PEOU		0.091	1.97	Support	H 6	AT	<---	C		0.124	2.09	Support
H 3	AT	<--	SEC		0.222	2.67	Support	H 7	INT	<---	ATT		0.185	3.29	Support
H 4	AT	<--	TR		0.063	0.9	Reject								

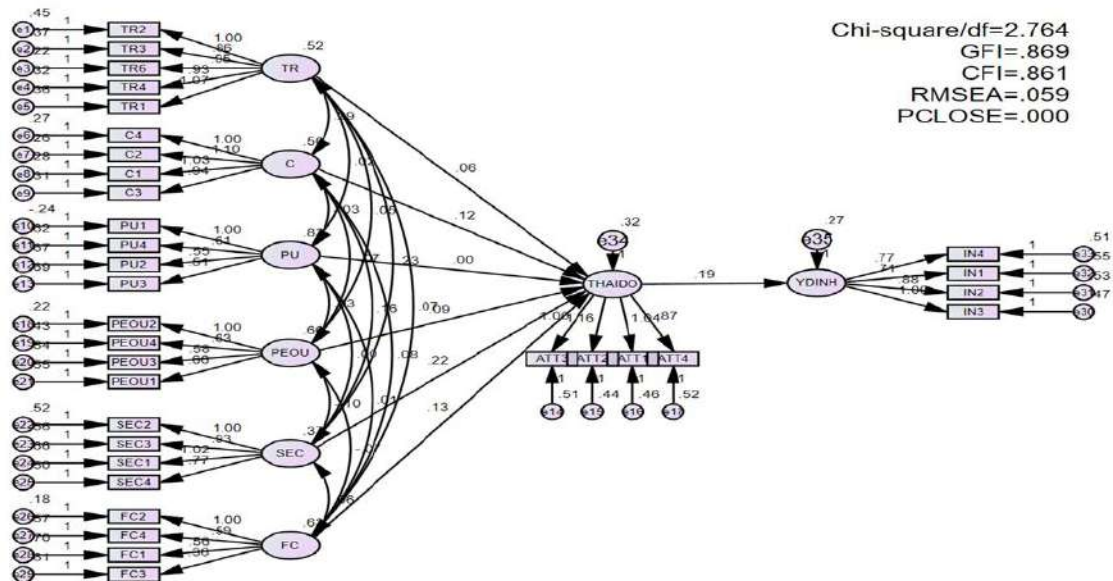


Fig. 2: SEM test results

Analyze the role of the moderating variable

Table 3: Test result of regression model of the proposed moderator

			Estimate	C.R.
ZI	<--	ZAT	0.145	3.296
N	-	T		
ZI	<--	ZPR	0.069	1.582
N	-			
ZI	<--	INT	0.017	0.374
N	-			

The results of the path analysis show that the relationship from INT to ZIN is not statistically significant due to $P = 0.709 (> 0.05)$, thus, it is not possible to conclude that risk perception plays a role in regulating the impact from Attitudes towards converting e-wallets to Conversion Intent.

5. Discussion, Recommendation and Conclusion

Discussion

From the results of the research, it is not possible to confirm the relationship between *perceived usefulness and consumers' attitude towards e-wallet*. The authors stated that increasing productivity when using wallets Electronic generation X is not clear so users do not have an attitude towards e-wallets. Through in-depth interviews, participants said that the payment by e-wallet is not efficient or much faster than cash.

According to research results, *perceived ease of use has a positive impact on consumers' attitude towards e-wallet*. It means that users have the willingness to learn about the use of e-wallets. The friendly and easy-to-use interface directly affects the level of use of consumers. Because when customers use non-cash payment methods, the friendly homepage is the first thing they see.

Research results have also shown that *security has a positive impact on consumers' attitude towards e-wallet*. As the security features of e-wallets are higher, consumers' attitude towards e-wallets is becoming more and more positive. The independent variable "Security" has the strongest impact on the dependent variable "Attitude towards switching to e-wallet payments". Research results show that it is not possible to confirm the relationship between *trust and consumers' attitude towards e-wallet*. According to the authors, trust is an intangible factor that users place their expectations on e-wallets. In particular, for generation X, trust is a factor which plays an important role when making online transactions. If the customers trust the provider's service, their intention to switch will increase.

Another conclusion is that *facilitating conditions have a positive impact on consumers' attitude towards e-wallet*. According to D. Chawla et al. (2020), the more complete the infrastructure for e-wallet usage, the better the attitudes of consumers towards e-wallet.

The next conclusion is that *Covid-19 has a positive impact on consumers' attitude towards e-wallet*. This result is consistent with research by Lee's research (2020) also shows that the total number of non-cash payment transactions through the State Bank system increased 76% over the same period in 2019, during the outbreak of pandemic. Girish et al (2020) concluded that Covid - 19 and the behaviour of using e-wallet have a positive relationship.

It cannot be concluded that perceived risk plays a role in moderating the impact of attitude towards intention of switching to e-wallet. Perceived risk is, in fact, defined as consumer uncertainty about the potentially negative consequences of using e-wallet.

Finally, *the attitude has a positive impact on the intention of switching to e-wallet of generation X*. Reality shows that attitude is often a precondition for intention of switching. Everyone tends to act based on their attitude, especially if the attitude towards a product is positive then the willingness to switch is very high and vice versa.

Recommendation

Based on the results of the research, the authors would like to propose some recommendations to improve the mechanisms of government and provide solutions for businesses to promote business activities more effectively. The most important issues for e-wallet have always been data and privacy. In fact, in this research, the independent variable "Security" has the strongest impact on the dependent variable "Attitude towards switching to e-wallet payments". However, in Vietnam, the laws still overlap. Moreover, the sanctions are still unclear, causing a large part of enterprises to circumvent the law. The following recommendations of the authors can solve a part of the problem.

Firstly, government departments need to develop a general law about transactions through e-wallets in order to prevent fraud through e-wallets and e-wallet companies that can take customer information to use for profiteering purposes.

Secondly, it is necessary to build a system to store all information as well as documents to avoid losing information as well as data. In addition, public organizations inspect more easily.

Third, a specific policy is needed to create a national data strategy. This can help increase people's trust in e-wallets when the government's policies can protect users and also protect the confidentiality of customers' information. This will boost the number of e-wallet users. Because if users trust, they will share this information with others through social networks, word of mouth. Therefore, government departments and ministries need to focus on researching and coming up with policies that stick to reality that can protect users' rights, personal information and data when users declare their information on e-wallets. Besides, we need to strictly control the terms of service so that public authorities can access and exploit personal data with users' permission. In Vietnam today, sanctions for this segment are not light, but often applied thoroughly in the case of huge losses. Therefore, giving the right to monitor, complain for consumer protection organizations is necessary.

Fourth, regulators and authorities need solutions to raise awareness of users as well as people about the importance of personal information security on social networking platforms and e-wallets. Moreover, it is also necessary to build channels to receive people's complaints about e-wallets or outstanding problems that cause frustration for users.

Last but not least, increase the intensity of inspection to improve the legal corridor as well as impose more comprehensive sanctions and a strict management process to maintain the safety of consumers.

Limitation

The authors' research has certain limitations that create scope for future research without diminishing the value of current research. **Firstly**, the research was conducted in Vietnam and these findings are specific to the Generation X market in Vietnam. Therefore, future studies should consider investigating the same model with data from different markets. The team also had difficulty in surveying due to the research process taking place at the time of the Covid-19 outbreak. **Second**, because this research used convenience sampling, thus, the sample may not be representative of the real population in terms of demographic elements. Stratified sampling or quota sampling can be used to ensure a true representation of demographic variables. Furthermore, as e-wallet create a new rapidly changing market in Vietnam, long-term research can be conducted to understand how perception, attitude and behavioral intention towards e-wallet is undergoing transformation. With the aforementioned limitations, the authors hope that future studies will overcome these problems and bring innovative discoveries in this field.

Conclusion

This research has a theoretical contribution that combines existing models, some of which have been most commonly used in the recent literature, to analyze the intention of switching to e-wallets from the point of view of Generation X in Vietnam. Six variables affecting the intention of switching to e-wallet payments of Generation X were analyzed during the current COVID-19 pandemic. The results show that the variables including perceived ease of use, security, convenience and Covid - 19 have an impact on the intention to switch to e-wallet payments of Generation X in Vietnam.

Although perceived usefulness and trust cannot be concluded as influential factors in this study, these two variables continue to be the factors worth considering in order to attract Generation X to use e-wallets. Because the results of this research have shown that personal attitude has a significant influence on the interest of e-wallet users, it means that during this COVID-19 pandemic, the positive attitude of Generation X about e-wallets has been shaped. Therefore, by continuously providing benefits and building trust, businesses which develop e-wallet payment platforms can increase the number of Generation X people using this digital payment.

The findings provided by this research are aimed at businesses providing e-wallet payment services in order to understand the preferences of users, especially Generation X. After receiving information about the user-centered factors, businesses can build their strategies based on the recommendations of the authors. Businesses can also position their services based

on factors that influence consumers' intention to switch to e-wallet. The results of this research will help the government move towards a cashless economy and financial inclusion as well.

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Green marketing and green purchase behavior: A systematic review and prospective research in Vietnam

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Abstract

Over the course of recent decades, there has been a notable surge in the proliferation of companies engaged in the development of environmentally sustainable products, accompanied by a discernible rise in customer demand and enthusiasm for such offerings. Therefore, acquiring knowledge regarding the evolution of green marketing and the determinants that impact customers' green purchasing behavior would be highly advantageous for companies seeking to engage in green marketing (GM). This study conducts a comprehensive examination of existing scholarly literature pertaining to the subject matter, employing a systematic review methodology. Specifically, this paper analyzes 1) the dominant definitions of GM and their evolution over time, 2) green purchase behavior and factors influencing green purchase behavior (GPB), and 3) GM practices in promoting GPB. Results show that the definition of GM has changed over time according to the growing relevance of environmental sustainability. This study summarizes two main groups of factors that affect PGB including personal factors and environmental factors in current literature on this topic. This study also reveals the results of the impact of GM practices on GPB. It concludes further research urges to augment the current literature on green marketing and green purchase behavior in Vietnam context.

Keywords: green marketing, sustainable marketing, environmental marketing, retailing, green purchase behavior



1. Background/ Objectives and Goals

Green marketing (GM), and green purchase behavior (GPB), have received prolific attention, both from academic as well as practitioner communities. GM was first identified by the American Marketing Association (AMA) as a high research priority in 2008, with continued recognition to this date. During this period, there has been a growing interest in the concept of GM, as evidenced by the publication of special issues dedicated to this topic and the increasing volume of research on the subject. However, the considerable level of interest in the subject has resulted in significant fragmentation, characterized by a multitude of definitions and conceptualizations (Peattie, 2001).

Furthermore, from a practice point of view, marketing professionals may find it challenging to justify their spending on GM-related activities, given that the returns may occur over time rather than after a specific campaign. Conversely, a lack of investment in genetically modified (GM) operations may result in a decrease in potential value, impacting both the organisation and the customer. Therefore, the development of a cohesive framework and implementation of GM, along with a comprehensive comprehension of GPB, will enable marketers to effectively address this challenge. To align various perspectives, the authors build on Islam and Rahman's (2016) systematic literature review of GM and GPB research published between 2001 and 2022, to capture the significant acceleration of research in recent years. Specifically, we draw on literature published between 2001 and 2022 in our systematic review of the literature to: (i) clarify the definition of GM and GPB; (ii) identify factors that affect GPB in retailing; and (iii) marketing practices to motivate GPB.

2. Methodology

To achieve our research objectives, we conducted a systematic review of the green marketing and green purchase behavior literature. Such a review enables us to identify crucial scientific contributions specific to a field or question (Transfield et al. 2003). The review process itself is "systematic, transparent and reproducible" (p. 209), hence minimizing potential biases and errors. This is compared to a traditional literature review, which may be skewed by familiarity, availability bias, and implicit preferences of the researcher (Rousseau et al. 2008). Furthermore, a systematic review is particularly effective for identifying and evaluating extensive literatures (Transfield et al. 2003). Following the three-step process as per Crossan and Apaydin (2010), this review comprises (i) data collection, (ii) data analysis and (iii) data synthesis, leading to the reporting of results.

Data collection

To facilitate a comprehensive and unbiased search for relevant articles, the following steps were undertaken: (i) identify search terms, (ii) set temporal boundaries, and (iii) assess the quality of papers (Transfield et al. 2003).

Search terms. Relevant keywords and search terms were identified by the authors to scope the study. Specifically, we utilized Scopus, Ebsco and ProQuest, Google Scholar to search for ecological marketing, green marketing, sustainable marketing, green retailing, and green purchase behavior, green consumption when in (i) both title and abstract; or (ii) both abstract and keyword. To reflect the corresponding broader conceptualization of green marketing, including multiple actors in the network, we also searched for the related term green*, marketing* using the same search criteria.

Temporal Boundaries. We focused on articles published from January 2001 to December 2022



Quality of papers. Only peer-reviewed journals were included; that is, books, conference papers and other forms of publications were excluded from the search. This approach enabled us to focus on high-quality and impactful contributions to the field.

3. Results

3.1. What is Green Marketing?

Green marketing is a research topic that has been interested by scholars around the world since the mid-1970s. In 1975, the American Marketing Association held the first conference on ecological marketing. The proceedings of this conference were later compiled by Hennion and Kinnear into the first book on the subject titled "Ecological Marketing" and published in 1976.

Although it was introduced in the mid-1970s, it was not until the late 1980s that the concept of green marketing was paid much attention as at this stage, consumers were more interested in green products, raising awareness of green products. and willingness to pay for the green features of the product. In addition to consumers' awareness of environmental protection, since the late 1980s, the issue of "sustainable development" has become a leading concern of international and national governments in planning development strategies. Long-term development that integrates harmony between economy, social development, and environmental protection.

The evolution of green marketing from 1975 to the present can be categorized into 3 stages (Peattie, 2001):

The first stage: The concept of green marketing was first proposed by Hennion and Kinnear in 1976, when previous works recommended the importance of providing solutions to overcome the negative impacts on the environment of conventional marketing activities. Peattie has called this period the first era of green marketing; in which scholars use the term "*ecological marketing*" to describe green marketing. In this phase, green marketing includes all activities aimed at supporting and overcoming environmental problems.

Since that milestone, the theoretical foundation of green marketing has had a strong development with many definitions given. The most widely accepted view is that green marketing is a comprehensive management process, subject to responsible for defined tasks such as anticipating and meeting consumer and societal needs in a sustainable manner. According to this understanding, it can be affirmed that there really exists a relationship between ethics and green marketing. Environmental factors are considered part of the ethical questions that marketers need to analyze and answer. Therefore, green marketing should be evaluated as part of social responsibilities (Polonsky & Rosenberger, 2001).

Second stage: this phase is around the 1980s, in which the term "*environmental marketing*" is used to describe green marketing, which focuses on clean technologies related to product design and innovation products to minimize environmental pollution and waste problems. Definitions of green marketing in this period are still quite narrow as they only focus on emphasizing the impact of businesses on the environment but do not aim at convincing them to change that negative behavior (Dangelico & Vocalelli, 2017). Acknowledging the above limitation, Peattie described green marketing at this stage as marketing activities aimed at reducing the negative environmental and social impacts of existing products and production systems. and at the same time encourage products and services that cause less impact. With the above definition, Peattie has marked the transition to the second phase of green marketing, when clean technology factors are paid more attention, the responsibility of businesses to the environment is clarified, along with the increased global public awareness of environmental hazards. More specifically, researchers view green



marketing as a business's commitment to providing safe and environmentally friendly products and services using recyclable packaging and easily decomposable, applying better pollution prevention methods and using energy more efficiently (Papadas et al., 2017).

Third stage: From the late 1990s to the early 2000s, the term "*sustainable marketing*" was used to describe green marketing. Since this time, expectations of green marketing have been pushed to the highest, it is seen as a solution to "establish a sustainable economy". The World Commission on Environment and Development defined the term "sustainable development" in the 1987 Brundtland Report as "Development that meets the needs of the present without compromising the ability to meet the needs of future generations". The sustainable development perspective emphasizes that protecting the environment does not mean denying economic prosperity, but it encourages a rethinking of how we engage in marketing. Therefore, (Dangelico & Vocalelli, 2017) found that the term sustainable green marketing is the most suitable name for this stage. Unfortunately, during this period, many unwanted barriers appeared, especially the loss of consumer trust when green marketing was overused by businesses (Crane, 2000). Therefore, this is also considered a retrograde period in the development history of green marketing.

So it can be seen that green marketing is not a completely separate form of marketing but still has some overlap with other forms of marketing. This has led to a misunderstanding of the nature of green marketing (Dean & Pacheco, 2014). The difference of green marketing lies in its very content and is associated with the underlying human values when businesses choose to use this marketing direction (Peattie & Crane, 2005).

Definitions of Green Marketing

Starting from many perspectives on society, environment, marketing and sales, scholars have proposed many different concepts of green marketing. These concepts, coming from many different perspectives or angles of approach, have more or less differences. Some commonly used green marketing concepts include: The concept of green marketing was first introduced in the book *Ecological Marketing* by Henion and Kinnear in 1976 as: "concerned with all marketing activities that have served to help cause environmental problems and that may serve to provide a remedy for environmental problems". According to the above concept, green marketing activities of businesses focus on "green" customer groups, customers who support ecological ideology. Over time, the concepts of Green Marketing are gradually improved, with typical viewpoints including: "Green marketing refers to the application of marketing concepts and tools to facilitate exchanges that satisfy organizational and individual goals in such a way that the preservation, protection, and conservation of the physical environment is upheld" (Mintu & Lozada, 1993); or Green marketing includes activities intended to create and support any exchange that satisfies human needs and wants in such a way that the satisfaction of those needs and wants has minimal impact on the environment nature (1993). Fuller (1999) proposed the view defining GM as "the process of planning, implementing and controlling the development, pricing, promotion, and distribution of products in a manner that satisfies the following three criteria: (1) customer needs are met, (2) organizational goals are attained, and (3) the process is compatible with eco-systems" (Dangelico & Vocalelli, 2017).

The American Marketing Association (AMA) summarizes three definitions of green marketing from three different perspectives. From a retail perspective, green marketing is the marketing of products that are assumed to be environmentally safe. From a socio-ethical marketing perspective, green marketing is the development and marketing of products designed to minimize negative impacts on the natural environment or to improve the natural environment. From an environmental point of view, green marketing is an organization's efforts to manufacture, promote, package and



recycle products in a manner that is responsive to ecological concerns (Yazdanifard & Mercy, 2011). So it can be seen that, although there are certain differences, in general, the concepts agree that green marketing focuses on considering how marketing activities use limited natural resources, while satisfying the needs and wants of customers - including individual and organizational customers, and at the same time achieving organizational goals. Many scholars classify green marketing as a socio-ethical marketing concept, applying the tools of traditional marketing to social, environmental and cultural issues (Peattie & Crane, 2005) (Polonsky & Rosenberger, 2001).

According to Ottman and his colleagues, green marketing needs to achieve two goals: improving environmental quality and satisfying customer needs. If you misjudge one of the above two goals or put too much emphasis on the goal of improving environmental quality without paying attention to the goal of satisfying customer needs, the business will fall into the disease of "green marketing myopia". (Ottman et al., 2008).

Polonsky notes that in reality, most consumers and businesses perceive green marketing as a communication activity for the green characteristics of products. The green marketing strategies of many companies fail because these companies use environmental factors to communicate, not to analyze and change product characteristics and their environmental impacts (Polonsky, 2008). Mintel (1995) also showed that there is a large gap between caring for the environment and actually buying "green" products. In reality, consumers are not always willing to make trade-offs between price, quality, and convenience when deciding whether to buy "green" products or not. For the above reasons, the green marketing boom from the late 1980s and early 1990s tended to slow down afterward (Peattie & Crane, 2005). Businesses are also more cautious in launching "green" media campaigns due to concerns that they will be misunderstood as using "green" elements to "polish the image of the business" instead of being truly environmentally friendly.

The differences between traditional marketing and green marketing/sustainable marketing have also been pointed out by many scholars in their studies, including differences in (i) goals, (ii) considerations in the decision-making process, (iii) corporate responsibilities, (iv) Marketing tools. Ottman Consulting Inc. - an expert consulting company on green marketing has also come up with "New rules for green marketing" as follows: (1) consumers must be aware of and interested in the problems solved by green products of the company; (2) consumers must feel empowered to take action and be able to create change; (3) they must understand the benefits of purchasing green products; (4) they must feel that the premium paid to purchase green products is worth it; (5) consumers must trust and support any green claims with clear, easy-to-understand credibility of the company; (6) they must easily find the company's brand. It can be said that the "fundamentals" reflect the adaptation of traditional marketing to the green product market (Ottman, 2011).

In short, in essence, green marketing is an activity that companies use to find ways to achieve greater efficiency than traditional marketing, by promoting and spreading core environmental values, in the hope of achieving greater efficiency than traditional marketing and expecting consumers to associate these values with their company or brand. Green marketing refers to the production process, or the company's products or services themselves. Companies that succeed in "going green" can attract the attention and investment dollars of those looking for socially responsible investments - an investment strategy aimed at owning shares in companies Committed to social responsibility, sustainable development and good governance.



3.2. Green purchase behavior

Green purchasing behavior has been mentioned by many studies and is understood under many different concepts such as: (i) Purchasing behavior for environmentally sustainable products (Kumar, 2012); (ii) Environmentally conscious purchasing behavior (Arttachariya, 2017) (Golob et al., 2018) (iii) Green purchase behavior (Akehurst et al., 2012; Albayrak et al., 2013; Joshi & Rahman, 2015; Mishal et al., 2017; Tan, 2011) and many other researchers also believe that concepts equivalent to the concept of green buying behavior include environmentally friendly buying behavior, responsible buying behavior, responsibility to the environment.

Thus, there are many different concepts of green buying behavior, but these concepts all refer to buying environmentally friendly products and avoiding products that are harmful to the environment (Chan, 2001). Green buying behavior is often measured by green buying intention. Green purchase intention refers to the motivational factors that influence consumers' green purchasing behavior, or factors that influence consumers' willingness to buy green products (Ramayah et al., 2010). Green products are products that meet consumer needs without harming the environment and contribute towards a more sustainable world (Shamdasani et al., 1993). These products are environmentally superior and have a low environmental impact. Green products use materials that are safer for the environment, are recyclable, and require less packaging (Chen & Chai, 2010). Some examples of green products are: organic products, energy-saving light bulbs, herbal products, eco-friendly washing machines, etc. Green purchasing behavior represents a complex form of ethical decision-making behavior and is considered a type of socially responsible behavior. This is a complex form of social behavior towards green products that stems from ethical decision making (Joshi & Rahman, 2015).

Thus, green purchasing behavior is a stage in green product consumption behavior that benefits the environment through the use and disposal of green products with characteristics of using less natural materials, minimize packaging, do not contain toxic substances, save energy, fuel, health safety, can be recycled and reused.

3.3 Factors influencing green purchase behavior

Over the past decade, consumer consumption of goods and services has increased enormously worldwide, leading to the depletion of natural resources and severe damage to the environment. Some serious consequences of environmental damage are global warming, increased environmental pollution, and a decline in flora and fauna (Chen & Chai, 2010). Many countries across the globe are starting to recognize this threat and have begun working to minimize the harmful impact of their business activities on the environment. This awareness and concern for the environment and society have led to the emergence of the concept of “sustainable development”, which emphasizes the need to promote sustainability and support this form of development, minimize negative impacts on the environment and society; and encourage ecological innovation and green consumption. Along with that, the academic world has also witnessed a lot of research related to factors affecting green consumption in general and green buying behavior in particular. In reviewing research on factors affecting green purchasing behavior (GPB), Yatish Joshi and Zillur Rahman (2015), and Sharma (2021) have categorized them into 2 groups of factors, including (i) personal factors pertaining to the consumer/buying decision maker and (ii) environmental factors associated to the buying situation, which focuses on mainly in point-of-retail green marketing efforts, as outlined below:



3.3.1. Personal factors

Emotions: This group of factors includes constituent factors such as (i) Ecological Affect, (ii) consumer guilt, (iii) Generativity. These factors have been found to have a positive and direct impact on, purchase intention and actual purchase behavior.

Habits: Several studies have shown the negative influence of habits on consumers' green purchasing behavior, which is a significant obstacle to purchasing green products. Habits and past behavior guide consumer preferences and influence their purchasing behavior, making change difficult.

Perceived consumer effectiveness - PCE: This is one of the most researched variables and is understood as "consumers' assessment or perception of the extent to which their consumption activities can make a difference in the whole problem" (Webster, 1975). Research results show that this factor has both a positive direct impact on green purchasing intention and an indirect impact through a significant impact on consumer attitudes and subjective norms. and perceived behavioral control.

Perceived behavioral control – PBC: is the cognitive control that people have over their actions. It refers to an individual's capacity to perform a certain behavior (Ajzen, 1988). Studies also show that perceived behavioral control has a significant and positive impact on the intention and actual purchase of green products.

Values & personal norms: Much evidence has reported a positive correlation between consumers' environmental, social, and ethical values and their purchasing behavior towards green products, specifically altruism, universalism, and benevolence are values found to positively influence purchase intention and actual purchase of green products. It was further found that personal values such as health and safety, and hedonic values such as the pleasure of eating positively influence the purchase behavior of green products, especially food products. green products. Some studies have even found that personal values have a stronger influence than altruistic values on the purchase of green food products. Ethical and personal norms were also found to have a significant influence on purchase intention and actual purchase. Therefore, it can be said that the environmental, social and ethical values held by consumers along with their personal values have a positive influence on green purchasing behavior.

Trusts: In the context of Green Marketing, trust is defined as a belief or expectation about the environmental performance of those products. Of the 53 studies reviewed by the authors, six observed the influence of trust on consumers' green purchasing intentions and behavior. These studies show that lack of consumer trust and confidence in the green claims and characteristics of green products is a significant barrier to purchasing green products.

Knowledge: Many studies have found that knowledge about environmental issues positively influences consumer intentions and actual purchases of green products. Additionally, various studies have also found that lack of information negatively affects green purchasing behavior. Studies in the field of organic food have also reported that knowledge about organic food positively influences the formation of attitudes and green purchasing intentions of this product group.

Other personal factors, including lifestyle, interest in nature... have also been shown by studies to have an impact on green purchasing intention (See Table 2).



3.3.2. Environmental – Marketing stimuli factors

These factors represent situational factors that impact consumers' green purchasing decisions, by encouraging/promoting or discouraging consumers from accepting green products. The variables included in this category are explained below (see Table 3).

Price: There are many studies showing that higher prices influence ethical considerations and widen the attitude-behavior gap in the case of purchasing green products. Consumers' lack of economic resources is believed to magnify the impact of prices and act as a barrier to purchasing green products. Some studies find evidence that consumers' sensitivity to low prices has a positive influence on green purchasing behavior. On the contrary, high price sensitivity negatively affects consumers' green purchasing behavior.

Product availability: Studies have reported that product availability has a positive influence on consumers' green purchasing intentions and behavior; conversely, if the product is not available, it will be negatively affected. Limited access and difficulties in accessing green products are major barriers to purchasing environmentally sustainable products. Consumers often do not like to spend a lot of time searching for green products; They prefer products that are easily accessible and often seek convenience in purchasing, tending to avoid behaviors that they perceive as requiring greater effort.

Subjective norm/social norm and reference groups: Researchers have conducted many empirical surveys to test the influence of subjective norms/social norms and reference groups on purchase intention and buying behavior. Selling actual green products. Studies have found evidence that these factors are positively correlated with purchase intention and actual purchase of green products either directly or indirectly through influencing green attitudes.

Product attributes and quality: Studies show that product attributes positively influence the purchase of green products. Additionally, consumers favor a product's functional attributes (fulfilling personal needs and desires) over its ethical characteristics. Taste, quality, and product benefits have been reported to be important attributes for consumers purchasing green food products. Perceived high quality of green products has a positive influence, while perceived low quality of green products has a negative influence on purchase intention and behavior. On the contrary, for the factor of perceived risk about green products, if the perceived risk is high, it will have a negative impact on green purchase intention. Therefore, it can be said that sustainable functional characteristics of products combined with high product quality will have a positive influence on consumers' green purchasing behavior. Conversely, poor product attributes and poorer quality can lead to conflicts between consumers' personal needs and their sense of environmental and social responsibility, which can further increase inconsistency between attitudes and actual buying actions.

Store-related attributes: Some showed that store-related green attributes, such as green storage, have positively influenced consumer purchases of green products. However, studies have also found evidence that the high prices of green products have also weakened this relationship. In addition, studies also show that an unfavorable retail environment can act as a constraint on green purchase intention and vice versa.

Brand images: Brand image in terms of green products can be defined as “a series of impressions, conceptions and fears towards a brand in the consumer's memory that correlate with concerns about sustainability and environmental friendliness” (Chen, 2010). Consumers often have personal favorite brands and they prefer them over green brands. In addition, consumer confidence in a green brand is an important purchasing criterion that positively influences their purchase of green products.



Eco-labeling and certification: These are texts or signs that inform consumers about the green properties of a product and motivate them to buy green products. However, there is some research showing that consumers do not trust the information provided and remain skeptical about the manufacturing, labeling, and certification processes of different products. These studies have suggested that reliable information should be provided in a simple and user-friendly manner through product labels. This can build consumer confidence and encourage more sustainable purchases. The above findings suggest that eco-labeling may not have any impact on consumers' green purchasing behavior if they do not trust the information provided.

Other situational factors: in addition to the aforementioned factors, the researchers also found that service structures and environments, consumer involvement in the local environment, and consumer exposure with environmental messages through the media has influenced the intention and green buying behavior of consumers (Joshi & Rahman, 2015).

Vietnamese empirical studies on factors affecting green buying behavior

In Vietnam, there have been a number of authors researching green purchasing and consumption behavior. Researching consumers' green buying behavior can be done with the object of purchasing green products or actual green shopping behavior.

Pham Thi Lan Huong (2014) used the TPB model and VAB theory with a survey of students in the central provinces of Vietnam to understand the influence of psychological and cultural factors on consumers. induce children to buy green products. The results show that awareness of environmental protection behavior, attitude towards green shopping behavior, and social influence have a direct impact on young consumers' green buying behavior. The results also show that self-image directly impacts young consumers' green purchasing behavior. (Huong, 2014).

Nguyen Vu Hung and his colleagues (2015, 2016) also published 3 studies on green purchasing intention and behavior, in which the author tested the relationships between different types of lifestyles with green product purchase intention and behavior, and points out two important conditional factors that can promote the relationship from intention to green consumption behavior, which are the availability of green products and awareness. on the effectiveness of green consumer behavior. This means that when consumers are clearly aware of the effectiveness of green consumption behavior (dirty food is harmful to health, plastic bags seriously pollute the environment, economical electrical equipment helps the environment and household economy), the impact of intention on their green consumption behavior will increase. Research results also show that shopping habits at toad markets hinder consumers' green consumption intentions and behaviors. When consumers have a habit of buying goods at toad markets, green consumption intentions and behaviors decrease. At the same time, shopping habits at toad markets weaken the relationship between green consumption intention and behavior (Hung, 2015; Hung, 2016; Hung et al., 2016).

Nguyen Thi Tuyet Mai and colleagues (2016, 2019) have published a number of research results on the impact of lifestyle and aspects of materialism (besides the prefixes of the TPB model, which are attitude). attitude, subjective norm, and perceived behavioral control) on behavioral intention and green product purchase behavior. The results indicate that lifestyle factors (DIY style, adventure style) have a positive impact on behavioral intention to purchase green products. The research team also showed that among the three components of materialism, “success” has a negative relationship with green purchasing intention, while the component “happiness” has a positive relationship. with green buying intention (Mai et al., 2017; Mai et al., 2019; Nguyen et al., 2019).



Hoang Trong Hung and colleagues (2018, 2020) have also conducted and published a number of studies in the field of understanding the influence of factors on green consumption intentions. Their research results published in 2018 show that there are two main factors affecting green consumption intention, thereby indirectly affecting green consumption behavior of consumers in Hue city, are “attitude towards green consumption” and “concern for the environment”. Research in 2020 shows four factors including: “Attitude towards environmentally friendly bag products”, “Personal ethical standards”, “Expectations for a good life for future generations” and “Green marketing programs at supermarkets” affect the intention to use eco-friendly bags (Hung et al., 2018; Quoc et al., 2020).

3.4. Literature on research in GM practices motivating green purchase behavior

In an overview study on Green Marketing, titled “Green Marketing – definition analysis, strategic steps and tools through a systematic literature review” by two authors Rosa Maria Dangelico and Daniele Vocalelli published in 2017, applying a systematic review method based on a review of 114 studies published in 72 reputable scientific journals (from a base of 953 studies on 3 databases Ebsco, Scopus and WoS), has systematized research on Green Marketing according to 3 goals: (1) main definition of Green Marketing; (2) steps to build a green marketing strategy; (3) characteristics of green marketing mix elements. Accordingly, the authors divide the research on this topic into two phases: (1) Before 2012, there were relatively few published works on green marketing activities, (2) after 2012, there was an increase in green marketing activities. A remarkable increase in the number of published works was recorded, peaking in 2012 with 16 works. This phenomenon shows a trend of increasing interest in green marketing, even though the term has been around since the 70s of the last century. Statistics on the study area show that green marketing is widely implemented on a global scale. Asia is the most popular place with 30 recorded works. The reason behind this phenomenon comes from the sharp increase in environmental problems in developing countries in Asia and the demand for greening from the governments of these countries. In the West, research on green marketing also occupies a very significant volume with 20 works in Europe and 19 works in America. The remaining regions such as Australia and Africa had very low rates at the time of the study. Additionally, there are a number of studies taking place across multiple locations. Regarding research design, the statistics show that there is a big difference when there are 78 experimental studies, accounting for about 71.6% and only the remaining 28.4% are theoretical studies. (Dangelico & Vocalelli, 2017).

In terms of content, the authors divided the studies into 3 large groups according to their 3 research objectives.

First, in terms of the concept of green marketing (about 25% of the studies reviewed have focused on this goal), studies show the evolution of the concept over time, moving from being a traditional marketing tool to becoming a strategy that affects the entire company, from focusing on specific environmental issues to taking into account global sustainability issues, from relating to products and specific industry to penetrate the entire market. It is also important to note that a number of terms have been used to refer to the integration of environmental sustainability into marketing, in some cases interchangeably, and in other cases with different meanings.

Second, regarding green marketing strategies (with about 29% of research mentioned), the research results also mention all 4 basic contents as proposed by Philip Kotler and Armstrong, including market segmentation, market, target market selection, positioning and differentiation (Dangelico & Vocalelli, 2017).



Through segmentation and targeting, a company identifies consumer groups to serve. In the field of Green Marketing, there are two main approaches to segmenting consumers: according to consumer characteristics or according to purchasing behavior. Many studies highlight that traditional market segmentation is not suitable for green marketing, but instead variables that help explain customer concerns about the environment are more suitable. To solve this, researchers have also developed a series of factors for segmentation and targeting, of which two main aspects emerged according to the research results of (D'souza et al., 2006) are: (i) purchase reasons based on the consumer's level of greenness (consumer greenness), and (ii), consumer perception of the benefits of green products (purchase perception). With the selection of target markets, Rex & Baumann (2007) emphasize that green marketing should be reconsidered: from targeting green consumers with green products to expanding target consumers with how to include green features as one of many product features. The authors also provide examples of green targeting actions for companies, differentiated by tactic (advertising in green-focused media, mentioning green features of products product), strategic selling (developing a green brand alongside existing brands), and strategic (launching a new green strategic business unit) (Polonsky & Rosenberger, 2001).

As studies have shown, consumers care deeply about a business's role in society, and sustainable practices positively influence brand image and loyalty, studies have highlighted that positioning strategies that convey green marketing mix elements will strengthen a company's reputation, and should incorporate both functional and emotional positioning, based on three types of possible benefits brought about by brands include: (i) feelings of happiness – often related to altruistic actions; (ii) the ability to manifest through the consumption of the green brand as a status symbol, and (iii) the benefits arising from the sensations and emotions experienced in contact with nature (Hartmann et al., 2005). The green strategic ethos will also serve as a lever to help the brand gain competitive and differentiated advantages.

56% of the studies reviewed by the authors refer to marketing tools - green mix, in which green promotion - promotion tools account for the most, followed by green prices, green products and distribution. green combination (E.g: Polonsky & Rosenberger, 2001; Futerra, 2008; Gillespie, 2008; Dahl, 2010; Matthews, 2011; Leonidou et al., 2011; Ansar, 2013; J. Dean & F. Pacheco, 2014; Davari & Strutton, 2014; Taghian et al., 2016; Guyader et al., 2017; Dangelico & Vocalelli, 2017). Many researchers have found evidence of a meaningful relationship between the green 4Ps and brand loyalty, in particular, green products are central to brand association. In addition, the studies also found evidence of a positive and significant association between green products and green distribution with perceived brand quality; and between green products and green prices with brand trust (Davari & Strutton, 2014). Researchers also found that green Promotion and green prices have a positive impact on consumers' green satisfaction, which in turn affects their loyalty (Ranaei Kordshouli et al., 2015).

Research on GM in Vietnam

In Vietnam, there is still scarce research on applying green marketing strategies and tools to promote green purchase behavior. Within the framework of this topic, in 2022, the author Vu Tri Dung and his colleagues conducted a study focusing on the topic "The impact of green marketing strategy on green food consumption intention: situation Vinmart/Winmart supermarket chain". This study aims to analyze the impact of Green Marketing Strategy on Green Food consumption intention, and at the same time study the actual Green Marketing Strategy at Vinmart Supermarket Chain (now Winmart). The survey was conducted and received 260 valid sample units of people aged 18 years and older, with diverse occupations and income levels, on factors related to Green



Marketing and Green Food Consumption Intention. This is one of the first quantitative studies to deeply analyze the impact of Green Marketing 4Ps on Vietnamese consumers' intention to buy green food.

Data analysis results show that all four elements in the Green Marketing mix (Green Product, Green Price, Green Distribution, Green Trade Promotion) have a positive impact on green food consumption intention. The factors of Green Products and Green Distribution are proven to have a positive influence on Attitude towards Green Food. Meanwhile, the factor of Environmental Knowledge has a moderating effect on the relationship between Green Products, Green Prices, Green Promotion, and Green Food Consumption Intention.

In conclusion, further research is necessary in order to enhance the existing body of knowledge on the subject of green marketing (GM) and green product branding (GPB), specifically with regard to comprehending the magnitude and significance of factors that influence the intention of consumers to engage in environmentally friendly consumption within the Vietnamese market. Subsequently, it can offer practical implications for both marketing professionals and practitioners in Vietnam amongst the burgeoning green marketing phenomenon.

4. References

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The impact of academic aspect quality on negative customer engagement intention of Gen Z students in higher education: a case study in Vietnam

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Abstract

The current literature still lacks studies on negative customer engagement (CE) as it focuses on the positive valence of engagement. Studies from a marketing perspective in higher education also pay attention to promoting students' satisfaction and keeping them positively engaged with their higher education institute (HEI). This study aims to examine negative CE behavioral intention both within the HEI community and outside HEI under the impact of the core element of HE service – academic aspects quality. The theory of planned behavior TPB is used as a lens to thoroughly explain the negative CE behavior intention. The empirical results show that dissatisfaction, attitude, and subjective norms toward negative CE behavior positively impact the intention to negatively engage with stakeholders both within and outside HEI. Among those, dissatisfaction with academic aspect quality and subjective norms have been proven to significantly predict the negative CE intention of students. Some practical implications are also suggested for HEIs.

Keywords: Academic aspects quality, satisfaction, negative valence, customer engagement behavior, higher education

1. Introduction

The customers have more and more power in their hands literally due to the Internet and Social Networking Systems (SNSs) like social media. With online digital platforms and media, during the buying process, customers can easily access various information in considering and evaluating alternatives, interact two-way with firm and other customers when consuming the service or product, and perform a “review” based on their experience with firm’s service and product etc. Accordingly, marketing practitioners and scholars have paid attention to the term “customer engagement” (CE) for almost two decades and developed the theory of customer engagement (Harmeling et al., 2017). Scholars have worked to determine the antecedents and outcomes of CE, and the manifestation of CE to promote positive customer engagement (Ng. et al., 2020).

There has been a notable movement in the governance of higher education systems worldwide, which were traditionally perceived as non-business and non-customer sectors (Jongbloed, 2003). Higher education has then shifted from being viewed as a 'public' good to being viewed as a 'private' one (Pringle & Huisman, 2011; Pringle & Naidoo, 2016). In the face of rising competition for both domestic and international students, HEIs realize the importance of marketing themselves in an international setting (Hemsley–Brown & Oplatka, 2006). As a business coping with increasing competition, HEI aims to recruit more students, gain their satisfaction, and keep them positively engaged with HEI (e.g. Martirosyan, 2015; Gong, 2017; Pringle & Fritz, 2019; Singh & Jasial, 2021). to recruit

However, customers - students can be either positively or negatively engaged based on their experience with the service provider (Bowden et al. 2015). In the service sector characterized by high-involved customer behavior like HE, prospective students search different information sources such as testimonials from alumni, media, and social to choose HEI (e.g. Murray, 1991; Obermeit, 2012; Le et al., 2020). As individuals invest in expensive services provided by higher education institutions (HEIs), their academic requirements become increasingly demanding (Molesworth et al., 2011). This can be attributed, in part, to the widespread availability of the internet, which allows individuals to access a diverse range of academic resources from across the world without incurring any costs. Additionally, it stimulates their proactive engagement in conducting a post-purchase evaluation (Molesworth et al., 2011).

Especially with Gen Z customers who are considered the first generation of true digital natives, searching for the truth is the root of their behavior (Francis & Hoefel, 2018). They promote “Realistic” which means unveiling the truth behind all things (p6). As a result, they search and trust ‘reviews’ from former customers, they then consider making a review based on self-experience with the service as their responsibility to netizens and other customers. In fact, Gen Z has been proven to produce impactful results on their true economic influence (Chohan, 2017).

When examining the distinctive attributes of Generation Z, it is noteworthy that they exhibit certain traits: (i) this is the generation of self-learners who are more comfortable absorbing knowledge online than in traditional institutions of learning (Francis & Hoefel, 2018); (ii) they are engaged customers (Lypnytska, 2019). Meanwhile, academic reputation and teaching quality have been proven to be one of the dominant determinants of preferences for university selection from various studies in diversified contexts (Simões & Soares, 2010, Briggs, 2006). Hence, this study aims to explore and examine whether the students as customers of HEI have the intention to implement negative engagement behavior with HEI based upon their perception of academic aspects quality and their dissatisfaction with this important element of HEI service.

2. Literature review

Customer engagement

Engagement is not a new term. For over the last century, academia has discussed this term with various interpretations and in different contexts. During the theory development on customer engagement (CE) in the marketing discipline, various approaches have already evolved which led to the various definitions of CE (see Table 1). Up to now, there are four main perspectives primarily examining customer engagement: (1) as a behavioral manifestation (Van Doorn et al. 2010, Jaakkola & Alexander 2014); (2) as a psychological state (e.g. Brodie et al. 2011); (3) as a disposition to act (e.g. Storbacka et al. 2016); and (4) as a process including several steps or stages of the customer decision-making process (e.g. Maslowska et al., 2016). Żyminkowska et al. (2019) posit that those perspectives are rather complementary than competitive. Each definition of CE proposed within a multidimensional perspective emphasizes cognitive, affective, and customer attitude-behavioral components. The current literature shows that customer engagement can diversify in different situational conditions and times, and it identifies the manifestation of CE including focal actor (who); focal object (with whom); valence (what); intensity (how much); level of interaction (when); and context (where) (Brodie et al. 2011; Ng. et al 2020).

In higher education service, the current literature of CE reveals that marketing initiatives of HEI aim at CE beyond studying behavior which is similar to CE in the other service sectors. HEI's outcomes of CE are students' behaviors to remain associated with their respective HEI which manifested through students' enrolling in further higher education programs in the same HEI, giving favorable WOMs and recommendations about the HEI, and supporting the HEI as alumni (e.g. Abdelmaaboud et al, 2021; Pringle & Fritz, 2018).

Non-positive valence of CE

In service sector, service relationships are multifaceted, and customers can be positively and negatively engaged with different aspects of a service relationship (Bowden et al., 2015; Rissanen et al., 2016). While certain negative or neutral types of involvement - such as passive engagement, non-engagement, and disengagement - have been identified (e.g. Naumann et al. 2017, Heinonen 2017, Alexander et al. 2018, Bergdahl et al. 2020), still only a limited number of studies have addressed them. Similarly, studies on CE in higher education focus on the positive valence of CE (e.g, Singh & Jasial, 2021; Dollinger et al, 2018). Hollebeek & Chen (2014) defined negative engagement as “exhibited through consumers’ unfavorable brand-related thoughts, feelings, and behaviors during focal brand interactions”.

According to Naumann et al. (2017), it is critical to obtain a better understanding of how negative customer engagement and disengagement emerge because once customers commit to this viewpoint, a negative confirmation bias can develop, which is difficult to reverse (Chebat et al., 2005; Dolan et al., 2017). Acknowledging that limitation, Naumann. et al (2017) presented a conceptual model of Customer engagement valence ranging from positive engagement, disengagement, and negative engagement. The focal actor in this model is current customers of public service organizations. These authors present 4 components of of negative CE including coping, anger, complaining, and sharing. This model suggests the non-positive valence of CE toward service organization focal objects only and excludes focal objects outside organizations such as social media communities. However, the focal objects of negative CE can be stakeholders outside of the organization such as social media netizens and prospective customers of the organization (Hollebeek & Chen, 2014; Islam & Rahman, 2016).

Accordingly, this study aims to explore the behavioral intention of negative CE (complaining and sharing) while the academic aspect quality is viewed as the experiential firm-related antecedent of CE (Harmeling et al., 2017), and student dissatisfaction is the customer-related antecedent of negative CE (Hollebeek, 2014). The manifestations of CE to be examined in this study are: (i) the focal actor is current undergraduate students; (ii) focal objects are HEI in complaining and sharing within HEI channel and community (meso-level as Storbacka et al., 2016), and social media in sharing the negative review on academic aspect quality to other stakeholders outside HEI (macro-level as Frow et al., 2014); (iii) the valence of CE is non-positive and (iv) the intensity is negative CE in an online environment of blended learning and digital online channels.

3. Methods

3.1. The Conceptual Framework and Hypothesis Development

Academic aspects quality and student satisfaction

The conceptual framework guiding this study is presented in Figure 1. First, the perceived academic aspects quality, which is conceptualized from the HedPerf model (Abdullah 2005), is the dependent variable. Dissatisfaction is anticipated as a mediating determinant in the relationship between perceived academic aspects quality and negative CE behavior (CEB) intention (e.g, Annamdevula & Bellamkonda 2016).

This model considers specific determinants of service quality in higher education such as non-academic aspects, academic aspects, reputation, accessibility, program issues, and knowledge. Icli and Anil (2014) argue that HEDPERF is the most developed scale in the literature to measure service quality in higher education. Studies applying the HedPerf model have shown a strong role of the HE service elements related to teaching staffs in the context of increasingly fierce competition between national and international HEIs, and even competition within an HEI (Bosselut et al., 2020). The teaching staffs at HEI are under high pressure and stressful roles with multi-tasks. They are considered service staff to serve the “customer” for HEI’s objectives in customer retention, and new customer recruitment for new programs with many new courses, and they are also supposed to be respectful educators for their students who have increasingly higher expectations for their academic teaching. Therefore, this study raises the question of how students perceive the quality of academic aspects under the teaching staff’s responsibility and to what extent are they dissatisfied. Do their perceptions of learning quality and their dissatisfaction with this factor lead to their intention to negatively engage with HEI by complaining and sharing with HEI’s staff or other students within HEI, or sharing negative reviews to focal objects outside of HEI? Accordingly, the following five hypotheses are proposed below:

[H1]: Perceived academic aspect quality (PAAQ) negatively relates to customer dissatisfaction.

[H2a]: Perceived academic aspect quality negatively impacts negative CEB intention within HEI.

[H2b]: Perceived academic aspect quality negatively impacts negative CEB intention outside HEI.

[H3a]: Dissatisfaction (DIS) positively mediates the relationship between perceived academic aspect quality and negative CEB intention within HEI.

[H3b]: Dissatisfaction positively mediates the relationship between perceived aspect quality and negative CEB intention outside HEI.

Theory of planned behavior (TPB)

Extending from Fishbein & Ajzen's theory of reasoned action (1977), Ajzen proposed The Theory of Planned Behavior (TPB) in 1991. According to this theory, the intentions of behavior

can be explained by “attitude” towards a particular behavior, subjective norm” and “perceived behavioral control”. This theory explains that an individual's intention to perform a behavior will increase if they have a favorable attitude about the behavior. Subjective norms are expressed under the influence of perceived social pressure to perform a behavior or not. Accordingly, when they perceive favorably subjective norms for behavior, the individual's intention to perform a certain behavior increases. Perceived behavioral control is based on the belief about the existence of those factors that are likely to encourage or discourage that behavior. According to TPB theory, individuals are claimed to be generally motivated by weighing the expected costs and benefits of behavioral alternatives. In detail, attitudes, social norms, and perceived behavioral control shape an individual's behavioral intentions, which in turn tend to be strong predictors of behavior.

The authors acknowledge some of the current characteristics of the higher education sector and Generation Z students in the digital age as follows. First, HEIs are increasingly using digital online channels such as websites and social media platforms to build brand communities and interact with students and other stakeholders (Peruta & Shields, 2017; Blasco -Arcas et al., 2016). Second, students now can easily connect with other students, and other stakeholders on their pages on social networks, fan pages, social media groups, or forums on digital platforms. Third, Gen Z customers are seen as the first generation of true digital natives, truth-seeking is considered the root of their behavior (Francis & Hoefel 2018). Gen Z values and promotes revealing the truth behind everything (Chohan 2017). Therefore, before choosing a product or service, they seek and trust "reviews" from former customers. They then consider making a review based on their own experience with the service as a desirable and beneficial behavior for themselves and others (Islam & Rahman, 2016).

Accordingly, the authors apply the TPB to examine the impact of attitudinal factors comprising attitude on negative CEB toward stakeholders outside HEI, their subjective norms, and perceived behavioral control of this behavior, on their intention to have negative CEB within HEI and outside HEI when they are dissatisfied with perceived academic aspects quality of their school. Figure 1 presents the theoretical framework of this study and the rest ten hypotheses are proposed below.

[H4a]: Attitude toward negative customer engagement behavior positively influences their intention to have negative customer engagement behavior within HEI (NEBIW)

[H4b]: Attitude toward negative CEB positively influences their intention to have negative customer engagement behavior outside HEI (NEBIO).

[H5a]: Subjective norm toward negative customer engagement behavior positively influences their intention to have negative customer engagement behavior within HEI (NEBIW)

[H5b]: Subjective norm toward negative customer engagement behavior positively influences their intention to have negative customer engagement behavior outside HEI ((NEBIO).

[H6a]: Perceived behavioral control toward negative customer engagement behavior

positively influences their intention to have negative customer engagement behavior within HEI (NEBIW)

[H6b]: Perceived behavioral control toward negative customer engagement behavior positively influences their intention to have negative customer engagement behavior outside HEI (NEBIO).

3.2. Methodological approach

Questionnaire and Measurement

The survey questionnaire is composed of two sections: the first section collects demographic information and the second measures' items associated with the hypotheses. All questionnaire items employed in this study are from well-established measurements (Abdullah, 2005; Chipchase et al., 2017; Harris, 2007; Hollebeek & Chen, 2014; Ajzen, 1991; Cheng, 2018; and Teo & Lee, 2010) with necessary adjustments to fit the context of higher education. In detail, in-depth interviews and focus group interviews with a group of 10 students in the research sample. The content of the interviews focuses on the goal of correcting existing scales and discovering new ones. The in-depth interviews were conducted over the phone with a duration of 15-20 minutes, and focus group interviews were within 60 minutes with 2 groups, 5 students in each group.

Pilot Test

Before the official distribution of the survey questionnaire, the authors conducted two pilot tests. The first one is for face validity. Thus, two experts were asked to read and provide feedback in terms of terminology. From these scholars' readings, further adjustments to the terminology were made. Second, 50 students were asked to answer the survey and provide feedback in terms of terminology. The survey questionnaire is then adjusted for official distribution based on this feedback.

Participants

Respondents of the research were undergraduate students from the first year to the final year. They were asked about their perception of the academic aspects quality of their school, their dissatisfaction, their intention and actual negative CEB, and their attitude, subjective norms, and perceived behavioral control toward the negative CEB.

Data Collection

An online survey was selected to obtain data. Due to the proliferation of the Internet, online survey has been increasingly employed by researchers (Pham et al. 2019, Bhattacharjee 2001). Data collection was undertaken during the two months from 2/2022 to 04/2022. With the permission of administrators, the link to the online questionnaire was posted in the student Facebook groups of target universities which are administered by respective universities and by students. According to Hoogland and Boomsma (1998), 200 is the minimum sample size for a study to use the structural equation model (SEM). 1154 valid responses were eventually collected.

4. Results

4.1. Demographic and basic information of respondents

Among 1154 respondents, 258 are males (22.4%), 887 are female (76.9%), and the rest 9 respondents (0.8%) do not want to disclose their gender. This vast disparity between males and females in the research sample reflects the disparity in student gender in social science HEIs in which the percentage of female students is much higher than that of male students (Department of Higher Education, Vietnam Ministry of Education and Training, 2021). Regarding students' school year, 382 are in their first year (33.1%). The respective figures for the second, third, and final year are 448 (38.8%), 219 (19%), and 105 (9.1%). 481 (41.7%) are from Hanoi, and 673 (58.3%) are from other cities or provinces.

4.2. Measurement Validation

The authors employ confirmatory factor analysis (CFA), using AMOS 24.0 to verify the validation of measurement. All results of multiple fit indices are satisfactory with relevant indices such as CFI, NFI, GFI, TLI, RMSEA or Chi-square/degree of freedom are higher or lower respective acceptable levels. Next, factor loadings are examined with all items' factor loadings lower than 0.5 removed. The results of factor loadings partly ensure the convergent validity of our empirical data. In order to further confirm the convergent validity, composite reliability (CR), and average variance extracted (AVE) are also accessed. All CR and AVE values are higher than their respective acceptable levels (0.7 for CR and 0.5 for AVE). Apart from convergent validity, discriminant validity may be also a problem in CFA. To address this issue, we compare the values of AVE with the square of correlation coefficients. All AVE values are higher than the respective squared correlation coefficient, we may conclude that discriminant validity is not a problem in this study.

4.3. Results of Structure equation model

Results of the structural equation model (SEM) are shown in Table 2. Specifically, our empirical analysis computes that only 4.8% of the variance of DIS (*Dissatisfaction*) is explained through PAAQ (*Perceived academic aspect quality*). In the same vein, 28.9% of the variance of *Negative customer engagement behavior within HEI* (NEBIW) is explained through PAAQ, DIS, ATNEB (*Attitude toward negative customer engagement behavior*), SNNEB (*Subjective norm toward negative customer engagement behavior*), and PBNEB (*Perceived behavioral control*); meanwhile, 22.0% of the variance of *Negative customer engagement behavior outside HEI* (NEBIO) is explained through these same factors.

Regarding path analyses, our empirical analysis reveals seven out of eleven hypotheses are accepted while the four others are rejected (see Tables 2 and 3). Specifically, PAAQ negatively impacts DIS with β value of -0.219 and p-value < 0.001 . H1 is accordingly accepted. PAAQ also negatively impacts NEBIO with β value of -0.052 and p-value < 0.05 but p-value > 0.05 for NEBIW. Hence, H2b is supported, and H2a is rejected. SNNEB appears to have a



significant positive impact on both NEBIW ($\beta = 0.517$, $p\text{-value} < 0.001$) and NEBIO ($\beta = 0.413$, $p\text{-value} < 0.001$). Thus, H5a and b are accepted. ATNEB positively impacts NEBIO with β values and p values are 0.473 ($p < 0.001$). Therefore, H4b is accepted. The β values regarding the relationships ATNEB-NEBIW, PBNEB-NEBIW, and PBNEB-NEBIO are found as higher than 0.05. Thus H4a, and H6a, b are rejected.

The empirical results compute the total effects of the path from PAAQ $\rightarrow$ DIS $\rightarrow$ NEBIW is -0.052 ($p < 0.001$), and the path from PAAQ $\rightarrow$ DIS $\rightarrow$ NEBIO is -0.030 ($p < 0.001$). Based on these results, the full mediating effect of Dissatisfaction on the influence of Perceived academic quality on Negative engagement intention within HEI, and the partial mediating effect on Perceived academic quality on Negative engagement intention outside HEI are confirmed. Thus, H3a and H3b are accepted.

4.4. Discussion and conclusion

Over the course of nearly twenty years, the topic of customer engagement has garnered significant scholarly interest. Existing literature reveals a lack of consensus over a singular, definitive definition or conceptual framework for customer engagement. The current literature posits the existence of four primary conceptualizations of CE - namely, CE as a behavioural manifestation, psychological state, disposition, and process. The identification of the underlying factors and attributes associated with non-positive customer engagement can aid service managers in developing strategies to prevent consumer disengagement and potentially facilitate the restoration of positive engagement within this demographic (Dolan et al., 2017). As a result, it is needed to uncover its drivers, hallmarks, and outcomes and their implications for service organizations (Brodie & Hollebeek, 2011; Hollebeek & Chen, 2014; Van Doorn et al., 2010).

This study fills this gap by examining the antecedents of negative customer engagement intention within (NEBIW) and outside schools (NEBIO) of 1154 Vietnamese current undergraduate students. The effect of perceived academic aspect quality (PAAQ) and student dissatisfaction (DIS) on NEBIW and NEBIO are tested using a structural model. Furthermore, this study applies the theory of planned behavior including attitude, subjective norms, and perceived behavioral control to explain student negative engagement behavior to stakeholders within and outside higher education institutes.

Theoretical Implications

First, the empirical data of this study shows a weak negative impact of perceived academic aspect quality on dissatisfaction. This result is in line with the findings of many previous studies that confirm the consequences of service quality including direct effects on student satisfaction based on past experiences with HEI service (e.g., Abdelmaaboud et al., 2021; Elsharnouby, 2015).

Second, no significant impact on Negative engagement intention within HEI is supported. These findings are in line with other previous studies on student engagement in higher

education (e.g., Annamdevula & Bellamkonda, 2016; Sharif & Sidi Lemine, 2021), which confirm the positive impact of HEI service quality on student engagement. A plausible explanation for no significant direct impact of academic quality on negative engagement intention within HEI is that students feel powerless to complain, or if they do, they suspect that they may be punished by more biased markings (e.g., Bryson and Hand, 2007). Hence, they choose to share negative feedback with objects outside of the HEI. Students do not complain or share negative feedback on academic aspects within the HEI community does not imply that they perceive good academic quality.

Third, research results show that negative CEB intention toward stakeholders outside HEI is positively affected by two attitudinal factors: attitude and subjective norms. These findings are in line with some previous studies on student engagement in studying activities in HE (e.g, Lung-Guang, 2019) and some previous studies in different settings such as online gambling (e.g, Procter et al., 2019). A plausible explanation for these findings is that even when they perceived that their negative feedback and/ or reviews about HEI teaching quality would affect the reputation of the school, thereby affecting their own image in prospective employers in the labor market (Aghaz et al., 2015; Drydakis, 2015; Sung & Yang, 2008), they still pursue a positive attitude toward sharing negative reviews based on their service experiences as it is the root of Gen Z customer behavior (e.g., Francis & Hoefel, 2018). Meanwhile, they may perceive higher cost or low value of negative engagement behavior within HEI, such as being punished or helpless complaint handling (e.g., Bryson and Hand, 2007, Aghaz et al., 2015; Drydakis, 2015). The finding on the impact of Subjective norms on Negative engagement intention within and outside HEI is in line with previous studies on subjective norm effects, such as studies by McKinnon and Igonor (2008), Padilla-MeleNdez et al. (2013), and Pecera et al. (2021) in blended learning deployment; by Al-Rahmi et al. (2018), and Ismail et al. (2018) in e-learning adoption, and by Teo (2019) in technology application for teaching and learning.

Fourth, the effect of perceived behavioral control on negative CEB intentions is not supported in this empirical study. This finding contrasts with the findings in previous studies on blended learning deployment (Anthony et al., 2020; Tselios et al., 2011) and pre-service teachers' intentions to use ICT for teaching and learning (Valtonen et al., 2015).

Finally, the empirical results confirm that dissatisfaction fully mediates the impact of Perceived academic quality on Negative engagement intention within HEI, and partially mediates the impact of Perceived academic quality on Negative engagement intention outside HEI in the negative direction. It means that when they are dissatisfied with academic quality, they intend to complain or share reviews within and outside the HEI community objects. These findings can be explainably explained that students who inherit the Confucian culture would be expected to respect their lecturers (Jin & Cortazzi, 2006; Liu, 2002; Seng Woo, 1999; Wang & Shan, 2007); thus, they choose not to complain directly to their lecturers but to other focal objects. These research findings are in line with previous studies on positive CE valence, which treated



students as the “customers” of HEI, and reveal that the students experiencing satisfaction most likely send feedback or share reviews on perceived service quality (Lypnytska, 2019; Molesworth et al., 2011). It can be plausibly explained that students compare the pros/ cons of complaining and sharing within or outside HEI; as argued by Bryson and Hand (2007), students may feel powerless to complain, or if they do, they perceive the risk of being punished by more biased marking. Furthermore, the student perceptions of the quality of their own work due to inadequate teaching quality may be naïve. However, the patchy provision of good feedback and other manifestations of HEI staff inconsistency in complaint handling serves to amplify this issue (2007). Accordingly, dissatisfied students are more likely to share with stakeholders outside HEI objects.

Practical implications

The results of our study have significant implications for practitioners in the field. Based on the findings of this study, it has been established that dissatisfaction is the primary factor influencing negative CEB intention. In light of this, the authors propose that HEIs should prioritize the enhancement of academic aspects which are within the responsibility of the teaching staff, in order to address this issue. The students are required to bear a substantial financial burden due to the escalating tuition rates in higher education. Consequently, they have considerable anticipation regarding the educational outcomes they would derive from their academic institutions.

Furthermore, it is noteworthy that students now have convenient access to a wide range of academic and practical knowledge through Internet sources, many of which are readily available at no cost. Therefore, it may be anticipated that individuals who are dissatisfied are more inclined to express their discontent through negative feedback and evaluations regarding the substandard quality of the academic aspect. One concern arises from the possibility that students can spread their unfavorable evaluations to individuals beyond their school community, particularly those who are connected to them on popular social media platforms such as Facebook, Tiktok, and Instagram. Moreover, it is noteworthy that students exhibit an upbeat attitude and subjective norm towards this particular behavior.

Consequently, it is imperative to acknowledge the potential ramifications of their negative engagement with HEI. The authors propose that HEIs should establish accessible communication channels that align with students' media preferences, as well as implement efficient and standardized procedures for addressing student complaints. The proposal aims to promote student engagement with higher education institution (HEI) focused objects, as opposed to objects that are external to the HEI.

4.5 Figures and Tables

Figure 1: Theoretical framework

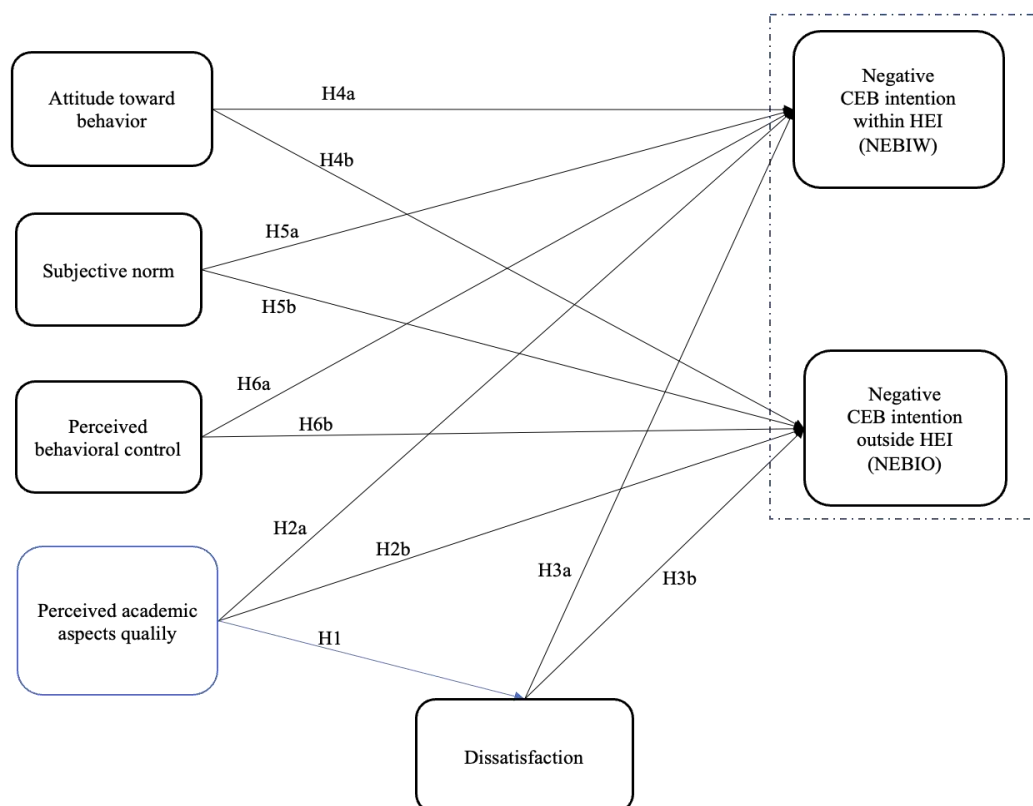


Table 1. CE definitions in highly ranked and cited articles

Year	Definition	Author(s)	Journal rank	Type of engagement
2018	Customer engagement is defined as “the connection between the customer and retailer”.	Grewal et al.	A*	Emotional
2017	Customer engagement is defined as “a customer’s voluntary resource contribution to a firm’s marketing function, going beyond financial patronage”.	Harmeling et al.	A*	Behavioral
2016	Customer engagement (in social media) is defined as “the extent to which the organisation’s important customers are active in using social media tools”.	Guesalaga	A*	Behavioral
2016	Actor engagement is defined as “both the disposition of actors to engage, and the activity of engaging in an interactive process of resource integration within the institutional context provided by a service ecosystem”.	Storbacka et al.	B	Disposition



Year	Definition	Author(s)	Journal rank	Type of engagement
2014	Customer engagement is defined as “behavioral manifestations of customer engagement toward a firm, after and beyond purchase”. <i>cf.</i> van Doorn et al. (2010)	Verleye, Gemmel and Rangarajan	A*	Behavioral
2014	Customer engagement is defined as “is a psychological state that occurs by virtue of interactive customer experiences with a focal agent/object such as a firm or brand. <i>cf.</i> Brodie et al. (2011).	Jaakkola and Alexander	A*	Behavioral
2012	Customer engagement is defined as “the intensity of an individual’s participation in and connection with an organisation’s offerings or organisational activities, which either the customer or the organisation initiates”.	Vivek, Beatty and Morgan	B	Behavioral/ Emotional
2011	Customer engagement is defined as “a psychological state that occurs by virtue of interactive, cocreative customer experiences with a focal agent/object (e.g., a brand) in focal service relationships”.	Brodie et al.	A*	Psychological
2010	Customer engagement is defined as “the behavioral manifestation from a customer toward a brand or a firm which goes beyond purchase behavior”. <i>cf.</i> van Doorn et al. (2010)	Bijmolt et al.	A*	Behavioral
2010	Customer engagement is defined as “a customer’s behavioral manifestations that have a brand or firm focus, beyond purchase, resulting from motivational drivers”.	Van Doorn et al.	A*	Behavioral

Source: the authors summarized based on Ng. et al. (2020)

Table 2. Results of Structural Equation Model

	® coefficient	P	Hypothesis
Dependent variable: DIS			
PAAQ	-0.219	***	H1: Supported
R ²	4.8%		
Dependent variable: NEBIW			
PAAQ	-0.004	0.896	H2a: Not supported
PBNEB	0.058	0.145	H6a: Not supported
SNNEB	0.517	***	H5a: Supported
ATNEB	-0.088	0.086	H4a: Not supported
DIS	0.239	***	
R ²	28.9%		
Dependent variable: NEBIO			
DIS	0.236	***	
PAAQ	-0.052	0.018	H2b: Supported
PBNEB	-0.039	0.283	H6b: Not supported
SNNEB	0.413	***	H5b: Supported
ATNEB	0.473	***	H4b: Supported
R ²	22.0%		
Chi-square = 3018.858; degree of freedom = 669; Cmin/df = 4.512; normed fit index (NFI) = .947; root mean square error of approximation (RMSEA) = .055; The Tucker-Lewis coefficient (TLI) = .954 and Comparative fit index (CFI) = .958			

Table 3. Mediation Results for Dissatisfaction

Independent (X)	Mediator (Z)	Dependent (Y)	Direct Effect			Indirect Effect	Total Effects
			X → Y	X → Z	Z → Y		
PAAQ	DIS	NEBIW	-0.009 (0.778)	-0.220 ***	0.236 ***	-0.052 ***	-0.061 (0.046)
PAAQ	DIS	NEBIO	-0.148 ***	-0.220 ***	0.102 ***	-0.030 ***	-0.166 ***
Mediation effects							
H3a: PAAQ → DIS → NEBIW (full mediation)					supported		
H3b: PAAQ → DIS → NEBIO (partial mediation)					supported		

Significance Indicators: † p > 0.050; * p < 0.050; ** p < 0.010; *** p < 0.001

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Impact of teaching quality to repurchase intention of online English course

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Abstract

The rapid development of technologies has changed methods of education and training and caused the blossom of e-learning programs. The use of technology-based training and electronic training (e-learning) is one of the major trends in the field of human resource development. Nevertheless, there is a lack of research that addresses the issue of electronic learning service quality in higher education environments. This study aims to identify the factors that lead to the service quality of e-learning in Hanoi, specifically teaching quality by using a modified theoretical model based on the Servqual model. Data from a survey of 282 students were used to test the research model.

Keywords: teaching quality, e-learning, servqual, service quality



1. Introduction

The Internet has seemingly removed time and space constraints in education from both instructors and students. With the rapid diffusion of the internet, computers and telecommunications, new approaches to learning were created (Berge & Collins, 1995; Crosta, 2004). Online learning has emerged as a new method of delivery. This rapid diffusion of the Internet and its deployment in learning, as well as online courses delivery is represented by electronic learning (e-learning). The demands of e-learning in with the possibilities offered by modern technology pose new opportunities and new challenges to the educational systems. In recent years, due to the advancement of technology, students of all academic levels have developed much more sophisticated expectations, demands and study patterns than ever before (Al-Mushasha, 2010). Since electronic learning contents are delivered via wired or wireless Internet, they are information-oriented products and service (Martínez-Argüelles et al., 2010). Each service sector should have service quality criteria that specifically fit its features and characteristics (Dedeke, 2003). However, besides factors relating to information process in e-learning service, teaching quality is the most important factor affecting to customer's repurchase intention.

During the past three decades, a number of researchers has sought to discover the attributes of the service that contribute most significantly to quality assessments (Grönroos, 1984; Parasuraman et al., 1985; Pitt et al., 1995). Among them, the work conducted by Parasuraman et al. (1985) has been regarded as the most prominent. Parasuraman developed the model for the determinants of the perceived service quality which indicated that the perceived service quality was the consumer's comparison between the expected service and perceived service with five dimensions: (1) Tangibles, (2) Reliability; (3) Responsiveness; (4) Assurance and (5) Empathy. This study attempts to drive the instrument dimensions of e-teaching quality through modifying Servqual model to consider the online learning context and develops a research model to examine how e-teaching quality affects on repurchase intention. To prove the usefulness of research model, data were collected from 282 students representing different university in Hanoi.



2. Literature review

Service quality and teaching quality

Many scholars and service marketers have explored consumers' cognitive and affective responses to the perception of service attributes by providing what consumers need in an effective and efficient manner. Consumer perception of service quality is a complex process. Therefore, multiple dimensions of service quality have been suggested (Brady & Cronin, 2001). One of the most popular models, servqual, used in service marketing, was developed by Parasuraman et al (1985, 1988). servqual is based on the perception gap between the received service quality and the expected service quality, and has been widely adopted for explaining consumer perception of service quality. The main benefit of using servqual as a measuring tool, is its application in a wide range of domains. servqual, which has been used to examine service quality in numerous service industries, stands out from other instruments due to its popular application in both theoretical and operational domains (Asubonteng, McCleary, & Swan, 1996). Asubeonteng et al. stated that "until a superior, equally straightforward, model rises, servqual will prevail as a leading service quality instrument." Twenty years later, the servqual model continues to be used as a reliable tool for assessing service quality across various service industries. Especially, in the education sector, the service quality is determined by teachers because teachers are people who interact directly with students help them solve other problems relating to learning management system, learning content and so on. So, the servqual model is suitable for application in the education sector.

Numerous quality models have been developed in literature either directly incorporating servqual (eg, Stodnick & Rogers, 2008; Udo et al., 2011), or indirectly considering servqual, by developing the work of Delone and Mclean (eg, Halonen, Haapala, Acton, Conboy & Golden, 2009; Roca, Chiu & Martínez, 2006). Stodnick and Rogers (2008), for instance, utilized servqual to see how students perceive quality in traditional classroom education. Udo et al. (2011), propose a modified servqual instrument for assessing ELQ, which consists of five dimensions: Assurance, Empathy, Responsiveness, Reliability and Website Content, which considers the service dimension, yet fails to effectively consider both system and information quality dimensions.



There is a number of researches on service quality. However, in this research, we focus on teaching quality and this research adopts the service quality theory of Parasuraman et al. (1988) with 4 dimensions empathy, responsiveness, reliability and assurance.

Parasuraman et al. (1988) defined that the reliability dimension in the servqual model is composed of the consistency, dependability and accuracy of promised service performance. Studies of new service delivery options available with computer technology found that consistency and dependability of performance are important dimensions in the measurement of service quality, because of the user's consideration of performance risks based on new technology service (Cox and Dale, 2001; Dabholkar, 1996; Lee and Lin, 2005).

The second dimension is responsiveness which is similar to the responsiveness dimension in the servqual model. The servqual model (Parasuraman et al., 1988) defines responsiveness as the willingness of employees to provide prompt service and to deal with consumer complaints. According to Wang & Tang (2003), "responsiveness" measures the company's ability to support customers with the appropriate information when a problem occurs; it also refers to the mechanism for handling returns and ability to carry out arrangement for online guarantees. A quick response to customers' request is an indication that the company is customer-oriented. This, by its turn, is going to overcome the issue of uncertainty and increase the perceived convenience of customers (Gummerus et al., 2004; Wolfinbarger and Gilly, 2003; Lee and Lin, 2005).

The third dimension of service quality is the Assurance dimension. It can be defined as employee's knowledge, courtesy, fair and impartial in judgements and the ability of the firm and its employees to inspire trust and confidence in their customers. This dimension is important in banking, insurance services and especially in education or e-learning service because customers feel uncertain about their ability to evaluate outcome. In e-learning service, this dimension focuses on job knowledge and skill, accuracy, fair, and courtesy, etc. of teachers.

The fourth dimension is empathy which can be defined as the ability to identify, understand and react to others' thoughts, feelings, behavior and experiences (Pilling and Eroglu, 1994), comprising both cognitive and emotional dimensions (Giacobbe et al., 2006; Qin and Prybutok, 2009). More broadly within service management and marketing research, empathy can also be understood as a fundamental skill for employees, particularly those involved with sales or customer interfacing roles



(Beatty et al., 1996). This dimension try to convey the meaning through personalized or individualized services that customers are unique and special to the firm. The focus of this dimension is on variety of services that satisfies different needs of customers, individualized or personalized services etc. In this case the service providers need to know customers personal needs or wants and preferences.

Repurchase intentions

A number of studies have investigated the idea of repurchase intention and the factors influencing recurrent purchasing behavior (Dick & Basu, 1994; Ehrenberg & Goodhardt, 1968; Jacoby & Kyner, 1973). Studies on the issue of recurrent purchase intention, in particular, use many approaches: (1) intention to repeat purchase of a particular product/service (Berry, 2002; Mittal, Ross & Baldasare, 1998; Hellier, Geursen, Carr & Rickard, 2003); (2) intention to re-purchase products/services of a brand/business - within a brand/business that may trade in many different items (Zeithaml, Berry & Parasuraman, 1996); (3) repeat purchase intention is considered as a step in the customer's buying decision process (Kotler & Lee, 2008). However, due to the subject, research strategy, and study subject matter of this thesis, the thesis solely focuses on the recurrent purchase and consuming behavior of a certain brand's product/service. The idea of recurrent purchase intention has been described in several ways using this technique.

"Repurchase intention is defined as an individual's assessment of the firm's likelihood/level of repeat purchasing of services if all conditions, contexts, and customer situations are perfectly normal - nothing changes" (Hellier et al., 2003). Because this study was done in the primary service sector, the consequence of purchasing behavior is that customers would be proactive payers rather than consumers. Furthermore, the consumer will be the one to actively engage in repeat purchasing behavior based on the past appraisal of the service, unaffected by any external circumstances.

Research model

This study proposes an e-teaching quality model, which is an extension of the servqual model. The model proposed in this study was built by adapting the servqual model (Cao, Zhang & Seydel, 2005; Parasuraman et al., 1988; Udo et al., 2011; Uppal et al., 2018). The design and implementation of e- teaching quality involves 4 components, namely: Assurance, Responsiveness, Reliability and empathy.

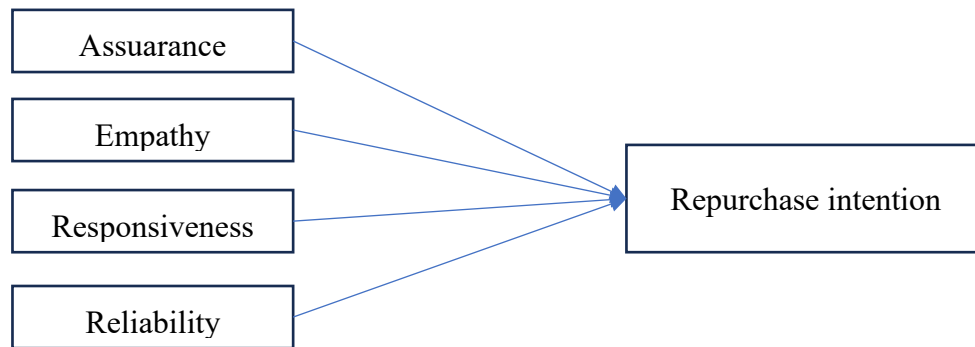


Figure 1: Research model

1. Assurance is a guarantee that lecturers have knowledge and understandings of the materials provided to guide students to obtain a sense of confidence in their learning and that lecturers are fair and objective in assessing the achievements and capabilities of students (Parasuraman et al, 1988; Udo et al, 2011; Uppal et al, 2018).
2. Empathy includes lecturers' concern for students, encouraging and motivating the students to do their best (Parasuraman et al, 1988; Udo et al, 2011; Uppal et al, 2018).
3. Responsiveness is the willingness to help and respond quickly and efficiently to the need so students by answering students' questions and assisting them in problem solving activities (Parasuraman et al, 1988; Udo et al, 2011; Uppal et al, 2018).
4. Reliability refers the consistency of lecturers in providing materials in accordance with the curriculum set by the study program (Parasuraman et al, 1988; Udo et al, 2011; Uppal et al, 2018).
- 5.

3. Methodology

Participants and sampling method

To suit the research context and ensure the reliability of the collected data, the sampling method used is the non-random method - convenience sampling. The questionnaire was sent to students at three University in Hanoi such as as National Economics University, University of Science and Technology, University of Construction. They have attended extracurricular english courses at training centers in Hanoi such as Ocean edu center, Miss Hoa Toeic center, Lena center and so.



Instrument

This research was conducted based on students' perception of the e-teaching quality of extracurricular english courses in three to six months at training centers in Hanoi such as Ocean edu center, Miss Hoa Toeic center, Lena center by using the service quality (Servqual) model that has been modified to describe the e-teaching quality via assurance, empathy, responsiveness and reliability. The model proposed in this study adopted the e-learning quality model from Parasuraman et al, 1988; Udo et al, 2011; Uppal et al, 2018. The e-teaching quality questionnaire was adapted from Udo et al, 2011; Uppal et al, 2018. The respondents were asked to state their agreement to the statement given using a Likert scale of 1 to 5. The Likert scale consisted of 1 (strong disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree).

This questionnaire consists of two parts. The first part consists of demographic data of the respondents including gender, frequency of accessing e-learning, and average time used to access e-learning. The second section contains statements related to the variables investigated in this study consisting of four statements about assurance, four statements about empathy, three statements representing responsiveness, three statements about reliability and three statements about behavioral intention.

To achieve the desired sample size of 282 units, 320 questionnaires were distributed, the total number of questionnaires collected was 305 questionnaires, accounting for about 95%. 23 questionnaires did not qualified and were eliminated. Collected data was coded and processed using SPSS software version 22.0. The three statistical analysis tools used are testing the reliability of the scale by Cronbach's Alpha coefficient and exploratory factor analysis and weight regression.

4. Results

Realibility analysis results

According to Hair et al., (2009), a scale ensures unidimensionality and achieves reliability with a Cronbach's Alpha coefficient of 0.7 or higher; with a preliminary exploratory study, the coefficient Cronbach's Alpha is 0.6 which is acceptable. According to Nunnally & Bernstein (1994) a good scale is when the observed variables have a Corrected Item - Total Correlation value of 0.3 or higher. The below table is the result of Realibility analysis items belong to 4 factor: Assuarance, Emphathy, Responsiveness, Reliability

Table 1

Factor	Cronbach Alpha	Correlation coefficient	Conclusion
Assuarance (ASS)	0.903	0.757_0.839	All scales are good
Emphathy (EMP)	0.885	0.754_0.822	All scales are good
Responsiveness (RES)	0.766	0.561_0.622	All scales are good
Reliability (REL)	0.869	0.721_0.757	All scales are good

Thus, all scales are good so we can continue to do further analysis.

EFA analysis results

Results from EFA analysis exhibit that from 17 observed variables, 5 factors can be derived based on the Eigenvalues > 1. These five factors explain 77.55% of the variance of the data. Thus, it is possible to use these 5 factors to carry out the next steps of the study. Using the rotated component matrix reveals the 5 factors that comprise the specific items as follows:

Table 2: Rotated Component Matrix

Items	Item code	Component				
		1	2	3	4	5
Lecturers consistently provide material	rel1	,877				
Lecturers always keep their appointments with students	rel4	,869				
Lecturers are reliable	rel2	,832				
Lecturer improves the information that has been provided if needed	rel3	,820				
I believe lecturers have an understanding of the material provided	ass4		,888			
Lecturers are fair and impartial in giving judgements	ass2		,807			

Items	Item code	Component				
		1	2	3	4	5
The lecturer answers all student's questions thoroughly	ass3		,802			
Lecturers have knowledge in their fields	ass1		,799			
Lecturers understand the needs of student	emp2			,898		
Lecturers encourage and motivate students to do their best	emp3			,879		
Lecturers pay attention and care for student	emp1			,855		
I would definitely recommend this online course to my friends	int1				,861	
I would definitely recommend this online course to my friends	int2				,853	
I am satisfied with the online course	int3				,843	
Lecturers are fair and impartial in giving judgements	res1					,810
I believe lecturers have an understanding of the material provided	res3					,794
The lecturer answers all student questions thoroughly	res2					,790

Source: Survey data processing results of research team

Factor 1 (named Reliability - REL) consists of 4 items from REL1=>REL4. Factor 2 (named Assurance - ASS) includes 4 items ASS1=>ASS4. Factor 3 (named Empathy -EMP) includes 3 items from EMP1=>EMP3. Factor 4 (named repurchase intention - INT) consists of 3 items INT1=>INT3. Factor 5 (named Responsiveness - RES) contains 3 items RES1=>RES3. Since the items are related to the corresponding factors (coefficient > 0.5), they are all retained.



Results of regression analysis

The results of the regression model (with independent variables are: Reliability - REL, Assurance - ASS, Empathy -EMP, Responsiveness - RES and independent variable is repurchase intention - INT) show that the value of the adjusted coefficient R^2 is 0.873. According to Hair et al., (1980), for socio-economic studies this value is very good. Divulges value $F = 925.173$; value sig = 0.000 means that this relationship ensures a level of allowed confidence of 5%. Thus, the multiple regression models satisfy the conditions for assessment and validation for the derivation of the research results.

To invest in business expansion of enterprises is also influenced by factors outside of this research. In addition, the dependent variable “*investment intention*” is explained quite well by 6 independent variables in model. The Durbin-Watson coefficient = 1.199 indicates that the model does not violate the multiple regression method and allow us to accept the hypothesis of no top-level correlation in the model. Thus, the multiple regression models satisfy the conditions for assessment and validation for the derivation of the research results. The regression model as bellow:

$$INT = -0.031 + 0.308*REL + 0.17*ASS + 0.324*EMP + 0.298*RES$$

Discussion

The regression analysis results affirm that reliability, assurance, empathy and responsiveness of teachers positively effect to repurchase intention of online English course. The regression results show the three factor groups reliability, empathy and responsiveness of teacher influence to English course's repurchase intention. While, empathy is considered the most important, then responsiveness. However, assurance is less influence on online english course's repurchase intention. It means that in order to increase the repurchase intention, the online English teaching service provider should focus on improve learner's evaluation about reliability, empathy and responsiveness of teacher. According to the reseach results, the study has some recommendations as follows: In general, english centers should focus to enhance the reliability and empathyness of teachers. In details, (1) To improve the reliability of teachers, teachers should provide suficient materials and information relating to the courses for students. Moreover, teachers should always keep appoinments with students. (2) To enhance the empathyness, teachers should focus on paying attention and care for students; understanding their needs and encouraging students to do their best; (3) Responsiveness is very important factors affecting to customer' repurchase intention. Teachers should try to respond to students quickly and efficiently, willing to help student in solving their problems. (4) Although assurance factors is less important than others, however, to ensure the service quality meet the customer's requirement, teachers need to have knowledge in their fields, fair and impartial in giving judgements, answer students questions thoroughly.



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The Development of Popular Buddhism in Agricultural Society of Thailand

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Abstract

Buddhism can be divided into two levels, namely textual Buddhism and popular Buddhism. The textual Buddhism is that emphasize on education and inheritance through text or scripture. Buddhism can spread and continue to the present because of the use of academic Buddhism that has been remembered, recited, enunciated, and studied in succession from the Buddha's time until the present by Buddhist council. However, the existence of Buddhism from the past to the present, in addition to the study of the scriptures, Buddhism exists with the support of villagers who believe in Buddha's doctrine, we call this type of Buddhism as "Popular Buddhism" which is a Buddhism that relates to the way of life of the villagers in the community. Especially Thai society is an agricultural society fundamentally; most people in the country are farmers. Therefore, Buddhism in relation to farmers is a Buddhism that adapted from the teachings in the scriptures through *Bhikkhus* to the villagers who are farmers. The freature and forms of popular Buddhism have their unique characteristics that are consistent with the ways of life of farmers in Thai society. This academic paper wants to study the characteristics of Popular Buddhism, the history and development from the past to the present and future trends, to point out that apart from Textual Buddhism, Thai society also has Popular Buddhism which supports academic Buddhism to remain stable in Thai society from the past to the present. It will lead to the development of both types of Buddhism to be strong and support one another resulting in a prosperous and progressive Thai society.

Keywords: Textual Buddhism, Popular Buddhism, Agricultural society

1. Introduction

Buddhism first began to take root in Rajagaha of ancient India and it quickly expanded to other regions. The Buddha ordered his disciples to spread his teachings at various places, he said, “*Monks, We are free from all snares, both are divine and human. Even you are freed from all snares both divine and human. Monks, please go to pilgrimage for the benefit and happiness of many, to be kind to the people of the world for the benefit and happiness of the gods and humans, don't go the same way twice, prepare the Dhamma with beauty in the beginning, beauty in the midst and beauty in the end, declare celibacy with the meaning and consonants, pure and complete. There are creatures that have little dust in their eyes. He will deteriorate because he has not listened to the Dhamma. There will be those who know the Dhamma. Monks, even I will go to Uruvela Senanikom to teach the Dhamma.*”¹ From this statement of Buddha, the preaching of Buddhism by disciples of Buddha expanded effectively. After attaining enlightenment (*Anuttara Sammābhodhiñāna*), the Buddha preached the *Dhamma* for 45 years. The Buddha taught the *Majjhimāpatipadhā*, or the Middle Path, which reject and monks should not indulge the two extremes paths namely sensual pleasure (*Kāmasukhallikānuyoga*) and self-mortification (*Atthakilamathānuyoga*). In addition, the Buddha demonstrated the four Noble Truths which lead to the creation of eye-wisdom, Insight and Wisdom, leading to peace, highest knowledge, enlightenment and *Nirvāna*. Buddhism views humans as including the gods, Mara, Brahma and animals, they all are under the laws and processes of nature. Therefore, Buddhism explains human life by the law of cause and effect called the “*Patīccasamuppāda*” and the natural law of things are the *Tilakkhanas* as *Anicca*, *Dukkha* and *Anattā*. According to these natural laws, Buddhism emphasizes the correctness of human body, speech, and mind rather than involving God as the creators and destroyers of life. Therefore, ancient teachings of Indian philosophy related to the Vedas have a diminished role in society. Buddhism does not accept the doctrine and philosophy of the Vedas in Brahmanism.

Another important point, Buddhism arose from the enlightenment of the Buddha as a human being. He declared that he had achieved happiness or the goodness of life, especially Enlightenment, through his abilities as a human being that is he became an Enlightened One who was free from all defilements through wisdom. Therefore, the insight wisdom is an important tool that leads human being to a good life, achieve liberation and made him see the reality of the world and human life. When he knew this, he advised the world to follow the path that he had discovered, which is to teach people to have confidence in their own actions without needing to rely on anything else. As *Tathāgata* said: “*Monks, may you all be an island, having yourself as a refuge, there is nothing else to rely on, be an island of Dhamma, having Dharma as a refuge, there is nothing else to rely on.*”² This speech shows the potential of human beings to be able to rely on themselves, teaching them to consider the human value of each person. The Buddha proclaimed principles that revolutionized human beliefs and way of life. Humans are special animals who have the potential to develop themselves to the maximum. When

¹ D.M.10/52/53.

² V.M. 19/739/180.

humans develop themselves to have perfect morality, concentration and wisdom, he will be the most excellent person called "Buddha" that even the gods and Brahman still worship. Human beings who develop themselves to the highest level are the best, the great and Noble Person.

From these natures of teachings, Buddhism has many names, such as *Kammavādī* or *Vīriyavādī*, which refers to teachings that aim to enable humans to use their actions or efforts to reach benefits or goals of life. As the saying of the Buddha goes, “*You are your own refuge. Who else can be relied upon? Because people who have trained themselves well, it is difficult to find refuge*³,” which has implications for the important doctrine of Buddhism that it is a religion of pragmatism, a religion of indulgence that you can practice it by yourself which is the meaning of the words *Kammavādī* and *Vīriyavādī*. Buddhism believes in the human potential to achieve peace and success through one's own effort. In this sense, Buddhism is considered to be humanism based on intellectualism.

The teachings of the Buddha are characterized as the truth of nature and the truth of life. It is truly consistent with the way of human life, thus making the general public impressed by the Buddha's teachings. Therefore, Buddhism has spread widely and spread into every level of Indian society. Whether it is the upper class such as Brahmins and Kings who are the class of thinkers and rulers, middle class people as Vaisaya who are general merchants or even the lower class as the Sruta who are a group of people who mainly use labor. Therefore, the primitive Buddhism was purely Buddhism, also known as Early Buddhism. Later, when the popularity of Buddhists increased, there was a social organization of Buddhists called the Four Buddhist Companies (*Buddhaborisat*), which are *Bhikkhus*, *Bhikkhunīs*, *Upasakas*, and *Upasikas*. These four Buddhist companies were divided into two main groups: the group of ascetic consisting of monks (*Bhikkhus*) and *Bhikkhunīs*, and the lay group consisting of *Upasakas* and *Upasikas*. At the same time, the duties of the two groups are different and related. The main duty of the group of monks is to study and strictly follow the *Dhamma* and discipline (*Vinaya*). As the lay group, besides studying and practicing in Buddha's teaching, their main duty is to support and promote the study and practice of *Dhamma* by the monks. As a result of the monks seriously studying and practicing on the *Dhamma* and *Vinaya*, this has led to the emergence of a form of Buddhism called Academic Buddhism or Textual Buddhism. Meanwhile, the lay group receives instruction from the monks and then applies the doctrine to their lives. At the same time, they supported the monks with four necessity of life as robes, alms food, lodging and medicine. As a result, a form of Buddhism was called Popular Buddhism, in which the two forms of Buddhism (Textual and Popular Buddhism) are consistent and they depend on each other.

The announcement of the Buddha's teachings allowed Buddhism to spread among the people of the Indian subcontinent. In the society of the Buddha's time, agriculture plays a very important role in the lives of the people. The agricultural society was an important economic foundation of India or the Indian subcontinent by linking to other aspects of society. Ancient India was an agricultural society along with a commercial society. Therefore, agricultural

³ *Kh.Dh.* 25/160/82.

society has a relationship with Buddhism from the past until the present when Buddhism has spread into Thai society. Therefore, this academic article wants to study the influence and role of popular Buddhism on agricultural society. In particular, the characteristics of popular Buddhism arise from the influence of Buddha's teachings and agricultural society in Thailand from the past to the present. The author is therefore interested in studying the influence of religious teachings in the context of agricultural society, until causing a form of Buddhism called Popular Buddhism in Thai agricultural society.

2. The Development of Early Buddhism in the Buddha's Time.

In the Buddha's time, agriculture played a very important role, starting from the royal caste, which was considered the highest caste. It appears in the story of Buddha's life related to agriculture since the prince *Sitthaththa* was only seven years old. He participated in the Royal Ceremony in plowing the field with his father.⁴ When the Buddha went out to be ordained and practiced as ascetic until he realized the Four Noble Truths after eating his meal. Therefore, it reflects the importance and necessity of food that is an agricultural product for *Dhamma* practice. As the Buddha said in the *Sāmanerapanhā*, "What is called one? The name 'one' refers to all beings that live by food."⁵ The reason is a hungry person or creatures in Buddhism are considered patients having a disease and being unable to find happiness.⁶ The guidelines for making a living and supporting oneself⁷ including various principles and teachings related to agricultural activities appear in the *Tipitaka* scriptures, for example, types of plants and the propagation of various plants,⁸ rice farming and how to choose an area for rice farming.⁹ The farming in the Buddha's styles those results in immortality (*Nirvāna*) which is completely free from suffering.¹⁰ In addition, the Buddha also used agricultural activities as a metaphor in teaching the *Dhamma* to bring maximum benefit to the listeners. The listeners can put it into practice to bring benefit and happiness respectively. The *Dhamma* was taught by the Buddha on various occasions and places all support and lead to the end of suffering.¹¹ The doctrines and teachings related to agricultural development will cause farmers who follow them to receive benefits and happiness. He can appropriate to their status and step into the path of life where farmers will not fall into trouble. It is also leading a person to the end of suffering.

⁴ *M.Mu.*(Thai) 12/381/416.

⁵ *Khu.Su.*(Thai) 25/5/5.

⁶ *Khu.Khu.*(Thai) 25/01/46

⁷ *Ang.Tika.*(Thai)20/16/159.

⁸ *Vi.Ma.*(Thai) 2/31/279.

⁹ *Sang.S.* (Thai) 15/197/283-284.

¹⁰ *Khu.Su.*(Thai) 25/76-80/518-519

¹¹ Deaun Kamdee, *Buddhist Philosophy*, (Bangkok: O.S.Printing House, 2534) p. 29.



Indian agricultural society in the pre-Buddhist time and Buddha's time, the Aryans played an important role in dominating the rice, and Indian subcontinent by driving back the Dravidian tribes to the East of the Ganges River as for those who were held captive, they were called Tassayu or slaves. The agriculture was originally possessive by Dravidian tribe who was in India before the Aryans who raised semi-nomadic animals. When Aryans came to India, they began to settle down by cultivating and raising animals on land that was jointly owned among themselves and shared possession rights and its rights were passed on to the heirs. The agriculturalists consisted of land owners and slaves who were servants. The benefits go mainly to land owners. The economic status is therefore very different in ancient India. The advancement of technology, the economy has expanded. There is a trade that has developed into an industry. The development of agriculture can drive the government in the form of fathers ruling over their son to government in the system of absolute monarchy and democracy. Agriculture is an ancient occupation where the majority of farmers belong to the Vaisya and Sruta caste. For some of Brahmins, whose occupation is agriculture, their truly duty is study, recite and taught the Vedas. The Agriculture in that time depends on nature, cultivates on land called "*Khetta*", which is land that has been occupied by people in the village community and the government has divided agricultural right among them. Each agricultural family in ancient India was very prosperous face by joining forces to work cooperatively. There is a common irrigation system. The mining is grooves allow water to flow through ditches within the boundaries of the householder's land in the middle of a more organized agricultural area. The context of the agricultural society of India related to environment as well as the Buddha's teachings reflects the context of Indian agricultural society. During the Buddha's time, it had an influence on people who directly engaged in agriculture and related persons such as Brahmins, Kings, *Amatyas* (leader of officer), *Cāmapochakas* (leader of community). As for farming, it is mostly the occupation of people in the merchant and labor caste and has little occasionally appeared in the Brahmin caste. The Buddha went to various areas and traveled to the rice fields of the Magadha region. The Buddha ordered Ananda Thera to design a robe based on the Magadha rice field style, which later became the style of robes that monks used to present which the meaning shows that the monks are a field of merit for Buddhists.¹² Some of the Buddha teaching concern agriculture both directly and using agricultural activities as a metaphor in his sermon to link it to reality until the listeners gained enlightenment and achieved *Dhamma*.

3. The Development of Thai Buddhism in Agricultural Society

During the Sukhothai period, they did not believe in Mahayana Buddhism and Brahmanism which was influenced by Khmer kingdom. This Mahayana sect flourished during the reign of King Jayavarman VII. The Thai kingdom in Sukhothai period adopted the Lankavangsa of Theravada Buddhism from the kingdom of Tamphonlinka or Nakhonsithammarat in the present. From that time to present, Thai society has never changed to adhere to other religious belief. The Khmer Empire's government system used the Divinity Theory, in which the King was an avatar or Incarnation of God to rule humans in the world.

¹² Vi.M. (Thai) 215/346/5

When Theravada Buddhism have influence in the Sukhothai period, Thai society has canceled using this system of governance based on the Divine Right doctrine and has changed to using the system of the father ruling his children or Patriarchic System. Kings, according to the teachings of Buddhism, are not God or incarnations of God, but he is a Philosopher King or *Dhamma-Rājā*, which is due to the influence of Theravada Buddhism. Especially, the contents of *Chakkavatti Sutta* and *Accaṇṇa Sutta* in the *Suttanta Pitaka* had a great influence on the governance of this patriarchal system and Democracy in present. This teaching of Buddhism made the kings of the Sukhothai conscious of their duties in performing royal duties towards the people. Khmer stone inscriptions often begin with a tribute to the greatness of the gods, and then praises the king's honor and ends with cursing his enemies. But the Sukhothai's inscriptions stone from that period, on the contrary, used simple language, talk about the situation of the country, economy and society, which is the result of the rule by the patriarchal regime. There is no cursing of the enemy on the opposite side, only forgiveness, as shown in the following example of King Ramkhamhaeng's inscription :

*“In the period of Prokhunramkhamheang, Sukhothai was good, there are fishes in the water, the king cannot command people unruly, friend bring cow to trade. Every customer goes to sell, always wants to trade in elephants, always wants to trade in horses, and always wants to trade in silver, gold. The people clear-faced, whose son is perished, father's house brought in the product, elephant, son and wife. Father trusts it to his child. If there is a wider sneer than the other, look at the truth and tell me by name that you do not steal, those who hide food, and you do not want to steal money. The officials are not angry about chasing the elephants to bring the city to its knees. People who does not have elephant or horse, does not have husband or wife, does not have silver and gold, I give it all to them ”*¹³

This inscription shows the reason that the Sukhothai kingdom rose to prosperity so quickly in less than 50 years after King Sri Inthrathit declared its independence from Khmer ruler. This was reason that other city of Khmer kingdoms and the people were tired of having to bear burdens such as paying harsh taxes, being forced into labor to build a stone castle. These cities turned to were under the Sukhothai Empire, resulting in the unexpected collapse of the mighty Khmer Empire.

The influence of Buddhism on cultural traditions can be seen from King Ramkhamhaeng's inscription stone which describes the lifestyle of the Sukhothai people and their religious traditions. King Ramkhamhaeng's inscription stone reads:

¹³ Ramkhamhaeng's inscription stone 1 side 1 line 22 upto side 2 line 1 “เมื่อชั่วพ่อขุนรามคำแหง เมืองสุโขทัยนี้ดี ในน้ำมีปลาในนามีข้าว เจ้าเมืองบ่อาจกอบในไพร่ลู่ทาง เพื่อนจูงวัวไปค้า ขี่ม้าไปขาย ใครจักใคร่ค้าช้างค้า ใครจักใคร่ค้าม้าค้า ใครจักใคร่ค้าเงินค้าทองค้า ใคร่ฟ้าหน้าใส ลูกเจ้าลูกขุนผู้ใดแล ล้มตายหายกว่า เข้ายเรือนพ่อเชื้อสินค้ำมัน ช้างขลุกลมเยี่ยข้าว ใคร่ฟ้าเข้าไท ปาหมากปาฟลุ พ่อเชื้อมันไว้แก่ลูกมันสิ้น ใคร่ฟ้าลูกเจ้าลูกขุน คิแล้คิดแตกเสกกว้างกว่ากันสวนคูแต่แล จึงแล่ความแก่ข้าโดยซื้อ บ่เข้าผู้ลักมักผู้ช้อน เห็นข้าวท่านบ่ใคร่พิน เห็นสินท่านบ่ใคร่เคียด คนใดชี้ข้างมาหา พาเมืองมาสู่ ช่วยเหลือเพื่อภูม้น บ่มีช้างบ่มีม้า บ่มีบัวบ่มีนาง บ่มีเงินบ่มีทอง ให้แก่มัน ช่วยมันดวงเป็นบ้านเมือง ได้ข้าเลือกข้าเลือหัวฟุ้งหัวรบก็ดีบ่ฆ่าบ่ตี ”

“People in Sukhothai often alms, often with precepts, often offered alms to Por Khun Ramkhamhaeng is the King who is the ruler of Sukhothai. The mothers and father, men and women, their children and grandchildren believe in Buddhism, all take the precepts in the Buddhist Lent. After the Buddhist Lent for one month, they have container of money, fruit and flower, sitting pillow, sleeping pillow, supporting Kathina, offer alms, go to chanting of Kathina at Wat Aranyik. Whosoever want to play can play. Whosoever want to laugh can laugh. Whosoever want to ran can ran. Sukhothai have the four big gates. The people schamble to see playing of firer, firing of candle. Sukhothai seem explode.
14

The Sukhothai people are strict in Buddhism, follow the doctrines of the Buddha's teachings. This makes people knowledgeable, capable and diligent, contrary to the accusations of some people that practicing Buddhism makes them lazy. In the inscription stone of King Ramkhamhaeng, it is described that the people in Sukhothai have the knowledge, intelligent, courage, strength. as. *“....but the people of Sukhothai also know with knowledge (cleverness), with courage and courage with force. It can't find someone like these”.*¹⁵

Therefore, when the people worked hard to earn a living, it caused Sukhothai to be fertile, as stated in the stone inscription as follows:

*“There is a temple, there is a grandfather, there is a great sea, there are areca nut forests, there are rice fields, there are settlements, there are big houses and small houses. There is a forest of purple forests, forests of Kham, looking as beautiful as ever.”*¹⁶

By the influence of Buddhism, therefore Sukhothai Kingdom did not have any slaves. The slave system had just begun to exist in the Ayutthaya period. When the Thai kingdom imitated the Khmer government system, it is considered that the king is an incarnation of the God according to Brahmanism. In the Sukhothai period, the people were all equal citizens and had equal rights and freedoms. Therefore, in the Ayyikalakkhapa Act which was enacted in the year 1899 B.E. during the reign of King U Thong of Ayutthaya. The mentions of slaves who escaped to the cities of Chaliang, Sukhothai, Thungyang, Bangyom, Songkwae, Sraluang, Sakangrao. King U Thong ordered that *“Even someone was sold in Ayutthaya, they were forced to demand a ransom. It is difficult to recourse who fled to the land of Sukhothai under the green sky. Doing things like Phetchaburi, Ratchaburi, Suphan, I don't like it at all.”*¹⁷ Slaves who

¹⁴ Ramkhamhaeng's inscription stone 1 side 2 line 1-23. “คนในเมืองสุโขทัยนี้ มักทาน มักทรงศีล มักโอบถน พ่อขุนรามคำแหงเจ้าเมืองสุโขทัย ทั้งชาวแม่ชาวเจ้า ท่วยบัวท่วยนาง ลูกเจ้าลูกขุนทั้งสิ้นทั้งหลาย ทั้งผู้ชายผู้หญิง ผู้งท่วยมีศรัทธาใน พระพุทธศาสนา ทรงศีลเมื่อพรรษาทุกคน เมื่อออกพรรษากันกินเดือนหนึ่งแล้ว มีพนมเบี๋ยพนมหมากมีพนมดอกไม้มิหมอนนั่ง หมอนนอน บริวารภักดิน โอบถนแล้ปีแล้ปีสืบไป สวดคฤตติกจนถึงอรุณอุทัย... ใครมักจะเล่น เล่น ใครมักจะหัว หัว ใครมักจะ เลื่อน เลื่อน เมืองสุโขทัยนี้มีสี่ปากประตูหลวง เทียนฉุ่ม คนเสียดกันเข้าดูท่านเผาเทียน เล่นไฟ เมืองสุโขทัยนี้มีดังจะแตก”

¹⁵ แต่คนในเมืองสุโขทัยนี้ด้วยรู้ด้วยหรวก (ฉลาด) ด้วยกล้าด้วยหาญ ด้วยแคะด้วยแรง หากคนเสมอมิได้

¹⁶ Ramkhamhaeng's inscription stone 1 side 4 line 9-16. ...มีวิหาร มีปูศรี มีทะเลหลวง มีป่าหมากป่าพลู มีไร่มี นา มีถิ่นฐาน มีบ้านใหญ่บ้านเล็ก มีปาม่วงปายามดงามคั่งเกล้า”

¹⁷ Ramkhamhaeng's inscription stone 1 side 3 line 1-6 แม้แต่ชายกัน ในกรุงอยุธยาบังคับเรียกค่าไถ่ ไถ่เบี้ยกัน ยาก ที่หนีไปถึงแดนสุโขทัยได้หล้าฟ้าเขียว จักทำเอาอย่างเช่น เพชรบุรี ราชบุรี สุพรรณ บ่ชอบเลย



escaped to the Sukhothai kingdom would be freed. The king of the Sukhothai Kingdom would provide funds for helping of his people. In the reign of King Thammaraja II, namely King Sai Lue Thai, Sukhothai became under the kingdom of Ayutthaya. Even so, Sukhothai still considers it a law that any captive slave who escaped to Sukhothai had a set period of time. If there were no slave owners following after the specified period has elapsed, they will immediately become a free person.

The influence of Buddhist teachings made the kings of the Sukhothai kingdom always regard themselves as a close father to their children. Therefore, a proverb was born to teach the people which looks like a father teaching his children, which it is called Phra Ruang Proverbs. *"Volunteer until you die. Volunteer until you have enough strength. Cultivate friendship, don't know it's deserted. Make merit without knowing it. Don't scrape people with your mouth. Don't bite people with your eyes. Don't give in to guilt. Don't make friends with strangers. Don't love him more than me. Don't love the wind more than the water. Don't love a cave more than a house. Don't love the moon more than the sun."*¹⁸

The above passage describes the situation of Buddhism in the Sukhothai Kingdom. It is a pure form of Primitive Buddhism. It is a prototype of Popular Buddhism that shows Buddhism being related to the way of life of the people. It is a living doctrine which can touch and really apply it to the lives of people in society. This characteristic of Buddhism makes people accept it and put it into practice. Until it was make Buddhism widespread among the people, these caused the beliefs of Brahmanism and the form of Khmer government in the Divine Right ruling to decline in popularity and eventually lead to their collapse.

Although Buddhism in the Sukhothai Kingdom has the characteristics of primitive Buddhism, which is considered as fundamental form of Popular Buddhism. However, Buddhism in the Sukhothai Kingdom still developed the Textual Buddhism. It is Buddhism that involves study and recite of the *Dhamma*. King Lithai, when he was still a prince, studied the *Tipiṭaka* with famous teachers of that time such as Phra Anomadassi, Phra Sariputra, and Upasanraj Pandit, etc. He is therefore considered the first Thai King who was scholar in the *Pāli* language and the Tripitaka until he was able to compose the *Tebhumikathā*. In this section of scriptures, references are made to the texts used to compose them, all of which are *Pāli* scriptures; both the *Tipitaka*, Commentary and Sub-commentary, approximately 30 books, some of them currently do not have originals. The *Tebhūmikathā* scriptures are therefore the first Buddhist literature in the Thai language written by Thai people. Somdej Krom Phraya Damrong Rajanubhab was changed the name of the scripture to Traibhum Phra Ruang. The literary style in this book is written in the ancient form. There are rhymes in some episodes which describe the existence of sentient beings in the three realms of existence, namely the

¹⁸ Ramkhamhaeng's inscription stone 1 side 3 line 6-4 "อาสาเจ้าจนตัวตาย อาสาขายจนพอแรง ปลูกไมตรีอย่ารู้
ร้าง สร้างกุศลอย่ารู้โรย อย่าพูดคนด้วยปาก อย่าถากคนด้วยตา อย่าแผ่เผื่อความผิด อย่าผูกมิตรคนจร อย่ารักเขากว่าผม อย่ารักลมกว่า
น้ำ อย่ารักถ้ำกว่าเรือน อย่ารักเดือนกว่าตะวัน"

sensual realm (*Kāmahūmi*), the form realm (*Rūpabhūmi*), and the non-form realm (*Arūpabhūmi*).

4. Buddhism and Agricultural Society in Contemporary Society of Thailand

Buddhism has a great influence and role on Thai agricultural society. The reason is that at least 60 percent of Thailand's population are farmers and have a career in agriculture and lived in villages in the countryside. In every village, there must be at least one Buddhist temple spread throughout every region of Thailand. Therefore, Popular Buddhism is a Buddhism which responds to belief of agriculture, faith of rural Buddhists. In particular, there are the ritual tradition called “Heet Sib Song, Khong Sib Si”, which is the custom and tradition of the Isaan people that has been continued until the present day, indicate ethnicity. The way of life of the Isaan people related to culture, traditions and beliefs. It is believed that "Heet Sib Song" comes from two words: "Heet" and "Sib Song". "Heet" comes from the word "Jarit", which means behavior, customs, traditions that Isaan people observe. "Sib Song" comes from the word “twelve months”. Heet Sib Song means the cultural traditions that Isaan people have observed on various occasions in all twelve months of each year. The teachings of the Isaan elders often remind their posterity to "hold the Heet, preserve the Heet” as an auspicious thing in life. Each Heet is required to be performed in each of the 12 months. Every month has what monthly customs.

Thailand linked to its historical background. Our Thai society is also a society made up of many small communities, and most of those communities are still in the countryside. The countryside is therefore an important base of Thailand. In addition, rural communities are very connected to past culture and tradition. The urban community has a situation that seems unclear which is a state of fluctuation or interruption. Since the countryside is the part that is connected to the basics and cultural background, including the subject of Buddhism. And it is also the majority community of the nation today. The Thai countryside is therefore a point where the government must pay special attention in terms of both conducive conditions and necessary conditions, both in terms of importance to the existence of the nation and precarious point or crossroads whether to follow the example of urban society or not. At this time, rural communities comprised the majority of the country's population about seventy percent of the people in Thailand are rural people. The countryside of Thailand is now very deteriorating. Thai society already has many problems, for example, the problem concerning Consumerism and Materialism has come in. The big problem in Thai society is how to prevent the deterioration of town communities entering communities in rural society, which is the majority of the country's population. At the same time, what should Thai society do to restore the good things that exist in the countryside to have creative life and strength. If Thai society can do this, in addition to preventing rural communities from deteriorating, the countryside itself will return to being an important force helping the entire country to be stable and sustainable.

In the section of Buddhism, many temples in rural areas have no role for the community. Many people, especially teenagers, do not know the meaning of the temple. If the temple does not play a role in the community or does not perform the role it should do, then it will have no meaning. This type of situation is a state of disintegration of the community. When communities fall apart, society also falls apart, and the nation is falling apart too. Therefore, rural monks are losing their role in the community. How can Thai society restore the role of monks? Therefore, society must allow monks to play a correct role in the community. Thai society must support and encourage monks in rural areas to have good and correct education which monks has the ability to be proficient in *Dhamma* and discipline to teach the people, able to lead the people in the right direction. When monks have knowledge and principles of *Dhamma* and *Vinaya* in Buddha's teaching, they will play their roles correctly and will be able to hold on to the community. They can hold on to their parents and their parents can hold on to their home. In addition, parents send their young children to school. And schools come to cooperate with temples in order to train youth to have morals which creating of morality and virtue that causes educational development. The kinds of learning for the people in community are threefold training or *Tisikkhā* in Buddhism.

5. The Buddha's Teaching (*Buddha-Dhamma*) for Agricultural Society

The Buddha explained the technique and methods of farming in his own way which appear in the *Kasibhāradvāja Sutta*, *Khetta Sutta*, *Ajāyika Sutta*, and *Khetūpama Sutta*, which are guideline regarding agriculture by showing good and bad rice fields and ways to make them produce good results for the farmers. The Buddha spoke of his farming style which has the goal of being both mundane and supermundane resulting in rice paddy, and farming with the goal of being worldly, with the result being liberation (*Nirvāṇa*): "*Faith (Saddhā) is a plant, Perseverance (Viriya) is rain, Our wisdom (Paññā) is a yoke and a plow, Moral shame (Hiri) is a plow, Consciousness (Citta) is a rope, Mindfulness (Sati) is a plow and a goad. I can protect bodies and speech by being careful in eating food, we cut grass (adjust speech) with honest words, our modesty (Soraacca) helps us to succeed in our work. Our perseverance helps to bring the duty to the attainment of liberation from bondage, lead and never go backward, leads to a place where a person has gone and is not sad. I plow in this way; the field which I plow has eternal fruit. When a person has plowed a field like this, he will be free from all suffering.*"¹⁹ It is especially noteworthy that the Buddha compared farming equipment with the *Dhamma* appropriately. He compared practicing *Dhamma* to farming, which the first important thing in farming is rice. Faith is a seed of plant because without this, everything else is meaningless. Just like lack of faith, confidence will cause hesitation and doubt, far from success. Therefore, farming will produce the desired yield of paddy rice. There must be knowledge and understanding of the important factors that lead to the desired results of paddy rice. If one want wisdom in the *Dhamma* like the Kasibharadvāja brahmin those who make a living by farming can understand and attain the goal of life. As the content appears in the *Khetta*

¹⁹ *Khu.Su.* (Thai) 25/76-80/518-519.



*Sutta*²⁰ and *Ajjayika Sutta*,²¹ regarding the preliminary work that must be done quickly in rice farming for farmers compared to the monks who have basic work that must be done first, which the *Dhamma* principles in the *Khetta Sutta* and *Ajjāyika Sutta* namely, the Threefold Training is the one that must be studied, which is to train the body, speech, mind, and wisdom to reach the highest goal, which is *Nirvāna*. The Threefold Training include: 1) *Adhisīla Sikkhā* is the highest morality, guidelines for training in advanced behavior, 2) *Adhicitta Sikkhā* is the highest concentration, practices for training to create moral virtues such as high meditation, 3) *Adhipaññā Sikkhā* is the greatest wisdom, practices for training wisdom to achieve higher levels of enlightenment. All of three principles for training are called *Tisikkha* which consists of *Sīla*, *Samādhi*, and *Paññā*.

The Buddha taught that kings or leaders with a vision should consider the peace and well-being of the people. It starts with good economic management instead of slaughtering animals sacrifice in *Kūṭaṭanta Sutta* and performed the twelve royal duties for a king or ruler, this is an excellent practice, which has the technique of supporting the farming of the people. In the *Accaṇṇa Sutta*, it talks about viewing human problems or suffering as having both internal problems and external problems. All problems, whether in the social, economic, political or administrative systems, are interrelated according to the principles of *Patīccasamuppāda* or the Four Noble Truths. In resolving problems according to the Buddhist viewpoint, there are three points of view namely 1) Viewing social life and everything as suffering, 2) Viewing suffering as something that occur human life according to many factors, there is no creator or supreme natural power for this to happen, 3) Viewing suffering as something that can be changed. When things happen according to causes and conditions, we are able to create good causes and factors to change them to bring good results. Therefore, solving or extinguishing suffering can be done by following the threefold Training or the Noble Eightfold Path. This is a principle that can be applied to solve problems and develop agriculture at the individual level by setting Buddhist goals and methods for solving problems. Problems within the mind first by setting goals for absolute benefit (*Paramattha*) and problems outside the mind by setting goals for current benefits (*Diṭṭhadhammattha*) by following the Threefold Training or the Noble Eightfold Path, which is related with the doctrines in the *Ajāyika Sutta*, *Khetta Sutta*, and *Chattarabha Sutta*.

²⁰ *Ang.Tik.* (Thai) 20/310/84.

²¹ *An.Tik.* (Thai) 20/93-94/2-324-325.

6. Conclusion

Buddhism arose from the Buddha's enlightenment. He traveled for 45 years preaching the *Dhamma* and teaching people, causing his teachings to spread widely among the so many people, which was resulting in two forms of Buddhism as Textual Buddhism and Popular Buddhism. The Textual Buddhism is Buddhism that monks and disciples have studied and recited and passed down from generation to generation by memorizing and reciting and studying. At the same time, Buddhism in relation to people in a secular society who lean and practice according to the Buddha's teaching and support the monk to study the Buddhist scripture which is called Popular Buddhism. Buddhism has been able to survive until now is not only a result of study of the *Dhamma* by the disciple who are monk and nun. Buddhism survives with the support of villagers who believe in Buddha's teaching which we call this type of Buddhism as Popular Buddhism, which is Buddhism that is related to the way of life of the villagers in the community. The development of Popular Buddhism began in the Buddha's time and has been passed on to Thai society from the past to the present, especially in the Sukhothai period, which had a pure, original form of Early Buddhism. It is a model of Buddhism in Thai society which is an agricultural society. Most of the country's people in Thai society work in agricultural career. Therefore, Buddhism that has existed in Thai society from the past to the present has been driven by the Academic Buddhism and supported by the Popular Buddhism. This allows Buddhism to prosper and live in stability. In addition, the nature and characteristics of Buddhism as a villager in an agricultural society will have its own unique identity that is consistent with the way of life of farmers in Thai society.

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EFFECT OF EWOM ON VIETNAMESE CONSUMERS' INTENTION TO PARTICIPATE IN CIRCULATORY BUSINESS MODELS: RESEARCH IN THE RETAIL SECTOR

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Abstract

This research study delves into the effect of Electronic Word-of-Mouth (eWOM) on Vietnamese consumers' intention to engage with Circular Business Models, with a specific focus on the retail sector. Developing marketing proposals and recommendations related to consumer behavior to improve, raise their awareness and participation intention for retail products and services within the circular business model. Moreover, the findings of this research endeavor are anticipated to provide valuable insights to retailers, policymakers, and stakeholders, facilitating the formulation of informed strategies to promote Circular Business Models in Vietnam.

Keywords: eWOM, Vietnamese consumers' intention, circulatory business models, retail sector

1. Introduction

According to estimates from the United Nations Environment Programme (UNEP), by 2030, if the current linear economic model (An economy in which finite resources are extracted to make products that are used - generally not to their full potential - and then thrown away) continues to develop, the world's resource demand will triple compared to the present, exceeding the Earth's capacity to supply. Waste generation will exceed the environmental carrying capacity.

The statistics from the Department of Electricity and Renewable Energy have pointed out that the amount of waste in Vietnam is very high each year. Specifically, with a population of nearly 98 million people, "there are nearly 35,000 tons of urban household waste and 34,000 tons of rural household waste generated every day". Major urban centers like Hanoi and Ho Chi Minh City dispose of an average of 8,000 to 9,000 tons of waste per day. Not to mention agricultural waste from processing agriculture, forestry, aquaculture, and crops... all of which are resources. Therefore, this leads to an urgent requirement to find a more efficient, sustainable economic model in resource utilization, reducing pollution, environmental degradation, and addressing global climate change: a circular economy.

The circular economy is becoming an essential trend in the context of increasingly depleted and scarce resources, environmental pollution, and intense climate change. A recent preliminary study by the Vietnam Retailers Association on the retail markets of several countries around the world has demonstrated the close relationship between the circular economy and diverse retail activities. It highlights the role of retailers in shaping, promoting, and developing the circular economy, offering significant opportunities for sustainable development and environmental protection.

In the era of the explosion of the internet and social networking sites, a new form of word of mouth was born: electronic word of mouth (eWOM). Various research has been conducted on the issue of eWOM and the influence of eWOM on marketing activities or purchase intentions of a certain industry such as cosmetics, FMCG,... However, there is hardly any research on the state and impact of eWOM on consumers' intention to participate in circulatory business models. More study in this sector is thus required to better understand the impact of eWOM on marketing operations in this business model. Recognizing this, the study was carried out to determine "Effect of eWOM on Vietnamese consumers' intention to participate in circulatory business models: Research in the retail sector." From there, provide managerial implications that will aid in the development of electronic word-of-mouth as an effective marketing technique in order to promote a circular business model in the future towards the goal of bringing benefits to business and society in general.

2. Literature Review and Hypotheses

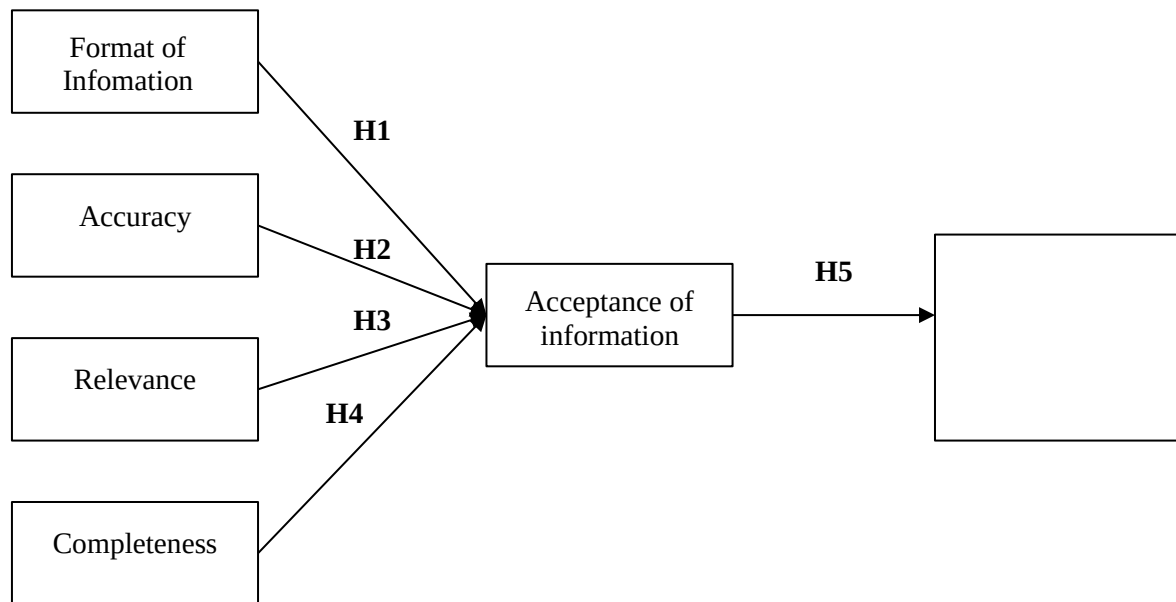
An extensive revision of the recent related studies indicated that the information acceptance model (IAM) has been highly regarded for research on eWOM (Cheung et al., 2008; Cheung, Luo, Sia, & Chen, 2009) and utilized by many researchers in articles concerning social media platforms. The information acceptance model was created in 2003 by Sussman and Siegal (2003). IAM explains how individuals accept information and, consequently, how it changes their intentions and behaviors through online communication platforms. Beside that, in research on an individual's "Intention to participate", one of the most frequently cited studies is Integration of User Satisfaction and Technology Acceptance model (Wixom & Todd, 2005). IUSTA, developed and inherited from the TAM model, incorporates more comprehensive factors suiFigure for the author's current research topic. It indicates the quality of information evaluated through four dimensions: completeness, accuracy, format, and correctness of the information. This model helps the author explore the characteristics and aspects of electronic word of mouth (eWOM) that influence the information reception process of customers. Based on the two research models, IAM and the IUSTA model, the author will construct a research model to assess the influence of eWOM on Vietnamese consumers' intention to participate in circular business models, specifically in the retail sector. This model is an extension of the IAM model to comprehensively and in detail evaluate the influence of eWOM on customer information reception and its subsequent impact on their intention to participate in circular business models. The quality of information is assessed in detail from two aspects: the format and content of the information, specifically accuracy, relevance, and completeness, as demonstrated in Figure 1.

In general, intention is considered as "factors that influence an individual's behavior. These factors reflect the level of readiness or effort an individual is willing to exert to perform a behavior" (Ajzen, I, 1991). Consumer participation intention will arise when they have a positive attitude towards a brand's product or service. In the theoretical framework of eWOM, participation intention is one of the most common outcome variables of communication (Sher & Lee, 2009; Lee & Lee, 2009). Whether in a direct or online environment, there is a certain similarity in the influence of consumers' willingness on participation intention (Eine & Charoensuk Mongkol, 2021).

According to related studies that discussed e-word-of-mouth, it is described as the feedback content from a consumer's viewpoint, which can be negative or positive related to a business, product, or service through different internet platforms (Hennig-Thurau et al., 2004). eWOM benefits consumers by providing clear information about other consumers' views and experiences as an alternative to what businesses advertise about themselves (Erkan & Evan, 2016; Forman et al., 2008). eWOM can be defined as a freeway of expressing a consumer's view regarding products or services, whether negative or positive, over various online channels, especially social network websites. It was reported in the literature that eWOM was found to be highly significant in consumers' purchase intentions (Chan & Ngai, 2011; See-To & Ho, 2014; Zhang et al., 2010). Similarly, according to Erkan (2016), eWOM is also found to influence consumers to buy their goods and services online, especially on social media.

The increasing use of social media platforms has changed people's lives (Saleem & Ellahi, 2017). It created opportunities for eWOM conversations that allow users to rate the services and products with their families, friends, and acquaintances, which plays a dynamic role in reshaping and affecting the consumers' intentions to participate on Circular business models (Erkan, 2016; Saleem & Ellahi, 2017). Currently, there are many circular business models being built. Faced with so many choices, consumers can rely on eWOM to make in-depth assessments and insights to be able to make decisions about participating in that model correctly.

Figure 1. Research model



According to the discussion above, the model, the hypothesis, and sub-hypotheses have been developed:

H1: The format of eWOM information positively influences consumer information acceptance.

H2: The accuracy of eWOM information positively influences consumer information acceptance.

H3: The relevance of eWOM information positively influences consumer information acceptance.

H4: The completeness of eWOM information positively influences consumer information acceptance.

H5: Information acceptance positively influences the intention to participate in circular business models of consumers.

3. Research methodology

The data for this article was gathered by the research team from two main sources: secondary and primary sources.

Secondary Data: The authors will search and reference information through the internet, articles within and outside the country, research works, and previous research projects on Marketing regarding the influence of electronic word-of-mouth on consumers' intention to participate.

Primary Data: The authors will gather information from various opinions and perspectives of different individuals primarily through online platforms. This primary information relates to content associated with factors of eWOM that influence Vietnamese consumers' intentions to engage in circular business models.

The authors utilized the following research methods to gather both secondary and primary data for the research objectives.

Method of Selecting, Analyzing, Evaluating, and Synthesizing Secondary Information: For secondary data, the authors read, analyzed, evaluated, and selectively chose data relevant to the research objectives from reference sources such as esteemed scientific journals like Researchgate, Sagepub Journals, ScienceDirect, and others. Additionally, the authors gathered secondary data from various sources, including newspapers, reports, and statistics related to electronic word-of-mouth (eWOM), circular economy, circular business models, and consumer intent, primarily sourced from the internet.

Qualitative Research Method: The authors employed this method to refine the research model and proposed scales by testing the appropriateness, accuracy, coherence, order, language, and implications of the scales under study. This method was executed by seeking opinions from Marketing experts and conducting preliminary interviews with 10 respondents. The process of seeking opinions and conducting interviews is crucial in guiding the research in the right direction, assessing the rationality, and refining the research model, ensuring the appropriateness and coherence of the scales with the overall research theory and within the context of the retail market in Vietnam.

Quantitative Research Method: This method was conducted through an online survey targeting customers aged 18-29 residing and working in Hanoi. The authors opted for a survey using Google Form via the Internet to reach a broad sample at low cost and avoid on-site data collection issues. Additionally, employing an online questionnaire survey allowed customers ample time to reflect, providing accurate and objective data.

4. Results

4.1. Preliminary assessment of the scale by Cronbach Alpha analysis

In order to calculate the Cronbach Alpha coefficient, 6 scales must be examined during the Cronbach Alpha test, specifically: (1) The format of eWOM information, denoted as HT with measurement criteria ranging from HT1 to HT4, (2) The accuracy of eWOM information denoted as DD with measurement criteria ranging from DD1 to DD4, (3) The relevance of eWOM information denoted as PH with measurement criteria ranging from PH1 to PH3, (4) The completeness of eWOM information denoted as DAYD with measurement criteria ranging from DAYD1 to DAYD4, (5) Information acceptance denoted as CN with measurement criteria ranging from CN1 to CN3, and (6) Intentions to participate in circular business models denoted as YD with measurement criteria ranging from YD1 to YD3.

Table 2: Test results of reliability of the scale

No.	Factor	Number of items	Cronbach's Alpha
1	The format of eWOM information	4	0.740
2	The accuracy of eWOM information	4	0.860
3	The relevance of eWOM information	3	0.871
4	The completeness of eWOM information	4	0.783
5	Information acceptance	3	0.920
6	Intentions to participate in circular business models	3	0.711

Source: Analysis of survey data on SPSS 26 (2023)

The results of the reliability analysis of the scale using Cronbach's Alpha show that the values of the factor groups in the range from 0.711 to 0.920; higher than 0.6, meet the requirements for reliability and the variable correlations of the observed variables is greater than 0.3, showing that these variables have a good correlation with the overall scale (Hair, Anderson, Black, & Tatham, 2006). Therefore, the variables in the model all reach the reliability of the scale.

4.2. Exploratory factor analysis

Exploratory factor analysis for independent variables

Table 3. Results of KMO test with dependent variable

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.818
Bartlett's Test of Sphericity	Approx. Chi-Square	1292.212
	Df	105
	Sig.	0.000

Source: Analysis of survey data on SPSS 26 (2023)

The results of EFA exploratory factor analysis of the independent variables show that:

- KMO test results with KMO value = $0.818 > 0.05$
- The results of Bartlett's test with the Sig level of significance. = $0.000 < 0.05$

According to this result, we draw the conclusion that the observed variables included in the analysis are correlated with each other and EFA factor analysis is completely appropriate for this study.

The findings meet the conditions of exploratory factor analysis. In other words, with the current sample, the sample size is appropriate to conduct factor analysis and the observed variables are correlated with each other in the population. The results of the exploratory factor analysis are described in the table below:

Table 4. Rotated matrix Figure with independent variables

	Component			
	1	2	3	4
DD2	.830			
DD3	.823			
DD4	.773			
DD1	.756			
DAYD3		.831		
DAYD2		.813		
DAYD4		.713		
DAYD1		.660		

	Component			
	1	2	3	4
PH3			.903	
PH2			.898	
PH1			.865	
HT2				.723
HT1				.718
HT4				.716
HT3				.657
Eigenvalue = 1.170				
Extraction Sums of Squared Loadings (Cumulative %) = 68.172%				

Source: Analysis of survey data on SPSS 26 (2023)

Based on the Rotated Component Matrix Figure above, we see that the factor loading coefficients are all greater than 0.5, ensuring significance, so no variables are eliminated.

Eigenvalue coefficient = 1.170 > 1 represents the portion of variation explained by each factor, then the extracted factor has the best summary of information.

Total variance Extraction Sums of Squared Loadings (Cumulative %) = 68.172% > 50%. This proves that 4 independent factors explain 73.117% of the research model.

The above results show that the observed variables converge together in the same concept and the research team created representative variables as follows:

- Factor "The format of eWOM information" (HT): Includes observed variables HT1, HT2, HT3, HT4
- Factor "The accuracy of eWOM information" (DD): Includes observed variables DD1, DD2, DD3, DD4
- Factor "The relevance of eWOM information" (PH): Includes observed variables PH1, PH2, PH3
- Factor "The completeness of eWOM information" (DAYD): Includes observed variables DAYD1, DAYD2, DAYD3, DAYD4

Exploratory factor analysis for the dependent variable

Table 5. Results of KMO test with independent variable

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.661
Bartlett's Test of Sphericity	Approx. Chi-Square	114.750
	Df	3
	Sig.	0.000

Source: Analysis of survey data on SPSS 26 (2023)

The results of EFA exploratory factor analysis of the dependent variable show that the KMO coefficient = 0.661 > 0.5, indicating that EFA is appropriate. In the Bartlett test, Sig. = 0.00, less than 0.05, indicating that all observed variables are correlated. At the same time, the load coefficient of all items is significant and greater than 0.5. All scales in this study have convergent validity.

Exploratory factor analysis for independent variables

Table 6. Results of KMO test with dependent variable

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.745
Bartlett's Test of Sphericity	Approx. Chi-Square	247.534
	Df	3
	Sig.	.000

The results of EFA exploratory factor analysis of the dependent variable show that:

- KMO test results with KMO value = 0.762 > 0.05
- The results of Bartlett's test with the Sig level of significance. = 0.000 < 0.05

According to the result above, we draw the conclusion that the observed variables included in the analysis are correlated with each other and EFA factor analysis is completely appropriate for this study.

4.3. Pearson correlation analysis

Table 7. Pearson correlation matrix between independent variables and dependent variable 1

		CN	HT	DD	PH	DAYD
CN	Pearson correlation	1	.445**	.483**	.481**	.425**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	200	200	200	200	200
HT	Pearson correlation	.445**	1	.540**	.052	.326**
	Sig. (2-tailed)	.000		.000	.463	.000
	N	200	200	200	200	200
DD	Pearson correlation	.483**	.540**	1	.128	.348**
	Sig. (2-tailed)	.000	.000		.070	.000
	N	200	200	200	200	200
PH	Pearson correlation	.481**	.052	.128	1	.076
	Sig. (2-tailed)	.000	.463	.070		.283
	N	200	200	200	200	200
DAYD	Pearson correlation	.425**	.326**	.348**	.076	1
	Sig. (2-tailed)	.000	.000	.000	.283	
	N	200	200	200	200	200

Sig test of Pearson correlation between the 4 independent variables HT, DD, PH, DAYD and the dependent variable CN are all less than 0.05, proving that the independent variables are all correlated with the dependent variable. In addition, the correlation coefficients of the independent variables are all at the 1% significance level, showing a fairly close positive

correlation between the independent variables and the dependent variable "Information acceptance".

Table 8. Pearson correlation matrix between independent and dependent variable 2

		YD	CN
YD	Pearson correlation	1	.817**
	Sig. (2-tailed)		.000
	N	200	200
CN	Pearson correlation	.817**	1
	Sig. (2-tailed)	.000	
	N	200	200

Similarly, from the results obtained in the Figure for the second model, Sig test the Pearson correlation between the independent variable CN and the dependent variable YD is less than 0.05, proving that the independent variable is correlated with the dependent variable. In addition, the correlation coefficient of the independent variable at the 1% significance level shows a fairly close positive correlation between the independent variable CN and the dependent variable YD.

We will look at the Pearson correlation coefficient, this value is $0.817^{**} > 0.5$. Thus, this pair of independent and dependent variables has a very strong linear correlation. Therefore, the author will be cautious in multivariate regression analysis because multicollinearity can occur.

Thus, the results of analyzing the correlation coefficient matrix between variables in the model show that the independent variables and dependent variables are eligible to perform the next step of regression analysis.

4.4. Multivariate regression analysis

Table 9. Results of regression analysis 1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.054	.267		.204	.839		
HT	.242	.065	.223	3.704	.000	.686	1.072
DD	.213	.058	.224	3.665	.000	.667	1.177
PH	.306	.037	.422	8.364	.000	.982	1.071
DAYD	.231	.052	.242	4.476	.000	.851	1.034

The independent variables HT, DD, PH, DAYD all have Sig test values less than 0.05 and all have a positive impact (positive Beta coefficient), so these variables are all statistically significant and have an impact on CN dependent variable. Thus, it can be concluded that there are four independent factors affecting information acceptance.

Table 10. Results of regression analysis 2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
Hằng số	1.166	.148		7.898	.000		
CN	.782	.039	.817	19.942	.000	1.000	1.447

The independent variable CN has a tested Sig value of less than 0.05 and has a positive impact (positive Beta coefficient), so this variable has statistical significance, affecting the dependent variable YD. Thus, it can be concluded that the independent factor Information Acceptance affects the Intention to participate in circular business models.

Table 11. Results of testing the hypotheses of the research model

Hypothesis	Content	Result

H1	The format of eWOM information positively influences consumer information acceptance.	Accept
H2	The accuracy of eWOM information positively influences consumer information acceptance.	Accept
H3	The relevance of eWOM information positively influences consumer information acceptance.	Accept
H4	The completeness of eWOM information positively influences consumer information acceptance.	Accept
H5	Information acceptance positively influences the intention to participate in circular business models of consumers.	Accept

Source: Analysis of survey data on SPSS 26 (2023)

The results of all hypotheses show statistical significance $\text{Sig.} = 0.000 < 0.05$, so all of the above hypotheses are accepted. From the above analysis, it can be concluded that the theoretical model is suitable for data research, there are 4 factors affecting consumers' acceptance of information, which are The format of eWOM information (HT), The accuracy of eWOM information (DD), The relevance of eWOM information (PH), The completeness of eWOM information (DAYD) and there is 1 factor affecting the intention to participate in weekly business models of the consumer is Information acceptance (CN).

5. Conclusion and recommendations

5.1. Conclusion

This study successfully achieved the goal of determining the impact of eWOM on consumers' intention to participate in circular business models. It has been found eWOM factors, namely Form of eWOM information, Accuracy of eWOM, relevance of eWOM, completeness of eWOM, have a positive relationship with Acceptance of information as well as the positive impact of Acceptance of Information on consumers' Intention to participate in circular business models researched in the retail sector. Among all the elements of eWOM, relevance has the strongest relationship with acceptance of information and most impact on it.

5.2. Recommendations:

Some recommendations given by the author to help businesses increase the effectiveness of content on their social networking sites are as follows:

First, diversifying forms of information transmission to capture customers' attention. For example, using seeding methods to exploit market information. An engaging format is sometimes easier to leave a lasting impression on consumers than content that is overly technical and difficult to understand. A positive customer review often has a greater impact than expensive advertising where a business praises its own products. Through the internet, businesses can easily access customer information, opinions, and market demands. Circular business models should combine both form and content to ensure their information is the most

attractive and useful, thereby encouraging consumers to receive and intend to participate in their circular business models.

Second, enhance and ensure the accuracy of eWOM information about their circular business models on social media. Retail businesses should limit the spread of misleading information about their circular business models on social media because once it's disseminated with ill intentions, it's challenging to extinguish such misinformation. This can lead to a negative attitude from the target customers towards the business and those models.

Third, ensure that eWOM information aligns with the products or services provided within the circular business model. This means providing comprehensive and detailed information about the products or services in the circular business model, including concepts, features, operations, policies, and reliable reviews from previous customers. Additionally, businesses should regularly interact and stay in touch with consumers on social media. This helps businesses better understand consumer needs, concerns, and opinions. Based on this information, businesses can create relevant eWOM and meet customer requirements.

Finally, enhance the comprehensiveness of eWOM information to bring it closer to consumers. Utilize communication channels such as social media, KOLs, KOCs, and influencers with the goal of promoting environmental protection and waste collection. These channels will serve as valuable sources of comprehensive information to consumers, bringing them closer to the intention of participating in circular business models.

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The Struggle for Women's Rights in Iran through the Lens of the Hijab

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Abstract

This study examines Iranian women's activism through the lens of the hijab, employing document research methods and reviewing literature and news sources, primarily from online media. The research findings reveal that the Struggle for Women's Rights in Iran, as expressed through the Hijab, is not solely rooted in religious convictions but is intricately linked to Iran's state ideology. Within this context, the assimilation of Western feminist concepts within the framework of contemporary global trends is explored, alongside an examination of Muslim women's endeavours to assert their rights across various domains. Tragically, this pursuit gained tragic prominence with the untimely demise of Ms. Mahsa Amini, who fell victim to a morality police assault due to perceived improper hijab adherence. Her death ignited widespread violent protests throughout Iran, distinguishing this women's rights movement as unique. Notably, it has galvanized a diverse spectrum of Iranian society to unite in their call for change. The enforcement of hijab regulations symbolizes a collective demand for societal equality and stands as a poignant testament to the enduring oppression of women. Nevertheless, the ongoing struggle between dissenting factions and the government suggests that this uprising may not represent the final chapter but rather a potential turning point in Iran's history.

Keywords: women's rights, hijab, Muslim, Amini

1. Introduction

Iran, officially known as the Islamic Republic of Iran, is a nation situated in western Asia. With a majority of its population adhering to Shia Islam, Iran holds a significant place as the religious epicenter for this Islamic sect. The country has a complex history that includes a prolonged era of absolute monarchy, ultimately culminating in the rule of Shah Pahlavi, whose reign was marked by deep unpopularity among the Iranian people. Shah Pahlavi's regime was characterized by tyrannical governance that relied on fear as a means of control, undermining traditional Shia Islamic values and fostering widespread discontent among the populace. This dissatisfaction eventually led to the Shah's forced exile from the nation.

In 1979, following the collapse of the monarchy, Ayatollah Khomeini, the revolutionary leader who played a pivotal role in toppling the Shah's regime, assumed power in Iran. In the wake of this political transformation, Iran initiated a series of measures aimed at regulating women's attire, particularly the hijab, as a means of countering Western influence, particularly that of the United States. The hijab became a symbol used to oppose the former regime, the Shah's rule, which had, in various ways, undermined traditional Islamic values and promoted a secular state ideology.

The catalyst for intensified protests emerged on September 13, 2022, when Iran's morality police apprehended and subjected a 22-year-old Kurdish woman named Mahsa Amini to physical assault due to what they deemed immodest clothing. Her "crime" was failing to wear the hijab correctly, as she allowed a few strands of hair to show on her forehead, a violation of the strict hijab regulations for public attire. Tragically, Mahsa Amini, who had fallen into a coma while hospitalized, succumbed to her injuries on September 16, 2022. Her death ignited a wave of vehement protests that continue to resonate in Iran to this day (Bangkok Business, 2023).

While the protests surrounding the hijab issue may initially appear to be rooted solely in religious dimensions, it's essential to recognize that the hijab controversy also intersects with broader challenges to the stability of the Iranian state. This study seeks to delve into the multifaceted facets of women's rights activism in Iran through the lens of the hijab. It aims to uncover the underlying motivations behind the hijab's role as a symbol in the struggle for Iranian women's rights and to understand the evolving aspirations of the younger generation in Iran. What initially began as a demand for accountability has transformed into a broader quest for rights and freedom, particularly for women who have grappled with decades of discrimination and severe constraints on their rights.

Notably, this study represents the first comprehensive exploration of women's activism in Iran through the hijab during the period from September 2022 to March 2023. Its findings shed light on the heightened emphasis on rights during an era of globalization, where digital interconnectedness has enabled various domestic and international agencies to unite in advocating for women's rights in Iran.

2. Method

This research draws upon a variety of literature and documents, including "Political Islam in the International Politics of the Islamic Republic of Iran: 1989 - Present," "Social History of the Veil: Perspectives from the Middle East," "Hijab Protests in Yala: Memories of Negotiation," "Representation of Muslim Women and Victims in the Novel Rusni by Montri Sriyong," and "Hijab: Life Between the Faith Space and the Modern Space of Muslim Women, a Case Study of Muslim Women in Bangkok and Metropolitan Area." These sources have been accessed through libraries at various educational institutions, such as Thammasat University, and online resources from ThaiLis and ThaiJo websites.

The research primarily utilizes a document-based approach, known as "Documentary Research," involving the study of information from diverse sources related to women's rights protests in Iran through the hijab. These sources encompass books, research papers, academic articles, dissertations, and social media. News reports have been gathered from a wide array of reputable news agencies, including BBC, BBC News Thailand, Al Jazeera, Reuters, ABC NEWS, The New York Times, The Standard, Thai PBS News, Matichon Online, and Krungthep Turakij.

3. Results

3.1 The Death of Mahsa Amini

The catalyst for the emergence of a women's rights movement in Iran through the hijab occurred on September 13, 2022. Mahsa Amini, a 22-year-old woman from Sakkéz, Kurdistan Province, was visiting relatives in Tehran when she encountered the morality police, officially known as Gasht-e Ershad (Guidance Patrol). Her detainment stemmed from perceived improper dress, particularly her hijab, which did not conform to the prescribed standards. She was found to be displaying strands of hair and not wearing clothing that adequately covered her arms and legs—a violation of traditional Iranian norms for women's modesty.

Some reporters surrounding her arrest indicate that Amini collapsed in front of an educational facility after being struck on the head with a baton, subsequently being forced into a nearby vehicle. These allegations are currently under investigation, as many suspect excessive and unlawful use of force against Amini. While in custody, Amini fell critically ill, losing consciousness, and was subsequently transferred to Kasra Hospital near the prison, where she remained in a coma until her tragic passing on Thursday, September 16, 2022—just three days after her arrest. Despite the potential for her vital signs to recover, she succumbed to her injuries after 48 hours. Notably, her body and face bore the marks of numerous bruises, evidence suggestive of violence. Authorities, however, maintained that Amini's death was due to sudden heart failure and asserted that there had been no physical harm or violence inflicted upon her following her arrest. Amini's family organized a funeral service in her hometown in Kurdistan Province, western Iran, on September 17, 2022. More than 1,000 people attended to express their condolences. Remarkably, the event received no support from the government or affiliated agencies. This incident served as the proverbial last straw, propelling the sentiments of protesters to a boiling point. Subsequently, widespread demonstrations swept across Iran (Bangkok Business, 2022).

3.2 The Morality Police

Iranian law, rooted in Islamic principles, mandates that women cover their heads with the hijab and wear long-sleeved clothing that conceals their bodies. Responsible for enforcing these norms, the Gasht-e Ershad, or morality police, comprises a specialized undercover unit tasked with monitoring and ensuring adherence to Islamic principles. They particularly focus on individuals deemed to be dressing immodestly. The morality police align with the Islamic mission to "enforce righteousness" and reject behaviours considered inappropriate. This mission underscores the Islamic duty of advising others to adhere to religious principles and curbing behaviours that transgress these principles. The Iranian constitution, post the 1979 Islamic Revolution, emphasizes the values of "morality" and "goodness" (Bangkok Business, 2022).

The duties of the morality police encompass monitoring and rectifying behavior that deviates from Islamic norms, applicable to both men and women. Such deviations include wearing tight clothing, torn jeans, colorful attire, and clothing that is too short. Women are obligated to wear the hijab, covering their hair and bodies, with discouragement for the use of makeup. For men, Western hairstyles are discouraged and may lead to punitive measures. The morality police patrol streets and public areas to ensure conformity with Islamic rules. Instead of resorting to immediate punishment, they often "advise" individuals who violate Islamic principles. In some instances, those detained by the morality police are sent to education and counselling centers or police stations for "attitude adjustment," where they attend mandatory lectures on hijab adherence and Islamic values (Bangkok Business, 2022).

The morality police exist in several other countries practicing Islam, often playing a pivotal role in social control and enforcing Islamic law as follows:

Saudi Arabia: Saudi Arabia maintains a morality police force known as the "mutawa" or morality promotion committee. Established in the 1940s, it enforces Islamic law, prohibiting unrelated men and women from congregating in public and promoting full-body veils for women. While the mutawa face opposition from liberals and young individuals, they receive substantial support from the conservative Saudi population, who uphold traditional values. The mutawa focus on enforcing strict rules regarding hijab, gender segregation, and participation in daily prayers. Their scope extends to policing non-Islamic products and activities, including the prohibition of items such as dogs and cats, Barbie dolls, Pokemon, and Valentine's Day gifts. Officers are authorized to pursue, detain, and interrogate suspected violators.

Sudan: In Sudan, the Public Order Police, established in 1993, is responsible for enforcing Islamic law for Muslims in the country. They possess the authority to arrest and often swiftly try suspects in the Special Court for Peace and Order. Punishments may involve beatings or imprisonment. This force is notorious for shutting down private events, cracking down on immodest dress, and raiding businesses deemed to violate Sharia principles. Many Sudanese view their actions as oppressive, perceiving unwarranted intrusion into their private lives. Despite some support from religious conservatives, especially Salafists, these activities are widely resented.

Malaysia: Religious authorities, often referred to as "Religious Officers," in Malaysia are tasked with apprehending those convicted of offenses such as premarital sex, adultery, alcohol consumption, failure to fast during Ramadan, and non-attendance at Friday mosque prayers. Morality police also target gay Muslims. Criticized for

overstepping their authority due to the ambiguity surrounding the jurisdiction of secular and Sharia law, Malaysia's morality police have faced controversy for their actions (Bangkok Business, 2022).

3.3 Women's Rights Movement from September 2022 to March 2023

September - October 2022

The mysterious death of Mahsa Amini triggered a wave of anger against a four-decade-old system of oppression against women in Iran. Protesters took to the streets across the country to demand justice. Following Mahsa Amini's funeral on September 17, 2022, support for Iranian women's rights resonated worldwide. Iranian women joined the protests by removing their hijabs, cutting their hair, and even burning their head coverings. This symbolic act included the burning of the house of Ayatollah Khomeini, the former leader of the 1979 Islamic Revolution, as it was under his regime that the hijab became mandatory for all Iranian women in public spaces. These actions highlighted the suppression of Iranian women's rights by religious traditions and a patriarchal culture.

Security forces responded with tear gas, which led to the protests spreading to provincial capitals. In a display of unprecedented unity, protesters chanted slogans like "Execution of a dictator," and some women courageously removed their headscarves to confront riot police amid sporadic gunfire. Youths set car tires ablaze and hurled stones at the police. Tehran University became a focal point for gatherings, with chants echoing "Women, Life, Freedom." The hashtag #MahsaAmini became one of the most popular ever on Twitter in Persian, marking September 30, 2022, as the deadliest day in this movement, known as "Bloody Friday." During these dark days, police and intelligence officers opened fire on protesters around the Grand Mosalla prayer hall and the Maki Mosque, the primary Sunni mosque in Zahedan. This marked the largest protest against the Iranian regime in over a decade, sparking speculation about whether this mass protest could be the catalyst for broader political change in Iran.

Amnesty International reported that international security forces were responsible for killing 66 people, including children, in the southeastern city of Zahedan in a brutal crackdown after Friday prayers. In total, at least 149 people lost their lives during this period (Amnesty International, 2022, October 6). Additionally, strikes emerged in October, particularly in the Kurdish region, among activists, students, and even the energy sector, where oil refinery workers joined the call. Notably, prominent figures like Iranian Hollywood actor Nazanin Boniadi and Iranian rock climber Elnaz Rekabi also lent their voices to demand justice for Mahsa Amini.

November - December 2022

Sectarian tensions in Iran escalated when a cleric at a Shiite Mosque in Zahedan, where the majority of the population is Sunni Muslims, was fatally shot. This incident heightened government tensions. Subsequently, on December 4, 2022, it was announced that the Morality Police Unit would be dissolved. However, there has been no official confirmation from the Ministry of Interior, which oversees the unit. Senior Iranian officials maintained that Iran would not alter its compulsory hijab policy but would enforce it through alternative means. Despite 11 weeks of protests against strict Islamic regulations, calls emerged for an extended three-day strike starting December 5, 2022, to intensify pressure on the government. Protesters urged traders to close their

shops and led marches to Asadi Square in Tehran. They also called for an economic boycott starting December 5. Authorities, though, faced significant public distrust, with many regarding the dissolution of the Morality Police as potentially deceptive.

During this period, authorities began openly executing protesters. The public hangings of individuals like Mohsen Shekari and Majid Reza Rahn timer, a 23-year-old man, elicited fresh anger among the Iranian public and calls for an end to the country's theocracy. International condemnation, particularly from France and the United Kingdom, followed these executions. The United Nations (UN) Human Rights Council voted to appoint an independent investigation into Iran's crackdown on protests but announced its non-cooperation. Between November and December 2022, reports indicated that 507 people, including 69 youths and 66 members of the security forces, lost their lives, with over 18,400 people arrested.

January - February 2023

The demand for change persisted, accompanied by escalating Western pressure, including new sanctions imposed on Tehran by the United States, European Union, and the United Kingdom (Reuters, 2022). These actions led to the Iranian currency plummeting to unprecedented lows amid increasing isolation. Relations between the EU and Tehran deteriorated as nuclear talks stalled.

Thousands of opponents of the Iranian regime convened in Paris to pressure EU countries to designate Iran's Revolutionary Guard Corps (IRGC) as a terrorist organization in response to the crackdown on protests. Although Iran's Supreme Leader granted pardons or commuted sentences for thousands of prisoners, those with dual citizenship in Iran remained excluded from this amnesty. Those charged with "Corruption to the country" were not pardoned at all. Additionally, protesters rallied for women's rights worldwide on International Women's Day, including in London, where demonstrators marched at the Iranian embassy in attire inspired by "The Handmaid's Tale." In Valencia, Spain, women cut their hair in solidarity with Iranian women. These protests united diverse segments of Iranian society, transcending previous divisions and fostering a spirit of solidarity (The New York Times, 2022).

March 2023

The women's rights movement continued into its seventh month, showing no signs of abating. Alongside these protests, the issue of restrictions on rights and freedoms remained a focal point. Most Iranians expressed anger towards the government due to ongoing economic challenges exacerbated by US sanctions, which led to soaring inflation and unemployment rates.

Negotiations between the Iranian government and Western countries to revive the nuclear deal and lift sanctions had reached a standstill. On March 9, 2023, the US Treasury Department reimposed sanctions on Iran. These sanctions targeted two top Iranian prison officials accused of serious human rights violations against women and girls. This marked the 10th round of US sanctions since the crackdown on protests that began after the death of Mahsa Amini, the head of Iran's judiciary. Gholamhossein Mohseni Ejei, a key figure, reiterated the regime's stance, stating that "Removing the hijab is tantamount to showing hostility towards the Islamic Republic and its values. Those who engage in such abnormal acts will be punished."

Calls for women's rights resonated worldwide on International Women's Day, with protests in London, where demonstrators marched at the Iranian embassy dressed in outfits inspired by the novel and television series "The Handmaid's Tale." In Valencia, Spain, women expressed their support by cutting their hair in solidarity with Iranian women. An important feature of these protests was their ability to mobilize diverse sectors of Iranian society, transcending previous divisions. Despite the government's claims that the protests were anti-religious, people from various religious and non-religious backgrounds joined forces, demonstrating unity (The New York Times, 2022).

3.4 The Demands to Change

Dissolution of the Morality Police

Reports from Iranian local media indicate that Iran's Attorney General, Mohammad Ja'far Montazeri, announced the dissolution of the Morality Police. This decision came after a young woman was arrested by the morality police for not wearing a hijab, leading to violent protests across the country. The Morality Police, responsible for patrolling and arresting women deemed to be dressing illegally according to Islamic principles, operates under the Ministry of Interior's supervision. It is important to note that Iran's Prosecutor General clarified that the Morality Police was not involved in the judicial process. The judiciary is working on proposals to revise how officials will enforce the dress code, and it is expected that the parliament and the Supreme Council of the Islamic Revolutionary Plan will decide on this issue within 15 days.

However, there remains uncertainty surrounding the dissolution of the Morality Police agency. Contradictory statements from Iranian officials have caused confusion. Prosecutor General Mohammad Montazeri claimed that "the morality police unit has been disbanded because it is not involved in the judicial process." On the other hand, the Interior Ministry, responsible for supervising the morality police unit, has not officially confirmed whether or not the force will be disbanded. Additionally, there is no indication that the law imposing the dress code will be repealed. Iranian authorities seem to be reviewing how to implement the hijab law, with little suggestion that the law itself will be removed. The hijab, mandatory since shortly after the 1979 Islamic Revolution, remains a key ideological issue for Iranian authorities, who have consistently stated that they will not abolish it (Bangkok Business, 2022).

United Nations (UN) Sanctions

The United States took a significant step by removing Iran from the 45-nation UN Commission on the Status of Women (CSW) due to the government's denial of women's rights and its brutal crackdown on protests (Reuters, 2022). Iran was subsequently expelled from the United Nations women's rights agency in a US-sponsored vote. This resolution represents the United Nations' strongest symbolic response to Iran's efforts to suppress the uprising led by women and young people calling for an end to the Islamic Republic's rule.

Linda Thomas Greenfield, the US Ambassador to the United Nations, highlighted the significance of these actions, stating, "The first is that the Iranian government must be held accountable." She emphasized that the more important message is the support extended to Iranian women, stating, "We are here for you. We are by your side. We will stand by you."

Atena Daemi, a rights activist in Iran, celebrated this move, noting that it signifies the culmination of 43 years of Iranian women rejecting the Islamic Republic's misogynistic policies. Iranian women's rights activists have long fought against discriminatory laws related to dress codes, divorce, child custody, and inheritance, which were imposed after the 1979 Islamic Revolution. The Iranian government has consistently blocked and even criminalized their demands for equal rights (The New York Times, 2022).

European Union (EU) Sanctions

On January 23, 2023, Western countries increased pressure on Iran over its crackdown on protests. The United States, European Union, and United Kingdom imposed new sanctions on Tehran in response to these events. These sanctions represent the latest response to Iran's suppression of unrest, particularly following the death of Mahsa Amini, a young Iranian Kurdish woman, in the custody of the morality police in September.

The European Union imposed sanctions on more than 30 Iranian officials and organizations, including the Revolutionary Guards, attributing to them the "brutal" crackdown on protesters and other human rights abuses. Foreign ministers from the 27 EU member states reached a consensus on these measures during a meeting in Brussels. The sanctions target senior IRGC agencies and officials across Iran, even in areas with Sunni populations where state repression is intense. Those subjected to these sanctions are barred from traveling to the EU, and any assets they hold within the group may be frozen. Furthermore, the United Kingdom imposed 50 additional sanctions on Iran, condemning actions ranging from the use of the death penalty for political purposes to the violent suppression of protesters (Reuters, 2022).

Effects of Sanctions

The sanctions imposed on Iran by the United Nations, United States, European Union, and United Kingdom have had significant economic consequences, leading to a currency crisis with the Iranian rial falling to its lowest levels against the US dollar. These economic challenges were exacerbated by Iran's increasing isolation and the possibility of further EU sanctions on the Revolutionary Guards or its members. Relations between the EU and Tehran deteriorated as efforts to revive nuclear negotiations stalled.

Economic analysts have attributed the continued fall of the rial to a "global consensus" on Iran, with increasing political pressure, such as designating the Revolutionary Guards as a terrorist organization and imposing restrictions on ships and oil tankers linked to Iran. This global consensus has impacted the exchange rate in Tehran, according to analysts. Subsequently, Iran's currency continued to depreciate, reaching new lows, with the rial falling to a record low of 539,200 against the US dollar on February 24, 2023, compared to 526,500 on February 23, 2023 (Reuters, 2023).

3.4 Criticisms from Various Media

Amnesty International

Diana Eltahawy, the deputy director for the Middle East and North Africa at Amnesty International, emphasized the need for concrete international action in response to the events in Iran. She expressed that the global outpouring of anger and sympathy following Mahsa Amini's death should be followed by concrete measures taken by the international community. Eltahawy highlighted the crisis of systematic impunity in Iran, where torture, extrajudicial killings, and other unlawful actions have become widespread during protests. Amnesty International's stance underscores the urgency of addressing human rights violations in Iran and holding those responsible accountable (Amnesty International, 2022).

BBC

The BBC reported on the role of social media in spreading information about the Iranian protests around the world. Iranians themselves have been using social media platforms like Twitter and Instagram to convey their reasons for participating in the protests. Many expressed dissatisfaction with the government's interference in their private lives, particularly in areas such as hijab regulations. The protesters' perception that Islamic law continually interferes in their daily lives was a topic of criticism on social media. Social media played a crucial role in amplifying the protests in Iran and making them resonate globally. It provided a platform for Iranians both within and outside the country to express their sentiments and allowed people worldwide to follow the evolving situation in Iran. Even though the daily protest activities may have subsided, the protest movement continued to thrive on social media, not only within Iran but also internationally. This digital activism persisted despite attempts by Iranian authorities to restrict internet access and block social media platforms (BBC News, 2022).

The media, in general, has widely criticized the events in Iran, condemning the actions as unforgivable. This includes the death of Mahsa Amini and the execution of activists who sought justice for her. The global media has played a vital role in shedding light on these issues and calling for international attention to human rights violations in Iran.

4. Discussion and Conclusion

The events surrounding the protests in Iran, sparked by the tragic death of Mahsa Amini, shed light on the deep-seated issues related to women's rights, religious traditions, and a patriarchal culture in the country. The hijab mandate, which was imposed after the 1979 Islamic Revolution, symbolized the state's ideological shift and the suppression of women's rights. Mahsa Amini's arrest and subsequent passing in September 2022 triggered widespread protests, which were met with harsh and violent responses from the Iranian government, including the execution of protesters. These events drew international condemnation and led to sanctions imposed by various foreign entities, such as the United Nations, European Union, United States, European Union, and United Kingdom.

One notable aspect of these protests was their broad and inclusive nature, with participation from both middle-class and working-class communities. It transcended local and ethnic boundaries and evolved into a more comprehensive movement addressing issues of equality in Iranian society and opposing long-standing religious fundamentalism that had

oppressed women. The significance of these protests lies in the fact that they represent a turning point in Iran's history. It demonstrates the resilience of citizens who disagree with the government and their determination to fight for their rights. The world is closely watching the ongoing struggle between the government and the people, and the outcome remains uncertain. Will it be a victory for the government, or will the people's demands for greater rights and equality prevail? The future of Iran's women's rights movement hangs in the balance.

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Methods for Translating Vietnamese Idioms with Critical Meanings into Thai

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Abstract

This article aims to propose methods for translating Vietnamese idioms with critical meanings into Thai. It employs the Newmark's translation theories to analyze the data. The critical idioms in Vietnamese were sourced from the Vietnamese dictionary by Hoang Phe. A total of 60 idioms with critical meanings were identified for analysis.

The study found that idioms in Vietnamese can appear independently and have a complete meaning without considering context in translation. When they appear in various contexts, their meanings remain unchanged. There are two methods for translating Vietnamese idioms with critical meanings into Thai: 1) Word-for-word translation method: When translated into Thai, it's possible to translate word-for-word, maintaining the structure and exact meaning as the original Vietnamese idioms. 2) Sense-for-sense translation method: This method involves interpreting the meaning of the Vietnamese idiom first, then comparing it with an equivalent idiom in Thai that has a matching meaning. Using this method might result in the loss of cultural nuances and context from the source language, but it ensures that readers of the translated language can instantly grasp the meaning.

Keywords: Translation Methods, Idiomatic Translation, Vietnamese Idioms with Critical Meanings

1. Introduction

Translation plays a vital role in connecting diverse knowledge from people around the world who speak different languages. In translation, linguistic and cultural differences pose significant challenges for translators. This is because language reflects feelings, thoughts, perspectives, and conveys knowledge, as well as various experiences in building mutual understanding. (Nida cited in Unchalee Singnoi, 2010: 65-79)

In linguistic communication, aside from conveying meanings directly through straightforward words, idioms are also used to communicate in daily life to emphasize weight, meaning, and add depth to conversations. Each society has its unique idioms, which distinctly reflect its worldview, thoughts, beliefs, and lifestyle patterns. Idioms provide a clear window into the perspectives and values of people in a society. They also offer insights into lifestyles, social conditions, culture, and the language of various eras. (Wararat Mahamontri, 2014: 1) Furthermore, humans use idioms as tools to mold and guide society, indicating customs or practices suitable for harmonious communal living. Idioms reflect mindsets, both positively and negatively. This is evident in the use of critical idioms to teach and remind about evils, misdeeds, or inappropriate behaviors in society. Conversely, praiseworthy idioms reflect a positive mindset, representing goodness, appropriateness, and behaviors that are widely accepted in society. (Nikhom Khaolat, 1996: 4)

Thai and Vietnamese societies are neighboring communities in Southeast Asia with closely related social foundations. People interact with each other and share similar life perspectives, thoughts, and beliefs, especially being influenced by the philosophy of Buddhism regarding concepts of good and evil. This has affected their culture, society, traditions, and way of life, making them closely related. This is evident when reflecting through critical idioms, such as the Vietnamese idiom "lưỡi không xương," which translates to "tongue without bones," matching the Thai idiom "ลิ้นไม่มีกระดูก." Both idioms imply someone who speaks inconsistently, or cannot be trusted in what they say. On the positive side, the idiom "mặt trái xoan" translates to "a face shaped like a cashew," which aligns with the Thai idiom "หน้ารูปไข่," meaning "egg-shaped face." Both refer to a person with a gracefully shaped, beautiful face. (Vũ Thị Kim Chi, 2007: 13)

However, even though some Vietnamese critical idioms share similarities with Thai idioms, there are numerous idioms that cannot be directly translated or understood. It is essential to comprehend both the cultural and social context, along with an understanding of linguistic structures, to truly grasp and translate these types of idioms. (Supanee Pinmanee, 2012: 39)

This article aims to present methods for translating Vietnamese idioms with critical meanings into Thai. It utilizes the concept of analyzing idiomatic translation methods based on the translation theory of Newmark (Peter Newmark, 1988). The goal is to propose methods and guidelines for translating idioms from Vietnamese into Thai.

2. Method

This research studies the methods of translating Vietnamese idioms with critical meanings into Thai. Data was collected on critical Vietnamese idioms from the Vietnamese dictionary by Hoang Phe. In total, 60 critical idioms were identified for analysis. These idioms were then used to analyze the translation methods into Thai. The research findings are presented through a descriptive analysis.

3. Results

According to Newmark's translation theory, translation can be categorized into two types: 1) Source-text-oriented translation: This approach gives significant emphasis to the source text, striving to preserve the meaning and linguistic structure of the original language as much as possible. This type of translation is suitable when the structure and meaning align closely with the target language. This method is referred to as a "word-for-word translation." 2) Target-text-oriented translation: This approach focuses mainly on conveying the essence or meaning of the content, prioritizing the comprehension of the reader. Instead of retaining the structure of the source language, this method emphasizes translating the original meaning to align with the cultural context of the target language. This is known as "translating for sense." From the study of translating 60 Vietnamese idioms with critical meanings into Thai, it was found that two methods based on Newmark's translation theory (1988) can be applied:

1. Word-for-word translation method
2. Sense-for-sense translation method

1. Word-for-word translation method

The word-for-word translation method retains the structure and meaning of the source language and directly transfers it into the target language without the need to consider any external context in the translation process (Newmark, 1988: 45).

From the study, it was found that there are Vietnamese idioms with critical meanings that can be translated using the word-for-word translation method, maintaining both structure and meaning consistently in both Vietnamese and Thai. Out of the total 60 critical idioms studied, 4 idioms can be translated this way. They are categorized into 1 verb phrase structure idiom and 3 noun phrase structure idioms, as follows:

1.1. Vietnamese Idioms with Critical Meanings with Verb Phrase Structure

In the Vietnamese language, a verb phrase arises from the combination of a main verb with other word types to extend its meaning. The verb phrase structure comprises 3 components (Nuengruethai Chantharakhami, 2022: 216) as follows:

(1) Pre-main verb extension (Phần phụ trước): This is a word that indicates relationships and continuity in meaning. Words that can appear in this position are adverbs (phó từ).

(2) Main verb (động từ trung tâm): This is the primary verb or the core verb of the phrase, located in the middle of the phrase, providing the main meaning.

(3) Post-main verb extension (phần phụ sau): These are words or phrases appearing after the main verb to specify details, direction, location, objectives, and reasons. Words that can appear in this position are nouns (danh từ), adjectives (tính từ), or noun phrases (danh ngữ).

Verb phrase structures in the Vietnamese language can appear in three forms: (1) A structure that consists of all three components. (2) A structure that only shows the pre-main verb extension and the main verb. (3) A structure that displays just the main verb and the post-main verb extension (Nguyễn Tài Cần, 1998: 248).

From the study, it was found that there is only one Vietnamese critical idiom that can be translated using the word-for-word method and has a verb phrase structure. This structure is composed of a main verb, which is a verb phrase, and an extension after the main verb, which is a noun phrase. The idiom is "Bắt cá hai tay."

The structure of the idiom "Bắt cá hai tay" consists of the verb phrase bắt cá, which means "catch fish," appearing in the position of the main verb. It is complemented by the noun phrase hai tay, which translates to "two hands," appearing as the extension after the main verb. Translating this idiom using the word-for-word method, "Bắt cá hai tay" becomes "จับปลาสองมือ" in Thai, which directly translates to "catch fish with two hands." Both the Vietnamese and Thai idiomatic expressions carry the meaning of trying to achieve or attain two things simultaneously. This idiom carries a critical nuance. Furthermore, this idiom also reflects the worldview related to the lifestyles of both Thai and Vietnamese people who are intertwined with nature, especially in earning their livelihood through fishing in various water sources.

Example of idiom translation

Original in Vietnamese

Dấu hiệu cho thấy người yêu đang “bắt cá hai tay”

Translation in Thai

สัญญาณว่าคนรักกำลัง “จับปลาสองมือ” (literally: "Signs that the loved one is **catching fish with two hands**")

From the example, it can be seen that the word-for-word translation method is one of the techniques that can be used to translate Vietnamese idioms with critical meanings into Thai without losing the structural integrity and meaning. In this process, the translator must always compare and contrast the structural elements and the literal meanings of the idioms in both the source and target languages.

1.2 Vietnamese Idioms with Critical Meanings with Noun Phrase Structures

Noun phrases in the Vietnamese language arise from the combination of nouns with other types of words. The noun serves as the primary component of the meaning, while the other words act as secondary components, resulting in a more complete and specific meaning. These can appear in sentences and function similarly to nouns. The structure of noun phrases consists of 3 components (Nuengruethai Chantharakhami, 2022: 215; Diệp Quang Ban, 2009: 268 - 278), which are:

(1) Modifier preceding the main noun (phần phụ trước): The words that can appear in this position include nouns (danh từ), numeral classifiers (số từ), noun modifiers (loại từ), auxiliary words (phụ từ), and adjectives (tính từ).

(2) Main noun (danh từ trung tâm): This refers to the noun appearing in the middle of the phrase. The elements that can be found in this position are nouns or they can even be noun phrases.

(3) Modifier following the main noun (phần phụ sau): This refers to the words that appear after the main noun to indicate the characteristics of the noun. The words that can appear in this position include adjectives (tính từ), verb groups (cụm động từ), and noun phrases (danh ngữ).

The structure of noun phrases in Vietnamese can be categorized into 3 formats: (1) A structure that incorporates all three components. (2) A structure that only features the modifier preceding the main noun and the main noun. (3) A structure that only features the main noun and the modifier following the main noun. (Nguyễn Tài Cần, 1998: 203 - 204)

Research Findings: The study identified 3 Vietnamese critical idioms that can be used the word-for-word translation method, structured as noun phrases. These phrases comprise a main noun which provides the primary meaning, and a modifier preceding the main noun which is also a noun phrase. The identified idiomatic expressions are: the idiom "dài lưng", the idiom "Lười không xương", and the idiom "Nước mắt cá sấu". The details are as follows:

Idiom 1.1: dài lưng

The idiom "dài lưng" translates to a person who has physical strength but is too lazy to work. This aligns with the Thai idiom “สันหลังยาว” (literally: "long back"). Both idioms use the noun "lưng", which means "back", as the primary component to signify the human back. The adjective "dài", meaning "long", acts as a modifier for the main noun to describe the characteristics of a back and the spine that is so elongated it looks unusual.

When examining the noun phrase structure of the aforementioned idiom, it is observed that the modifier, which is an adjective, appears before the main noun. This is different from the structure in the Thai language, where adjectives that act as modifiers typically appear after the noun. However, the idiom "dài lưng" can be used the word-for-word translation method, but the structure must be adjusted to be correct according to word construction in Thai, as shown in the following translated example:

Example of Idiom Translation

Vietnamese

chồng lười, **lưng dài** thườn thượt

Thai

ตัวเกียจสันหลังยาว (literally: "Lazy husband with **a long spine**")

Upon considering the example of the translation that uses this idiom, it's observed that the word-for-word translation method can directly translate the Vietnamese idiom “Dài lưng” to the Thai idiom “สั้นหลังยาว” (literally: "long spine"). This method not only conveys the direct meaning but also retains the original sentiment from the source language, reflecting the cultural perspectives in both cultures that compare lazy behavior to having an abnormal physical attribute of the body.

Idiom 1.2: Lưỡi không xương

The idiom “Lưỡi không xương” translates to someone who is inconsistent in their words, someone who cannot be relied upon or trusted in what they say. This aligns with the Thai idiom “ลิ้นไม่มีกระดูก” (literally: "tongue without bones"). Both idioms use the noun "lưỡi", meaning "tongue", to signify the human organ used for speaking. The phrase "không xương", translating to "without bones", serves as a modifier to the main noun to metaphorically indicate a tongue that cannot control its movement, implying the untrustworthiness of the speaker's words.

Upon considering the structure of the aforementioned idiom, it's observed that the position of the verb phrase, which serves as a modifier to the main noun, appears after the main noun, similar to the structure in Thai. This is illustrated in the following idiom translation example:

Example of Idiom Translation

Vietnamese	Anh ta là một người lưỡi không xương.
Thai	เขาเป็นคนลิ้นไม่มีกระดูก (literally: "He is a person with a tongue without bones.")

From the example, it can be observed that the above idiom can be translated using a word-for-word method without having to adjust the structure. In terms of meaning, the Vietnamese idiom “Lưỡi không xương” can be translated into the Thai idiom “ลิ้นไม่มีกระดูก” (literally: "tongue without bones"), reflecting shared cultural perspectives in both Thai and Vietnamese cultures that liken a person's character or demeanor to the physical attributes of a tongue.

Idiom 1.3: Nước mắt cá sấu

The idiom “Nước mắt cá sấu” translates to a person who pretends to cry without genuine emotion or sympathy — insincere expressions of sadness. This aligns with the Thai idiom “น้ำตาจระเข้” (literally: "crocodile tears"). Both idioms use a noun as the primary component in the structure, specifically the noun "cá sấu", meaning "crocodile". The noun "nước mắt", which translates to "tears", serves as the modifier preceding the main noun.

Upon examining the structure of the aforementioned idiom, it's observed that the idiom “Nước mắt cá sấu” aligns structurally with the Thai idiom “น้ำตาจระเข้” (literally: "crocodile tears"). In this instance, the word-for-word translation method can be applied without any need for structural adjustments. The example of the idiom translation is as follows:

Example of Idiom Translation

Vietnamese	Những giọt nước mắt của chị ta giống là nước mắt cá sấu, không thể tin được.
Thai	หยดน้ำตาของหล่อนก็เหมือนน้ำตาจระเข้ เชื่อถือไม่ได้ (literally: "Her tear drops are like crocodile tears, not trustworthy.")

In terms of meaning, both idioms reflect the cultural perspective of comparing human behavior to that of a crocodile. Naturally, when crocodiles bite their prey, tears come out. This happens because the long jaw bones of the crocodile press against its tear glands, making it look as if the crocodile is eating its prey but also feeling pity for it at the same time.

In conclusion, when translating Vietnamese idioms with critical meanings into Thai, the word-for-word translation method can be employed in cases where the Vietnamese idiom

has a structure that matches or is close to Thai and the units within the structure can be translated into Thai with direct meaning. It is found that idioms that can be translated using this method often reflect shared cultural perspectives, beliefs, and values between the two cultures.

2. Sense-for-sense translation method

The sense-for-sense translation method involves translating specific meaning units from the source language into the target language. The emphasis is on conveying the meaning of one culture to another, aiming to allow the readers of the translated text to understand the culture, content, and sentiments consistent with the original text. This method does not focus on whether the linguistic structures of both languages match or whether they have directly corresponding meanings. (Supanee Pinmanee, 2019: 19)

From the study, it was found that there are a total of 56 Vietnamese idioms with critical meanings that can be translated using the sense-for-sense method. Here is an example of such an idiom:

Idiom 2.1: Da bánh mật

The idiom “Da bánh mật” refers to skin that has a brownish-pink hue, reminiscent of a particular Vietnamese steamed dessert called “bánh mật”, which is similar to the Thai dessert “khanom tian”. It is made from translucent brown rice flour and has a yellow bean filling (Hoàng Phê, 2011: 348). This idiom compares healthy, glowing skin to the shiny translucent brown color of the dessert.

Example of Idiom Translation for “Da bánh mật”

Original (in Vietnamese)

Da ngăm ngăm bánh mật (Hoàng Phê, 2011: 58)

Translated Versions (in Thai)

Approach 1 (Word-for-Word Translation)

ผิวคล้ำสวยเหมือนแป้งหมัก

(literally: Dark, beautiful skin like bánh mật)

Approach 2 (Sense-for-Sense Translation)

ผิวสีน้ำตาล (literally: Honey-colored skin)

From the translation in approach 1, it is evident that the method strictly adheres to the structure of the idiom. Analyzing the structure of the idiom “Da bánh mật”, which is a noun phrase, comprises the noun “Da” meaning “skin” and the noun “bánh mật” which translates as a clear, brown steamed dessert with a yellow bean filling. When directly translating the entire idiom into Thai, it might be interpreted as “skin-colored khanom tian”, which could be confusing. One might wonder how the skin can be compared to the Thai dessert “khanom tian”. The Vietnamese version of “khanom tian” differs from the Thai version, and it's unclear whether the idiom is meant to be complimentary or critical. Therefore, in this case, using a word-for-word translation method isn't suitable due to the sociocultural differences between the source and target languages. It is essential to employ the sense-for-sense translation method and then align the meaning with a similar Thai idiom, as demonstrated in approach 2.

The translation of the idiom “Da bánh mật” in approach 2 is a method that takes the meaning of the idiom from the source language and aligns it with a similar idiom in Thai. It can be translated as “honey-colored skin”, referring to a healthy, radiant, dual-toned skin resembling the color of honey (Royal Institute, 2011: 765). From the translation in approach 2, readers can immediately understand the meaning.

Idiom 2.2: Đầu trâu mặt ngựa

The idiom “Đầu trâu mặt ngựa” signifies someone with a wicked and ruthless nature, not behaving like a human. This idiom compares a person's behavior with the appearance of a mythical creature – a demon with the head of a buffalo and the face of a horse, but with a human body. According to the Taoist belief in Vietnam, this creature is responsible for capturing escaping souls from hell and bringing them back for punishment (Hoàng Phê, 2011: 483).

Example of translating the idiom Đầu trâu mặt ngựa

Original Text (in Vietnamese)

Ông đầu trâu mặt ngựa sấn lại. (Hoàng phê, 2017: 407)

Translation (in Thai)

Approach 1 (Word-for-Word Translation)

ไอ้คนหัวควายหน้าม้ามันกลับมาแล้ว

(literally: That buffalo-headed, horse-faced guy has come back.)

Approach 2 (Sense-for-sense Translation)

ไอ้คนใจยักษ์ใจมารมันกลับมาแล้ว

(literally: That heartless and cruel person has come back.)

When considering the translation in approach 1, it was found that the translation of the idiom adheres solely to its structure. This idiom is structured as a noun phrase, consisting of the noun phrase "đầu trâu" meaning "buffalo-headed" and the noun phrase "mặt ngựa" meaning "horse-faced". When combined to form an idiom, there isn't a specific main or secondary meaning, translating directly to "buffalo-headed, horse-faced". This direct translation doesn't convey the intended meaning from the original language, making it incomprehensible to the target audience.

Therefore, understanding this idiom requires interpretation based on cultural and societal backgrounds. It necessitates the use of a "sense-for-sense" translation method, rather than a direct "word-for-word" translation, as demonstrated in the second translation approach.

From the translation in approach 2, it's a method of "sense-for-sense" translation. That is, the translation brings out the meaning of the Vietnamese idiom "Đầu trâu mặt ngựa" and compares it with the Thai idiom. The translation can be rendered as "ใจยักษ์ใจมาร" (literally: heartless and cruel), implying a person with a malicious and spiteful heart, similar to a giant and a demon. (Royal Institute, 2011: 342) According to Thai cultural beliefs, giants represent anger, irritability, and something repulsive, while demons symbolize envy, not wanting others to prosper more than oneself, and attempting to hinder others' progress. When considering the translation of the Vietnamese idioms with critical meanings into Thai, it is evident that both idioms convey a negative sentiment, emphasizing non-human qualities, and are aligned in their comparisons with religious beliefs and attitudes.

Idiom 2.3: Ăn như mỗ khoét

The idiom "Ăn như mỗ khoét" translates to someone who eats a lot or is insatiable, no matter how much they consume (Hoàng Phê, 2011: 23).

Example of translating the idiom Ăn như mỗ khoét

Original Text (in Vietnamese)

Con này ăn như mỗ khoét (Hoàng Phê, 2017: 23)

Translation (in Thai)

Approach 1 (Word-for-word Translation)

เด็กนี้กินเหมือนนกหัวขวาน

(literally: This child eats like a woodpecker.)

Approach 2 (Sense-for-sense Translation)

เด็กนี้กินเหมือนยัดหนุน

(literally: This child eats as if stuffing a pillow.)

From translating the idiom in approach 1, it's found that the translation adheres strictly to the structure. This idiom has a verb phrase structure, comprising the verb "Ăn" which translates to "กิน" (eat), the conjunction which translates to "เหมือน, ดัง" (like, as) and the noun "mỗ khoét" which translates to "นกหัวขวาน" (woodpecker). When translated using word-for-word translation method, it can be rendered as "กินเหมือนนกหัวขวาน" (eats like a woodpecker).

This idiom thus compares the eating behavior of a person who pecks at food, to the behavior of a woodpecker drilling into a tree to make a nest. Although the word-for-word translation method might convey the meaning and can be understood, in the target language culture, which is Thai, there are idioms with a direct meaning that should be chosen to align with Thai societal and cultural nuances, as seen in the translation approach 2.

The translation in approach 2 is an idiomatic translation by comparing the meaning of the idiom "ăn như mỗ khoét" with a Thai idiom, which can be translated as “กินเหมือนยัดนุ่น” (eats as if stuffing a pillow). This refers to the behavior of eating a lot, voraciously, or greedily. This is because, in the Thai cultural perspective, the act of "stuffing cotton" into pillows or bedding to make them fluffy and full is used as a metaphor, comparing it to the behavior of eating in such a way as to fill one's stomach to the brim (Royal Institute, 2011: 130).

Therefore, upon considering the meanings of the mentioned idioms that differ from one another, it is evident that Vietnamese and Thai cultures perceive voracious eating behavior differently. In the Vietnamese cultural perspective, this behavior is likened to the habits of living creatures, while in Thai culture, the behavior of eating is compared to the lifestyle or daily practices of people in society.

Idiom 2.4 Câm miệng hén

The idiom "Câm miệng hén" means to remain silent or not to speak (Hoàng Phê, 2011: 197).

Example of translating the idiom Câm miệng hén

Original Text (in Vietnamese)

Ngồi câm miệng hén, không dám nói câu nào.
(Hoàng phê, 2017: 197)

Translation (in Thai)

Approach 1 (Word-for-word Translation)

นั่งเงียบเป็นหอยไม่พูดไม่จาสักประโยค

(literally: Sitting silent like a clam, not uttering a single sentence.)

Approach 2 (Sense-for-sense Translation)

นั่งเงียบเป็นป่าช้าไม่พูดไม่จาสักประโยค

(literally: Sitting quietly as the grave, not uttering a single sentence.)

From the translation in approach 1, it's evident that the idiom is translated while strictly adhering to its structural composition. This idiom has a verb phrase structure, consisting of the verb "Câm miệng" which translates to "หุบปาก" (to shut one's mouth) and the noun "hén" which translates to "หอยขวาน" (a type of clam). When translated using word-for-word translation method, it can be rendered as "หุบปากหอยขวาน" (shut mouth like a clam). This idiom is thus an analogy comparing the silent behavior of humans to that of clams, reflecting a perspective that portrays the environmental conditions and lifestyles of the Vietnamese people who live and earn their livelihood along river plains, which are habitats for many of these clams. These clams typically inhabit stagnant or slow-moving waters in abundance. In this case, a word-for-word translation technique cannot be applied due to the social and cultural differences between the source and target languages. It's essential to employ the sense-for-sense translation method, interpreting the meaning first before drawing a parallel to a Thai idiom, as demonstrated in the approach 2.

The translation in approach 2 is an idiomatic translation by comparing the meaning of the idiom "câm miệng hén" with a Thai idiom, which can be translated as “เงียบเป็นป่าช้า” (quiet as the grave). This refers to a complete silence, likening it to situations where no one speaks or responds. It is compared to blowing on a chili grinding stick or a pestle, where no matter how much you blow, it doesn't produce any sound, unlike blowing into a flute or a reed instrument (Royal Institute, 2011: 294). This aligns with the Thai cultural perspective, making it instantly understandable for the readers of the translated text.

In conclusion, when translating Vietnamese idioms with critical meanings into Thai, it's predominantly necessary to use the "Sense-for-sense translation" method. This is due to the social and cultural differences between the source language and the target language.

Therefore, in translating with this method, the translator needs to have a deep understanding of the cultures and contexts in both the source and target languages. This ensures that the meaning is accurately interpreted and the translated text aligns with the essence of the original idiom. As a result, readers of the translated text can grasp the meaning that matches the original idiom.

4. Discussion and Conclusion

Vietnamese idioms can appear independently and have a complete meaning without needing to consider the context for translation. When they appear in various contexts, their meaning remains unchanged. Translating Vietnamese critical idioms into Thai can be done using two methods: 1) Word-for-word translation method: This method is applicable when the structure of the Vietnamese idiom aligns or closely resembles Thai, and the units within the structure can be translated into Thai while retaining the same meaning in both the source and target languages. Idioms translated this way often reflect the shared perceptions, thoughts, and beliefs of both cultures. 2) Sense-for-sense translation method: In this approach, the translator focuses solely on translating the unit of meaning within the source idiom, conveying it in the target language. The translator needs to consider the idiom's original meaning, compare it with an idiom in the target language, and then produce a translation that aligns with the cultural perspective and nuances of the target language, ensuring that readers understand the meaning as intended in the source language. For translating Vietnamese critical idioms into Thai, this method is predominantly employed.

It can be said that translating idioms is essentially cross-cultural translation, which is crucially important. One must truly understand the structural semantics of the idiom to be translated, as well as gain a deep comprehension of the society and culture of the source language. Afterward, an appropriate translation method for the target language should be chosen while giving the utmost respect to the original text. This ensures that users of the translated text can access the perspectives and thoughts of people from the culture and society of the source language.

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Educational Policy in Vietnam for Sustainable Development in the 21st Century

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Abstract

This article explores the evolution of Vietnam's education policies and their impact on the country's economy towards sustainable development. It analyzes three distinct phases: the early years of Doi Moi (1986-1995), the period from 1996 to 2020, and the current educational landscape from 2021 onwards. Vietnam has made significant strides, reflected in improved global education rankings and a rising Human Capital Index. However, several challenges persist, including resource allocation disparities, educational inequalities, corruption, and inadequate teacher remuneration. To address these issues, policy recommendations have been provided. These encompass equitable resource allocation, measures to ensure education equality and accessibility, anti-corruption strategies, improved teacher development and well-being, curriculum modernization, community engagement, and enhanced research and data collection. Implementing these recommendations collectively can help Vietnam build a more equitable, efficient, and high-quality education system that supports sustainable development. Collaboration among stakeholders is essential for the successful implementation of these policies and the realization of Vietnam's vision for comprehensive and inclusive education in the 21st century.

Keywords: Vietnam, Educational Policy, Sustainable Development



1. Introduction

According to the 2021 ranking of the best countries in education by USNEWS, Vietnam secured the 59th position out of 78 countries, marking a notable improvement of 6 places compared to 2020. Concurrently, indicators of human resource quality training also exhibited significant enhancements. Data from the World Bank for the year 2020 indicates that Vietnam's Human Capital Index (HCI) experienced a decade-long increase from 0.66 to 0.69 between 2010 and 2020 (CEIC Data, 2020). Notably, Vietnam's HCI continues to surpass the average of countries within the same income bracket, despite lower levels of public expenditure on health, education, and social protection. In the East Asia-Pacific region, Vietnam stands out as one of the nations with the highest scores in the Human Capital Index, as per the World Bank's assessment. These findings underscore the positive outcomes stemming from Vietnam's recent policies and investments in education development. Particularly, the Vietnamese government has been placing increasing emphasis on education policies, recognizing them as the bedrock for Vietnam's journey toward sustainable development across economic, societal, and environmental dimensions, guided by the vision of ensuring quality, equitable, and inclusive education while promoting lifelong learning opportunities for all.

Nevertheless, despite the strides made in pursuing sustainable development through the aforementioned education policies, Vietnam's education system still grapples with several challenges. These include issues such as comparatively lower quality and efficiency when measured against some ASEAN countries, an imbalanced higher education model, and insufficient school facilities. Although progress has been achieved in promoting equity in education and training, numerous problems persist. The education system remains heavily reliant on examinations and academic achievements.

Hence, this article aims to provide, firstly, an overview of the characteristics of Vietnam's education policies throughout different periods, assessing their impact and effectiveness on Vietnam's sustainable development in the past, present, and future. It is divided into 3 phases: (1) Vietnam's education policy during the early years of Doi Moi (1986-1995), Vietnam's education policy from 1996 to 2020, secondly, it will consider shortcomings in Vietnam's education system and policies consolidate and finally, this paper will provide policy recommendations to assist the Vietnamese education system in nurturing a workforce capable of meeting the demands of the digital age in the 21st century.

2. The development of Vietnam's education system from the past to the present

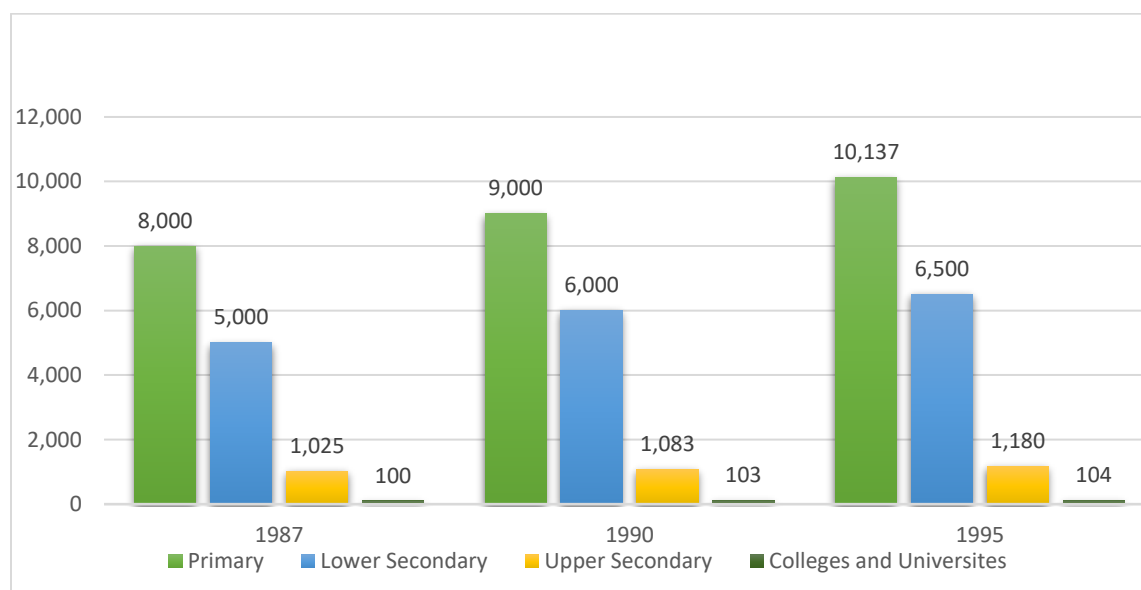
2.1. Vietnam's education policy during the early years of Doi Moi (1986-1995)

Before the commencement of the Doi Moi policy, which aimed at comprehensive development across economic and social sectors, Vietnam's education system was still in its nascent stages. It was divided into two distinct systems: the North operated on a 10-year model, while the South followed a 12-year model. During this period, the primary focus of human resource development was to serve the nation's resistance efforts and contribute to the building of the country.

However, the transformative phase began in earnest after 1986, when the Communist Party of Vietnam adopted the comprehensive Doi Moi policy. This policy marked the initiation of substantial efforts to cultivate a high-quality Vietnamese education system, characterized by several noteworthy milestones:

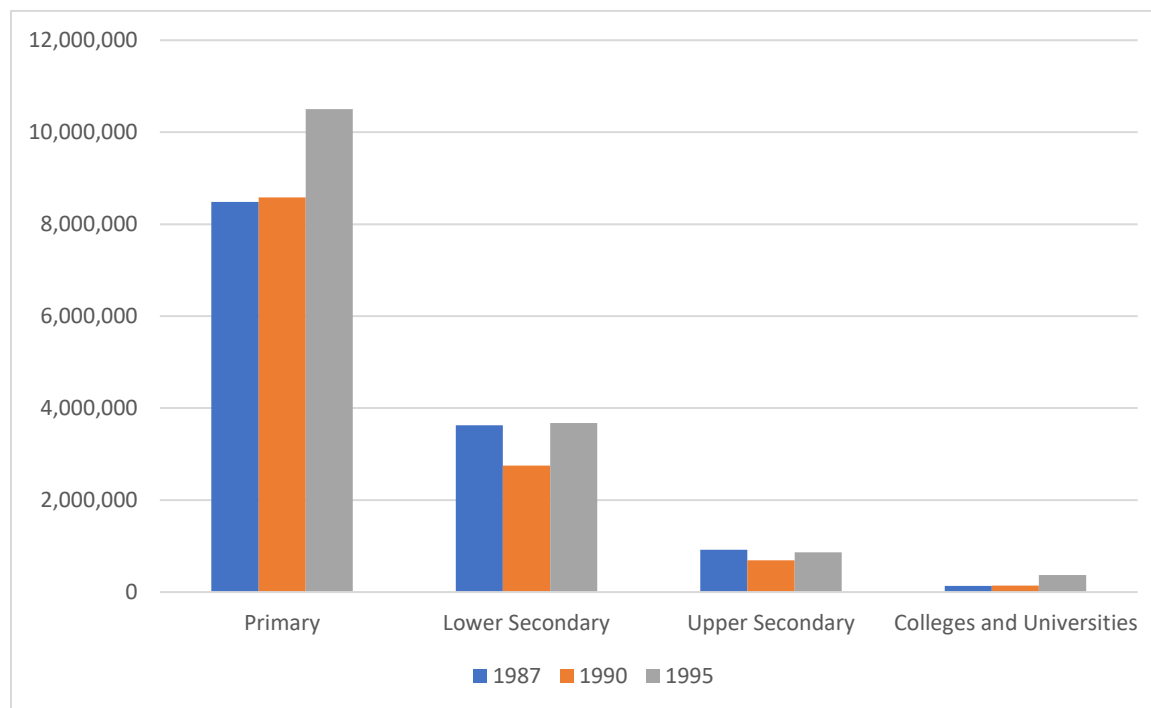
In 1990, the official establishment of Vietnam's Ministry of Education and Training marked a pivotal moment in shaping the nation's educational framework. Simultaneously, the government issued uniform regulations governing educational levels, spanning from kindergarten to university. In 1993, a landmark policy was promulgated, mandating the uniform implementation of a 12-year general education system nationwide. Additionally, the government embraced an educational socialization policy, facilitating the establishment of private schools and diversifying the educational landscape.

Furthermore, as an incentive for academic excellence, the state implemented a policy sending high-achieving students from university and college entrance exams to study abroad in countries like the Soviet Union, Bulgaria, and German Democratic Republic, with a commitment to return and contribute to the nation. Consequently, this era witnessed significant accomplishments in Vietnamese education, as evidenced by the rapid increase in student enrollment at all levels and the substantial expansion of educational institutions. These achievements reflected Vietnam's commitment to building a strong educational foundation for its people. (Ministry of Education and Training, 2016)



Picture 1: The count of educational institutions in Vietnam from the initiation of the Doi Moi policy in 1986 to the year 1995

(Source: http://www.hids.hochiminhcity.gov.vn/c/document_library/get_file?uuid=1a0c7fd2-3ef6-4637-a549-5fcbe5d0060b&groupId=13025)



Picture 2: Total Student Enrollment at All Education Levels in Vietnam (1987-1995)

(Source: http://www.hids.hochiminhcity.gov.vn/c/document_library/get_file?uuid=1a0c7fd2-3ef6-4637-a549-5fcbe5d0060b&groupId=13025)

2.2. Vietnam's education policy from 1996 to 2020

From 1996 to the 2000s, the Vietnamese government recognized this period as crucial for accelerating the country's industrialization and modernization efforts. Economic growth needed to be rapid and effective, but it had to be harmonized with sustainable development goals. To achieve this objective, education development became a top national priority within Vietnam's 5-year socio-economic development plans. Resolution No. 29-NQ/TW, dated November 4, 2013, titled "Enhancing Education and Training for Industrialization and Modernization in a Socialist Market Economy," was approved during the 8th Central Conference (XI session). This resolution underscores the pivotal role of education as a top national priority and a key development investment, receiving paramount attention in socio-economic development programs and plans. (Hiep, et., 2022). Several noteworthy education policies were implemented to align with the overarching aim of sustainable national development, including:

Substantial investment in education, with an allocation of approximately 10% to 20% of the national budget, a figure considered high by global standards. This allocation consistently increased over the years.

Implementation of policies aimed at encouraging the development of a highly skilled workforce, with a focus on nurturing scientific and technological talent capable of addressing the challenges outlined in the scientific and technological development program.

Recognition, support, and promotion of talent in various fields, including science and technology, culture and the arts, economic and social management, as well as production and business management. Mechanisms were established to encourage the participation of

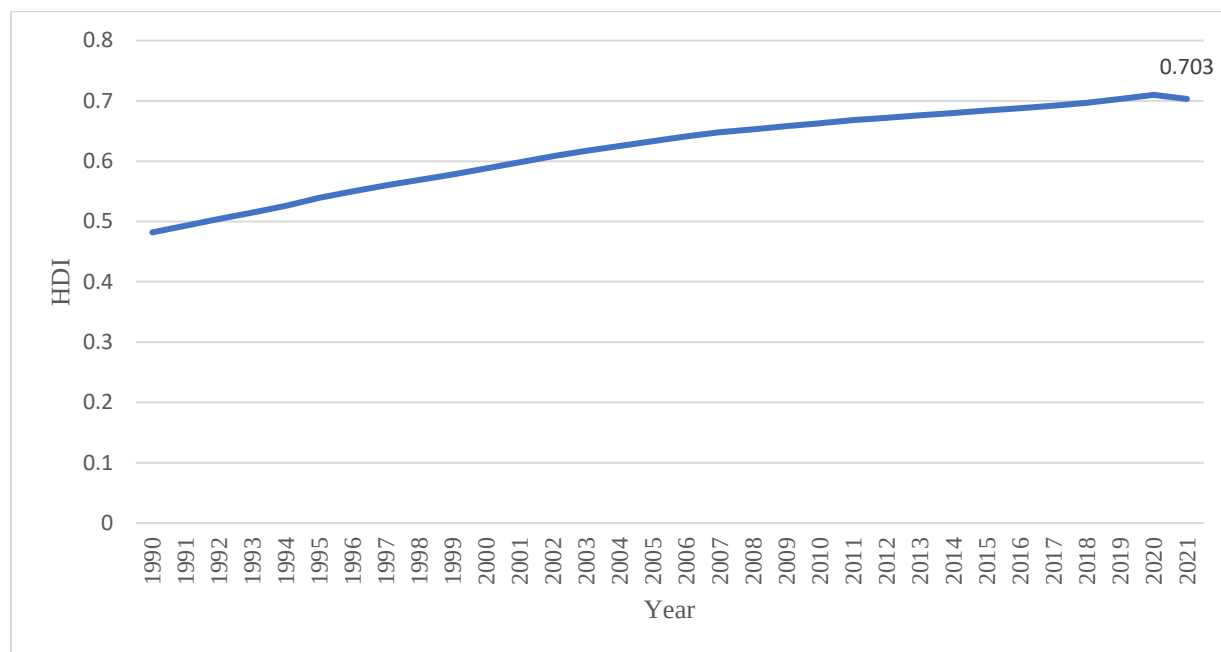


international organizations, foreign individuals, and overseas Vietnamese in education, research, and the application and transfer of science and technology within Vietnam.

Strengthening international academic and cultural exchanges while addressing educational disparities between urban areas and remote, hilly countryside regions.

In 2000, a significant education reform policy was introduced, completely overhauling the content of textbooks within the general education system. In 2012, policies were enacted to grant universities and colleges autonomy in various aspects, such as organization and personnel, financial management, property ownership, training, scientific and technological research, and international collaboration, all while ensuring the quality of education.

These policies had a positive and lasting impact on the sustainable development of Vietnam's human resources in the contemporary era. Key achievements included: The nationwide achievement of literacy elimination and universalization of primary education by 2000, universalization of lower secondary education by 2010, and the ongoing effort to provide universal early childhood education for 5-year-olds, along with improvements in adult literacy. By 2014, Vietnam boasted 24,300 PhD holders and 101,000 Masters, reflecting a robust pool of highly educated individuals. Impressive performances by Vietnamese teams in international competitions, such as the Vietnamese Student Union's top-ranking position at the International Mathematics and Science Olympiad in 2019, with 15 gold medals, 14 silver medals, and 7 bronze medals. According to the United Nations Development Organization (UNDP), Vietnam's Human Development Index (HDI) remained nearly constant at 0.703 in 2021, compared to 0.704 in 2019. Notably, Vietnam also moved up two positions in the global rankings, progressing from 117th out of 189 countries in 2019 to 115th out of 191 countries in 2021. (Ho Chi Minh City's Party Committee, 2021)



Picture 3: Vietnam's Human Development Index (HDI) from 1990-2021

(Source: <https://hdr.undp.org/data-center/specific-country-data#/countries/VNM>)



2.3. Vietnam's education policy from 2021 to present

In the years 2021-2022, the global outbreak of the Covid-19 pandemic profoundly impacted various sectors, including education. Furthermore, the accelerating pace of the 21st-century digital revolution has underscored the need for a new vision in Vietnamese education. This new vision encompasses several key principles:

Education should no longer be confined within the four walls of a traditional school but should be accessible from anywhere and at any time, contingent upon the right mindset and relationships. Educational systems should not be overly rigid but should possess the flexibility to adapt swiftly, contingent upon a consensus among educational stakeholders. Resilient education systems capable of responding to crises are essential for fulfilling their mission in meeting the learning needs of the people and the human resource requirements of socio-economic development. Tertiary education, at the college and university levels, should prioritize the development of human resources equipped with new skills, advanced levels of education, expertise, and the ability to create significant societal value.

During this challenging period, the Vietnamese government has taken practical measures to support the education sector and continues to invest in education to promptly cultivate human resources capable of meeting the demands of sustainable development in the 21st-century digital age. These measures include providing support packages for non-public educational institutions and teachers to facilitate the resumption of teaching activities in the new context. Swiftly implementing preferential credit packages for students and implementing policies to support teachers in delivering online education. Establishing mechanisms for exemptions from social insurance, healthcare contributions, and unemployment benefits for educational staff during epidemics. Increasing investments in information technology infrastructure, internet connectivity, and resources for students to ensure the effective implementation of online teaching methods.

Starting from 2022, in response to the impacts of Covid-19 and the digital age, the Ministry of Education and Training of Vietnam has initiated policies to develop and digitize educational institutions, particularly at the university level. The aim is to propel Vietnamese higher education towards global standards. Notably, the Ministry has approved the "Project on Enhancing the Application of Information Technology in Management and Support of Teaching-Learning and Scientific Research Activities," designed to enhance the quality of education and training during the period 2020-2025 (Hieu, 2021).

3. Shortcomings in Vietnam's education system and policies

Since 1986, Vietnam has implemented various policies aimed at enhancing the quality of education and transitioning towards the era of digital education, with the goal of producing high-quality human resources to support the country's sustainable development. While these efforts have brought about significant changes and accomplishments in Vietnam's education system, a lingering question arises: why has Vietnam's economy not kept pace with many ASEAN countries? Vietnam's GDP per capita stands at approximately \$4,162.94, ranking 117th out of 200 countries worldwide. This places Vietnam behind countries such as Singapore, Brunei, Malaysia, and Thailand, as reported by the Central Economic Commission in 2023. According to experts, Vietnam's policies and education system still exhibit several issues, including the following:

1. The allocation of budgetary resources for education across different levels in Vietnam exhibits inequities

To achieve a developed economy and ensure a high quality of life for its citizens, the government must prioritize the development of highly skilled human resources. However, Vietnam has faced challenges in this regard. Currently, Vietnam allocates over 28% of its budget to primary education and nearly 22% to lower secondary education. In contrast, it allocates only slightly more



than 8% of the total budget to preschool education, a little over 11% to upper secondary education, slightly more than 13% to vocational education, and slightly over 12% to higher education, including universities (Hung, 2016). This allocation pattern results in a high rate of students graduating from primary and secondary school, but a smaller proportion of students continuing to higher education to enhance their skills and career prospects.

Despite having a substantial workforce, Vietnam faces deficiencies in professional knowledge, problem-solving abilities, leadership, and communication skills. As a consequence, labor productivity lags behind that of other countries, such as Singapore (4.4%), Malaysia (17.4%), Thailand (35.2%), the Philippines (48.5%), and Indonesia (48.8%) (Tri et al., 2021). This situation poses a risk to Vietnam's competitive advantage based on low labor costs, potentially diminishing its appeal to foreign investors. Therefore, Vietnam continues to grapple with a shortage of high-quality human resources, which is a crucial factor in driving the country's sustainable development through efficiency and innovation.

2. The disparity in access to education policies between individuals residing in urban and delta regions compared to those in remote areas is a matter of concern

In Hang's research (2018) on education inequality in Vietnam, it is evident that urban areas allocate significantly more funds to education compared to rural areas. This disparity in funding exists across various levels of education in both urban and rural regions. Education inequality remains prevalent, encompassing disparities in literacy rates, educational attainment levels among different regions, ethnic minorities versus the Kinh ethnic group, and the gap between rural and urban areas.

Income inequality further exacerbates these disparities, as the university enrollment rate for the wealthiest 20% is 88 times higher than that of the poorest 20%. Specifically, the enrollment rate for university-age individuals from affluent backgrounds is 26.3%, while it's only 0.3% for those from economically disadvantaged backgrounds. This stark contrast means that for every one person from the poorest 20% who has the opportunity to attend university, there are 87-88 individuals from the wealthiest 20% who do so. Consequently, there are significant discrepancies in access to education and the benefits of government education support policies between those residing in urban and rural areas, as well as between plain and mountainous regions.

3. The issue of corruption in education persists as a significant concern

As per Vietnam's Ministry of Education and Training, educational corruption is discerned in nine key areas: School administration, manipulation of academic scores, unauthorized tutoring, misuse of educational fees, monopoly in textbook production, corruption in teacher recruitment, promotion, and placement, irregularities in construction projects, misappropriation in the procurement of teaching equipment, mishandling of educational project funds. This pervasive issue has resulted in covert inequalities in education, heightened the risk of school dropout for children from financially disadvantaged families, diminished the quality of education, and eroded public trust in the education management system.

4. Remuneration and development policies aimed at enhancing the quality of teachers remain inadequately low

The country is grappling with a shortage of 100,000 teachers, and an alarming number of educators find themselves on informal contracts for extended periods. Some teachers endure such arrangements for up to 20 years, receiving meager monthly salaries of only 2-3 million VND, without enjoying the benefits accorded to public employees. This represents a significant and pressing issue that requires prompt resolution in the near future.



In just 2021 and 2022, the country witnessed the departure of 29,000 teachers from their positions, an unusual phenomenon occurring amid the implementation of a new educational program and an ongoing shortage of educators. Furthermore, the existing salary and allowance framework for teachers suffers from numerous deficiencies, directly impacting the livelihoods, mental well-being, and job performance of a substantial portion of educational professionals. Regrettably, recommendations and proposals regarding policies for teachers have not received the due and timely attention they warrant from the Ministry of Education and Training. (Ministry of Education and Training, 2016).

4. Policy recommendations for the development of Vietnam's education system towards sustainable development

To address the shortcomings in Vietnam's education system and promote sustainable development, several policy recommendations should be considered. These recommendations aim to tackle issues such as resource allocation, educational inequality, corruption, and teacher development. Implementing these policies will contribute to the creation of a more equitable and high-quality education system in Vietnam, ultimately fostering human resources capable of supporting the country's sustainable development.

Table 1: *Policy recommendations for the development of Vietnam's education system towards sustainable development*

Policy Area	Recommendations
Equitable Resource Allocation	Increase funding for preschool education. Reallocate budgetary resources more evenly across all education levels.
Education Equality and Accessibility	Address urban-rural disparities. Implement scholarship programs for poor students. Targeted support for ethnic minorities.
Anti-Corruption Measures	Establish an independent anti-corruption body. Provide whistleblower protection. Integrate ethics education into the curriculum.
Teacher Development and Well-being	Raise teacher salaries and provide clear benefits packages. Invest in professional development opportunities. Develop recruitment and retention strategies. Provide mental health support for teachers.
Modernization of Curriculum and Teaching Methods	Promote technology integration. Encourage innovative, student-centered teaching methods. Integrate life skills education.
Community Engagement	Encourage parent and community involvement in school management. Conduct public awareness campaigns on education's importance.
Research and Data Collection	Invest in data collection and research for evidence-based decision-making.



(1) Equitable resource allocation

Increase investment in preschool education: Allocate a larger portion of the education budget to preschool programs. This will ensure that children receive a strong educational foundation early in life, leading to improved learning outcomes as they progress to higher levels of education (Tri, 2021). Additionally, reallocate budget resources more evenly from primary to higher education to encourage a higher number of students to pursue advanced education and acquire advanced skills.

(2) Education equality and accessibility

Address regional disparities: Implement policies aimed at narrowing the educational gap between urban and rural areas. This involves ensuring an equitable distribution of funds and resources, as well as enhancing infrastructure in remote regions (Nguyen & Ha, 2023). Furthermore, establish financial aid initiatives to guarantee that economically disadvantaged students have equal opportunities for higher education, thereby reducing enrollment disparities based on income. Additionally, develop programs designed to enhance educational opportunities for ethnic minority groups. This includes offering culturally sensitive curricula and improving access to quality education.

(3) Anti-Corruption Measures

Strengthen oversight and accountability: Create an independent body responsible for monitoring and investigating corruption in the education sector, ensuring transparency and accountability (Thi Hoa, 2020). Enact laws and policies that safeguard individuals who report instances of corruption in education, encouraging more people to come forward. Additionally, include ethics education in the curriculum to instill a strong sense of integrity and ethical behavior among both students and educators.

(4) Teacher development and well-being:

Competitive Salaries: Increase teachers' salaries to make the profession more attractive, retain experienced educators, and attract new talent. Establish a clear salary scale and comprehensive benefits package for teachers. Provide ongoing professional development opportunities for teachers to enhance their skills, teaching methods, and subject knowledge (Tien et al, 2021). A comprehensive strategy to address the shortage of teachers, including targeted recruitment efforts and incentives to encourage teachers to work in underserved areas. Offer Mental Health Support: Provide mental health support services for teachers to help them cope with the challenges of their profession and reduce burnout.

(5) Modernization of curriculum and teaching methods

Digital Integration: Promote the integration of technology in the classroom to enhance the quality of education and prepare students for the digital age (Huy et al, 2021). Foster the use of innovative, student-centered teaching methods that emphasize critical thinking, problem-solving, and creativity. Include life skills education in the curriculum to equip students with practical skills for real-world situations (Nguyen et al, 2023).

(6) Community Engagement

Parent and Community Involvement: Encourage active participation of parents and local communities in school management and decision-making processes to create a sense of ownership and accountability (Nguyen & Trent, 2020). Organize campaigns to raise awareness about the importance of education, including its role in sustainable development, to garner public support and engagement.

(7) Research and data collection

Data-Driven Decision Making: Invest in comprehensive data collection and research to monitor and evaluate the effectiveness of education policies, enabling informed decisions for ongoing improvement (Hoa et al, 2021).



By implementing these policy recommendations, Vietnam can work towards a more equitable, efficient, and high-quality education system that fosters the development of skilled human resources essential for sustainable economic growth and development. It is essential that these policies are implemented collaboratively, involving government bodies, educators, parents, and the wider community to ensure their success and sustainability.

5. Conclusion

Vietnam has made commendable progress in its education sector over the years, as evident from its improved rankings in global education indices and the continuous growth of its Human Capital Index. The government has recognized the pivotal role of education in sustainable development and has implemented various policies and reforms to nurture a highly skilled workforce and improve access to quality education. These efforts have resulted in significant achievements, including the elimination of illiteracy and the universalization of primary and lower secondary education. However, Vietnam's education system still faces several challenges that need to be addressed to support the country's sustainable development fully. These challenges include resource allocation disparities, educational inequality between urban and rural areas, issues of corruption, and the need for improved teacher remuneration and development. Moreover, there is a pressing need to modernize the curriculum and teaching methods to prepare students for the digital age.

To overcome these challenges and further advance Vietnam's education system towards sustainable development, a set of comprehensive policy recommendations has been outlined. These recommendations encompass equitable resource allocation, measures to promote education equality and accessibility, anti-corruption strategies, teacher development and well-being initiatives, modernization of curriculum and teaching methods, community engagement efforts, and enhanced research and data collection.

Implementing these policy recommendations collectively will lead to a more balanced, efficient, and high-quality education system in Vietnam. By fostering a skilled and motivated workforce and promoting access to education for all, Vietnam can continue its path toward sustainable development, addressing economic, societal, and environmental dimensions. Collaborative efforts involving government bodies, educators, parents, and the broader community will be crucial in ensuring the successful implementation and long-term impact of these policies.

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Thanaka: From Local Wisdom to the Uniqueness of Myanmar

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Abstract

This article aimed to study the history of Thanaka as a local wisdom to the uniqueness of Myanmar. This article used the historical approach and secondary documents. According to the study, it was found that Thanaka grew throughout Southeast Asia. The original usage of Thanaka in Myanmar still needed to be clarified. However, it was believed that using Thanaka was influenced by the Mon people, who also received it from India. Afterward, it became widespread among the people of Myanmar. Due to its beauty purpose, Thanaka was used as a part of an important ritual, the Face-Washing ceremony of Mahamaimuni Buddha in Mandalay, which reflected Myanmar's identity. Moreover, in the Miss Universe 2018 costume competition, the concept of Thanaka was used to create the national costume. Nowadays, Thanaka has been developed into a modern-styled product that has become a beauty product showing Myanmar's wisdom to the world.

Keywords: Local wisdom, Myanmar, Thanaka, Uniqueness of Nation

1. Introduction

This article aimed to study the history of Thanaka as a local wisdom to the uniqueness of Myanmar. Among the unique cultures of Myanmar, apart from the culture of faith in Buddhism, another remarkable culture that reflects the life and spirit of Myanmar people is the culture of using Thanaka because Myanmar people of all genders, all ages, and almost every ethnic group whether it be Burmese, Mon, Karen, Dawei, Shan, Kachin, Etc. They all like to make up their faces with off-white powder and have various designs to increase beauty. These characteristics reflect the Myanmar people's beauty-loving. In addition to beauty purposes, Thanaka has also participated and played an essential role in the lives of the Myanmar people in many aspects. Therefore, Thanaka has become a national culture and identity that expresses Myanmar in a way no other nation would like.

2. Method

The study of this article used the historical approach mainly based on document research to study secondary documents looked through research, books, articles, and electronic media. Then, the data was presented by using descriptive analysis methods.

3. Results

Thanaka, or Burmese powder (as Thai people call it), is a product of the Thanaka tree in the citrus family. In Thailand, trees like this are called “Gra jae” or “Phayaya”. The Thanaka's habitat was in the Asian tropical zone and grew well throughout Southeast Asia, from the western and southern regions of India, Central Myanmar, Laos, Bangladesh, and northern Thailand (Thein, 2018, p. 73). Thanaka powder is made from the bark, pulp, or roots of the Thanaka tree. It is ground or rained on a “Kyauk Pyin” stone slab and periodically sprinkled with a small quantity of water until it becomes a creamy yellowish paste with a light fragrance (PobPad, n.d.). The Myanmar people use Thanaka powder to apply on their face, body, arms, and legs.

History of the Myanmar usage of Thanaka

The usage of Thanaka among Myanmar people has no exact evidence of when it began or who initiated it. The Stories or beliefs regarding the Thanaka used appeared in many chronicles, legends, and various sources. At first, several Myanmar cultural experts and historians assumed that the tradition or culture of using Thanaka may have existed for about 2400 years by the Pyu people in the age of Sri Ksetra Kingdom (3rd to 9th Century – 1050s), but archaeological evidence still unclear (Bančhun, 2018, 34). Secondly, most believed that the Thanaka use of Myanmar was influenced by the Mon people, who also received it from India. The third one is the legend of the Pagan people, which said that the use of Thanaka began in the age of the Tagaung Kingdom (1st Century - 1050s), the kingdom of the Pyu people. However, the popularity of using Thanaka arose during the Pagan Kingdom (849–1297) of the Mon people. The chronicle stated that during the reign of King Alaungsithu (1112 - 1167), the son of King Kyansittha (1084 - 1112) and Queen Ape Rattana, who was a Mon from Thaton City—during King Alaungsithu's travel to Mount Shin Ma Taung in Pakokku, Thanaka container belonging to King Alaungsithu's wife accidentally overturned. Thanaka water then spilled onto the ground, and the aroma of Thanaka spread everywhere. Afterward, the Thanaka

tree appeared to have sprouted and grown in that area. This legend has become a belief in Myanmar that Thanaka from Mount Shin Ma Taung is a quality Thanaka with a more fragrant aroma than Thanaka from other places (Thein, 2018, p. 71).

This incident is believed to have become the beginning point for people to use Thanaka widely (Bančhun, 2018, 34). However, due to the form of legends or stories, it was not yet clear whether the Thanaka began to be used by the Mon until the discovery of an ancient Thanaka stone slab in Shwemawdaw Pagoda in Bago City after the Myanmar 1930 earthquake. This Thanaka stone slab has unique characteristics and has faith in to be the Thanaka stone slab of Queen Shin Sawbu (1453 - 1470), the Mon queen regnant of the Hanthawaddy Kingdom (1287–1552), the daughter of King Razadarit (1384 - 1421) (Bančhun, 2018, 34). This assumption is also consistent with the story of Princess Yaza Datu Kalaya, daughter of King Bayinnaung (1550 - 1581) of Hanthawaddy Kingdom. The princess had a favorite Thanaka stone slab but brought it to present at the Shwemawdaw Pagoda one day (Thein, 2018, p. 72). The incident and story of the Thanaka stone slab support the assumption that the Mon people initiated the use of Thanaka. Moreover, it also reflects the vital role of Thanaka in Myanmar's lives, cultures, and traditions regarding religious beliefs.

The Popularity of Thanaka: From Mon Culture to the Wisdom of the Whole Nation

When Thanaka became more popular, the culture of using Thanaka, which was believed initially by Mon people, was first used, then spread to others, partly because of the diverse properties of Thanaka. For beauty purposes, Myanmar people believe that applying Thanaka will make the skin smooth, soft, beautiful, inviting, and cute (Thein, 2018, p. 71). Thanaka can also reduce excess facial oil but keep the facial skin moisturized, reduce wrinkles, protect facial skin from sunlight, heat, and dirt, and treat acne and blemishes. In addition to the beauty properties, Thanaka also has properties to treat various diseases. Each part of the Thanaka tree is utilized as an herbal medicine. Whether the leaves are used to treat epilepsy, the roots are exploited as a laxative. The fruits are applied as a tonic, the heartwoods are used as an ingredient in pickling liquor, relieving blood disorders and extinguishing heat toxins, and the stems are used as a medicine to relieve joint pain, tight muscles, internal heat, and cure disease (Sonlampa, 2012, October 26). From the above benefits and properties of Thanaka, the culture of using Thanaka has become popular and has begun to spread to other ethnic groups in Myanmar, including Thais, Laos, and some Cambodians. Until today, whether men, women, children, teenagers, or older people, almost all have used Thanaka.

In daily life, Myanmar people use Thanaka to apply on their face every time after bathing or washing their face. Sometimes, it may have a fashion design pattern, such as circles, squares, or stripes, or use equipment to help create geometric patterns in the shape of flowers, leaves, the sun, and spirals to increase the beauty and distinctiveness of the face that creating a distinctive identity for the people of Myanmar that anyone who sees them will remember (Bančhun, 2018, 29). In addition, the beauty characteristics of Myanmar women using Thanaka are also among the beauty models praised among old-aged Thai people. It can be seen from Thai aphorisms that describe good beauty as the beauty of "Burmese skin, Indian eyes," which glorifies the beauty of Myanmar women as one of the good beauties. Besides, the traditional beauty style of Thai women emphasizes softness, gentleness, and having a sweet face (Puangngœn, 2016, March 14).

In addition to the popularity of Thanaka, it appears as a daily skin cosmetic. Thanaka's popularity among Myanmar people was also reflected when a writer named Taungdwingyi U Kyaw composed a poem about Thanaka from the city of Taungdwingyi and another writer named Nan Daw Shae Saya Tin composed a song called “Tanaka Swebo” that describes Thanaka’s properties in helping to condition and nourish the skin. This song was viral from before World War II until after the war (Thein, 2018, p. 72).

Even today, After the opening of Myanmar, modern cosmetics come into Myanmar in large numbers and have begun to spread among the Myanmar people quite a bit, But Thanaka continues to be consistently popular. For some people, it has adapted to be more modern, using Thanaka and cosmetics for more professionals. After finishing the makeup, Thanaka put it over it (BBC, 2019, March 30). For this reason, the importance of Thanaka remains and has always been popular until Thanaka has become a unique identity that perfectly represents Myanmar.

Thanaka as an expression of national identity

Myanmar people view the use of Thanaka as a tradition passed down from ancient times until it has become an indispensable part of their daily routine. For this reason, on the faces and bodies of Myanmar people, there are always nave-wearing Thanaka. Thanaka has become a unique identity that anyone who sees it can know and understand almost immediately as being Myanmar. The use of Thanaka on the face shows the uniqueness of Myanmar to people all over the world. Thanaka’s importance to the people of Myanmar can be seen in the words of Aung San Suu Kyi, the Myanmar democracy activist, in a post-independence interview that the use of Thanaka among Myanmar people was prevalent even with the advent of modern cosmetics, cannot overcome the popularity of Thanaka (Bančhun, 2018, p. 33).

Thanaka's role is to express identity and reflect lifestyles, cultures, traditions, and beliefs. In addition to being used as cosmetics or skin care products, Myanmar people still view the Thanaka tree as the tree of life. Moreover, it relates to people's beliefs and faith in religion. Thanaka has, therefore, been used as a sacred offering. Since the age of the Bagan Kingdom, it can be seen that a traditional event related to Thanaka has been held during February. Therefore, people would pile Thanaka logs and burn them to worship the pagoda and relieve the cold. In addition, in the central region of Myanmar, where there are many Thanaka trees, similar traditional ceremonies in the past are also held to honor the pagoda. However, today, the number of Thanaka trees has decreased, so the traditions have decreased (Thein, 2018, p. 72). However, the role of Thanaka that reflects Myanmar identity in terms of religious belief and faith that Thanaka exploits as a part of the necessary ritual, the Face-Washing ceremony of Mahamaimuni Buddha in Mandalay, which arises from the belief in Mahamaimuni as a living Buddha image. Therefore, there must be a face-washing ritual every morning as if this Buddha image were to wake up from sleep (Limhassanaikul, 2020, December 16). It starts by brushing the Buddha's teeth and washing the face with water, aroma water, and perfume mixed with the Thanaka offered by the believers (Thairath Online, 2019, April 7). Such rituals reflected the importance of Thanaka as a part of daily life, an essential component in religious rituals. Also, they showed the Myanmar people's way of life and beliefs.

The outstanding uniqueness of the Myanmar people in using Thanaka has also been presented to the world once again through a world-class pageant. One is the Miss Universe contest, a world-class beauty pageant where people worldwide know and pay attention. In the competition, there will be a national costume competition, which is a significant highlight. Many countries try to show their national identity through their unique outfits, designs, and concepts. In the Miss Universe 2018, the Myanmar costume was inspired by the concept of Thanaka, designed by Seng Latt (MAKA). The national costumes present the form of Thanaka logs, and the back of the costumes is a Thanaka stone slab. This costume has caused many fans worldwide to express their positive opinions about the Myanmar national costume as a creative, exciting idea that fully reflects Myanmar. Everyone knows Thanaka is famous in Myanmar (Sanook, 2018, December 3). In the Miss Universe 2021 competition, the national costume stipulated by the Pyit - Tine - Htaung culture, a traditional doll toy, and the makeup appeared Thanaka on the face (Primpy, 2021, May 13).

The role of the Thanaka as a reflection of Myanmar's identity has led the Ministry of Religion and Culture of Myanmar to cooperate with the Thanaka Association to submit a proposal to the United Nations Educational, Scientific and Cultural Organization (UNESCO) for promote and honor Tanaka as an intangible cultural heritage, to demonstrate the importance of Tanaka as a national culture and be an expression of national identity, in hopes that the international community will recognize the critical role of Thanaka for the people of Myanmar. It also hopes to boost the sluggish Thanaka industry in Myanmar as its popularity grows and the Thanaka harvest needs to catch up with market demand (Mar, 2019, November 10).

So, Thanaka played a role in being an outstanding identity of the Myanmar people. They want to present their history and way of life using Thanaka and wish to promote these ways of life for people worldwide to know and remember the Myanmar people's image through Thanaka that beautifully decorates the face. It is also an essential part of other aspects of the way of life of the Myanmar people. Even though cosmetics from Western cultures have flowed into Myanmar, until now, Myanmar people have still been able to preserve their unique heritage, clearly have their guidelines, and found a common point between modern fashion and traditional one perfectly.

Development of Thanaka towards the Growth of the Modern Thanaka Business

The above shows how popular Thanaka is among Myanmar people, together with the many famous properties of Thanaka. As a result, various cosmetics or skin care products listed as containing Thanaka can attract customers' attention and help increase sales very well. Because of the qualities of Thanaka in terms of beauty. Even though Thanaka has yet to develop into a diverse and modern product, it can help to become famous and accepted among customers. For this reason, many business people and investors are interested in developing cosmetics and skin care products using Thanaka, whose properties are widely accepted as the product selling point. However, the famous product brands in developing and producing cosmetics and skin care products containing Thanaka were not Myanmar brands. Almost all of them are foreign companies. The brand that was well known for developing Thanaka into modern products was "De Leaf," which is a Thai company that has developed and introduced Thanaka as an ingredient. De Leaf exports Thanaka through processing into powder,

moisturizers, soaps, and more. In the initial stages, the company started by marketing products in Myanmar because Thanaka is more prevalent in Myanmar than in other countries.

For this reason, the executives and product developers realized they could market products efficiently. By the way, it took the company two years to successfully enter the Myanmar market. In an interview with a business owner, De Leaf said that before developing Thanaka products, there were no premium Thanaka products that were not too expensive in Myanmar. Most people used Thanaka in its traditional way only. Business owners consider using unsuitable for modern times, so people turn to modern cosmetics. Therefore, Thanaka's loose powder product was invented so that Thanaka can be used together with modern cosmetics more effectively. It shows that old entrepreneurs must still adjust their products to suit the times. In addition, De Leaf entered the beauty product market in Myanmar during the period when the use of social media in Myanmar was developing. It makes it easier to promote products and reach people through social networks.

Moreover, the values of Myanmar people give confidence in Thai products, so that is why De Leaf could enter the Myanmar market even though it took up to 2 years. After that, the products become more diverse and can be exported to other countries such as Laos, Singapore, and China (Taokæ SMEs, 2014, June 3). In addition to the reason that Thanaka is popular among Myanmar people and Neighboring countries, another reason why De Leaf executives have a policy to market in Southeast Asia. It is because of the beginning of the ASEAN Community. They make the manufacturer choose "Tanaka," a wisdom known for its properties and process it into powder, moisturizer, and other products. The manufacturer saw that within Myanmar, there are still no products that have developed at a premium level, are still used traditionally, and have no other type of processing. Therefore, they decided to produce Thanaka products that use premium materials and make them different from the original, such as loose powder moisturizers.

In addition to De Leaf, a beauty product company from the United States that used Thanaka as an ingredient in sunscreens, MANDA Organic's Sun Cream utilized Thanaka for its sun protection properties (Manda Naturals, 2023). A skincare company from Singapore, Bio Essence, has been using Thanaka as part of its products. The Thanaka Whitening Cream by Bio-Essence for skin care during the daytime utilizes Thanaka properties to maintain moisture, helping brighten the skin and make it look lively. In another product type, Kenzo used Thanaka's unique scent as an ingredient in perfume, together with vanilla, incense, and musk. This French perfume company created Kenzo Amour Eau de Parfum, an exotic, unique, and distinctive perfume (Chai, 2019).

The above information shows that most companies that improved Thanaka to make cosmetics and skin care products are foreign. However, those companies know how to use Thanaka, which shows the values and benefits of Thanaka that are expressed to the world through the unique culture of using Thanaka of Myanmar people. This reason led to the development, improvement, and transformation of Thanaka into modern products, and it can be used by a variety of users and in a wider variety of applications. Furthermore, it is even more important to push the identity of Myanmar to the world through the culture of using Thanaka, which is unique to Myanmar.

4. Discussion and Conclusion

Thanaka is a tree native to and grown widely in Southeast Asia. Thanaka is also a helpful tree in many ways, including medicinal properties, and most importantly, it is outstanding in beauty. Because of its beauty properties, it helps make the skin beautiful and radiant, prevents acne, and protects from the sun. Therefore, people have widely used Thanaka. In Myanmar, there still needs to be clear evidence of the original usage of Thanaka. Nevertheless, it is assumed from the legends and evidence that it was influenced by the Mon people, who also received it from India. Afterward, it became widespread among the people of Myanmar. It is seen from the popularity of using Thanaka to nourish and care for the skin of Myanmar people of all genders, ages, and ethnicities, making the skin of Myanmar people beautiful, unique, and outstanding. In addition to the beauty purpose, Thanaka also plays an essential role in the ways of life of the Myanmar people. The ceremony shows that Thanaka uses the Face-Washing ceremony of Mahamaimuni Buddha in Mandalay as a necessary ritual. For these reasons, in the Miss Universe 2018's costume competition, the concept of Thanaka was used to create the national costume to express Myanmar's identity to the world. Moreover, submitting a proposal to UNESCO to promote and honor Tanaka as an intangible cultural heritage can confirm the critical viewpoint of Myanmar people who emphasize Thanaka as the uniqueness of Myanmar. However, with the development of technology and the opening of Myanmar, modern cosmetics have flowed into Myanmar. The traditional usages of Thanaka are therefore unsuitable for today when people are increasingly turning to modern cosmetics; along with Thanaka's properties, many beauty-product people in business and companies have developed and improved Thanaka into modern products that can enrich Thanaka. This reason will push the identity of Myanmar to the world in another way. The importance of Thanaka to the people of Myanmar is therefore not just a plant or its use for beauty, but it is also unique and shows the way of life, tradition, wisdom, and history of Myanmar.

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Badminton and Football: A Reflection on Racial Problems under British rule

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Abstract

This article aimed to study racial segregation in Malaysia through Badminton and football using the historical approach to study secondary documents. According to the research, it found that in the colonial period, the British used a policy of divide-and-rule administration in Malaysia. The policies affected education, and the British managed teaching and learning according to ethnic groups. Sports were an integral part of education. As a result, football and Badminton came to Malaysia during British rule. The Malays comprised the country's population, which made the school location more prominent than the Chinese-Malay schools. The size of the school affected the popularity of sports among Malays and Chinese Malays in Malaysia. For the Malays, football was popular since the school space was ample and conducive to playing sports that required space.

Meanwhile, Badminton was popular among Chinese Malays since the school had a small area, and the limitations in the area made indoor sports more suitable than outdoor sports. The implementation of racial policies under British rule caused Malaysian society to separate the non-harmonious part. As a result, playing sports in Malaysia was different due to each race and became something that separated the identities and the identities of each race expressed concretely.

Keywords: Sport, Race, Colonial, Education



1. Introduction

Malaysia is an ethnically diverse country in Southeast Asia, especially in areas in Borneo. There were many different ethnic groups scattered throughout. (Morragnetwong et al., 2017). It was divided into three significant races: Malays, Chinese, and Indians. The Malays ethnic group was the most populous in the country; the rest were mixed ethnic groups (Chinese-Malays, Indian-Malays) and General minorities, which made Malaysia a multicultural country.

Malaysia was a country that placed great emphasis on sports both within and abroad; it was influenced by Western nations, such as football, the country's most popular sport (Hollinga, 1998, p. 22), including playing Badminton, which has been successful in participating in many international competitions. Malaysia had a diverse population, so this made the interests of the people in Malaysia different and diverse, which could be seen in the difference in sports because playing sports in Malaysia was considered to be a segregation of identities and the identities of people of different nationalities but living in the same country, so sports was a reflection of the difference between the majority of Malaysians which divided into two races: Malays and Chinese-Malays.

Football was introduced to Malaysia by the British in the 19th century, became very popular throughout Malaysia, and became a top sport. Later, the Malaysian Football Association was founded in 1933 by Malays. While Badminton became widespread in European countries, sports such as Badminton were also brought in when the British came to seek colonies in Asia. Malaysia was a country that the British colonized. As a result, Badminton was introduced to Malaysia and became very popular, especially among people of Chinese-Malays. During the British Colonial rule in Malaysia, Chinese-Malays won the Thomas Cup tournament. (It was a prestigious competition that had received worldwide attention, and this was the World Men's Team Championships, an international badminton competition founded by England.) The first win was in 1949, followed by Chinese-Malays athletes three more times. This article aimed to study racial segregation in Malaysia through Badminton and football, including the history and conditions of racial problems under British rule and the results of British policy toward Malaysia.

2. Method

The study of this article uses historical methods mainly based on document research to study secondary documents looked through research, books, articles, and electronic media. Then, the data is shown by using descriptive analysis methods.

3.Results

The Role of Malaysians of Malay and Chinese descent

Historical perspective of the Malaysian area: Most of the population were Malays who had lived there since the beginning. They usually worked in farming, fishing, and agriculture, the main occupation of the Malays in the area. Malays regarded themselves as having a right to ownership of the country. They demanded more participation in its governance than other ethnic groups because they felt they were the Son of the Soil or Bumiputras. (Vassan, 1997: 5). Chinese immigrants came to Malaya in the late 17th and early 18th centuries (Shanmugavelu et al., 2020, p. 11). They were, moreover, immigrated from the southern regions of mainland China. Chinese immigrants lived mostly in town areas and were often merchants and artisans. Therefore, they were a group that influenced the country's economic system.

After the British took control of Malaya, the British practiced a divide-and-rule administration policy to prevent various ethnic groups from gathering against British rule in Malaya. The British saw that the population was racially and multicultural diverse, so it was appropriate to act on the qualities of each race rather than a combination of them, thus leading to racial division and making Malaysian society fragmented and non-harmonious. From the implementation of the policy of divide and rule, the British adopted a policy of maintaining the status quo towards the Malays based on agriculture. The British did not want the Malays to feel that the policy under British rule had changed their traditional way of life and wanted to prevent Malays from entering the new economic system. (Waroonsiri, 1987: 19-20). The British encouraged the Chinese to play a role in the economy instead. The Chinese were brought in by the British to work in tin mines, which made the Chinese play a massive role in the country's economy. However, although the Chinese played an essential role in the economy, not a political role, the group that played a political role was the Malays.

Moreover, the Malays also influence the country's social system. (Chalermchai, 2014: 83). Different social roles create conflicts between racial groups. Malaysia was considered one of the countries with the most problems of racism hidden beneath its borders.

Conflict problems among Malaysians of Malay and Chinese descent

Under British rule, in addition to using a policy of divide and rule, it also implemented an education policy in Malaysia. At this stage (1900-1989), the British separated education made teaching and learning according to ethnic groups. Under British rule, the education system had four schools: the Malay Vernacular School, Chinese Vernacular School, Tamil Vernacular School, and English Schools. (Shanmugavelu, et al., 2020: 10).

The first Malay school was established in 1921 to produce personnel with knowledge and understanding of the origins of their ethnicity rather than focus on the process of entering the labor market system. Overall, education provided to the Malays by the British through the Malay Vernacular School can be seen as "Education is used as a means of controlling the

Malays not to oppose its power and school is used as a social control tool.” (Shanmugavelu et al., 2020, p. 11). At the same time, Chinese schools were established after Chinese immigrants arrived in Malaya in 1915. Members of the London missionaries established the first Chinese school. The Chinese Vernacular School is the same pattern as schools in mainland China. (Shanmugavelu et al., 2020: 11). The development of British education for the Chinese Malays was closely linked to the economy. The education policy that the British gave to the Malays and Chinese-Malays shows that the education system was used to educate the colony's people to respond to labor and economic needs. This policy was shown in the Chinese-Malays, who played a dominant role in the country's economy and was close to the colonist.

The result of segregated education during the British Colonial period created a feeling of racism and brought many consequences to the people and the country. This reason caused each type of school to be for a specific ethnic group. As a result, Malaysians of Malay and Chinese descent received education according to their ethnicity. They only learn about their own culture and have no intention of learning the culture of other ethnic groups. They lived in their community without involvement, causing the internal society not to be a part of each other. Therefore, the educational policy under British rule school was not the great equalizer but became the great divider. (Shanmugavelu, et al., 2020: 13).

In addition, the Malays were the majority of the country's population, which made the school location larger than schools of other racial groups. However, with the separation of the British education system, there was a change in sports and sports culture in Malaysia. Before the colonial occupation, the Malay's sports culture was mainly influenced by animism.

For example, "Silat" was a form of self-defense that involved meditation and spiritual powers, "Kite Flying." It is believed that the kite flow was initially a magical rite associated with harvesting the rice fields. (Omar et al., 2006: 1).

The British introduced Badminton and football to Malaysia in 1905, which had become a popular sport. Football was top-rated among the Malays since the school space was ample, and it was easy to play sports that required space or outdoor sports. As for Badminton, it was prevalent, especially among the Chinese-Malays, since the school for Chinese Malays had a small area, which was different from the Malay school, which made it impossible to play outdoor sports and sports that require much space. Therefore, indoor sports such as Badminton, table tennis, volleyball, or basketball had become a sport that could be played in schools and were widely popular among Chinese Malays and the upper class in Malaysia, where indoor sports such as Badminton became available in almost all Chinese schools.

"When I was young, in the 1940s and 50s, local schools for Chinese students were often smaller than national primary schools" (Nattanan, 2022). Khoo Kay Kim, a Chinese-Malays historian, explained the reasons that prevented them from playing outdoor sports, and due to this restriction, they were forced to play only indoor sports. Meanwhile, wealthier Chinese-Malays families often sent their children to English schools where they could play more sports. However, the different sports practices of Malaysians appear to result from



differences between nationalities, but playing sports was the identity and the identity of each race that concretely manifested itself.

The legacy of successful athletes in the past was essential to keeping people of the same race attached to the same sport, such as Wong Peng Soon, a Chinese-Malays athlete known as "The Great Wong." He won three Thomas Cups for Malaysia's national team (Nattanan, 2022). Furthermore, his success made the next generation of Chinese Malays want to be as successful as Wong Peng Soon. The success of athletes in the past shows that the honor and greatness of the Chinese-Malays were in indoor sports like Badminton, while the favorite sport and the pride of the Malays was football. Successful athletes in the past, such as Mokhtar Dahari, had made a significant contribution to the team's wins. He helped the team win the Malaysia Cup (or Piala Malaysia, the oldest cup tournament in Malaysia, established in 1921) 10 times. (Siva Selan, 2021).

Moreover, he was the first footballer to receive the National Sports Award or Anugerah Sukan Negara (Siva Selan, 2021). Which was previously mostly won by badminton players. Abdul Ghani Minhat was once one of the most feared strikers in the country, and R. Arumugam was a legendary goalkeeper who played for the national team and several club teams in Malaysia. Most of the athletes selected for the football team would be athletes of Malays. It could be seen from the players on the football team. Additionally, there would only be one or two players of Chinese-Malays on the Malaysian football team. (Ooi Kin Fai, 2019).

Conflict problems among Malaysians through Badminton and Football. The National Football Federation said there was no prejudice in team selection and rejected racial bias in football (Al Jazeera, 2007). Some coaches and players had the idea that Chinese players could not become good football players, not because of their playing skills but because of their nationality. It could be seen from the selection of players for the football team that there were more athletes of Malay descent than players of Chinese descent. Meanwhile, the football industry in Singapore had some legendary players who had made their mark and had outstanding skills in playing football (Nick Aplin, 2023), but most of the players were Chinese players, causing these people to have been forgotten. It further reinforces the selection of players in Malaysian football. In the badminton industry, opinions with strong racial bias have also been found (Julia Chan, 2023) by ex-national shuttlers and sports fans. However, racism was not new in sports. It was going on for a long time and still exists today.

4. Discussion and Conclusion

Malaysia is a country of ethnic and cultural diversity. Playing different sports showed the social conditions that were different and separated from each other. During the British colonial rule in Malaysia, the British practiced a divide-and-rule administration policy to prevent various ethnic groups from gathering against British rule, thus leading to racial division.

British policy supported Chinese people to play an economic role and gave political roles to the Malays. As a result, Malaysian society was separate based on the identity of the races due to differences in economic functions, government, and social life, and this showed that under British rule, the Malays and Chinese Malays had almost no relationship with each other. Each side lived in its community without any involvement with the other. Including the education policy that the British had separated teaching and learning according to ethnic groups. From the segregation of British education came a change in sports and sports culture in Malaysia.

The establishment of schools under British rule was divided along racial lines. The Malays comprised the country's population, making the school location larger than other racial groups. The result of segregated education created a feeling of racism and brought many consequences to the people and the country. Society integrated into one another. The Malays and Chinese-Malays only learn about their own culture, and when the influence of sports came, it was even more a reflection of the roots of each race in segregated sports in that society. Badminton was a sport of the Chinese-Malays, and football was a sport of the Malays. In addition, athletes who had been successful in the past were an essential part of keeping people of the same race attached to the same sport. However, racial segregation in sports still exists today.

Badminton and football still reflect the sports played by Malaysians of Malay and Chinese descent. Badminton was a thriving sport in the Malaysian sports world. Most are Chinese-Malays athletes such as Lee Chong Wei, a successful badminton player, Ong Yew Sin, and Teo Ee Yi, who lifted the men's doubles crown at the Thailand Masters. Most of the badminton players are Chinese-Malays. In addition, there are very few badminton players of Malays compared to those of Chinese descent, the same as football players; most of the athletes are Malays, and there are a small number of Chinese players.

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Lady Triew: From the Loser in the War to Heroine of Vietnam

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Abstract

The article aimed to study nation-building in Vietnam through its historical figures, which was Lady Trieu, a heroine who led the troops to fight against China in 248 AD for the liberation of Vietnam. Although she won many victories, in the end, she committed suicide after being defeated by the Chinese army. According to the primary source and foreign online sources, after the lady committed suicide, the Vietnamese praised her as "the city goddess." The Emperor Li Dynasty of Vietnam built Bà Triệu temple for her. During the Vietnam War, her story became a bedtime song for Vietnamese children. It was used as War propaganda to encourage Vietnamese women to join the army to fight against the U.S. intervention in Vietnam. Nowadays, there is still been a widespread cultural reproduction of her story by holding festivals in lady-related ancient sites to praise her actions and using her name as a brand name for local alcoholic beverages. Moreover, her name appeared in Vietnamese online games, causing her story to become even more widespread among young Vietnamese; Lady Triew has been praised as the "Joan of Arc" of Vietnamese history.

Keywords: Lady Trieu, Heroine, Nation-building, Vietnam



1. Introduction

Vietnam is one of the nations with a rich history. However, due to its border with the Southern part of China, Vietnam has had to wage war with China throughout history.¹ As a result, there are many periods in Vietnamese history when Vietnamese people had to fight together to resist Chinese rule, such as the Trưng sisters who Rebelled against the direct rule of the Chinese crown during the reign of Emperor Guangwu of the Eastern Han dynasty.² We will talk about Lady Trieu, one of the Vietnamese historical figures who led the Vietnamese army to resist Chinese rule during the Three Kingdoms period.³ until she was perceived as “Joan of Arc of Vietnam” for being a Vietnamese heroine⁴ Furthermore, it symbolizes promoting nation-building in Vietnam from ancient times to now.

The article aimed to study nation-building in Vietnam through its historical figures, which was Lady Trieu, a heroine who led the troops to fight against China in 248 AD for the liberation of Vietnam. Although she won many victories, in the end, she committed suicide after being defeated by the Chinese army. After the lady committed suicide, the Vietnamese praised her as "the city goddess." The Emperor Li Dynasty of Vietnam built Bà Triệu temple for her. Nowadays, it is still been a widespread cultural reproduction of her story, causing her story to become even more widespread awareness among young Vietnamese people

2. Method

The study of this article uses historical methods mainly based on document research to study secondary documents looked through research, books, articles, and electronic media. Then, the data is shown by using descriptive analysis methods.

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3. Results

The history of Lady Trieu and the inspiration of the nation-building in Vietnam

Under Chinese rule during the Three Kingdoms period, Vietnam appointed a direct prefect from the Eastern Wu to govern. However, the Vietnamese had always tried to free themselves from Chinese rule. Such as the case of the Trưng sisters, who were leaders in resisting China in the early period of Chinese rule. Although they lost to the Chinese⁵ Lady Trieu still managed to lead the Vietnamese army in the fight against the Chinese.⁶ Due to the northern part of Vietnam being dominated by the Kingdom of Eastern Wu, one of three Chinese states in 226 AD, the Chinese also massacred about 100,000 Vietnamese civilians. Causing more anti-Chinese sentiment in Vietnam.⁷

Before Lady Trieu became the leader of the Vietnamese uprising, she was born into a wealthy family in the Kuan Yen mountain district in the Thanh Hoa region in Vietnam. Lady Trieu was also an orphan and had to live with her only older brother.⁸ Named "Trieu Quoc Dat" (Triệu Quốc Đạt), she was a military officer in the Cuu Chan (Cửu Chân) district.⁹ In 226 AD, the Vietnamese people began to rise against the Chinese garrison because they could no longer stand the Chinese rule due to the Chinese oppressive rule and exploitation in Vietnam, which also grew anger among both Vietnamese people and Lady Trieu. When Lady Trieu was 19, she fled into the forest to practice her fighting skills and raise her army.¹⁰ Even though Lady Trieu's brother forbade Lady Trieu because he thought it should be a man's responsibility to protect and fight. Moreover, he suggested that Lady Trieu get married instead, which was a true woman's responsibility according to the Confucian customs and traditions at the time. However, Lady Trieu rejected the idea of getting married. Still, she insisted on continuing her role as a Vietnamese female general since she wanted to learn about the Trưng sisters' tactics to fight the Chinese.¹¹ Lady Trieu stated, "I want to ride the storm, tread the dangerous waves, win back the fatherland, and destroy the yoke of slavery. I do not want to bow down my head, working as a simple housewife."¹² This statement clearly shows Lady Trieu not wanting to be a housewife of any men and insisting on continuing her role as a leader in the liberation from Chinese rule. Many Vietnamese people were willing to join her army because she was intelligent, thoughtful, and brave enough for a woman to become a leader.¹³ Her brother had no choice anymore, so he

⁵Kallie Szczepanski. (2019, October 16). Trieu Thi Trinh, Vietnam's Warrior Lady. ThoughtCo. <https://www.thoughtco.com/trieu-thi-trinh-vietnams-warrior-lady-195779>

⁶Ibid. พงศาวดารญวน (เวียดนามสี่ร้อย) [The Chronicle of Vietnam].

⁷Kallie Szczepanski. (2019, October 16). op.ct.

⁸ThoughtCo. (n.p.). Trieu Thi Trinh, Vietnam's Warrior Lady. <https://shorturl.at/kGIJ6>

⁹Web Portal Thanh Hoa Province. (2022, February 2). BA TRIEU TEMPLE AND COLD TET EATING CUSTOMS. <https://thanhhoa.gov.vn/portal/Pages/2022-2-2/DEN-BA-TRIEU-VA-TUC-AN-TET-NGUOI-c0xvem.aspx>

¹⁰Ha, Doan. (2020, May 3). Badass women of Vietnamese history: Ba Trieu. <https://chaohanoi.com/2020/05/03/badass-women-of-vietnamese-history-ba-trieu/>

¹¹ThoughtCo. (n.p.). Op.ct.

¹²Nguyen Khac Vien. (2014). Vietnam: A Long History [เวียดนาม : ประวัติศาสตร์ฉบับพิสดาร – เวิยชนกักเวียน]. Bangkok: The Foundation for the Promotion of Social Sciences and Humanities Textbooks Project

¹³Ha Doan. (2020, May 3). op.ct.



offered himself to be the first commander of his sister's army. However, he was later killed in action, making Lady Trieu succeed as a new commander.¹⁴ Lady Trieu and her army managed to repel the Chinese army from the Northern part of Vietnam, where she rode an elephant to lead the army to fight the Chinese and won 30 battles. These battle records gained the attention of the Chinese general, who had to do something to defeat Lady Trieu as soon as possible. Therefore, the Chinese sent more troops and bribed the Vietnamese officials.¹⁵ Lady Trieu knew she would be lost in the last battle, so she committed an honor suicide at the Tùng Sơn mountain on February 21, 248 AD. According to the Vietnamese myth, she was about 9'0" feet tall, and her chest-length was about 3'0" feet; her voice sounded like a ball, and she could walk 80,000 kilometers per day while wearing a golden robe tied over her chest, and her shoulders, and riding a war elephant into the battle with 1,000 soldiers to fight with the Chinese army for 30 battles. What she did not like was "grime and unfavorable things." The main reason that the Chinese army defeated Lady Trieu and her army was that the commander of the Chinese army knew Lady Trieu did not like grime and unfavorable things. So, he ordered his soldiers to undress and charge Lady Trieu's army while being nude and kicking dust. After this battle, Lady Trieu could not even believe her own eyes, and she deserted her army, causing the soldiers of her army to withdraw from the battle, too. Not long after that, she decided to commit suicide.¹⁶ She later became "a goddess that protects Hanoi city."¹⁷

From Loser to A National Heroine

After the death of Lady Trieu, she became one of the Vietnamese mythology goddess named "Đạo Mẫu" (Đạo Mẫu), which emphasizes the worship of the goddesses. Later in the 6th century, after Vietnam was released from China, Emperor Ly Nam De (Lý Nam Đế) of the Early Ly dynasty dreamed about Lady Trieu informing the arrival of Chinese troops, causing Emperor Ly Nam De to be able to. After that, the Emperor honored her as "Lady Trieu" for being a brave, honorable, and upright woman and built the Ba Trieu Temple for her action.¹⁸ Cit.

Moreover, there are Vietnamese nursery rhyme lyrics, "Sleep, sleep tight my child So that I can fetch water to wash the gilded saddle of the elephant Climb the hill if you want to see General Lady Trieu on her golden gilded seat during the early."¹⁹ The cultural production of Lady Trieu as a heroine is considered to be magnificent. Although Vietnam was under Chinese rule and tried to erase the name of Lady Trieu from Vietnamese history, the name of Lady Trieu has survived and become a national symbol of Vietnam until now.²⁰

¹⁴Web Portal Thanh Hoa Province. (2022, February 2). BA TRIEU TEMPLE AND COLD TET EATING CUSTOMS. <https://thanhhoa.gov.vn/portal/Pages/2022-2-2/DEN-BA-TRIEU-VA-TUC-AN-TET-NGUOI-c0xvem.aspx>

¹⁵Timeless History. (2020, November 19). "Trieu Thi Trinh" Heroines of Vietnam. <https://www.blockdit.com/posts/5fb61b4637eadc297f34caac>

¹⁶Dhwty. (2015, November 18). The Heroic Warrior Ba Trieu: A Figure of Resistance Against Patriarchy and the Enemies of Vietnam. <https://www.ancient-origins.net/history-famous-people/heroic-warrior-ba-trieu-figure-resistance-against-patriarchy-and-enemies-020626>

¹⁷Yong. (2017). op. Ct.

¹⁸Web Portal Thanh Hoa Province. (2022, February 2). op.

¹⁹Ha Doan. (2020, May, 3). op.ct.

²⁰Encyclopedia. (2023). Ba Trieu (225–248 CE).



Craig Lockard, a Professor of History at the University of Wisconsin-Green Bay in the U.S., stated, "This representation of the superhuman Lady Trieu became necessary after Vietnamese culture accepted the teachings of Confucius, under continued Chinese influence, which states that women are inferior to men. Before the Chinese conquest, Vietnamese women held a much more equal social status. In order to square Lady Trieu's military prowess with the idea that women are weak, Lady Trieu had to become a goddess rather than a mortal woman."²¹

Lady Trieu reappeared with the Trưng sisters during the Vietnam War to resist American rule and the growing nationalism in Vietnam since Vietnam did not want this Western nation to become involved in Vietnam. This reason caused Vietnam to become opposed to the Americans and its Free World through the Vietnam Armed Propaganda Unit for National Liberation to show that every Vietnamese civilian should become more involved in the liberation of Vietnam. Especially Vietnamese women telling the story of Lady Trieu and the Trưng sisters as role models, causing many Vietnamese women to join the army. This propaganda also evolved into ideas of patriotism, unity, stability, and creativity. Furthermore, she was dedicated to being one of the worthy members of Uncle Ho's Soldiers to defend their homeland.²²

Redundancy and Popular Culture

At present, Lady Triệu is greatly celebrated by Vietnamese people for her role in the resistance against Chinese invaders, combined with many historical sites that have a connection with her and the traditional folk songs that refer to her story. Lady Triệu's story still appears in Vietnamese popular culture as seen by many streets in Vietnam named after her, the annual festival, local alcohol brands, and even historical reference games.

In Hanoi, there is a one-way road that runs from Hoan Kiem Lake to Dai Co Viet, which is the site of the Vietnam National Institute of Ophthalmology, named after Lady Triệu,²³ Also, in 2015, Vietnamese Deputy Prime Minister Nguyen Xuan Phuc traveled to Trieu Loc commune of Hau Loc district in Thanh Hóa province to reward the Bà Triệu temple, which was built during the early Lý dynasty in honor of Lady Triệu as a particular historical site, the Bà Triệu temple also the area of Phu Dien village,²⁴ Although the temple is undergoing several restorations and embellishments, this reward remains as the site's spiritual architecture. The reward came in celebration of the 2015 National Tourism Year underway in Thanh Hoa commune following the Connecting World Heritage theme.²⁵

There is a Ba Trieu festival at Bà Triệu temple to commemorate the bravery of Lady Triệu, and this festival is celebrated during 20-23 of the second month in the lunar calendar annually. This festival has a Rice cooking contest, singing folk songs and reenacting the battle

²¹Kallie Szczepanski. (2019, October 16). op.ct.

²²Bui Thi Lan Phuong. (2018, March 8). Military Women promote traditions and devote talents to be worthy of "Uncle Ho's Soldiers."

²³ Vietnam Online. (2023). *Ba Trieu Street*. <https://www.vietnamonline.com/maps/hanoi/ba-trieu-street.html>

²⁴ Ministry of Culture, Sports and Tourism, Viet Nam National Authority of Tourism. (2015). *Ba Trieu site is recognized as a special national relic*. <https://vietnamtourism.gov.vn/en/post/8595>

²⁵ Vietnamplus. (2015). *Thanh Hoa: Ba Trieu relic site receives national honor*. <https://en.vietnamplus.vn/thanh-hoa-ba-trieu-relic-site-receives-national-honour/74169.vnp>



between Lady Triệu's and Chinese armies.²⁶ There is also a tradition that people would eat a cold lunch and luxurious dinner during Vietnamese New Year to commemorate the meals that soldiers under Lady Triệu's army ate during the war.²⁷

Moreover, there is a gin named after Lady Triệu in Popular culture. The drink manufacturer said he used her name because gin symbolizes Vietnamese culture. This shows the importance and appearance of Lady Triệu in modern-day Vietnam.²⁸

There is also Sid Meier's Civilization VI, a historical reference game that allows players to create their civilization based on real-life civilizations, with Lady Triệu, the leader of Vietnam. The game extension package announced Lady Triệu as a national leader.²⁹ On January 21, 2021, Vietnamese players immensely appreciated it.³⁰

4. Discussion and Conclusion

The early days of the Vietnam state were dominated by the Chinese empire from the north as both nations shared a border. Although under Chinese domination, the Vietnamese always tried to resist the Chinese, such as the rebellion of the Trưng sisters that inspired Vietnamese people to resist Chinese domination for many centuries, including Lady Triệu, who led one of the rebellions against China. Afterward, when the Emperor of the early Lý dynasty knew about the bravery of Lady Triệu, he ordered the construction of Bà Triệu temple to commemorate her, and there is also a traditional folk song that refers to her story.

During the Three Kingdoms era, the Vietnamese again tried to resist Chinese domination led by 19-year-old Lady Triệu. She led the Vietnamese in 30 victories against China, but in the end, Chinese eventually defeated her, and she committed suicide after Lady Triệu Vietnamese declared her to become goddess in heaven. During the Vietnam War, North Vietnam used the story of the Trưng sisters and Lady Triệu as propaganda to inspire Vietnamese women to join the army.

In present-day Vietnam, she named a vital road in Hanoi after Lady Triệu in honor of her. Also, in 2015, the Vietnamese deputy prime minister rewarded Bà Triệu temple as a unique historical site for retaining the spiritual architecture after several restorations. There is a Ba Trieu festival for commemorative Lady Triệu during 20-23 of the second month in the lunar calendar annually. Moreover, there is a gin named after Lady Triệu as a symbol of Vietnamese culture. Moreover, a historical reference game has Lady Triệu as a nation leader.

²⁶ Vietnam Online. (2023). *Ba Trieu Temple Festival*. <https://www.vietnamonline.com/destination/thanh-hoa/culture/ba-trieu-temple-festival.html>

²⁷ Đất và người xứ Thanh. (2022). *ĐỀN BÀ TRIỆU VÀ TỤC ĂN TẾT NGUỘI*. Tỉnh Thanh Hóa <https://thanhhoa.gov.vn/portal/Pages/2022-2-2/DEN-BA-TRIEU-VA-TUC-AN-TET-NGUOI-c0xvem.aspx>

²⁸ LIQ9INE. (2023). *LADY TRIEU CONTEMPORARY VIETNAM GIN (700 ML)*. <https://th.liq9.asia/lady-trieu-contemporary-vietnam-gin-700-ml.html>

²⁹ Alper Dalan. (2021). *Civilization 6 New Frontier Pass Vietnam & Kublai Khan Pack çıktı*. Leadergamer. <https://leadergamer.com.tr/civilization-6-new-frontier-pass-vietnam-kublai-khan-pack-cikti>

³⁰ Sid Meier's Civilization. (2021). *Civilization VI - First Look: Vietnam | Civilization VI New Frontier Pass*. <https://www.youtube.com/watch?v=Ayct8xy3oRc>



It is a conclusion that Lady Triệu's story is significant to the Vietnamese for their national unity. Nowadays, Vietnamese people still commemorate Lady Triệu for her resistance against China. Although she was defeated in the end, the Vietnamese declared her a goddess in heaven and wrote a folk song about her in the hope of liberating themselves from China. North Vietnam also used her story to inspire Vietnamese women in the war against France and America. Eventually, Vietnamese people would proudly see her in a historical reference game.

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Psychosocial Factors Affecting Students' Persistence and Dropout of Undergraduates Maejo University: Discriminant Factor Study

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Abstract (English)

Many universities in ASEAN, including Maejo University, has been adopted the ASEAN University Network - Quality Assurance Model (AUN-QA). It focuses on multidimensional qualities. One of them relates to the student dropout rate which reflects the quality output dimension. This research aims to study the psychosocial factors affecting persistence and dropout of undergraduates of Maejo university. The sample group is undergraduates enrolling in the university during 2016 - 2020. It consists of 730 students: 643 persistent students and 87 dropout students. A muti-stage sampling had been used as a principal method to collect data. The data were collected by questionnaires and analyzed by Binary logistic regression analysis. The discriminant factors are psychosocial factors including academic integration, social integration, goal commitment, institutional commitment, self-efficacy, coping behavior, attitude toward student activities and mental health. It was found that all psychosocial factors correctly predicted the overall success rate of 95.60: 98.80 percent of students' persistence and 72.40 percent of students' dropout. In addition, the psychosocial factors namely academic integration, goal commitment, institutional commitment, self-efficacy, and mental health influence the students' persistence and dropout significantly. Therefore, the university should develop teaching methods and student activities to fulfil students in academic integration, goals commitment, institutional commitment, self-efficacy, and good mental health. This is to reduce the number of student dropout and retain the number of students until graduation.

Keywords: discriminant factor, dropout, logistic regression, persistence, psychosocial factor

1. Introduction

The Maejo University has adopted the ASEAN University Network -Quality Assurance (AUN-QA) model. It focuses on the quality of educational activities with regard to various dimensions namely the quality of input factors, quality of process, and quality of output. In terms of quality of output, the student dropout rate is categorized in the quality criterion number 11 (ASEA University Network, 2015). From the statistical data of dropout of Maejo University undergraduate students, registering in regular programs, it shows that students continually drop out from the university every academic year in almost every program. Being aware of the dropout problem, Institutional Research Committee of Maejo University established the institute's research framework focusing on student development. The research results are used by university executives as a framework in decision making and developing the action plan to solve the aforementioned issue or to achieve institutional excellence.

This research was therefore conducted to meet the needs of the institution, Maejo University. This prospective study was designed to investigate and analyze the discriminant factors affecting the persistence and dropout rates of undergraduate students in four-year and five-year regular programs.

Research Objective

This study attempts to study psychosocial factors that affect the persistence and dropout of undergraduate students by analyzing the discriminant factors of students' persistence and dropout.

Literature Review

1.1 Concepts regarding students' persistence and dropout

1.1.1 *Tinto's Interactionalist theory* shows the factors affecting students' drop out decision. The decision is identified into 2 phases. Phase 1 involves the background of students before entering the university including family background, personal characteristics and secondary education. Phase 2 starts when students enter the university. They will encounter two systems: the academic system and the social system (Tinto, 1975). Many past studies point out that commitments to the institutional and educational goals directly influence student persistence (Berger & Milem, 1999; Khamphirat, 2013; Napoli, 1996; Tangcharoen, Naipat, & Tungprapa, 2019). Social integration and academic integration are also considered as variables affecting persistence and school dropout (Berger & Milem, 1999; Glickman, 2003).

1.1.2 *Theory of student retention* in university is based on the psychological concepts of Bean & Eaton. This student retention concept is founded on 4 psychological theories: the theory of planned behavior, self-efficacy theory, coping behavior theory, and attribution theory (locus of control). The research by Bean & Eaton examined 2 theories: 1) self-efficacy theory of Bandura (1994) and 2) coping behavioral theory of Lazarus (1966). The result of the study is similar to other studies in many countries. It was found that self-efficacy and coping behavior are related to retention and dropout intentions (Fumei, France, & Christopher, 2010; Khamphirat, 2013; Tangcharoen, Naipat, & Tungprapa, 2019).

1.2 **Psychosocial factors related to students' persistence and dropout.** This research adopts the interaction model as a framework to investigate variables influencing students' persistence and dropout behavior. To identify the causal factors, two sciences were integrated which are psychological concepts from the research results of Bean & Eaton (2000) and sociological concept by Tinto (1975). This research also considered the reasons collected from student's dropout form of Maejo University, Chiang Mai, during the years 2016-2019. According to the dropout reasons stated in the form, two additional variables were found: attitude toward student activities and mental health. All variables are discussed as follows.



Academic Integration Spady (1970) explains that when students enter the university, they also enter into the academic system. There will be the interaction between the students and the academic system. Similar to Tinto (1975), he explains that academic integration influences studies and dropout decisions. There are several studies that support this idea. It was found that academic integration affects the dropout decision, academic persistence and success (Aitken, 1982; Getziaf et al., 1984; Glickman, 2003; Pascarella & Terenzini, 1979).

Social Integration Social integration is another important factor because lack of social integration can lower the commitment to the goals and social system which makes students are more likely to drop out. Social integration occurs in many ways; both formal and informal. It involves integrating between students and advisors, participating in activities with friends, and being the membership of the society. (Arce, Crespo, & Miguez-Alvarez, 2015; Khampan & Aphibunyopha, 2019; Pascarella & Terenzini, 1979; Rootman, 1972; Spady, 1970; Tinto, 1975; Troelsen & Laursen, 2014). Hence, social integration affects student persistence or dropout.

Goal Commitment It expresses the awareness of one's needs and feelings towards one's goals, along with expectations for academic achievement. Goal commitment also refers to the application of knowledge to the future careers after graduation as well as expectations of the institutional reputation. (Pascarella, Terenzi, & Wolf, 1986). From past studies, it was found that committing goals influences student persistence in the university (Tangcharoen, 2018; Tinto, 1975).

Institutional Commitment It signifies students' feeling and behavior towards educational institution of which they are members. That is to say, students feel they are a part of the institution. They have faith in the institution and accept the goals and values of the institution. To preserve the honor of institution and students' dignity, students do their best to maintain honesty, loyalty, willingness, physical and mental effort and time and resources dedication. They are proud to be a student of the institute. According to some studies, it discovered that institutional commitment is directly influenced by social integration and it has an impact on student dropout (Krause, 2005, Lee & Burkham, 2003; Lundberg, 2007; Tangcharoen, 2018).

Self-Efficacy It is a person's decision on his or her ability to organize the appropriate actions and determine behavior patterns in response to events in order to achieve a prospective outcome. It is an individual's belief of his or her ability to perform various behaviors successfully (Badura, 1986; Pajares, 1996). Many studies obtain similar results that perception of one's abilities correspond to student persistence and dropout (Tangcharoen, 2018; Weng, Cheong, & Cheong, 2010).

Coping Behavior It refers to person's mental and behavioral efforts to manage the internal and external needs of the individual. It covers the strength and ability of the individual to handle the stressful situation or solve problems. This effort occurs continuously at all times. There are many methods of coping, but the most commonly used in most studies is the coping concept suggested by Lazarus & Folkman (1984). It is divided into 2 methods: problem-focused coping and emotion-focused coping. Later, Tracey & Andy (2014) conducted a study on coping and it shows that problem-solving coping relates to self-efficacy.

Attitude toward Student Activities Student activities have different terms such as extracurricular activities, semi-curriculum activities, student activities and so on. It can be said that these activities are organized and carried out by students under the supervision of an advisor. The activities are educational processes provided by higher educational institutions. These activities, however, are not directly related to academic activities. They promote students' aptitude, interest and knowledge. They also serve entertainment purposes. Student activities can develop student's competence and growth in terms of career, society, emotions, body, mind and intelligence (Khachonsin, 1982). The attitude towards student activities refers to students' thoughts, feelings, and participation in student activities. It can be expressed in two

directions: positive and negative directions. Positive direction is characterized by satisfaction, liking, acceptance, and willing compliancy. Negative direction is distinguished by dissatisfaction, dislike, disapproval, and non-compliance. Chickering & Reiser (1993, cited in Kamnerdnok, 2008) state that participation in student activities will help students develop themselves in various important areas. Such development will therefore help promote academic and social integration and recognition of competence which is a factor affecting student persistence and dropout.

Mental Health When students enroll in the university, they face the stress of adapting themselves to the changes. Adaptation to the university environment is an important factor affecting mental health problems among students. People with mental health problems will experience poor adjustment. They are unable to face problems and accept the truth (Saithanu, 2016). They also tend to have a lower quality of life comparing to others (Svavarsdottir, Lindqvist, & Juliusdattir, 2014). Mental health problems among students are caused by many factors such as academic problems, relationship with family or relationship with friends (Kongman, & Hakeem, 2020; Rakkhajeekul, 2013). Many research results indicate that these factors affect the dropout of university students (Meesuk, 2016).

Conceptual Framework and Hypotheses

Based on the literature review from previous section, it was found that there are factors that affect students' persistence and dropout. Theory of interactionism (Interaction Model) was used as a framework for creating variables and relationship between 8 variables. The hypothesis has been developed as follows.

Research hypothesis

Psychosocial factor variables can differentiate students' persistence and dropout.

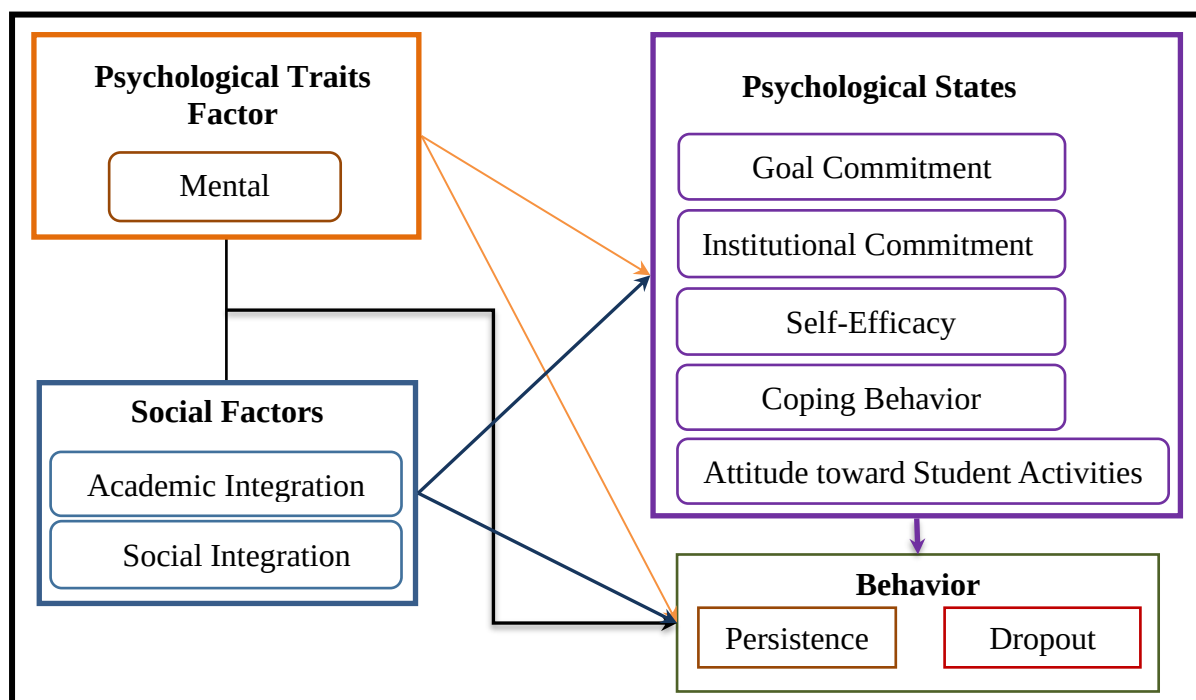


Figure 1: Research conceptual framework

2. Method

The sample of this study is undergraduate students from Maejo University, Chiang Mai. It is divided into 1) undergraduate students on four-year and five-year regular program with active status in the second semester of the academic year 2020. 2) Undergraduate students who enrolled in the university in the academic year 2016-2020 and dropped out before the second semester of the academic year 2020. The sample size which was calculated according to John Scott Long (1997) was 728 students. An allowance for incomplete questionnaire responses and non-response were approximately estimated of 10 percent. Therefore, the sample size was 800 students. A multi-stage sampling method was used. The total number of complete and usable responses was 730: 643 respondents from the persistence group and 87 respondents from the dropout group. The number of response is considered as an appropriate number for the logistic regression analysis (Peduzzi, Concato, Kemper, Holford, & Feinstein, 1996).

The research tool used to collect data is a questionnaire about psychosocial factors related to persistence and dropout among undergraduate students, Maejo University, Chiang Mai Province. The questionnaire includes 9 parts. Part 1 is about personal information such as gender, student code, faculty and program of study. Part 2 is academic integration. Part 3 is social integration. Part 4 is goal commitment. Part 5 is institutional commitment. Part 6 is self-efficacy. Part 7 is coping behavior. Part 8 is attitude towards student activities. Part 9 is mental health assessment form. The reliability values (Cronbach's Alpha Coefficient: α) of the questionnaire part 2-9, in each part, are between .765 - .909.

Data analysis is divided into 2 parts: 1) descriptive statistics 2) logistic regression analysis which focuses on interpreting statistics to analyze the discriminant factors of students' persistence and dropout.

3. Results

3.1 Personal information

The sample consists of 730 students. Most of them are female, accounting for 67.12 %. Retained students is 88.08%. Most students enrolled in the university in 2020 (student code 63), accounting for 31.51%. Most of them are from the faculty of agricultural production, liberal arts and economics, accounting for 18.36%, 16.44%, and 16.03 %, respectively. Almost all of them are students registered in the regular 4-year bachelor's degree program, accounting for 92.74%.

3.2 Analysis of descriptive statistics and checking assumptions

When considering the psychosocial factor variables in the group of persistence students by mean values, as shown in table 1, it was found that the coping behavior variable indicated the highest mean value of 4.77. On the other hand, the variable of attitude towards student activities illustrated the lowest mean of 3.99. From the group of dropout students, the variable of social integration signified the highest mean of 4.97 while the variable of academic integration indicated the lowest mean of 2.15. All data obtained from the questionnaire were divided into 6 rating scales, except for mental health variables. Mental health variables were divided into 4 rating scales, and the results were interpreted into 3 groups. The summary table 2 showed that the sample group of persistence has the same level of mental health as the general population (Fair), followed by a lower level than the general population (Poor) and a higher level than the general population (Good), accounting for 48.20%, 29.70%, and 22.10%, respectively. As for mental health among group of dropout has the same level of general population (Fair), followed by a higher level than the general population (Good) and a lower level than the general population (Poor), accounting for 48.30, 39.10, and 12.60 percent, respectively.

Table 1: Means and standard deviations of psychosocial factors classified by the sample of persistent and dropout students

Variables	Persistence		Dropout	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.
Academic Integration	4.12	.95	2.15	.57
Social Integration	4.66	.59	4.97	.79
Goal Commitment	4.60	.63	4.35	.68
Institutional Commitment	4.48	.92	4.84	.83
Self-Efficacy	4.47	.68	4.20	.64
Coping Behavior	4.77	.63	4.72	.62
Attitude toward Student activities	3.99	.84	4.18	1.06
Mental Health	3.06	.43	3.33	.38

Table 2: Number and percentage of mental health classified by the sample of persistent and dropout students

Mental Health	Persistence		Dropout	
	Number	Percentage	Number	Percentage
Good	142	22.10	34	39.10
Fair	310	48.20	42	48.30
Poor	191	29.70	11	12.60

Checking assumptions In binary logistic regression analysis, assumptions must be tested. Multicollinearity should not exist in the independent variables. According to table 3, the correlation coefficient between variables was ranged from .042 -.643, indicating that some variables have relatively high correlation coefficients. Therefore, the problem of multicollinearity was examined by testing the Tolerance value, its value ranging from .443 -.943, which is not close to zero. The VIF testing (Variance Inflation Factor) showed that its value ranges from 1.060 - 2.257. Although the value was higher than 2, it was still lower than 5 (Hair, William, Barry, and Rolph, 2014). This indicated that all psychosocial factor variables were not the problem of multicollinearity (not a major concern) and the correlation coefficient value was not 0. Therefore, preliminary assumption was achieved regarding the regression analysis. The data could be used for logistic regression analysis in the next step.

Table 3: Correlation analysis between psychosocial factors

	AcI	SoI	GoC	InC	SeE	CoB	AtS	MeH
Academic Integration	-	.058	.202**	.091*	.220**	.078*	.042	.054
Social Integration		-	.383**	.626**	.344**	.486**	.586**	.298**
Goal Commitment			-	.493**	.637**	.593**	.307**	.301**
Institutional Commitment				-	.425**	.528**	.588**	.347**
Self-Efficacy					-	.643**	.317**	.378**
Coping Behavior						-	.383**	.440**
Attitude toward Student activities							-	.179**
Mental Health								-

Note: ** $p < .01$

3.3 Logistic regression analysis A study of psychosocial factors affecting students' persistence and dropout of undergraduate, Maejo University by studying discriminant factors adopted logistic regression analysis. Likelihood Value, Chi-square test statistic (χ^2) and the Hosmer & Lemeshow test statistics were used to test a goodness of fit for logistic regression. Then the logistic regression coefficients were tested by two test statistics: Wald Statistic and Chi-square. Next, the level of relationship was tested using the Cox & Snell Rcs² and Nagelkerke RN² test statistics. The enter method, a method that selects all variables into the logistic equation at the same time in steps, was used to analyze the predictive variables. The testing result of appropriateness of the equation was shown in Table 4. Moreover, the results of the logistic regression analysis were shown in Table 5.

Table 4: Model suitability testing

Hosmer and Lemeshow Test			-2 Log likelihood	Cox & Snell Rcs ²	Nagelkerka RN ²
Chi-square	df	Sig			
5.553	8	.720	359.250	.389	.750

In Table 4, the suitability testing of the model using the Hosmer & Lemeshow statistic showed that Sig. $p > .05$ which indicated that the psychosocial factor model with all criterion variables was appropriate to explain the persistence and dropout of students. And the chi-square value from model testing was 5.553 ($\chi^2 = 359.553$, $df = 8$, $p = .05$). It proved that all 8 psychosocial factors were suitable for the logistic regression model. All psychosocial factors influence the prediction of student persistence and dropout. When considering the predictive ability of the logistic model from the Nagelkerka RN² value, it was found that the model was able to correctly predict the chances of student persistence and dropout at 75 percent (RN² = .750).

Table 5: Logistic regression analysis of psychosocial factors affecting student persistence and dropout.

Variables	B	S.E.	Wald	df.	P-value	Exp(B)
Academic Integration	4.201	.556	57.146	1	.000**	.015
Social Integration	-.347	.394	.776	1	.378	1.415
Goal Commitment	.827	.378	.4786	1	.029*	.437
Institutional Commitment	-.967	.363	7.107	1	.008**	2.630
Self-Efficacy	.946	.451	4.405	1	.036*	.388
Coping Behavior	.165	.465	.126	1	.722	.848
Attitude toward Student activities	.308	.271	1.289	1	.256	.735
Mental Health	-1.543	.616	6.266	1	.012 *	4.678
Constant	-8.921	2.582	11.939	1	.001	7488.847

Note: * $p < .05$, ** $p < .01$

In addition, Table 5 shows that the logistic regression coefficients of psychosocial factors related to student persistence and dropout. It figured out that all 8 psychosocial factor variables affected persistent and dropout of students. The logistics equation can be written as follows.

$$\text{Logit}(y) = -8.921 + 4.201(AcI) - .347(SoI) + .827(GoC) - .967(InC) + .946(SeE) + .165(CoB) + .308(AtS) - 1.543(MeH)$$

Psychosocial factors affecting student persistence and dropout, which were significantly different at the .01 and .05 levels, included academic integration, goal commitment, institutional commitment, self-efficacy and mental health.

Table 6: Analysis of percentage accuracy in predicting persistent and dropout of students

Observed	Number	predicting the chances		
		Persistence	Dropout	percentage accuracy
Persistence	643	635	8	98.80
Dropout	87	24	63	72.40
Total	730			95.60

Regarding the percentage accuracy of predicting student persistence and dropout from this logistic equation, it implied that psychosocial factors, which covered all 8 criterion variables, were jointly effective in predicting the possibility of persistence and dropout. Overall student dropout scores were 95.60 percent of correctness. The accuracy of predicting students' chances of persistence and dropout were 98.80% and 72.40% respectively as shown in Table 6.

4. Discussion and Conclusion

1. Study of psychosocial factors related to persistence and dropout. Regarding the persistence group, it revealed that there are factors with the highest mean values which are coping behavior, social integration and goal commitment. As for the dropout group, three factors with the highest mean values are social integration, institutional commitment and coping behavior. In addition, it was found in the persistence group that the mental health levels are fair and follow by poor and good. Whereas the mental health levels among the dropout group are fair and follow by good and poor. During the data collection period, it was the COVID-19 outbreak. The students must adjust to online learning and a new normal. Students are therefore likely to encounter stress which affects their mental health. With regard to dropout students, some of them remain in the education system while some withdraw from education system. Therefore, the group of dropout students are less stressed because of diversified circumstances and different factors.

2. Discriminant factor analysis of persistence and dropout. There are 8 variables of psychosocial factors related to student persistence and dropout. All variables can predict the chances of persistence and dropout of students, accounting for 75%. They effectively predict the chances of persistence and dropout. Overall, the students' dropout scores were correctly predicted at 95.60%. There are five important factors that can significantly differentiate persistence and dropout, including academic integration, commitment to goals, commitment to the institution, self-efficacy perception and mental health. There are interesting points, elicited from data analysis, are discussed as follows.

2.1 Academic integration affects student persistence and dropout. This can be explained that academic integration influences studies and dropout decision. It contributes to the development of a student's personality which can be measured by grades and intellectual development of students. While studying at the university, student's grades reflect both student's ability and satisfaction towards the university which is a specific pattern of academic behavior (Tinto, 1975). The results of this research are consistent with many previous studies in a way that learning problem (reflecting a lack of academic integration) is one of the important causes of student dropout (Siripanich, 2016; Wongkongkaew, Krongkaew, and Thatchayapong, 2017). Academic satisfaction, coursework and teacher evaluations affect student persistence. (Aitken, 1982).

2.2 Goal commitment occupies an important place upon student persistence and dropout. That is to say, a person's expectation cannot be achieved without a serious effort. When students set a goal of getting admission to Maejo University and they achieve that goal, students will have various expectations such as academic achievement, knowledge acquisition for self-improvement, graduation and application of knowledge and ability to future careers. Hence, the students focus on their studies and overcome the obstacles to accomplished prospective goals. This phenomenon can be described according to Vroom's expectancy theory. It stresses that a person's decision depends on 4 elements: the rewards received, satisfaction or dissatisfaction from the rewards received, the rewards received in return when comparing to others and the opportunity to receive rewards from expectations (Vroom, 1964). Therefore, students' expectations about their future careers affect their actual level of commitment to their educational goals. The results of this research are aligned with previous studies from many parts of the world such as Khampirat (2013), Fumei, France, & Christopher (2010) Tangcharoen, Naipat, & Tungprapa (2019), Weng, Cheong, & Cheong (2010) who found that goal commitment has a direct effect on intention to remain in school and help reduce dropouts.

2.3 Institutional commitment relates to student persistence and dropout. Institutional commitment occurs when students devote their physical and mental effort, time, and resources to university activities which can promote their learning. These activities also connect students to the peers who share the same learning goals (Krause, 2005). Institutional commitment reflects students' attitudes towards the institution in both learning experiences and activities. Consequently, if the students and university pursue the same goals in the same direction, it will result in high efficiency and educational success of the students as well (Khampirat, 2013). This will affect student persistence until they graduate as expected. This finding is consistent with the study by Fumei, France, & Christopher (2010) who indicate that institutional commitment has a direct influence on student persistence. From several studies, it was also found that positive teacher-student relationships are a strong predictor of graduation. And if students are highly attached to the educational institution, they are less likely to drop out (Lee & Burkham, 2003; Lundberg, 2007).

2.4 Self-efficacy also involves with student persistence and dropout. Self-efficacy is a person's perception about his or her ability to express an action, do things, make a decision and manage behavioral actions to achieve the prospective goals. (Bandura, 1994). Students with high self-efficacy is enthusiastic. They also put an effort on their study and work longer than individuals who have low self-efficacy. Additionally, a person who uses their utmost effort all the time tends to be more successful. Students with self-efficacy are able to complete their studies according to their goals. The results of this research are consistent with other studies such as Tangcharoen, Naipat, & Tungprapa, 2019 (2019) Fumei, France, & Christopher (2010) Stefanie, Barry & Francesca (2016) Weng, Cheong & Cheong (2010) who found that self-efficacy influences students' persistence intentions.

2.5 Mental health associates with student persistence and dropout. It can be explained that people with mental health problems have poor adjustment and are unable to face problems and accept the truth (Saithanu, 2016). Students' problems are caused by several factors such as academic problems, relationship with family or relationship with friends (Kongman, & Hakeem, 2020; Rakkhajeeikul, 2013). When students experience such problems, it affects their mental health. The results of this research are similar to many studies which point out that the aforementioned factors affect the dropout of students in the universities (Phichaisuthikarn and Wasupongaiya, 2010; Meesuk, 2016).

Other psychosocial factors are social integration, coping behavior and attitude towards student activities. Although statistics is non-significant, an indirect influence probably exists. According to student opinions, some problems were reflected namely lack of social integration, problem coping and negative attitudes towards student activities in various dimensions, especially freshmen welcoming activities. This is in line with the lack of academic

commitment, integrational commitment and mental health problems. It can be said that the undergraduates of Maejo University have a risk of dropout. This is a critical problem that university administrators, lecturers and staffs must urgently resolve this issue.

The university can use the result from this research to formulate policies and guidelines for student development by assigning relevant departments, such as the Student Affairs Department to create group relations activities. This can help fulfil goal commitment, institutional commitment, self-efficacy, and it can encourage students to set their goals. The university should establish mental health care centers to provide services to students. Its duties are to take care of students' mental health, provide mental health services and promote the mental health of students. Furthermore, program chairpersons and teaching staffs should include academic integration, goal commitment, institutional commitment, self-efficacy, and mental health into the learning activities.

This research only focuses on 8 psychosocial factors related to student persistence and dropout. However, there are other factors affecting student dropout such as financial problems, family problems or health problems. Further studies, which take these factors into account, will need to be undertaken. Moreover, in future investigations, it might be possible to investigate factors affecting academic integration, goal commitment, institutional commitment, self-efficacy, and mental health of students.

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The Administrative Reformation of Thai Sangha in Monthon Chanthaburi by Vajirananavongs (1898-1902)

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Abstract

The Sangha Administration Act of R.E. 121 (1903) is an inaugural Sangha Act of Thailand. Historians widely regard this act as the genesis of the Thai Sangha administrative reform. However, this paper proposes that the roots of the administrative reform can be traced back to a transformative period in Sangha administrative structure spanning from 1898 to 1902, in an effort of King Chulalongkorn to modernize Thailand's education system. He entrusted the Thai Sangha, overseen by his prince-monk brother Vajirananavarorasa, with the task of disseminating modern education throughout the entire nation. This initiative involved dispatching Vajirananavarorasa's disciples to various Monthon to establish modern schools in provinces. Simultaneously, alongside the educational mission, Vajirananavarorasa displayed a keen interest in reforming the Sangha administrative structure. This paper aims to study about the process of Sangha administrative transformation that unfolded prior to the enactment of R.E. 121 Sangha Act. To illustrate this transformation, we examine the case study of Monthon Chanthaburi, where Vajirananavongs, the successor of Vajirananavarorasa as the abbot of Wat Bowonniwet Vihara, was appointed as the educational director to implement both the educational and Sangha missions. The main evidences of this paper are the official document dating back to the fifth reign collected in the National Archives of Thailand.

Keywords: Thai Sangha, Sangha Act, Sangha Reformation, Chanthaburi, Vajirananavongs

1. Introduction

The Sangha Administration Act of R.E. 121 (1903) represents a pivotal moment in the history of the Thai Sangha. It identified a clear chain of command within the Thai Sangha from the highest rank, the Supreme Patriarch, down to the lowest rank, the Head of Tambon Sangha which had never been so explicitly defined in Thai history. However, the groundwork for this significant development was laid in the period preceding the enactment of this act. It was during this time that Vajiranavarorasa was appointed by King Chulalongkorn as the Director of Provincial Education. This appointment provided Vajiranavarorasa with the opportunity to establish a more structured chain of command within the loosely connected Sangha.

This article explores the background that supported Vajiranavarorasa's ability to assume this important role. It uses the case of Monthon Chanthaburi, led by Vajiranavongs, to illustrate the changes in administrative organization in the provinces, making comparisons between the old and new systems. This period of transition laid the foundation for the more formalized and structured Sangha Administration Act of 1903.

2. The Biography of Vajiranavarorasa

The Thammayut Nikaya is a significant branch of the Thai Sangha, by Prince-monk Mongkut during his asylum monkhood in the early 19th century in the reign of King Rama III. After Prince Mongkut disrobed and ascended to the throne in 1851 that Prince-monk Pavares Variyalongkorn assumed leadership over the Thammayut sect and became the abbot of Wat Bowon, a central hub for Thammayut Buddhism. In the reign of Mongkut, the Thammayut sect experienced significant growth and influence within the Thai Sangha. This expansion continued under the reign of King Chulalongkorn, Mongkut's son, who ascended to the throne in 1868 at a mere 15 years of age. During the first two decades of his rule, Chulalongkorn implemented centralization of power through the development of a bureaucratic system. To achieve this, he advocated for modern education among his brothers, other members of the royal family and elite families, including figures like Vajiranavarorasa and Damrong Rajanubhab.

Vajiranavarorasa, also known as Prince Manuṣyanagamanob, is the son of King Mongkut. He was born in 1860, making him seven years younger than his half-brother, Chulalongkorn. At the age of 20, he ordained as a Thammayut monk at Wat Bowon, following Chulalongkorn's encouragement that being a monk could also be a way to "serve the country." Furthermore, Chulalongkorn promised his brother that he would be rewarded with a particular rank after three years (Vajiranavarorasa, 1924). However, at the time of Vajiranavarorasa's ordination, Wat Bowon was still under the leadership of Prince-Monk Pavares. Therefore, Vajiranavarorasa chose to reside at Wat Makut, under the guidance of his first ordination teacher. During his time at Wat Makut, Vajiranavarorasa began to develop and experiment with a new curriculum for Sangha Pali education, which proved to be highly successful.

Vajiranavarorasa continued to reside at Wat Makut until Pavares's passing in 1892 when he was appointed as the abbot and head of the Thammayut sect.

Meanwhile, Chao Phraya Pasakorawong, the newly appointed minister of education, became intrigued by the curriculum Vajiranavarorasa had developed at Wat Makut. He proposed to Chulalongkorn that Vajiranavarorasa's educational initiative be consolidated by establishing a new educational institute for monks. Chulalongkorn approved the project, leading to the founding of the "Mahamakut" Institute in 1893 at Wat Bowon, in honor of his late father (Mahamakut, 1978, p.13). This institution not only introduced an innovative curriculum but also a unique management structure, with the institute being managed by a committee consisting of young Thammayut monks. This approach provided an opportunity for Vajiranavarorasa, the most prominent prince-monk of his time, to nurture a circle of disciples that would play a significant role in the following decades.

2.1 Vajiranavarorasa as the Director of Provincial Education

Ever since Chulalongkorn ascended to the throne, he recognized the imperative need for educational reform within the kingdom. Initially, his focus lay on the education of the royal family, particularly his brothers, along with the nobility. For layman education, by understanding the traditional practice of sending children to study with monks in Buddhist monasteries, Chulalongkorn sought to harmonize layman education with the temple system to avoid unnecessary conflicts within the Sangha. Therefore, in 1875, the king directed the Ministry of Education to issue an announcement to knowledgeable monks, emphasizing the importance of teaching reading, writing, and mathematics in their monasteries. In 1885, Chulalongkorn assigned Prince Damrong the task of establishing a pioneering royal school for laypeople at Wat Mahannapharam. However, these initial efforts in layman education made limited progress.

It was only after Chulalongkorn's return from his second grand European tour in 1898 that layman education received a more profound focus from the royal court. The Siamese elite's academic records in Europe were found to be lacking, primarily due to the inferior quality of education in Siam. In response, Chulalongkorn convened a meeting to deliberate on the issue of layman education in Siam. Key participants included Chulalongkorn himself, Damrong, Vajiranavarorasa, and Pasakornrawong. During the meeting, Chulalongkorn commended Damrong for initiating educational efforts but realized their limitations in addressing the entire kingdom's needs. He then praised Vajiranavarorasa's Mahamakut Institute. Ultimately, Chulalongkorn expressed his intention to entrust Vajiranana with the responsibility of organizing layman education.

Vajiranavarorasa responded by noting that temples were already centers of learning. However, he raised the issue of educational administration and proposed that the Sangha should have its own authority in order to accomplish the mission of organizing layman education.

Additionally, Vajiranana suggested the appointment of a monk committee to manage the Sangha. This idea sparked debate, particularly with Damrong. In the end, Chulalongkorn appointed Vajiranavarorasa as the director of provincial education and vested him with the authority to oversee education-related missions in monasteries across the kingdom. Furthermore, Vajiranana could report directly to Chulalongkorn without the need for intervention from the Ministry of Education. This arrangement granted Vajiranavarorasa a significant degree of the commanding power he had desired.

2.2 Director of Monthon Education as Vajiranavarorasa Team

Despite the rejection of the idea of appointing a Sangha management committee during the meeting, Vajiranavarorasa found a practical avenue to assemble his own team by naming the Directors of Monthon Education. The provincial education system stipulated that the director should select capable monks to serve as educational directors in each monthon. Consequently, Vajiranavarorasa and Damrong collaborated to identify suitable monks for overseeing layman education in each monthon. Vajiranana clarified his selection process in an official letter presented to King Chulalongkorn, stating, "I did not choose based on ecclesiastical titles, but rather on competence. As this is an inaugural mission, its success is crucial for maintaining trust. Therefore, it is essential to appoint those whom we can rely upon (NT, 1898, 47/8)." This rationale, as evidenced by the list of monthon educational directors appointed, proved to be accurate.

All the directors of monthon education appointed by Vajiranavarorasa were Thammayut monks, and notably, they were relatively young. Most of them had direct connections with Vajiranavarorasa, having been either colleagues or disciples at the Mahamakut Institute and Wat Bowon. In terms of ecclesiastical titles, any nominated individual who did not already hold the "Phra Ratchakhana" rank was promoted to this status on November 20, 1898, just before taking up their roles as directors of monthon education. This move can be seen as a strategic effort to enhance the authority of these young directors, who were tasked with heading into the provinces and guiding the senior monks within the provincial clergy. In this article, our focus will be on the responsibilities of Vajiranawongs, a royal-blooded figure, who served as the educational director of Monthon Chanthaburi.

Table 1: List of the Director of Monthon Education appointed in 1898

Monthon	Rank of Director	Birth (Age)	Relevant
Krung Thep	Tham Class	2398 (43)	Committee of Mahamakut Institute
Krung Kao	Thep Class	2397 (44)	Committee of Mahamakut Institute
Nakhon Sawan	Ordinary Class	2409 (32)	Committee of Mahamakut Institute
Phitsanulok	Raja Class	2404 (37)	Committee of Mahamakut Institute
Prachinburi	Ordinary Class	2415 (26)	Lecturer at Mahamakut Institute
Chanthaburi	Ordinary Class (Vajirananavongs)	2415 (26)	Lecturer at Mahamakut Institute
Ratchaburi	Ordinary Class	2403 (38)	Disciple of Vajiranana
Nakhon Chai Si			
Chumphon	Ordinary Class	2415 (26)	Lecturer at Mahamakut Institute
Phuket	Ordinary Class	-	Disciple of Vajiranana

3. The Administrative Reformation in Monthon Chanthaburi

Monthon Chanthaburi is situated in the eastern region of Siam, encompassing four coastal cities: Chanthaburi, Rayong, Khlung, and Trat. Before 1900s, these cities fell under the jurisdiction of Krom Tha or the Harbor Department. Notably, Chanthaburi was under the influence of the Bunnag family during this period. However, a significant transformation occurred with the enactment of the Local Government Act, R.S. 116 (1897). This legislation led to the transfer of all cities to the Ministry of Interior, which then subdivided them into districts, sub-districts, and villages (Sakornkotchaket, 1952, p.52). The eastern seaside cities held economic importance and maintained close ties with Bangkok, as many of their governors came from elite families in the capital. The royal family, particularly King Chulalongkorn, made frequent visits to this region, contributing to the similarities in customs and practices between the eastern cities and Bangkok.

On the Sangha side, the Sangha in Monthon Chanthaburi was affiliated with the Southern Sangha Order or Khana Tai, with the Abbot of Wat Suthat assuming the position of the Chief of the Southern Ecclesiastical Jurisdiction. However, the real authority primarily rested with the Ecclesiastical Provincial Governor and the City Governor. It is important to note that the promotion of monks to the Ecclesiastical Provincial Governor position was a proposal initiated by the city governor to the Bangkok court, rather than a process routed through the Sangha. For instance, in 1889, the appointment of the Ecclesiastical Governor of Rayong involved the Governor of Rayong proposing to King Chulalongkorn to appoint the Abbot of Wat Pa Lelai, an individual of strong moral character, to fill the vacant position (NT, 1902, 47/66). This dynamic reveal that, at that time, the Sangha had limited authority, a situation that would undergo significant transformation with the presence of Vajirananavarorasa and his directors of Monthon Education.



3.1 The Biography of Vajiranavongs, The Royal-Blooded Monk

Vajiranavongs, also known as M.R. Chuen Noppawong, was a significant figure with royal lineage, being the great-grandchild of King Mongkut. He was Born in 1872 at his grandfather's palace, Prince Noppawong. At the tender age of 16, he embarked on his spiritual journey by entering the monkhood as a novice at Wat Bowon. His path of learning led him to Wat Makut, where Vajiranana was pioneering a new Pali curriculum. It was at Wat Makut that Vajiranavongs successfully completed the challenging Pali examination at grade 7, showcasing his dedication and aptitude. In 1892, Vajiranavongs formally ordained as a monk and became one of the pioneering educators at the Mahamakut Institute. His remarkable dedication and achievements led to him receiving the prestigious ecclesiastical title, Phra Ratchakhana rank, in 1896, a remarkable feat considering he was only 24 years old at the time. Within the monastic community, he was held in high regard and considered one of the most outstanding monks of his era. ("Tānān", 1960, pp.1-3)

The process of appointing directors in various monthons involved a careful consideration of each nominee's personal background. For example, Phra Amornmolee was selected to lead Monthon Ratchaburi due to his familial ties; he was the grandson of Saeng Wongsaroj, the former governor of Ratchaburi. In the case of Chanthaburi, Vajiranavarorasa initially designated Phra Rajakwee (Thom Varasayo) as the director. However, the appointment was later modified to accommodate Vajiranavongs, who had initially been designated as the Director of Education in Phitsanulok. The reason for this change was Vajiranavongs expressed intent to disrobe, he informed Vajiranavarorasa that he agreed to postpone his decision to participate in the educational mission but he earnestly requested the position in Chanthaburi instead.

Vajiranavarorasa responded to this request by facilitating the switch and subsequently sought permission from King Chulalongkorn. In his letter, Vajiranavarorasa emphasized the merit of supporting Vajiranavongs' wish, stating, "In order to console individuals contemplating disrobing, there is no better way than to support their aspirations. Phra Rajakawee has also consented to relocate to Phitsanulok. Therefore, please kindly exchange the positions for me. Removing Vajiranavongs completely may lead to worse consequences." (NT, 1898, 12/7) This decision profoundly underscores the high esteem and value attributed to Vajiranavongs as the significant prince-monk of the era, next to Vajiranavarorasa.

3.2 The First Year of Vajiranavongs in Chanthaburi (1898)

In March 1898, Vajiranavongs embarked on an extensive tour, spanning two months, to inspect several cities in the Monthon Chanthaburi, including Rayong, Klaeng, Trat, Khlung, and Chanthaburi. This journey aimed to assess and understand the local conditions, involving temples, monks, novices, and existing schools. Vajiranavongs' mission was not just to

observe but also to provide guidance to both the monastic and lay communities. His directives included the establishment of new schools in sub-districts and the encouragement of monks and novices to pursue higher education in Bangkok, with the aim of preparing them to serve as future teachers. (NT, 1901)

In the report submitted to Vajiranavarorasa, Vajiranavongs painted a picture of the Sangha administrative landscape in Chanthaburi, which was emblematic of the Sangha in Siam as a whole. He noted that the Sangha in Chanthaburi was divided into four orders, with Phrakhrū Sangkhapamok, the Ecclesiastical Governor of Chanthaburi, overseeing one of these orders. The remaining three orders were under the jurisdiction of deputy ecclesiastical governors. However, in other cities, there was only one governor without such divisions of administrative districts or sub-districts. There were also instances of temples located in Trat but controlled by the Ecclesiastical Governor of Khlung (“Rāyngān”, 1900), highlighting the lack of standardized hierarchy in the Thai Sangha at that time.

During this initial year, Vajiranavongs had not yet reorganized the Sangha administration in Chanthaburi. However, he did instruct the Ecclesiastical Governor of Khlung to renounce control of temples outside his jurisdiction back to Trat. Another issue that Vajiranavongs raised was the appointment of temple abbots, which often relied on the local villagers rather than monk-governors.

Furthermore, Vajiranavongs put forth recommendations for the next steps in Sangha administrative reform. His primary proposals were as follows: 1. The Sangha should be administered in a manner similar to the kingdom, with district governors overseeing their respective districts and reporting to city governors. In the event of juristic incidents, decisions should be made in a hierarchical order, moving up the chain of command. 2. Each sub-district should have a preceptor, although not in excess. 3. Abbots must receive an appointment certificate from the Bangkok court. 4. Abbots should issue certificates for monks in their respective temples as a form of identity proof. (NT, 1899, 47/23) These proposals were aimed at establishing a clear chain of command and bringing all monks in the Kingdom under the control of Bangkok, streamlining and standardizing the Sangha's administrative structure.

3.3 The Second Year of Vajiranavongs in Chanthaburi (1899)

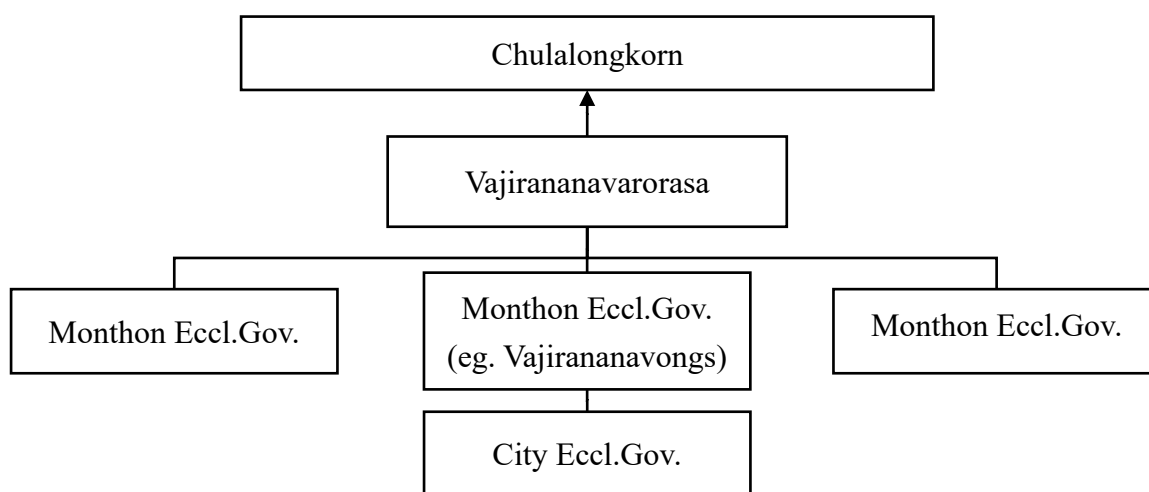
In the second year of his educational mission, Vajiranana organized a significant meeting with King Chulalongkorn and the provincial educational directors. During this gathering, Chulalongkorn granted the Monthon educational directors the authority to also assume the role of the Ecclesiastical Governor of their respective Monthon. Moreover, the Ecclesiastical Governor of the city was vested with full authority to oversee all monasteries within their jurisdiction, and this same level of authority was extended to the Director of Monthon Education when functioning as the Ecclesiastical Governor of the Monthon. (NT, 1901, 12/4) This transformative shift marked a turning point in the administration of the Sangha,

introducing a clear hierarchical structure. The resolutions reached during this meeting closely mirrored Vajiranavongs' earlier proposals and represented a significant step toward organizing and standardizing the Sangha's administrative framework.

Following the granted permission, in 1899, the primary focus of the Director of Monthon Education was centered on implementing the newly established Sangha administration model and selecting monks to fill various positions, both those already existing and those that needed to be created. Under the management of Vajiranavongs in Chanthaburi, the region was divided into four cities, comprising Chanthaburi, Rayong, Trat, and Patchanthakiri Khet, with Klaeng and Khlung demoted to district status within Chanthaburi. Notably, many of the individuals holding positions as the ecclesiastical city governor had remained unchanged from before. (NT, 1900, 47/41) The reform of Sangha administration in Chanthaburi, based on the newly established model, was successfully completed within this year. By the year's end, Chanthaburi Sangha was under the full command of Vajiranavongs.

This transformation effectively made Vajiranavarorasa the de facto leader of the Sangha. Despite his official positions as the head of the Thammayut order and the Director of Provincial Education, his authority expanded to encompass all aspects of ecclesiastical affairs throughout the kingdom. He formulated policies and closely monitored the performance of the Directors of Monthon Education. His jurisdiction extended to deciding legal cases involving monks in the kingdom up to the provincial level, a role that the Ecclesiastical Governor in the old system had never achieved. Vajiranavarorasa established a hierarchical chain of command within the Sangha, connecting the King, Vajiranavarorasa, ecclesiastical city governors, district governors, and abbots. This development marked the first time that Bangkok Sangha authority reached down to the village level, signifying a significant expansion of its influence. (see diagram 1).

Diagram 1: The Structure of Vajiranavarorasa's Sangha Administration (1898-1902)



The administrative structure of the Sangha that emerged after 1899 notably lacked the position of Chao Khana Yai or Chief of the Regional Ecclesiastical Jurisdiction, who traditionally held a position higher than the ecclesiastical city governor but seldom exercised substantial authority. With the emergence of a new chain of command where the city ecclesiastical governor became subservient to the provincial education director, Vajiranavarorasa, a situation arose where a novel diocesan system was established under the genuine authority of Vajiranana. Remarkably, this double diocesan structure came into existence at a unique juncture. It unfolded in a context where Somdet Phra Ariyawongsakatayan (Sa Pussadevo), the Supreme Patriarch, had passed away on January 11, 1899. This event created a significant void in the Sangha leadership and hierarchy, allowing for the reformation of the ecclesiastical administrative structure under Vajiranavarorasa's strong influence.

4. Conclusion

The administrative reform of the Thai Sangha, which established a clear governance structure and chain of command, commenced in the 1890s under the leadership of Vajiranavarorasa, with the unwavering support of King Chulalongkorn and the collaboration of the team from Mahamakut Institute, especially Vajiranavongs, which had been established by Vajiranavarorasa himself decades earlier. Vajiranavarorasa played an increasingly influential role in the Sangha, a role that expanded significantly after the passing of Prince Pavares. However, during the initial phase, Vajiranavarorasa's authority remained limited within the Thammayut sect. In terms of Sangha administration, power was still distributed among various levels of chief and governor monks.

In 1898, King Chulalongkorn's decision to appoint Vajiranavarorasa to lead the Sangha in organizing education for the laypeople presented an opportunity for him and his disciples from Mahamakut Institute to extend their influence beyond the Thammayut sect, particularly in remote areas. Vajiranavarorasa appointed a young Thammayut monk as the Director of Monthon Education and sought royal permission for them to act as ecclesiastical governors with full authority, effectively supplanting the Chiefs of the North, the South, and the Central ecclesiastical jurisdiction, or Chao Khana Yai, a position with a long history dating back to the Ayutthaya period.

The restructuring of Sangha administration by Vajiranavarorasa and his directors from 1898 to 1902 entailed the creation of new clergy directly under Vajiranavarorasa's authority. This new structure was superimposed within the existing administrative structure led by the Supreme Patriarch and the chief monk, creating a hierarchical system with real power, not merely nominal titles as in the past. The changes during this decade encouraged the Sangha to become an integral part of the bureaucracy of the court.

However, the administration under Vajirananavarorasa and the education directors came to an end following the enactment of the Sangha Act, R.S. 121 (1902), which saw the Ministry of Education once again playing a leading role. Nevertheless, the administrative reform that took place during the period when the monk organized education is considered the foundation for the centralized ecclesiastical administration under the royal court and forms the basis of the Thai Sangha's continued state control, especially in the provinces, up to the present day.

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News Presentation of General Secretary of the Communist Party of Vietnam, Nguyen Phu Trong's visit to China through Vietnamese online media

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Abstract

This article aims to study the context of Vietnam-China relations and how Nguyen Phu Trong's visit to China was presented via Vietnamese online media. The study was mainly based on the news in Vietnamese online media from four news sources: VTV, Nhân Dân TV, VTC NOW, and VNEWS. Research shows that the presentation of the new content in Vietnamese online media was unified and positive. It can be seen from the presentation of achieving the objectives of the visit to China that aim to highlight Vietnam's foreign policy, which affirms Vietnam's coherent policy. It has made relations with China the highest priority and presents a positive image to Vietnam. None of the Vietnamese news outlets reported negative news. Vietnamese online media are in "Not free" status, causing high barriers to access. There are restrictions on presenting news content. The Vietnamese government directly controls the use of the Internet, and legal mechanisms are used to control the presentation of content through new media. However, the visit of the General Secretary of the Communist Party of Vietnam to China is another important milestone that will bring the relations between the two countries to a new stage of developing mutual political understanding and trust.

Keywords: Vietnam-China Relations, Vietnamese Online Media, Nguyen Phu Trong, Xi Jinping



1. Introduction

Vietnam and China have long relations due to the close geographic location of the two countries and their long historical ties during both times of being friends and enemies. Vietnam-China relations were heavily monitored from October 30 to November 1, 2022 due to General Secretary of the Communist Party of Vietnam, Nguyen Phu Trong's official visit to the People's Republic of China at the invitation of General Secretary of the Central Committee of the Communist Party of China, Xi Jinping. The official visit of Nguyen Phu Trong to the People's Republic of China was a political event that was closely watched by countries around the world as Nguyen Phu Trong was the first foreign leader that China welcomed after the 20th National Congress of the Communist Party of China. It was also his first visit to China after the 13th National Congress of the Communist Party of Vietnam. This shows the importance of the two countries to each other.

As a result of this event, various media around the world, including Vietnam, China, Thailand, and foreign countries as well as academics were all interested in and presented this political event in their own media. This article focuses on studying how the news of General Secretary of the Communist Party of Vietnam, Nguyen Phu Trong's visit to China was presented in Vietnamese online media. Although most Vietnamese media presented the news under the framework of the state's view, presenting Vietnamese online media can serve as a basis for further study on the views of other foreign media.

2. Method

Qualitative research methods were employed in the research titled "News Presentation of General Secretary of the Communist Party of Vietnam, Nguyen Phu Trong's Visit to China through Vietnamese Online Media". The news in Vietnamese online media from four news sources: VTV, Nhân Dân TV, VTC NOW, and VNEWS were analyzed. All media are controlled by the Vietnamese government. This article is limited in its ability to find news sources outside Vietnam. This study will serve as a basis for further study of Western and Chinese media and others.

3. Results

1. How did Vietnamese media report the visit to China of the General Secretary of the Communist Party of Vietnam?

1.1 Vietnamese media were carefully presented the news.

The news was reported carefully because the Vietnamese media feared that such coverage would have an impact on the relations between China and Vietnam. However, online media in Vietnam are in the "Not free" status, or do not have freedom. There are high barriers to access. There are restrictions on the presentation of news content and there is a high level of violation of the users' rights. Since the Vietnamese government can directly control the use of the internet, it is easy to control the content distributed through online media in Vietnam. Legal mechanisms are also used to control the presentation of content through new media, which covers the environmental movement because it can lead to severe punishment and is linked to political issues. In addition, thirteen cooperation documents were signed between the two countries by the ministries of the central government and local government. Nguyen Phu Trong and Xi Jinping witnessed the signing of the cooperation documents between the two countries (Nhân Dân, 2022, 31 October).



1.2 The news content was presented in the same direction.

Vietnamese online media presented the news in the same direction by giving positive details. It was reported that the official visit of the General Secretary of the Communist Party of Vietnam to China is another important milestone that will bring the two countries' relations to a new stage of developing mutual political understanding and trust (Nhân Dân, 2022, 2 November). Its purpose is to highlight Vietnam's foreign policy, which affirms Vietnam's coherent policy. This has made relations with China the highest priority. A more stable and effective development phase is basically in the spirit of the mutual recognition of the top leaders of the two countries (VTV, 2022, 30 October). The leaders of the two countries have reviewed the long-standing tradition of friendly relations and believed that all relations and cooperation are important for the development of the people of both countries. This can be confirmed by the history of the relationship between the two countries (Nhandan, 2022, 2 November).

1.3 The presentation of the news on YouTube in Vietnamese was in a positive way.

The news of the General Secretary of the Communist Party of Vietnam, Nguyen Phu Trong's visit to China was positively presented. It also reported that President Xi Jinping on behalf of the State Council and the Chinese people expressed a warm welcome to Nguyen Phu Trong and the high-ranking Vietnamese officials who paid an official visit to China. After serving as the general secretary, Xi Jinping has attached great importance to the relationship between the two countries. General Secretary Nguyen Phu Trong was the first foreign leader that China welcomed after the 20th National Congress of the Communist Party of China. It was also the first visit to China of Nguyen Phu Trong after the 13th National Congress of the Communist Party of Vietnam. The two countries expressed their respect for this importance meeting with a warm atmosphere. The two leaders talked openly and congratulated each other. Nguyen Phu Trong confirmed that Vietnam and China are neighbors and are socialist countries with good friendship, led by the Communist Party. The culture of Vietnam-China meetings has existed since the time of President Ho Chi Minh and Chairman Mao Zedong and the forefathers of the two countries. Vietnam continues to pursue its foreign policy as well as independence in self-government, peace, friendship and long-term cooperation that is sustainable into the future (VNEWS, 2022, 31 October).

From the aforementioned information, it can be seen that Vietnamese online media, including online news agencies and YouTube reported the news of Nguyen Phu Trong's visit to China in a positive light. The achievement of the visit to China that aim to highlight Vietnam's foreign policy, which affirms Vietnam's coherent policy was presented. It has made relations with China the highest priority and presents a positive image to Vietnam. None of the Vietnamese news outlets reported negative news, namely the failure of Nguyen Phu Trong's visit to China or the problems arising from the visit because there are restrictions on presenting news content. Since Vietnamese media are controlled and restricted by the Vietnamese government, the news related to the government must be screened by the government first. If negative news is presented, it will be immediately removed from the media and those who violate it will be punished.



2. Presentation and analysis of Nguyen Phu Trong's visit to China from foreign media and academics

2.1 Presentation and analysis of the news in online media of the People's Republic of China

2.1.1 CGTN

Nguyen Phu Trong, the General Secretary of the Communist Party of Vietnam Central Committee, is on a four-day visit to China at the invitation of Xi Jinping, the General Secretary of the Communist Party of China Central Committee and the Chinese President. Vietnam News Agency reported that this is the first official bilateral meeting of senior leaders of the Communist Parties of Vietnam and China since the outbreak of the COVID-19 pandemic. Also, it is the first official visit of Nguyen Phu Trong after the 13th National Congress of the Communist Party of Vietnam. He is the first senior foreign leader to visit China after the 20th National Congress of the Communist Party of China. Nguyen Phu Trong highly values Xi Jinping's contributions to China-Vietnam relations to express his willingness to take the two countries' relations to new heights on mutual interest, peace, stability, cooperation and development. In addition, Vietnam's ambassador to China, discussed the context of the international and regional situation with many complex and unpredictable developments. It is clear that COVID-19 situation has been having a negative and multidimensional impact on the global political and economic situation. Nguyen Phu Trong' visit is important in promoting and deepening China-Vietnam relations. Moreover, political trust between the two parties and two countries will contribute to bringing relations to a new stage of development (CGTN, 2023).

2.2 Presentation and analysis of the news in British online media

Reuters

China is Vietnam's largest trading partner and a key source of imports for its fast-growing economy, including raw materials and machinery for the crucial manufacturing sector. Although the two neighbors have a long history of mistrust and territorial disputes, including over islands and waters in the South China Sea, their Communist parties remain officially close. Like the Chinese leader, Nguyen Phu Trong has also been a party chief beyond the usual tenure of one or two terms. This reaffirms his influence in a party traditionally governed by consensus among its government agencies and powerful central committee (Reuters, 2022).

2.3 Presentation and analysis of the news in online media in Thailand

BBC NEWS Thai

Nguyen Phu Trong, aged 78 years, has health problems, so he rarely travels out of the country. However, he has chosen to visit China on his first visit abroad after being elected to be the General Secretary of the Communist Party of Vietnam Central Committee in January 2022, as promised to Mr. Xi Jinping. This shows a high value on the development of relations the two countries and two parties. Xi Jinping also presented the Friendship Medal of the People's Republic of China to Nguyen Phu Trong, saying the medal represents the deep friendship between China and Vietnam as "comrades and brothers". The medal is awarded to those who promote China's modernization, and exchanges between China and the world, and maintain world peace. Nguyen



Phu Trong also believes that the medal is the confirmation that the two countries will develop closer ties (BBC NEWS Thai, 2022).

However, this meeting is very interesting as Vietnam is able to devise its own strategy very well. This has made the country the focus of attention from both the United States and China. The importance of Vietnam is raised at the international political level in an interesting way. Vietnam is also trying to push itself to play a greater role or power in ASEAN and prove itself through economic growth and improvement of the lives of its people. Developing the economy and raising Vietnam's importance in international politics will help Vietnam play a bigger role, but how much bargaining power it will have remains to be seen (BBC NEWS Thai, 2022).

Thai PBS

The Secretary General of the Communist Party of Vietnam is visiting China at the invitation of President Xi Jinping, the Secretary General of the Communist Party of China. The leaders of the two countries meet to promote bilateral relations and admire the socialist ideals of the two countries. This is an official visit of the Secretary General of the Communist Party of Vietnam. During the meeting, the leaders of the two parties praise and admire each other. Xi Jinping states the importance of the two parties and two countries. Meanwhile, the Secretary General of the Communist Party of Vietnam praises the leadership of Xi Jinping and the Chinese Communist Party that governs China with socialism with Chinese characteristics. China's Global Times media also reported that China and Vietnam agree to strengthen strategic communications relations, increase mutual trust in politics and manage differences of opinion to elevate cooperation in a new era. It is also stated that this meeting is tantamount to laying the foundation for future bilateral relations amid an increasingly complex international environment (ThaiPBS, 2022). In addition, the analysis of this incident with an expert on Vietnam, Asst. Prof. Thananan Boonwanna, was presented. The relationship between Vietnam and the United States which have become closer was also presented. As a result, the relationship between Vietnam, China, and the United States is interesting.

2.4 Comments from academics

Howard Zhang, BBC Chinese Language Editor, commented that "Xi Jinping's dignified welcome to the Vietnam's leader aims to persuade Vietnam to embrace his vision of maintaining one-party rule as well as achieving peace in the South China Sea so that he can use his time to deal with the United States". Dr. Alexander Vuving from Asia Pacific Center for Security Studies in Hawaii told BBC Vietnam that "The closeness is part of the Chinese Communist Party's efforts to bring Vietnam closer to itself and damage relations between Vietnam and the United States" (BBC NEWS Thai, 2022).

Peng Nian, the director of Research Center for Asian Studies (RCAS) of China stated that the meeting between Vietnamese and Chinese leaders is due to the fact that the Vietnamese leader wants to convince China that Vietnam gives China-Vietnam relations first priority before US President, Joe Biden, travel to Cambodia to attend the Summit with Southeast Asian leaders on 12-13 November 2022, followed by a meeting with leaders of China from 13 - 16 November 2022. On the one hand, Vietnam is trying to improve relations with the United States. On the other hand, Vietnam must always maintain close relations with China and try to ease China's concerns over Vietnam-U.S. relations that have developed rapidly over the years, especially the security cooperation between Vietnam and the United States in the South China Sea. This visit to China is to reinforce Vietnam's position that Vietnam-U.S. relations will not harm Vietnam- China



relations because Vietnam's the "Four No's" policy is still used: 1. no participating in military alliances, 2. no siding with one country to act against another, 3. no foreign military bases in the Vietnamese territory or using Vietnam as leverage to counteract other countries, and 4. no using force or threatening to use force in international relations (BBC NEWS Thai, 2022).

Asst. Prof. Morragotwong Phumplab, a lecturer in the Southeast Asian Studies Program, Thammasat University, told BBC Thai that China also needs to maintain relations with Vietnam and Southeast Asian countries in order to prevent these countries from being too biased towards the United States when China is having an issue with Taiwan. Vietnam also needs to maintain good relations with China because it is still uncertain about how much the United States will help Vietnam if China fully pursues its military operations on the Paracel Spratly Islands in the South China Sea. China also has economic superiority over Vietnam.

ZHAO Weihua, the director of the Center for China's Relations with its Neighboring Countries of IIS Fudan, said that "The Communist Party of Vietnam understands that peaceful and stable relations with China will help Vietnam achieve the "Century Goal" of the Communist Party of Vietnam and make Vietnam a developing country with a modern industrial base and an upper middle-income country by 2030 and a high-income country by 2045. Based on the relationship between the two countries, it is expected that China will invest more in Vietnam. The Vietnamese leader revealed after the meeting that China prepares to accelerate strategic plans to promote supply chain connectivity of Chinese and Vietnamese industries in order to jointly build a "stable supply chain", including promoting investment in Vietnamese technology companies and cooperation in public health, digital economy and environment" (BBC NEWS Thai, 2022).

From the collection of foreign media coverage and comments from academics on the Secretary General of the Vietnamese Communist Party's visit to China, most academics have commented that Vietnam tries to maintain relations with China with the same socialist ideology of both countries. This points out that the two countries place great importance to the development of relations between them. It also demonstrates the deep friendship between China and Vietnam as "comrades and brothers". Foreign media are interested in Vietnam's ability to plan its own strategy well, which has made the country the focus of attention from both the United States and China. But some stated that the attempts of the Communist Party of China to bring Vietnam closer to itself and destroy Vietnam-U.S. relations have made the relationship between Vietnam, China and the United States be an issue to be further monitored.

Overall, this visit is important in promoting and strengthening China-Vietnam relations, and the consolidation of political trust between the two parties will bring their relations to a new stage of development. According to Xi Jinping, the key message is to want Vietnam to stand by China in amidst the tense international political atmosphere, especially with the United States.

4. Discussion and Conclusion

Various media around the world, as well as academics, were paying attention to and reported Nguyen Phu Trong's visit to China. For Vietnamese online media, the news of the visit of the General Secretary of the Communist Party of Vietnam to China was carefully presented because the presentation of such news may have an impact on relations between China and Vietnam. Vietnamese online media are in "Not free" status. The presentation of the new content in Vietnamese online media or YouTube was unified. The news of Nguyen Phu Trong's visit to China was presented in a positive way, presenting the achievement of the objective of the visit to China that aim to highlight Vietnam's foreign policy, which affirms Vietnam's coherent policy. It has made relations with China the highest priority and presents a positive image to Vietnam. Since



Vietnamese media are controlled and restricted by the Vietnamese government, the news related to the government must be screened by the government first. If negative news is presented, it will be immediately removed from the media and those who violate it will be punished. As for the news coverage of the General Secretary of the Communist Party of Vietnam's visit to China from foreign media and the comments from academics, most academics have commented that Vietnam is trying to maintain relations with China with the same socialist ideology of both countries. This shows that the two countries highly value the development of relations between them. It also demonstrates the deep friendship between China and Vietnam as "comrades and brothers". Foreign media have commented that Vietnam has been able to strategize its own strategies well, making the country attract the attention from both the United States and China. But some have commented the Chinese Communist Party attempts to bring Vietnam closer to itself and destroy relations between Vietnam and the United States. This makes the relationship between Vietnam, China, and the United States interesting.

This meeting of the general secretaries of the Communist Party of Vietnam and China shows the world the long relationship between Vietnam and a superpower like China, that is like "comrades and brothers". Although there are some conflicts between China and the United States, Vietnam can plan its own strategy very well, making it become the focus of attention from both the United States and China, raising the importance of Vietnam at the international political level. Moreover, Vietnam is also trying to push itself to play a greater role or power in ASEAN and prove itself through economic growth and improvement of the lives of its people. Developing the economy and raising Vietnam's importance in international politics will allow Vietnam to play a bigger role, but how much bargaining power it will have and whether or not Vietnamese online media will present this news remains to be seen.

The authors think that the General Secretary of the Communist Party of Vietnam's visit to China this time has important implications in China's efforts to deepen China-Vietnam relations, emphasizing how Vietnam should express itself towards China-Vietnam relations in online media and to make the United States no intervene in Vietnam-China relations. The authors also believe that the Vietnamese government should allow the freedom of online media to present news honestly to present information from another perspective and to make the government aware of the weaknesses and in which direction the country should be subsequently managed.

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The Third Wife (2018): The portrayal of Vietnamese women as marginal people according to the Confucius concept

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Abstract

This article aims to study the image of Vietnamese women presented in the film “The Third Wife”, based on the story of the main character, a 14-year-old girl who is married off to be the third wife of a wealthy landowner her father’s age. It reflects the marginalization of Vietnamese women under the Confucian thought. The results point out that the film presents the role of women who are marginalized in society by being “good daughters, wives, and mothers”. Therefore, when the female characters are unable to perform their duties as “good daughters, wives, and mothers” according to the Confucian principles, they become “marginal people” and are not accepted by family and society. The film also presents the issue of sexual orientation that was not accepted in the social context at that time, which was same-sex love between women. This definitely reflects marginal people in society. Although this film is banned in Vietnam, it cannot be denied that it is more than just entertaining, but the artistic value of the movie can also be experience. Moreover, the past culture of Vietnam is presented to the world society.

Introduction

Vietnam is one of the countries that have been strongly influenced by China for more than 1,000 years. China ruled and dominated Vietnam from 111 BC to 938 AD. The Chinese dynasties and nobles ruling Vietnam brought with them culture and things to Vietnam. China tried to make Vietnam accept its rule and control the Vietnamese' thoughts and minds, leading to the recognition and understanding through the Confucian philosophy, Chinese characters, and the immigration of Han people into Vietnam (Boonwanna, 2021). In addition, some Chinese people immigrated and married Vietnamese women, resulting in the mixing of Chinese and Vietnamese cultures (Poopongpan, 2013: 25-28). The Confucian philosophy began to play a role and take deep roots in Vietnam, especially in politics and government where the Confucian model was adopted in the governance and determination of relationships and roles in society according to the Jia Mia principle, instructing how to behave properly according to one's own position and people in society.

The Third Wife (2018) is a Vietnamese film presenting the role and status of Vietnamese women during the 19th century, when the Confucian philosophy played a role in the thinking and behavior of Vietnamese society. This article explores Vietnamese society under Confucianism presented in The Third Wife through the perspectives of a young female protagonist.

Method

Historical research methods were employed to analyze the film presenting Vietnamese society in the 19th century before the arrival of Western colonization to portray Vietnamese women under Confucianism as marginal people in society.

Confucianism and the value of women in Vietnamese society before the late 19th century

At the beginning of the Nguyen Dynasty (1820 AD), Vietnam began to use the Chinese style of government administration and the Confucian philosophy (Buarapa, 2016: 88-97), so the ruling class, values, ways of life, seniority, thoughts and life beliefs were influenced by Confucianism. The Confucian doctrine used by Vietnam in the governance is the Jia Mia principle. It is the conduct of individuals in accordance with their positions which will lead to the feudal system. The principles of conduct are as follows. 1) The king and state should treat nobles and citizens with kindness and honesty, and nobles and citizens should be loyal to the king and state. 2) Parents should be kind to their children, and children should be grateful to parents. 3) Husbands and wives should have close relationship and affection and honesty with each other. 4) Family members and relatives should have unity and love one another. 5) Friends should be honest and sincere with one another (Bodhinanda, 1979).

The Confucian principles are divided into several systems of thought. In terms of family relationships, it is believed that family is the foundation of society. Therefore, the family is the most important unit of society. Everyone has their own responsibilities. Society will be good if family is good. Gratitude and humility are essential qualities of children. The worship of ancestors is one of the important Confucian principles. Women have lower status than men. A beautiful and intelligent woman, according to the Confucian principles, must maintain chastity until marriage, be good at housework, support her husband and give birth to a son for continuing the family. On the other hand, the role of a good man is to be the family's leader who works outside of the home and is a representative of the family. Confucius's teachings are characterized by ideas and principles that empower men. In the Confucian Analects, women are explained as follows: "Women and commoner servants are difficult to care for. Being too close to them often causes disrespectful. Distancing from them often leads to resentment" (Rattanamankasem, 2005). These statements clearly reflect that women use their emotions to

lead their lives, have mood swings and are difficult to control. Therefore, they deserve to be under the control of men.

In the reign of King Gia Long, Confucianism influenced laws that curtailed women's rights, such as the right to land ownership, inheritance and divorce, showing the status of women being inferior to men (Rayasawath, 2004). At that time, the status of Vietnamese women was controlled by a principle called "Tam Tong". That is, when a woman is a daughter, she must obey her father; when she is a wife, she must obey her husband and when she is a mother, you must obey her son (Poonsri, Kobsirithiwara, Amnuayngerntra & Wissanu Wong, 2020: 397-420). Women are also controlled in their sexuality. Virginity is important that women must remain virgins until marriage. A woman must also be faithful to her husband whether he is alive or not. As a result, women who are unable to remain virgins before marriage or get divorced are unacceptable by society (Rayasawath, 2004).

Ash Mayfair and The Third Wife (2018)

Ash Mayfair is a Vietnamese screenwriter and film director born in Vietnam and educated in the UK and USA. She earned a master's degree in Filmmaking from NYU's Tisch School of the Arts.

The Third Wife (2018) is a Vietnamese drama film, produced in 2018. It was written and directed by Ash Mayfair. It won the Netpac Award at the Toronto International Film Festival in September 2018. It was shot by Chananun Chotrungroj. The film follows the family society of Vietnam in the 19th century, one of the countries most influenced by China. China had ruled and dominated Vietnam for many years. It also embedded many foundations of concepts from the government system to the living culture. Although liberated from Chinese control, many traditional systems and cultures were still blended into the lives of Vietnamese people. This movie, therefore, gives a sense of Chineseness existing in Vietnam in various aspects. The movie tells the story of Mei, a 14-year-old girl who is married off to become the third wife of a wealthy landowner her father's age. The family that May came to live in was a large family with a father-in-law, mistress Ha, the first wife, mistress Ha's son, mistress Xuan, the second wife, mistress Xuan's three daughters, Auntie Lao, a maid, and other workers. The story focuses on the tumultuous relationships that occur in the family where May lives. Throughout the story, the rivalry between the three wives is not presented. Both wives welcome to May and take good care of her like she is their younger sister or daughter.

Ash Mayfair gave an interview at the San Sebastian Film Festival in Spain that she was inspired for The Third Wife (2018) by her own family history. It is the story of her great-grandmother who had to marry a man with many wives. Her great-grandmother was very young at the time. Her grandmother also had an arranged marriage. Ash Mayfair, who grew up with these stories, had the idea of turning the stories into a screenplay.

In the film, landscapes are used to connect with women. Silkworms, silk, water, mountains, and walkways are all parts of the woman's body, representing what the main character is going through both emotionally and physically. The use of sound is also an essential part of the film. Silence filled with natural sounds that change with the seasons and the sound and music in the film make the audience feel mentally and emotionally connected to what May is feeling. Regarding the film's visuals and colors, natural light is used and make every scene look like a watercolor painting. Both lighting and sound used in the film are artistic choices. In terms of symbols, water is so important to the film. A stream or swamp even blood is symbolically linked to women because it is life-giving. Watercolor paintings are also used to create a feeling of delicacy, representing the story of a girl who is facing dark and harsh things in her life.

Results

According to social perspective, “marginal people” are groups of people in society whose status in one dimension is defined as groups or individuals who are devalued from their true identity by the majority in society from the power from the center or the cultural trends and core beliefs that create social standards to the point of pushing a group of people to become marginal people (Klommeung, 2019: 1-10). The word “center” here can have many meaning dimensions according to the social context. In this article, the center of power presented in *The Third Wife* (2018) is men adopting Confucianism, the main belief in Vietnamese society before the late 19th century, as a principle in daily life, especially in defining the role of women in society. The film tries to reinforce this point through the portrayal of the characters who portray the status of women that are oppressed and held in power by men throughout the story.

Meanwhile, a woman’s roles have been marginalized in society through the Confucian principles of being a good daughter, wife, and mother, that is from a 14 -year-old girl who was sold to be married off to a man her father’s age who has a daughter the same age as her to the role of being a wife who must remain a virgin before marriage, take good care of a husband’s father and husband, and give birth to a “son” for the family for being accepted to being a good mother. But what is hidden in the film is more than the marginalized role of women. It is to present the image of women who are “marginal people”.



Figure 1 from *The Third Wife* (2018)

In *The Third Wife* (2018), the female characters are presented as marginal people by the context and beliefs of the society at that time. Therefore, if they are unable to act as “good daughters, wives, and mothers” according to the Confucian principles, they will become “marginal people”. The author identifies the following four issues on how female characters are portrayed as marginal people.

The first issue is not being able to be a good “daughter” to the family. The story progresses to the scene where the eldest son of the family is forced to marry a girl from another family. The eldest son already has a lover and does not want to marry this girl. On their wedding night, the couple does not sexual intercourse and touch each other. Therefore, the eldest son’s grandfather and father want to return the girl to her family along with three times the dowry the girl’s family has given and inform the village elders and matchmakers so that the girl can be married again. The girl’s father said to her, “Why did you bring this upon our family?” and “This is your only duty, but you can’t do it, right? This reflects that the daughter has a duty to marry off in order to help the family. But this girl is unable to perform the duty wanted by her family. The girl’s father refuses to take her back because he believes that the girl has already been bound to the eldest son by ritual, gods, and blood. She is considered part of the eldest son’s family, which the eldest son’s grandfather and father could not deny. In the end, she commits suicide to escape the shame of not being able to be a good daughter or wife to anyone.



Figures 2, 3 and 4 from The Third Wife (2018)

The second issue is not being able to be a good “wife” to husband. Many scenes can be used to explain the marginalization of the female characters. In the film, this family has three wives: mistress Ha, the first wife, mistress Xuan, the second wife, and May, the third wife. Among all the ladies, only mistress Ha has a son and is accepted by the family. As mistress Xuan has three daughters, she is not considered the real lady of the house and cannot be a good wife because she cannot give birth to a son for her husband.



Figures 5 and 6 from The Third Wife (2018)

Besides being unable to give birth to a son for her husband, mistress Xuan has also committed an act against her husband and customs, which is committing “adultery”. This relationship is even complicated by the fact that mistress Xuan’s lover is the eldest son of the house. Although it is not revealed in the film that she has an affair, what she has done prevents her from being a good wife to her husband according to the Confucian principles.



Figures 7 and 8 from The Third Wife (2018)

It is not only the main characters who have the issue of having an affair, but also the supporting characters who are the workers in the house. Two workers have an affair and a female get pregnant. When this affair is revealed, a male worker is only lashed for a few times and able to return to work. But a pregnant female worker is expelled from the house and has to live in a temple.



Figures 9 and 10 from The Third Wife (2018)

Another character who fails to perform her duties as a good wife is May, the protagonist of the story. May refuses to have sexual intercourse with her husband, so he is very dissatisfied and gets out of the room. Even though it is because she is pregnant at an advanced maternal age and also encounters many matters making her ponder, such as mistress Xuan having an affair and the punishment of the workers in the house. According to, the Confucian thought, no matter what the issue or reason, when being a wife, a woman must do her duty as a wife very well and not let anything go wrong or cause dissatisfaction to her husband.



Figures 11 and 12 from The Third Wife (2018)

The third issue is not being able to be a good “mother” to children. This issue is rarely presented in the film because both mistress Ha and mistress Xuan are good mothers to their children. Even mistress Ha is unable to save his son from marrying a strange girl, she has always tried her best to explain the reasons and listen to her son’s distress. However, the author raises this issue because the main character, May, almost becomes a bad mother. Throughout the film, May always says that she wants to have a son so that her child does not have to go through the same life path as her. Nevertheless, her request has not granted as she gives birth to a daughter. She is very distressed. She is not happy just because she gives birth to a daughter. This leads to the end where she decides to “kill” her own child with a poisonous flower. However, whether she succeeds in killing her daughter or not is not presented in the film.



Figures 13, 14 and 15 from The Third Wife (2018)

The final issue is the portrayal of sexual orientation that was not accepted in the social context at that time. It is the same-sex relationship, love between women. In the film, mistress Xuan has taken good care of May since she came to the house. She is always teaching May about various matters, giving advice, and often massaging her stomach to make May feel relaxed. The story has an episode where mistress Xuan comes to console May, who is depressed by mistress Ha’s miscarriage. With mistress Xuan’s caring and the deep feelings in May’s heart, they almost have sexual relationship. Even though May tries to tell mistress Xuan that she loves her, mistress Xuan refuses and tells May that what she has done is wrong. God will punish them. What May feels is not true. She also loves May, but in the way a mother loves her daughter.



Figures 16, 17, 18 and 19 from *The Third Wife* (2018)

Although this point is only introduced for 4 minutes of the entire movie and is never mentioned again, it cannot be denied that same-sex love in the context of Vietnamese society at that time can present a profound issue of marginalization of the marginal people quite well.

Discussion and Conclusion

The Third Wife (2018) with unique cinematography, whether it be sound, light, scenery or even nature presented with the symbolic meanings has awarded at many film festivals. It is also admired for being able to outstandingly present the story of gender, loss of youth and virginity from a woman's point of view. In terms of the scripts, the film does not attempt to present only the role of female characters who are sexually repressed due to the Confucian concept that has long been rooted in Vietnamese society regarding the need for women to remain their virgins before marriage, to be good daughters, wives and mothers, but also the ideas that oppress women who are already marginalized in society to become marginal people just because of being unable to perform the duties of good daughters, wives, and mothers according to the ideas of people in society. The stories unaccepted by society are also displayed. These issues are smoothly and naturally presented by the scriptwriter and director. After screening at international film festivals around the world, although the film was quickly pulled from theaters in Vietnam due to concerns about the inappropriateness of the lead actress playing May, who was only 12 years old at the time of shooting, it cannot be denied that this film is more than just entertaining because the artistic value of the film can be experienced, and the past culture of Vietnam is also presented to the world.

The suggestions for future studies are as follows. This article presents only female perspectives. However, in the film, the male characters are also suppressed by roles and duties that must adhere to the Confucian principles, such as in the case of the eldest son of the house. This issue will show the diversity in dimensions of the characters in the film and bring up a wider range of gender issues.

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Reinforcement on decentralization reform for organizational restructuring choice in Cambodia

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Abstract

Reform is crucial for enhancing developing countries, particularly in public administration, where decentralization is a widely used tool for problems identification and finding the best government solution. This research article explores the use of structural reforms in Cambodia. There are two objectives show as the guide for innovate the organizational restructuring: (1) To find out the reality of decentralization reform of Cambodia depend on evolution. (2) To provide a new approach to organizational restructuring depend on pentagonal strategy of Cambodian government.

This article is employed qualitative method using documentary review in the integrating theoretical between decentralized management systems to enhance the organization's structure with pentagonal strategy of Cambodia. The results show that the reinforcement decentralization reform for organizational restructuring choice in Cambodia is crucial to involve with Policy Framework, Building Capacity, Local Autonomy, Organizational Restructuring, Accountability, Finance, Modernizing Public Work, and Collaboration to improve governance, empower local communities, and the public service delivery should be concentrated on weak structure and abundant functions. The practice on current structure assessment forward is increase capacity of organization and citizens need for socio-economic and local development.

Keywords: decentralization reform, organizational restructuring, structural choice, Cambodia.



1. Introduction

Reforming is the key action to help developing the country and it is a methodology to be a guiding map of the management system. It seems complicated to succeed in this goal; however, in public administration, decentralization is a widely used tool. The decentralization reform is a crucial way to discover the problem and find out the best solution for the government. Modern public administration contracts government's labor intensive work to private organizations. (Rosenbloom et al., 2022), however, capacity assessment of public servants is necessary for efficiency. To forward decentralization reform aligned with new strategy procurement of Cambodian government, Pentagonal strategy was established to practice for new government of Cambodia after national election on 23 July 2023 (The national election committee, 2022).

The Pentagonal strategy was established on 24 August 2023, and there are five mottos, five strategic goals, and five primary priorities in the first phase of the Pentagonal strategy. Growth, employment, equity, efficiency, and sustainability are the five mottos. The following five strategic goals: 1) Ensuring economic growth, 2) Adding employment, 3) Reducing poverty, 4) Continuing to build capacity, improve governance, and raise the standard of public institutions, and 5) Ensuring sustainable socio-economic development is prioritize of new government of Cambodia to lead this country to enhance socio-economic development toward on achievement the Cambodia vision 2050 to be high income country, with aim to be an upper-middle income in 2023 (OCM, 2023b). The national program for sub-national democratic development phase 2 (NP2) directing objectives is starting from 2021 to 2030, the NP2 aims to ensure that subnational governance structures and systems are fully equipped to contribute to national development by providing local governance and service delivery that is modern, autonomous, transparent, accountable, effective, efficient, and responsive to citizens' needs. Sub-national of all types and levels have sufficient authority and capability to carry out their duties under the supervision of councils, which ensures citizen responsibility (Hun Sen, 2020).

The quality of human resources is often cited as the gap in the literature, although decentralization and centralization have affected the organization's effectiveness, performance has a vital effect on an organization's ability to achieve its goals. In a decentralized organization, lower rank administrators have some freedom to make decisions (Away et al., 2021). Cambodia has been implementing decentralization at policy and legislative levels, but made little progress in constructing a better organizational structure, with subnational government (SNG) at provincial and municipal levels (Zubair K. & Lachlan, 2020). Cambodia's government aims to change from bureaucracy to decentralization management, despite challenges in organizational reform and lack of education on decentralization, to promote democracy and economic development. Reforming the organization via restructuring can help with decentralization. Civic education, citizen involvement, and monitoring procedures may be adopted or customized to increase public knowledge, produce insightful feedback, and foster acceptability. An administrative example demonstrates how the introduction of openness, citizen report cards, participatory planning and budgeting, complaint and appeals boards, and other measures by the central government may start a downward accountability process. Previously, the risks of mechanical alterations were looked at (Smoke, 2015b).



New government was established after Cambodia's democratic election process which is a source of pride for the nation, as it demonstrates its commitment to democratic principles, allowing citizens to choose their leaders. This process promotes political stability, representation, and accountability, as well as a peaceful transition of power. Elections also foster accountability, transparency, and responsibility among government officials. A democratically elected government is more likely to enjoy public trust, contributing to political stability and economic development. It also enhances Cambodia's international standing, promotes diversity and inclusivity, empowers citizens, and allows for the renewal of leadership. The peaceful exercise of democratic rights and the establishment of a new government reflect the maturity and strength of Cambodia's democratic institutions, fostering national pride. Cambodia issued political platform of the seventh legislature of the national assembly for nation building and defense 2023-2028 with the aim to strengthen public administration at all levels by improving structures, work management systems, and responsibilities of public institutions. This will enable effective policy formulation, monitoring, inspections, support, and interventions. Strengthening public institutions' capacities includes professionalism, innovation, ethics, financial resources, and modernization of work management systems. Additionally, strengthening sub-national administration councils' powers and responsibilities will help lead decision-making on service deliveries and local development, ensuring accountability, inclusive, justice, and social equity (OCM, 2023a).

The study framework focuses on organizational restructuring choice following decentralization reform, Organizational restructuring, public policy and civil servant's capacity building. This research article looked at the capacity to effectively communicate, have a clear vision, and have a sincere faith in the leader's ability to accomplish change are the three main ingredients for inspiring people to support a new leader's commitment to improving socio-economic conditions. Encourage the populace to take an active role in the country's development and remind them that their combined efforts may aid Cambodia in achieving its goal of a better future by pentagon strategy. This research aims to combine the pentagon strategy phase 1 with national program phase 2 of the national committee for sub-national democratic development (NCDD) of Cambodia to integrate with organization management theories. Hence, the objectives of research article are: (1) To find out the reality of decentralization reform of Cambodia depend on evolution. (2) To provide a new approach to organizational structure depend on pentagonal strategy of Cambodian government. The decentralization reform must be implemented to transfer power functions and resources, upgrading task knowledge to be ownership and accountability to excel coordination at the sub-national level. Organizational restructuring is the methodical examination of modifications made to an organization's structure and design in an effort to better allocate resources, streamline procedures, and boost overall performance. Compliance with strategic objectives: Research on restructuring helps businesses fit their organizational structure to their strategic objectives. Organizational restructuring research offers valuable insights and suggestions that can help organizations adapt, improve performance, and achieve their strategic goals. By comprehending the significance of restructuring projects and utilizing research findings, organizations may make changes that will increase their long-term performance.



2. Literature Review

2.1 Decentralization Reform

Understanding how and why decentralization reforms have taken place in the region in the manner they have is reliant on an understanding of the decentralization reform in Southeast Asia. Undoubtedly, there is no one distinct Southeast Asian path to decentralized transformation. But the countries in the area stand out for a variety of distinctive qualities. With the extension of their decentralized administrations of two additional formerly centralized countries in the region, Lao PDR and Myanmar have increased their regional influence. In China, Indonesia, Vietnam, and Malaysia, direct elections and decentralization to local and subnational levels are common practices. Thailand is decentralized down to the municipal and Tambon levels (Zubair K. & Lachlan, 2020). Decentralized administration has an impact on the sub-city's capacity to deliver finest public services. The analysis reveals that legislative discretion and guaranteed human resource management have a favorable influence, whereas procurement management discretion has a very minor negative impact (Engdaw, 2022). To illustrate how deconcentrating and devolution processes are carried out in the area of culture, it combines a study of national reform processes with in-depth analyses of two regional occurrences. It comes to the conclusion that different combinations of devolution and deconcentrating processes result in decentralization in the cultural sector of developed countries, that these two processes have an impact on one another's efficacy, and that this efficacy is closely related to the historical ability of the central state to manage and formulate policy in a particular field or country. It also highlights how adaptable this approach is to numerous organizations and countries (Santagati et al., 2020). Democratic (de)centralization and party (non)integration in politics are related. The strong decentralization theorem extends when decentralized public service delivery beats centralized delivery, even in the face of inter-jurisdictional spillovers. According to the findings, democratic decentralization will only be beneficial when externalities are present and parties are integrated. In countries with non-integrated parties, the rules for primary participation have an influence on the benefits of democratic decentralization that are anticipated (Ponce-Rodríguez et al., 2020).

Cambodia's centralized administration system was restructured in 2001 with the creation of an organic law on commune and Sangkat administrative management. In 2002, the commune/Sangkat council election marked the beginning of democratic development in Cambodia, with the chief of council managing the commune/Sangkat. The Royal Government of Cambodia (RGC) aimed to improve local government management through the Strategic Framework on Decentralization & Deconcentrating (D&D) in 2005. This framework aimed to enhance governance reform in the capital, provinces, municipalities, districts, and khans. The National Program of Administrative Reform (NPAR) and the Public Financial Management Reform Program (PFMRP) were established to promote democratic development and enhance public service delivery at the subnational level (Royal Krom, 2001). In 2008, the Royal Government established the National Committee for Democratic Development at subnational level (NCDD) to coordinate and lead the implementation of these laws.

Decentralization reforms in Southeast Asia are a complex and multifaceted phenomenon, with each country having unique characteristics and approaches. Countries like Lao PDR and Myanmar have expanded their regional influence through decentralized administrations, while China, Indonesia, Vietnam, and Malaysia have adopted direct elections and embraced decentralization at local and subnational levels. Research shows that legislative discretion and human resource management positively impact public service delivery, while procurement management discretion has a minor negative impact. Democratic decentralization and political



party integration are intertwined, requiring careful analysis and tailored approaches for effective and sustainable decentralization in the region.

2.2 Structural Choice

Restructuring after a crisis can lead to an organization losing credibility due to increased accountability, performance gaps, and government intervention, with the relationship moderated by proximity to urban centers (Mano & Rosenberg, 2014). wherever the organizational environment and restructuring have an effect on the choices made by organizational leaders. The results showed that although leaders searched out the best information to make their decisions, environments with rapid change, greater scope, less autonomy, and decisional inertia significantly influenced those decisions. There are recommendations for handling uncertainty and assisting decision-making by leaders using the finest information at their disposal (Spiers et al., 2016). The principal three parts of the Pentagonal strategy phase 1 are: (1) institutional reform and strengthening, (2) a general environment favorable to the implementation of the overall plan, and (3) strategic pentagons to promote social and economic advancement (Royal Government of Cambodia, 2023). So, the strengthening organizational structure reform is the way which Cambodia's government choose to implemented immediately in 2023. In the same way, national program phase 2 is the Phase 2 Vision Statement of the National Committee for Sub-National Democratic Development (NCDD) structures, management systems, and operations for sub-national administration will be updated to reflect the unique qualities of each SNA. Municipal, district, commune, and Sangkat administrations will change to local administrations, the Phnom Penh capital administration will change to a metropolitan administration, and province administrations will change to regional administrations. By offering local government and service delivery that is contemporary, autonomous, transparent, responsible, effective, efficient, and responsive to citizen demands, the objective seeks to guarantee that subnational governance structure and processes are adequately prepared to contribute to national development (Royal Government of Cambodia, 2021).

The organizational restructuring and governance reform are pivotal strategies in adapting to evolving challenge and driving development in Cambodia. These efforts reflect the government's commitment to enhancing transparency, efficiency, and accountability while responding to the unique context of the nation's governance structures. The ongoing commitment to reform and adaptability in decision-making process will play a critical role in shaping Cambodia's future.

2.3 Organizational Restructuring

The core of the Pentagonal strategy is focused on governance and institutional modernization of state institutions, making them modern, competent, strong, smart, and clean through which political, economic, and administrative power can be exercised to manage and govern the affairs of the nation, in particular to ensure the continuity of the roles and functions of the public administration, in line with people-centric interests, nation-building, and the strengthening of the rule of law. 1) Rationalizing organizational roles and structure, defining protocols for service delivery at the national and subnational levels, and using technology in public administration are the goals of Cambodia's seventh legislature's organizational reforms. 2) Increasing the ability for leadership in the public sector through developing leadership networks, conducting leadership assessments, and identifying role models. 3) improving the performance-based management system, the civil service management system, and the administration's ability to create frameworks to foster competition and innovation. 4) enhancing the military's capacity through the growth of institutional and human capital (Royal Government of Cambodia, 2023). Furthermore, David Osborne and Peter Plastrik emphasize the success of reinventing government through decentralization of authority, reassessing funding, downsizing public services, implementing cost-effective services, customer orientation, benchmarking, and simplifying regulations. They argue that reinventing government is not a reorganization or privatization process, but a change in goals, incentives, accountability, power distribution, and culture. They suggest that these reforms should be based on customer orientation and cost-effectiveness (Osborne & Plastrik, 1997).

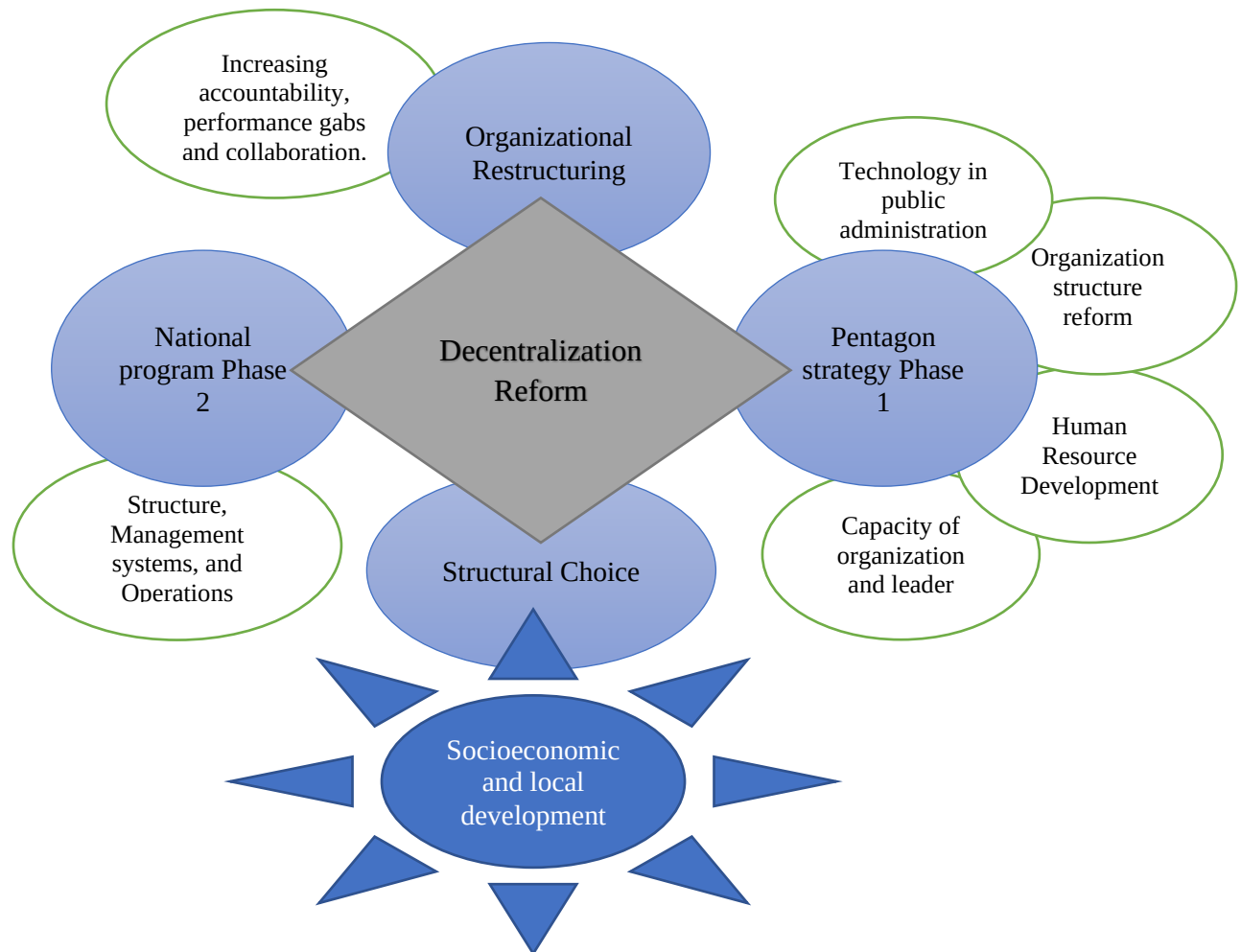


Figure 1: Framework to choose the suitable organizational restructuring in Cambodia
Source: NP phase 2 (2021), Mano & Rosenberg (2014), and Pentagon strategy phase 1 (2023)

The main aspect of the reform to control public management system to look out for a systematic and strategic approach to reforming the government and public administration to improve local governance, service delivery, and community empowerment is the figure 1 showing about decentralization reform. Policy framework, capacity building, local autonomy, organizational restructuring, greater accountability, financial arrangements, modernization of public work, and collaboration are prioritized in the administration of structural choices.

3. Research Methodology

Through an experimental study, the potential value of utilizing qualitative research articles to gather in-depth insights and comprehend the complexities of organizational restructuring was explored. Integrating these qualitative findings with government documents and established theories is a means to achieve a more comprehensive understanding of the organizational restructuring process.



Naturalistic research methods, also known as qualitative methods, are quality research methods that focus on data collection and analysis in natural settings. (Sugiyono, 2014). Consequence of organizational structure implementation of Cambodia illusion from national program phase 2 in 2021 until Pentagon strategy phase 1 in 2023 is connecting to organizational restructuring theories and evolution of organization structure in Southeast Asia including Cambodia is in developing country status. Through a qualitative approach, researcher are expected to be able to fully and comprehensively describe the phenomenon under on organization restructure choice.

4. Results

4.1 The evolution on decentralization reform in Cambodia

Government organization restructuring of Cambodia started by national election in 1993, adding an empirical evidence of decentralization were commune election on 2002 until 2022. Cambodia underwent significant administrative decentralization reform in 2002, transitioning from a centralized system to one that embraced decentralization. This transformation aimed to enhance both the efficiency and democratic aspects of governance within the country. Key milestone in this reform process include the implementation of the Strategic Framework on Decentralization and Deconcentrating in 2005 and the approval of organic laws in 2008, which aimed to promote democratic and unified administration.

To oversee and facilitate these reforms, the National Committee for Democratic Development at the sub-national level (NCDD) was established. The NCDD played a vital role in driving the decentralization and deconcentration process forward.

From 2010-2019, Cambodia implemented a national program for sub-national democratic development, focusing on various critical principles such as public representation, local autonomy, consultation, accountability, equality, equity, transparency, integrity, and combating corruption. These principles aimed to foster effective and responsible governance at the local level, reflecting the commitment to democratic values and good governance. In 2023, after national election was established new government with new strategy is Pentagonal strategy to implement now on.

4.2 The process of administrative restructuring in Cambodia

Democratic values, and good governance principles have been marked by a commitment to decentralization while progress has been made, challenges in implementation highlight the complexities and ongoing nature of administrative reform. Cambodia's journey of restructuring reflects its determination to improve governance, empower local communities, and enhance public service delivery. Local institutional innovations can support reform.

Cambodia is undergoing a restructuring process to improve governance, empower local communities, and enhance public service delivery. The process involves local institutional innovations, such as civic education and citizen engagement, to raise public awareness and promote acceptability. The Pentagonal strategy aims to modernize institutions, enhance governance, and match governmental service delivery with citizen demands. This adaptive organizational restructuring can enhance productivity and efficiency in public organizations. Regional government organizations work to change structures, beliefs, attitudes, and values to better understand technology, markets, and fresh concerns.



4.3 The structural choice to organizational restructuring

The Pentagonal plan for Cambodia attempts to modernize governmental institutions while fostering better governance and nation-building. Rationalizing organizational roles and structures, boosting leadership, performance-based management, and bolstering military capability are important components. The plan also places a strong emphasis on reimagining government, decentralizing power, improving public services, giving cost-effective solutions first priority, and taking a customer-centric stance. With this strategy, the public sector is encouraged to be more effective, accountable, and responsive—distinct from simple restructuring or privatization. The Pentagonal strategy places a strong emphasis on cost-effectiveness and customer orientation as guiding principles for significant and long-lasting transformation.

The main goal of the initiatives to reform is to restructure the government and public administration by implementing a methodical and strategic approach. Decentralization is a key component of this reform process, with the overall objectives being to increase local government, service delivery, and community empowerment.

This extensive reform program has prioritized a number of important aspects and areas:

a) Policy Framework: To steer and support the reform process and ensure that it is in line with the larger goals of good governance and efficient public administration, a strong policy framework must be developed. b) Building Capacity: To give government employees and managers the abilities and information necessary to successfully execute change, it is essential to build their capacity in line of human resource management roles. c) Local Autonomy: By granting local authorities more freedom, we enable them to respond more effectively to the unique needs and demands of communities. d) Organizational restructuring can improve efficiency, effectiveness, and accountability in service delivery by rationalizing and improving the structure of public administration groups. e) Accountability: To promote openness and responsible governance, the public management system's accountability systems must be improved. f) Financial Arrangements: To successfully support the execution of reform measures, reviewing financial arrangements and resource distribution is crucial. g) Modernizing Public Work: Modernizing public work procedures and infrastructure can result in better service delivery and quality. h) Collaboration: Fostering alliances and partnerships among various stakeholders, such as governmental organizations, civil society, and local communities, can make it easier to achieve reform goals and democratic decentralization and political party integration are intertwined.

Overall, the reform process highlights the dedication to developing a public management system that is more effective, responsive, and accountable and aims to improve local government, service delivery, and community empowerment. The strategic decisions made in areas like decentralization, policy formulation, capacity building, and financial management have a significant impact on how government administration and governance will grow in the future.

5. Discussion

The reality evolution of decentralization reform is progressed in better way. However, it's worth noting that the program encountered challenges during its execution. These challenges may have included issue related to implementation, capacity building, or adapting to the new decentralization system. Nonetheless, the journey toward decentralized and democratic governance in Cambodia represents a significant shift in its administrative landscape, with an ongoing commitment to improving governance and public service delivery. In accordance, with theory of New public Service that the provision of services to residents with the emphasis on seven guiding principles is intended to promote good governance and the implementation of public



policy by the central government to local governments. Serve your clients, not yourself; look out for the public interest; prioritize civic engagement and public service over organization; think strategically and democratically; and acknowledge that accountability isn't always easy. serve rather than direct, and respect people rather than merely output (Denhardt & Denhardt, 2015).

Adoption or customization of civic education, citizen engagement, and monitoring practices may raise public awareness, generate valuable feedback, and promote acceptability. It was established that local governments can begin a downward accountability process by introducing transparency, citizen report cards, participatory planning and budgeting, complaint and appeals boards, and other measures (Smoke, 2015a). David Osborne and Peter Plastrik's principles for reinventing government place a strong emphasis on decentralizing power, reviewing funding methods, improving public services, giving cost-effective solutions top priority, adopting a customer-centric approach, benchmarking performance, and streamlining regulations. This signifies a fundamental change in goals, incentives, responsibility, power dynamics, and organizational culture; it is not merely a restructuring or privatization process. The Pentagonal strategy for Cambodia attempts to modernize institutions, enhance governance, and match governmental service delivery with citizen demands. By concentrating on weak structure and abundant functions, adaptive organizational restructuring can enhance productivity and efficiency in public organizations. In order to acquire understanding of technology, markets, and fresh concerns, regional government organizations work to change structures, beliefs, attitudes, and values (Tarore et al., 2019).

The significance of collaborative work and decentralized initiatives. It suggests that when various groups or individuals collaborate, the burden is more manageable and activities may be completed more successfully. It implies that better service delivery and shared duties might result from incorporating local communities and authorities in the decentralization shifts for organizational restructuring in suitable on “Many proficiency hands make light work”.

6. Conclusion

Based on the results of the analysis and discussion of the process of organization restructuring to choose the empirical structure to reinforce on decentralization reform depend on evolution of management system of policy leader's and main vision of country. The context and objectives of decentralization reform in Cambodia is crucial on better evolution to involve with Policy Framework, Building Capacity, Local Autonomy, Organizational restructuring, Accountability, Financial reform, Modernizing Public Work, and Collaboration. In the contrast, democratic development has to reduce the bureaucracy management system and straight to global vision for sustainable and economic development.

7. Recommendations

The recommendations in this study include: First, current structure could be started by conducting a thorough assessment of the existing structure of government agencies and departments at both the central and local levels. This assessment should include an evaluation of their functions, roles, and responsibilities. Second, adaptive management could be prepared to adapt the reform based on lessons learned and changing circumstance. Flexibility is crucial in responding to challenges and opportunities that may arise. Additionally, consulting with experts in the field of decentralization and governance can provide valuable insights and guidance for this complex undertaking. Third, information systems: could be developed by integrating information systems that facilitate data sharing and communication between various levels of government and



ensure transparency in decision-making and service provision. Fourth, community participation can be achieved by promoting community participation in decision-making processes and encourage citizen engagement in local governance to finance their own development projects and services. Fifth, independent oversight to establish independent oversight mechanisms or bodies to ensure transparency, accountability, and the adherence to decentralization principles. And sixth, conflict resolution mechanisms to address disputes that may arise during the decentralization process, both within and between local governments.

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Collaborative Governance: Bureaucratic and Environmental Power change to Decision-Making and Budgetary

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Abstract

This article's goal is to analyze how the environment and bureaucracy are evolving in terms of power. Bibliometric study was carried out by surveying papers on the subject of collaborative governance from the Scopus database for the years 2019–2023, utilizing the conceptual framework of collaborative management (collaborative governance). Use the Cite Space software to do (Bibliometric Analysis). All articles' worth of information were gathered using the Mendeley Desktop software. Data was examined. Budget, bureaucracy, environment, and decision-making are used as covariates in “qualitative analysis”.

According to the study, changes in the environment and the authority of the bureaucracy have an impact on how the public sector operates. opening up prospects for diverse industries from a closed system Possess the ability to make decisions and take part in budget planning. Furthermore, it was discovered that there are many different types of power relationships between the corporate, government, and civil society sectors. The geographical environment is taken into consideration during the management process, with a focus on decentralization. Promoting citizen engagement, as well as building a network of collaboration the budgeting process is bottom-up, and is a system for controlling and determining the course of policy implementation. Additionally, it was discovered that there are still holes in the connection where political power might effect change.

Keywords: Collaborative Governance, Bureaucracy Power Change, Decision-Making, Budgetary

การบริหารจัดการแบบความร่วมมือ :
การเปลี่ยนแปลงอำนาจของระบบราชการและสิ่งแวดล้อม
ในรูปของการตัดสินใจและวิธีการงบประมาณ

บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อนำเสนอการวิเคราะห์ให้เห็นถึงการเปลี่ยนแปลงอำนาจของระบบราชการและสิ่งแวดล้อม โดยใช้กรอบแนวคิด การบริหารจัดการแบบความร่วมมือ (Collaborative Governance) โดยการสำรวจบทความหัวเรื่อง Collaborative Governance จากฐานข้อมูล Scopus ในช่วงปี ค.ศ. 2019-2023 ทำการวิเคราะห์บรรณานุกรม (Bibliometric Analysis) โดยใช้โปรแกรม Cite Space Software รวบรวมข้อมูลโดยใช้โปรแกรม Mendeley Desktop จากเอกสารทั้งหมด วิเคราะห์ข้อมูลเชิงคุณภาพโดยใช้ตัวแปรร่วม คือ ระบบราชการ สิ่งแวดล้อม การตัดสินใจ และงบประมาณ ผลการศึกษาพบว่า การเปลี่ยนแปลงอำนาจของระบบราชการและสิ่งแวดล้อมนำไปสู่การเปลี่ยนแปลงบทบาทในภาครัฐจากระบบปิดไปสู่การเปิดโอกาสให้ภาคส่วนต่างๆ มีอำนาจในการตัดสินใจและมีส่วนร่วมในการจัดทำแผนงบประมาณ และยังพบว่าความสัมพันธ์เชิงอำนาจมีลักษณะเป็นพหุระหว่างภาครัฐ ภาคธุรกิจ ภาคประชาสังคม กระบวนการบริหารจัดการจะพิจารณาถึงบริบทเชิงพื้นที่โดยเน้นไปที่การกระจายอำนาจ และการมีส่วนร่วมของประชาชน และการสร้างเครือข่ายความร่วมมือ และวิธีการทางงบประมาณจะมีลักษณะจากล่างขึ้นบน ซึ่งเป็นกลไกในการกำกับดูแลและเป็นตัวกำหนดทิศทางการนำนโยบายไปสู่การปฏิบัติ นอกจากนี้ยังพบว่าความสัมพันธ์ยังมีช่องว่างที่อำนาจทางการเมืองอาจกระตุ้นให้เกิดการเปลี่ยนแปลงได้

คำสำคัญ: การบริหารจัดการแบบความร่วมมือ, การเปลี่ยนแปลงอำนาจของระบบราชการ, การตัดสินใจ, วิธีการงบประมาณ

1. บทนำ

พัฒนาการทางรัฐประศาสนศาสตร์เป็นไปได้อย่างไรเกิดจากพัฒนาการทางเศรษฐกิจและสังคม และเป็นไปได้ว่าสังคมและเศรษฐกิจเกิดจากการเปลี่ยนแปลงในสาระสำคัญของลักษณะความสัมพันธ์ระหว่างอำนาจรัฐกับแหล่งอำนาจของสภาพแวดล้อมที่อยู่นอกกลไกอำนาจรัฐ หากพิจารณาเชิงประวัติศาสตร์พบว่าระบบการปกครองและระบบการบริหารดำเนินไปอย่างเป็นพลวัต (ธรรณิทร เสนานิมิตร, 2564, น.73) หรือพิจารณาโดยอิงตามปรากฏการทางสังคม เช่น ยุคก่อนสงครามโลกครั้งที่ 2 ยุคหลังสงครามโลกครั้งที่ 2 ยุคสงครามเย็น ซึ่งพอที่จะอธิบายได้ว่าสภาพแวดล้อมมีอิทธิพลต่อแวดลวงวิชาการทางรัฐประศาสนศาสตร์ เช่น การเกิดขึ้น ของแต่ละกระบวนในแต่ละช่วงเวลาที่สุดคล้องกับสถานการณ์ทางสังคมและเศรษฐกิจ จึงเป็นไปได้ว่าพัฒนาการทางรัฐประศาสนศาสตร์เกิดขึ้นได้ทั้งสองส่วน คือ (1) เกิดจากอำนาจรัฐ กล่าวคือรัฐจะเป็นผู้กำหนดทิศทางที่จะกำหนดหรือจัดระเบียบในสังคม หรือสร้างกลไกในการควบคุม อำนาจการตัดสินใจจึงมุ่งเป้าไปที่ผู้ปกครองจะมีการแบ่งอำนาจกันอย่างชัดเจนระหว่างการเมืองกับฝ่ายบริหาร องค์การราชการจึงเป็นกลไกสำคัญที่ถูกควบคุมด้วยกฎหมาย (2) เกิดจากพลังนอกอำนาจรัฐ กล่าวคือ พลวัตทางสังคมเป็นตัวกระตุ้นให้เกิดอำนาจเข้าไปสู่กระบวนการตัดสินใจในระบบราชการ โดยเฉพาะอย่างยิ่งอำนาจนิยมของนักการเมืองและทบวงการเมือง ตลอดจนไปถึงแรงกดดันจากภายนอก รัฐ การเคลื่อนไหวของอำนาจทั้งสองที่กล่าวจะมีความเข้มข้นที่แตกต่างกัน นั้นหมายความว่าอำนาจในการตัดสินใจในการบริหารจัดการภาครัฐย่อมเป็นไปได้ทั้งปิดและเปิดให้ภาคส่วนต่างๆ เข้าไปแสดงบทบาทในการบริหารจัดการสาธารณะโดยเฉพาะอย่างยิ่งการบริหารจัดการงบประมาณแผ่นดิน

การบริหารจัดการแบบความร่วมมือ (Collaborative Governance) เป็นแนวคิดที่มีการยอมรับกันอย่างแพร่หลายที่ถูกนำมาใช้ในช่วงปลายศตวรรษที่ 20 ภายใต้สภาวะการเปลี่ยนแปลงของกระแสโลกาภิวัตน์และพัฒนาการทางเทคโนโลยี ซึ่งเกี่ยวข้องกับการสื่อสารและความร่วมมือระหว่างภาครัฐกับหน่วยงานที่มีใช้รัฐที่มีนัยทั้งปฏิสัมพันธ์ร่วมกันและเป้าหมายร่วมกันในลักษณะข้ามพรมแดนในกระบวนการและโครงสร้างอำนาจในการตัดสินใจในนโยบายสาธารณะที่ผู้มีส่วนได้ส่วนเสียข้ามเขตอำนาจองค์รัฐหนึ่งหน่วยหรือมากกว่านั้นเข้าร่วมกระบวนการตัดสินใจอย่างเป็นทางการเพื่อหาฉันทามติและนำไปสู่เป้าหมายหรือการนำนโยบายไปสู่กาปฏิบัติ รวมทั้งการจัดการทรัพยากรต่างๆ (Ansell & Gash, 2008, p.544) ภายใต้หลักการบริหารจัดการเชิงพื้นที่ ซึ่งแต่ละสถานการณ์แต่ละแห่งมีคุณสมบัติเฉพาะตัวที่ควรจะได้รับพิจารณาในการออกแบบนโยบายและแผน(Eraso, 2021) โดยเฉพาะในระดับชุมชนหรือท้องถิ่นที่มีตัวแสดงที่มีใช้รัฐ อาทิเช่น ภาคเอกชน ภาคประชาสังคม ขบวนการเคลื่อนไหวต่างๆ ในสังคม สื่อออนไลน์ ต่างมีส่วนที่สัมพันธ์กับการตัดสินใจในประเด็นสาธารณะมากขึ้น ในขณะที่ระบบราชการแบบเดิมไม่อาจสามารถแก้ไขปัญหาที่มีความซับซ้อนและการให้บริการสาธารณะอย่างทั่วถึงเหมาะสมกับแต่ละพื้นที่ได้ ในขณะเดียวกันแนวโน้มที่เจ้าหน้าที่

รัฐจะสูญเสียอำนาจกลายเป็นเพียงตัวแสดงหนึ่งในเครือข่ายความสัมพันธ์ในระบบราชการในเชิงสถาบันนำไปสู่การจัดองค์การ

อย่างไรก็ตามความสัมพันธ์เชิงอำนาจระหว่างระบบการเมืองกับระบบราชการยังเป็นส่วนสำคัญในการวิเคราะห์การบริหารจัดการสาธารณะ และพิจารณาอิทธิพลของสถาบันในการตัดสินใจและการกำหนดทิศทางในการนำนโยบายไปสู่การปฏิบัติ ซึ่งจะสะท้อนให้เห็นถึงความสำคัญต่อข้อเรียกร้องของกลุ่มผลประโยชน์และท่าทีในระบบราชการและสภาพแวดล้อมที่เป็นปัจจัยในการกำหนดทิศทางและกระบวนการในการบริหารงานภาครัฐ ตัวแสดงระหว่างองค์กรทางการเมืองและองค์กรราชการในการตัดสินใจภายใต้วิธีการทางงบประมาณ ขณะเดียวกันประชาชนเป็นผู้รับผลประโยชน์ที่มีการเพิ่มจำนวนประชากรอย่างต่อเนื่องและปัญหาสังคมมีความซับซ้อนมากยิ่งขึ้นการเคลื่อนไหวเชิงอำนาจมีการเปลี่ยนแปลงอย่างต่อเนื่อง ด้วยตัวผู้นำหรือแรงกดดันจากสภาพแวดล้อมทั้งภายในและภายนอกประเทศ จากระบบราชการที่เคยเป็นระบบปิดนำไปสู่การเปิดให้ภาคประชาชนเข้าไปมีบทบาทมากขึ้น การแทรกแซงทางการเมืองอาจเลือนหาย นั่นอาจเป็นเพราะว่าโครงสร้างอำนาจไม่อาจแยกส่วนได้กันระหว่างการเมืองกับราชการทำให้เกิดการกลืนอำนาจโดยระบบการเมือง ซึ่งอาจเป็นไปได้ว่าการบริหารจัดการสาธารณะจะเพื่อประโยชน์ของมหาชนหรือกลุ่มผลประโยชน์ ความไว้วางใจต่อราชการ (Public trust) จะยังมีอยู่หรือไม่ ถ้าข้าราชการถูกประเมินโดยนักการเมืองและภาคประชาชน

ดังนั้น การศึกษาความสัมพันธ์เชิงอำนาจระหว่างองค์กรภาครัฐกับองค์กรที่มีใช้รัฐจึงมีความสำคัญในการนำคิดการบริหารจัดการแบบความร่วมมือไปใช้ได้อย่างเหมาะสมกับสถานการณ์ที่เป็นอยู่ ซึ่งผู้ศึกษาได้ใช้แนวคิดทฤษฎีระบบราชการของ Max Weber และทฤษฎีการตัดสินใจของ Herbert A. Simon เพื่อหาตัวแปรร่วมในการวิเคราะห์และสังเคราะห์ข้อมูล โดยกำหนดตัวแปรร่วม คือ อำนาจระบบราชการ (อำนาจที่เป็นทางการ) อำนาจสภาพแวดล้อม (ไม่เป็นทางการ) การตัดสินใจ และวิธีทางงบประมาณ โดยมีวัตถุประสงค์เพื่อสร้างตัวแบบสำหรับการประกอบการวิเคราะห์เกี่ยวกับการบริหารจัดการความร่วมมือ (Collaborative Governance) เนื่องจากหน่วยวิเคราะห์ (Sector) มีความแตกต่างกันและมีความเป็นไปได้ยากที่จะใช้ตัวแบบใดตัวแบบหนึ่งที่จะสามารถนำไปใช้ได้ทุกกรณี (Emerson, 2012, p. 5)

2. วิธีการศึกษา

การศึกษานี้ใช้วิธีการวิจัยเชิงคุณภาพ โดยการสืบค้นจากฐานข้อมูลวิชาการ Scopus ที่มีการศึกษาเกี่ยวกับคำว่า “Collaborative Governance ในช่วงปี ค.ศ. 2019 – 2023 ด้วยคำสั่งที่เขียนไว้ด้านล่างรวบรวมข้อมูลโดยใช้โปรแกรม Mendeley Desktop และทำการวิเคราะห์และสังเคราะห์ข้อความจากบทคัดย่อ หรือคำสำคัญจากเอกสารทั้งหมด



3. ผลการศึกษา

3.1 การเปลี่ยนแปลงอำนาจของระบบราชการ (Power of Authority)

อำนาจตามกฎหมายระเบียบเป็นกลไกการบริหารการใช้อำนาจการบริหารเป็นการใช้อย่างมีเหตุมีผลตามกฎหมาย ซึ่งการดำเนินการใดๆจะถูกควบคุมโดยรัฐหรือรัฐบาลกลางเป็นส่วนใหญ่ การแยกอำนาจจะมีผลต่อการเปลี่ยนนโยบายและพฤติกรรมของการมีส่วนร่วมของชุมชนในระดับท้องถิ่นที่เกี่ยวข้องทั้งในส่วนของการจัดสรรทรัพยากร และการกระจายอำนาจ การเปลี่ยนแปลงอำนาจอาจมีผลเล็กน้อยหรือไม่มีผลใดๆจากการแยกอำนาจให้ชุมชนที่มีกฎหมายบังคับใช้อยู่โดยส่วนกลาง (Andriyana & Hogg, 2019) ความรับผิดชอบระหว่างสองหน่วยงานจะมีผลต่อการประยุกต์ใช้แผนร่วมกัน ซึ่งแสดงให้เห็นถึงความไม่สอดคล้องกับนโยบายของรัฐที่ส่งผลต่อการปฏิบัติทำให้ความสัมพันธ์ระหว่างเจ้าหน้าที่กับหุ้นส่วนภายใต้การทิศทางของนโยบายรัฐ (Towry Jr. & Cheng, 2020) ซึ่งกระบวนการเมืองของชุมชนหรือหมู่บ้านกลายเป็นความร่วมมือสามฝ่ายระหว่างรัฐบาลท้องถิ่น องค์กรหมู่บ้าน และหมู่บ้านที่จะหาทางเลือกของรูปแบบทางการเมืองการทำงานร่วมกันจะนำไปสู่หมู่บ้านที่มีพื้นที่และข้อจำกัดทางเศรษฐกิจในเมืองและหมู่บ้าน (Wong et al., 2021) วิธีที่บทบาทการจัดการและการจัดระเบียบในห้วงเวลาและเป้าหมายหลักจะเปลี่ยนไป การให้ชุมชนเป็นศูนย์กลางเป็นพื้นที่สาธารณะการส่งเสริมการมีส่วนร่วมและความร่วมมือในการจัดการจะสามารถเชื่อมต่อทางสังคมที่มีความซับซ้อน การบริหารจัดการจากล่างขึ้นบนจะทำให้มีประสิทธิภาพยิ่ง(Dragutinovic et al., 2022) การเปลี่ยนแปลงโครงสร้างอำนาจจากระบบปิดที่มีการกำหนดอำนาจหน้าที่ทางการบริหารให้ท้องถิ่นและชุมชนในกระบวนการตัดสินใจ สะท้อนให้เห็นถึงนัยของระบบราชการในฐานะความหมายเชิงสถาบันและการจัดองค์การ การเคลื่อนย้ายอำนาจจากภาครัฐให้ประชาชนมีบทบาททั้งในส่วนของการกำหนดนโยบายและการนำนโยบายไปสู่การปฏิบัติภายใต้กลไกการบริหารที่เหมาะสม

3.2. การเปลี่ยนแปลงอำนาจของสภาพแวดล้อมระบบราชการ (Power of Environment)

การเข้าไปมีบทบาทขององค์กรที่มีใช้รัฐทำให้เกิดการเปลี่ยนแปลงของภาครัฐ ซึ่งเป็นการพิจารณาถึงบริบททางสังคม สะท้อนให้เห็นถึงความสัมพันธ์ระหว่างองค์กรรัฐกับองค์กรที่มีใช้รัฐในการที่จะปรับปรุงการบริหารจัดการ (Gong et al., 2019) เช่นการบริหารจัดการโรคไข้หวัดในปี ค.ศ. 2009 ในความร่วมมือระหว่างภาครัฐและเอกชนเกี่ยวกับความปลอดภัยและประสิทธิภาพในการจัดการตลาดวัคซีน โครงสร้างอำนาจที่เหมาะสมคือความร่วมมือระหว่างเอกชนกับหน่วยงานสาธารณสุข (Torcel-Pagnon et al., 2019) ระบบอิเล็กทรอนิกส์มีส่วนสำคัญที่เป็นกลไกการบริหารงานของท้องถิ่นและกลไกการทำงานร่วมกัน และข้อตกลงทางการเมือง (Liu et al., 2020) การมีส่วนร่วมของชุมชนมีส่วนสำคัญในการปรับปรุงคุณภาพ และการบรรลุเป้าหมาย ซึ่งคณะกรรมการของชุมชนจะมีอิทธิพลและอำนาจที่มีการเชื่อมโยงทางการเมือง (Sitieni et al., 2021) การสร้างพันธมิตรกับภาคเอกชนจะช่วยแก้ไขปัญหาทางสังคมที่มีความซับซ้อน และป้องกันการควบคุมทางสังคมเชิงลบ (Krogh & Thygesen, 2022) เมืองส่วนใหญ่ขึ้นอยู่กับระบบนิเวศ การสร้างพื้นที่สำหรับการมีส่วนร่วมของพลเมืองสามารถสร้างกระบวนการจัดการที่เหมาะสมภายใต้เงื่อนไขทางสังคมและสิ่งแวดล้อมที่แตกต่างกัน (Cotler et al., 2022) สภาพแวดล้อมระบบราชการมีทั้งภายในและภายนอกเป็นอำนาจที่กระตุ้นให้เกิดการให้การเปลี่ยนแปลง เช่น ความท้าทายจากภายนอก การเปลี่ยนแปลงสิ่งแวดล้อม เศรษฐกิจ สังคม เป็นต้น

3.3 อำนาจการตัดสินใจ (Power of Decision-Making)

ความร่วมมือระหว่างผู้ที่เกี่ยวข้องในการบริหารจัดการมีหลายรูปแบบ เช่น คณะกรรมการ ซึ่งจะมีใช้การตัดสินใจแต่เพียงลำพังคนเดียว หากแต่เป็นการตัดสินใจร่วมกันในการจัดการปัญหาหรือแสวงหาวิธีการจัดการร่วมกันเพื่อแก้ไขปัญหาต่างๆ (Jiwando & Juwono, 2019) เป็นเงื่อนไขสำคัญในความโปร่งใสในระดับหน่วยงานในความร่วมมือและการให้ข้อมูลนโยบาย (Chen & Chang, 2020) ซึ่งหลักของความร่วมมือที่ประสบผลสำเร็จคือการให้อำนาจผู้นำท้องถิ่นและให้อิสระแก่ท้องถิ่นในการตัดสินใจ (Cain et al., 2020) การรับรู้ของประชาชนผู้ตัดสินใจควรสร้างและใช้ทรัพยากรเชิงกลยุทธ์ เช่น การบริหารแบบมีส่วนร่วม ความรับผิดชอบ ความเป็นผู้นำ ความโปร่งใส และความไว้วางใจ ซึ่งจะมีผลต่อความสำเร็จ (Xavier & Bianchi, 2020) การสร้างกลไกการประสานความร่วมมือที่มีประสิทธิภาพจะทำให้ความรับผิดชอบมีความชัดเจนและสามารถหลีกเลี่ยงผู้ที่อาจขัดขวางในกระบวนการตัดสินใจด้านนโยบายทั้งในระยะสั้นและในระยะยาว (Parrado & Galli, 2021) การทำงานร่วมกันระหว่างผู้ประกอบการเป็นสิ่งจำเป็นภายใต้เครือข่ายความร่วมมือร่วมมือกับหน่วยงานของรัฐจะก่อประโยชน์ทั้งในเรื่องทรัพยากร แหล่งข้อมูล จะช่วยให้สามารถปรับปรุงการทำงานให้มีประสิทธิภาพ ทั้งนี้ต้องพิจารณาถึงโครงสร้างเครือข่ายและประเภทของความร่วมมือ (Fan et al., 2022) เช่น การบริหารองค์กรสาธารณสุขของยูแกนดาที่ได้มีการสร้างรูปแบบการบริหารจัดการร่วมกันใน

การจัดการ HIV / AIDS นำสู่การปฏิบัติการที่ดีที่สุดโดย WHO / UNAIDS ซึ่งเป็นการบริหารจัดการความร่วมมือระหว่างภาค (Ryan, 2022)

3.4 วิธีการงบประมาณ

การจัดแผนงบประมาณเป็นผลที่เกิดจากความร่วมมือ ซึ่งมีหลายรูปแบบ โดยส่วนมากแล้ว มีลักษณะเป็นการจัดทำแผนงานหรือโครงการ เช่น ความร่วมมือระหว่างองค์กรการดูแลสุขภาพพื้นฐาน และรัฐบาลท้องถิ่นในการวางแผนสุขภาพของประชากร (Javanparast et al., 2019) กระบวนการวางแผนเชิงกลยุทธ์ (Hermanson et al., 2020) วาระแห่งชาติ (Noordin et al., 2020) การจัดการร่วมมือและการวางแผนได้กลายเป็นมาตรฐานในความพยายามของความร่วมมือ (van der Watt & Marais, 2021) การวางแผนเชิงพื้นที่ที่มีการใช้อย่างแพร่หลายเพื่อให้บรรลุเป้าหมายการพัฒนาทางเศรษฐกิจและการจัดการทางระบบนิเวศ องค์ประกอบของการวางแผนคือการมีส่วนร่วม (Diggon et al., 2022)

จากผลการศึกษา สามารถสรุปความสัมพันธ์เชิงอำนาจ และความสัมพันธ์ระหว่างกลุ่มตัวแปร ดังตารางที่ 1 และภาพที่ 1

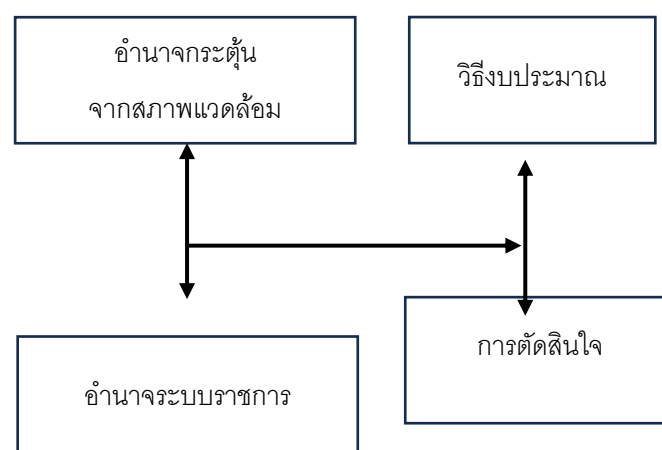
ตารางที่ 1

ความสัมพันธ์ระหว่างระบบราชการ สภาพแวดล้อม การตัดสินใจ และวิธีการงบประมาณ

ระบบราชการ	สภาพแวดล้อม	การตัดสินใจ	วิธีงบประมาณ
- สถาบันทางสังคม - การจัดองค์กร - การกระจายอำนาจ - กลไกการบริหาร	- ความท้าทายจากภายนอก - เครือข่าย - สังคม - เศรษฐกิจ - เทคโนโลยี	- ตัดสินใจแบบกลุ่ม - เลือกทางเลือก - กระบวนการบริหาร - บทบาทผู้บริหาร - ฉันทามติ - การมีส่วนร่วม	- รูปแบบการวางแผนการ/โครงการ

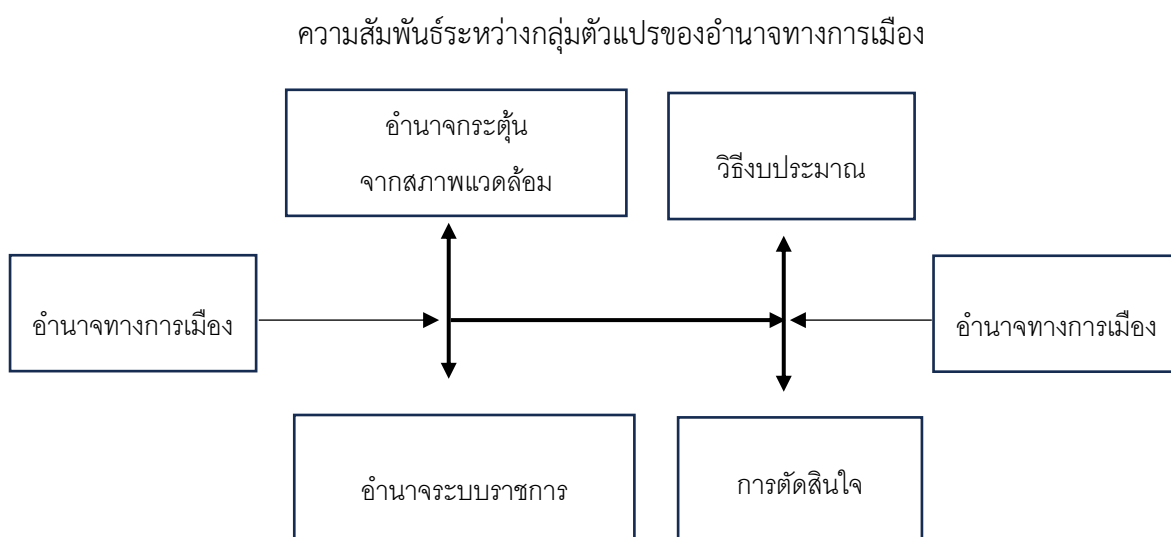
ภาพที่ 1

ความสัมพันธ์ระหว่างกลุ่มตัวแปร



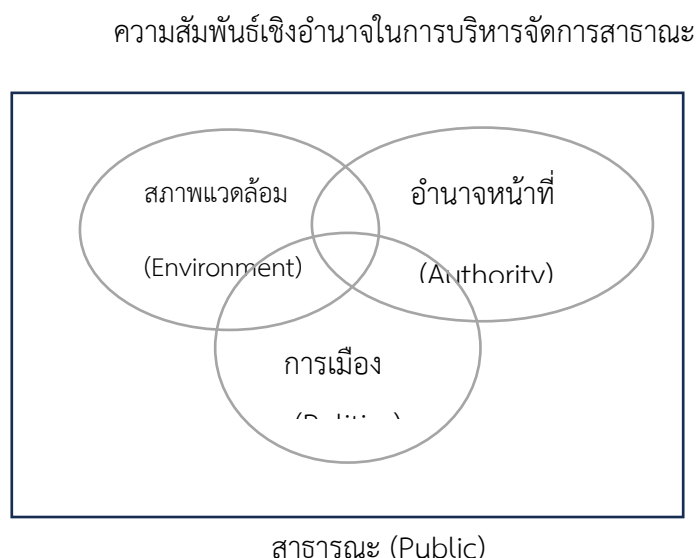
อย่างไรก็ตาม จากการวิเคราะห์ข้อมูลยังพบว่า อำนาจทางการเมือง (Power of Politics) ที่แทรก
ระหว่างอำนาจระบบราชการและสิ่งแวดล้อมกับการตัดสินใจและงบประมาณ ความสัมพันธ์ซึ่งสองเกิดช่องว่าง
ทำให้อำนาจทางการเมืองสามารถเข้าไปแทรกแซงได้ เนื่องจากการเมืองมีส่วนเกี่ยวข้องกับการพัฒนาใน
ระบบงานสาธารณะ การพัฒนาเหล่านี้รวมถึงการเจริญเติบโตของนโยบายการบริหารของรัฐบาลหลายระดับ
ทั้งการเมืองและความเป็นพลเมือง (Peters et al., 2022) ซึ่งนักการเมืองสามารถเข้าไปดำเนินการใน
กระบวนการตัดสินใจของสาธารณชนที่อาจเกิดขึ้นระหว่างกลางของการมีส่วนร่วมของประชาชนที่จะพยายาม
ตอบสนองความต้องการทางนโยบาย(Cinque et al., 2022) ดังภาพที่ 2

ภาพที่ 2



ดังนั้น จะเห็นได้ว่าการบริหารจัดการสาธารณะมีความสัมพันธ์กับอำนาจสามส่วนด้วยกัน คือ อำนาจ
ตามกฎหมาย อำนาจสภาพแวดล้อม และอำนาจทางการเมือง ดังภาพที่ 3

ภาพที่ 3



4. อภิปรายและสรุป (Discussion and Conclusion)

จากผลการศึกษา จะเห็นได้ว่า ความสัมพันธ์ระหว่างตัวแปรสะท้อนให้เห็นถึงความสัมพันธ์เชิงอำนาจจากการวิเคราะห์และสังเคราะห์ข้อมูลจากบทคัดย่อเกี่ยวกับการบริหารจัดการแบบความร่วมมือ (Collaborative Governance) อภิปรายผลได้ว่า การบริหารจัดการสาธารณะเกี่ยวข้องกับอำนาจทั้งที่เป็นทางการและไม่เป็นทางการ นั้นหมายความว่า อำนาจของระบบราชการ อำนาจของสภาแวดล้อมและอำนาจทางการเมือง เป็นตัวแปรที่มีอิทธิพลที่เป็นพลวัตรในการบริหารจัดการสาธารณะ ซึ่งมีความสอดคล้องตามแนวคิดนิเวศสาธารณะ (Public ecology) ซึ่งเป็นแนวคิดที่ให้ความสำคัญกับความยั่งยืน การเมือง สังคม และสิ่งแวดล้อม ผสมผสานระหว่างสังคมกับธรรมชาติหลักแนวคิดธรรมชาตินิยม (Naturalism) กับศาสตร์สิ่งแวดล้อม (Environmental science)

สรุป การศึกษาแนวคิดการบริหารจัดการแบบความร่วมมือ (Collaborative Governance) โดยศึกษาการเปลี่ยนแปลงของอำนาจระบบราชการและสิ่งแวดล้อมในรูปของการตัดสินใจและงบประมาณ จะเห็นถึงความสัมพันธ์เชิงอำนาจในการบริหารจัดการสาธารณะ และเมื่อผู้เขียนได้ทำการวิเคราะห์และนำมาสังเคราะห์แล้ว พบว่าแนวคิดการบริหารจัดการแบบความร่วมมือมีความสอดคล้องกับแนวคิดกลุ่มธรรมชาตินิยม และศาสตร์สิ่งแวดล้อมที่นำไปประยุกต์ใช้ในการบริหารจัดการที่ยั่งยืน สะท้อนให้เห็นว่ารัฐประศาสนศาสตร์มีลักษณะเป็นสหวิทยาการที่มีการบูรณาการแนวคิดจากศาสตร์สาขาสังคมวิทยา ซึ่งเป็นการศึกษาถึงสิ่งแวดล้อมต่างๆ ที่มีอิทธิพลต่อการบริหารจัดการภาครัฐ ความเป็นอยู่ของระบบและกระบวนการบริหารย่อมได้รับอิทธิพลจากปัจจัยแวดล้อมอื่นๆ อยู่เสมอ

เอกสารอ้างอิง

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Model Development of personnel competencies of Phrapariyattidhamma School, General Education Department, Area 7

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Abstract

This academic article Has studied and analyzed the model for developing the competencies of personnel of the Phrapariyattidhamma School, General Education Department, Area 7, with the objective of developing the competency of personnel of the Phrapariyattidhamma School, General Education Division. The results of the study found that: 1. The study of the Phrapariyattidhamma, General Education Department, also has There are many problems in the efficiency of education management. and the effectiveness of education, including the management of school education, for example, there is a centralized administrative authority and no vision to show how to lead the organization in the direction that it wants to develop. and lack of clarity in creating administrative unity, resulting in personnel problems Because of the monopoly of power, it has become a major problem in the education of the Thai Sangha at present. 2. Important factors influencing the efficiency of education in the Pariyatitham School, General Department, were found to be 6 factors: (1) vision and condition Executives' leadership towards educational provision (2) Budget to support educational provision and community participation which is considered to be insufficient to develop the quality of education; (3) the environment and organizational culture conducive to education; (4) the competency of the organization, teachers, and personnel; (5) the organization of the learning process for students as well as Supervision, monitoring and evaluation (6) Decentralization of administration and independence and 3. Model for developing personnel competencies of Phrapariyattham School The General Education Department consists of 1. Development according to the administrative structure 2. Creating and developing students to be Quality religious heirs 3. Developing educational institutions to provide quality education according to the principles of good governance 4. Developing teacher potential Educational personnel to have strong morality in their profession. By specifying strategies in each department to be able to develop personnel competencies according to their job positions. And in order for the specified competency development strategy to be driven forward, it must be driven by a common goal in order to have the power to act stably in the profession. Using the principles of S-L-U-M-B Model, S-Strategy, setting plans and operating procedures according to the conditions of the specified strategy, is the driving force to achieve objectives. L-leadership Leadership has a progressive vision and is constantly developing the organization. U-Unity institute unity, M-Motivation, driving force or motivation can create morale and encouragement, which increases the drive for personnel to have the power to move towards their goals and B-Buddhist organization, a



Buddhist organization that can manage with modern science modern and change according to the context of society, laws, and the needs of the students as important

Keywords: Model of Development, Personnel competencies, Efficiency of educational management, Phrapariyattidhamma School General Education Department Area 7

รูปแบบการพัฒนาสมรรถนะบุคลากรของโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษาเขต 7

บทคัดย่อ

บทความวิชาการนี้ได้ศึกษาและวิเคราะห์รูปแบบการพัฒนาสมรรถนะบุคลากรของโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษาเขต 7 โดยมีวัตถุประสงค์เพื่อเป็นการพัฒนาสมรรถนะบุคลากรของโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษา ผลการศึกษา พบว่า 1. การศึกษาพระปริยัติธรรมแผนกสามัญศึกษายังมีปัญหาอยู่ทั้งด้านประสิทธิภาพการจัดการศึกษา และประสิทธิผลของการศึกษารวมถึงการบริหารจัดการศึกษาของโรงเรียน เช่น มีการรวมศูนย์อำนาจการบริหารและไม่มีวิสัยทัศน์เพื่อแสดงการนำองค์กรไปสู่ทิศทางที่ต้องการพัฒนา และขาดความชัดเจนในการสร้างเอกภาพทางการบริหารจึงส่งผลให้ประสบปัญหาด้านบุคลากร เพราะการผูกขาดด้านอำนาจจนกลายเป็นปัญหาใหญ่ด้านการศึกษาของคณะสงฆ์ไทยในปัจจุบัน 2. ปัจจัยสำคัญที่มีอิทธิพลต่อประสิทธิภาพของการจัดการศึกษาในโรงเรียนพระปริยัติธรรม แผนกสามัญ พบว่า มี 6 ประการ คือ (1) วิสัยทัศน์และภาวะผู้นำของผู้บริหารต่อการจัดการศึกษา (2) งบประมาณสนับสนุนการจัดการศึกษา และการมีส่วนร่วมของชุมชน ซึ่งนับได้ว่ายังไม่เพียงพอต่อการพัฒนาคุณภาพการศึกษา (3) สภาพแวดล้อมและวัฒนธรรมองค์กรที่เอื้อต่อการจัดการศึกษา (4) สมรรถนะขององค์กร ครู และบุคลากร (5) การจัดการกระบวนการเรียนรู้ให้กับนักเรียนตลอดจนมีการกำกับติดตามดูแลและประเมินผล (6) การกระจายอำนาจการบริหาร และความมีอิสระ และ 3. รูปแบบการพัฒนาสมรรถนะบุคลากรของโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา ประกอบด้วย 1. การพัฒนาตามโครงสร้างการบริหารงาน 2. การสร้างและพัฒนาผู้เรียนให้เป็นศาสนทายาทที่มีคุณภาพ 3. การพัฒนาสถานศึกษาให้จัดการศึกษาอย่างมีคุณภาพตามหลักธรรมาภิบาล 4. การพัฒนาศักยภาพครู บุคลากรการศึกษาให้มีคุณธรรมมั่นคงในวิชาชีพ โดยกำหนดกลยุทธ์ในแต่ละส่วนงานให้สามารถพัฒนาสมรรถนะของบุคลากรได้ตรงตามตำแหน่งงาน และเพื่อให้กลยุทธ์การพัฒนาสมรรถนะที่กำหนดสามารถขับเคลื่อนไปต้องมีแรงขับเคลื่อนไปประจักษ์ร่วมกันจึงจะมีพลังเพื่อทำหน้าที่อย่างมั่นคงในอาชีพ โดยใช้หลักการ S-L-U-M-B Model ซึ่ง S-Strategy การกำหนดแผนและขั้นตอนการปฏิบัติงานไปตามสภาพของกลยุทธ์ที่กำหนดเป็นตัวขับเคลื่อนให้บรรลุวัตถุประสงค์ L-Leadership ภาวะผู้นำมีวิสัยทัศน์ที่ก้าวหน้าและมีการพัฒนาองค์กรอยู่ตลอดเวลา U-Unity institute ความเป็นเอกภาพ M-Motivation แรงขับหรือแรงจูงใจสามารถสร้างขวัญ และกำลังใจ อันช่วยเพิ่มแรงขับให้บุคลากรได้มีพลังก้าวไปสู่เป้าหมาย และ B-Buddhist organization องค์กรทางพระพุทธศาสนาที่สามารถบริหารจัดการด้วยศาสตร์สมัยใหม่ มีความทันสมัย และปรับเปลี่ยนไปตามบริบทของสังคม กฎหมาย และความต้องการของผู้เรียนเป็นสำคัญ

คำสำคัญ: รูปแบบการพัฒนา, สมรรถนะบุคลากร, ประสิทธิภาพการจัดการศึกษา, โรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา เขต 7

บทนำ

การศึกษานับเป็นการสร้างและเพิ่มพูนความรู้ และความคิดของบุคคลเพื่อให้สามารถปรับตัวได้ในสภาพแวดล้อมเกี่ยวกับการดำรงชีวิตของคนในสังคม สังคมจะพัฒนาได้มากเมื่อสมาชิกในสังคมมีความรู้ความสามารถจึงต้องส่งเสริมการศึกษาหาความรู้ของสมาชิกในสังคม ด้านการศึกษาของคณะสงฆ์นั้นประกอบด้วยสามขั้นตอน คือ ขั้นปริยัติ ขั้นปฏิบัติและ ขั้นปฏิเวธ การศึกษาขั้นปริยัติเป็นการศึกษาทางทฤษฎีเพื่อศึกษาพระธรรมวินัยให้มีความรู้พื้นฐาน เกี่ยวกับพระพุทธวจนะและพระธรรมคำสั่งสอนขององค์สมเด็จพระสัมมาสัมพุทธเจ้า ซึ่งการศึกษาของสงฆ์ในปัจจุบันเป็นไปตามพระราชบัญญัติคณะสงฆ์ พ.ศ. 2505 แก้ไขเพิ่มเติมโดยพระราชบัญญัติคณะสงฆ์ (ฉบับที่ 2) พ.ศ. 2535 พระราชบัญญัติมหาวิทยาลัยมหาจุฬาราชวิทยาลัย พ.ศ. 2540 พระราชบัญญัติมหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย พ.ศ. 2540 และกฎระเบียบคำสั่ง และข้อบังคับของกรรมการมหาเถรสมาคม คณะสงฆ์ กระทรวงศึกษาธิการ และกรมการศาสนา โดยมีกรรมการมหาเถรสมาคมเป็นองค์กรสูงสุดของ คณะสงฆ์สภาการศึกษาของคณะสงฆ์ คณะกรรมการการศึกษาของคณะสงฆ์ แม่กองบาลีสนามหลวง แม่กองธรรมสนามหลวง เจ้าคณะใหญ่ เจ้าคณะภาค เจ้าคณะจังหวัด เจ้าคณะอำเภอ เจ้าคณะตำบล และเจ้าอาวาสเป็นผู้รับผิดชอบในการบริหารตามลำดับ ซึ่งในปัจจุบันการศึกษาปริยัติที่คณะสงฆ์จัดให้ พระภิกษุสามเณรได้ศึกษามีอยู่ 4 ประเภท คือ 1) การศึกษาพระปริยัติธรรมแผนกธรรม 2) การศึกษาพระปริยัติธรรมแผนกบาลี 3) การศึกษาพระปริยัติธรรมแผนกสามัญศึกษา และ 4) การศึกษาระดับอุดมศึกษาในมหาวิทยาลัยสงฆ์ 2 แห่ง คือ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย และมหาวิทยาลัยมหาจุฬาราชวิทยาลัย (พระมหาการณวิชัย วิจิตตสนฺโต, 2549 : 2)

การจัดการศึกษาโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษานั้นเป็นการจัดการศึกษาในระบบตามพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และแก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 เพื่อสนองนโยบายของรัฐในการพัฒนาทรัพยากรมนุษย์ ให้เป็นคนเก่ง ดี มีความสุข และมีการทักษะการดำรงชีวิตในสังคมให้มีความสุขพัฒนาภูมิความรู้ของพระภิกษุ-สามเณร ให้ทันต่อการเปลี่ยนแปลงในยุคโลกาภิวัตน์ การบริหารงานของโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษามีสภาการศึกษาของคณะสงฆ์เป็นองค์กรหลักที่ควบคุม และส่งเสริมการจัดการศึกษาโดยตรง การบริหารโรงเรียนอยู่ในความปกครองของคณะสงฆ์ในแต่ละระดับได้ช่วยกันรับผิดชอบดูแล ซึ่งในการบริหารงานของโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษา จะประกอบไปด้วย 4 ด้าน คือ 1) ด้านการบริหารวิชาการ 2) ด้านการบริหารงบประมาณ 3) ด้านการบริหารงานบุคคล และ 4) ด้านการบริหารงานทั่วไป (สำนักงานการศึกษาพระปริยัติธรรม แผนกสามัญศึกษา, 2562)

ด้านการบริหารงานบุคคลตามการปฏิรูปการศึกษามุ่งให้บุคลากรปฏิบัติงานเพื่อตอบสนองภารกิจของหน่วยงานนั้น ได้ยึดหลักการกระจายอำนาจระบบคุณธรรม และหลักธรรมาภิบาลเพื่อให้การบริหารจัดการมีความคล่องตัวเกิดความอิสระในการปฏิบัติงานภายใต้กฎหมาย ระเบียบปฏิบัติ ผู้ปฏิบัติงานได้รับการพัฒนา มีความรู้ความสามารถ มีกำลังใจนำไปสู่การบริการครู และบุคลากรทางการศึกษา ตามหลักบริหารแบบมุ่งผลสัมฤทธิ์ซึ่งจะส่งผลต่อคุณภาพการศึกษาของผู้เรียน ผู้บริหารสถานศึกษาเป็นผู้มีบทบาทที่สำคัญที่สุดในการ

ปฏิบัติงานเพื่อสนองนโยบายการปฏิรูปการศึกษา ซึ่งในการบริหารงานให้ประสบผลสำเร็จต้องอาศัยทรัพยากรในการบริหาร โดยการบริหารงานบุคลากรเพื่อนำความรู้ความสามารถไปพัฒนาผู้เรียนไปสู่เป้าหมาย ของการปฏิรูปการศึกษา คือ คุณภาพของการเรียนการสอนเพื่อให้ได้มีศักยภาพและมาตรฐานสูงขึ้น (พระปลัดสมเกียรติ อัสสุโร, 2564 : 33) ด้วยเหตุนี้ การบริหารงานบุคลากรจึงเป็นภารกิจที่มีความสำคัญอย่างยิ่งในการบริหารสถานศึกษา

การประชุมประจำปีของธนาคาร พ.ศ. 2564 ธนาคารโลกได้เปิดตัวดัชนีทุนมนุษย์ (Human Capital Index – HCI) ของประเทศไทยปี 2564 ที่มีค่า 0.61 ซึ่งว่าผลิตภาพในอนาคตของเด็กที่เกิดในวันนี้จะต่ำกว่าระดับที่ควรจะเป็น หากได้รับการศึกษาครบถ้วน และมีสุขภาพดีเต็มที่ถึงร้อยละ 39.00 ประเทศไทยมีระบบหลักประกันสุขภาพถ้วนหน้า และความสำเร็จในด้านโภชนาการ แต่คุณภาพการศึกษายังคงเป็นจุดอ่อนในการพัฒนาทรัพยากรมนุษย์ของประเทศ จากดัชนีดังกล่าว ประเทศไทยจัดอยู่ในอันดับสูงในด้านจำนวนปีที่คาดว่าจะได้รับการศึกษา และสัดส่วนของเด็กที่ไม่ขาดสารอาหารจนแคระแกรน แต่ต่ำในด้านคุณภาพการศึกษา ซึ่งวัดจากผลการทดสอบรวม (World bank group, 2564) สำหรับโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษาเป็นหนึ่งในสถาบันทางการศึกษา และมีความเกี่ยวข้องกับคณะสงฆ์ซึ่งเป็นหนึ่งในสถาบันหลักของชาติ จากการประเมินคุณภาพภายนอกกรอบที่ 3 ของสำนักรับรองมาตรฐานและประเมินคุณภาพการศึกษา (องค์การมหาชน) หรือ สมศ. ของโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษาเขต 7 ซึ่งประกอบไปด้วยจังหวัดหนองบัวลำภู จังหวัดเลย และจังหวัดขอนแก่น พบว่า มาตรฐานที่ 1 ที่ว่าด้วยการจัดการศึกษา ตัวบ่งชี้ที่ 5 ผลสัมฤทธิ์ทางการเรียนของผู้เรียนโดยคิดเป็นร้อยละพบว่า ผลสัมฤทธิ์ทางการเรียนของผู้เรียนในระดับดีคิดเป็นร้อยละ 6.50 ระดับพอใช้คิดเป็นร้อยละ 34.78 ระดับต้องปรับปรุงคิดเป็นร้อยละ 41.30 และระดับต้องปรับปรุงเร่งด่วนคิดเป็นร้อยละ 17.39 (สำนักรับรองมาตรฐานและประเมินคุณภาพการศึกษา (องค์การมหาชน) , 2566) จากสถิติดังกล่าวข้างต้นเป็นการสะท้อนให้เห็นว่าการจัดการศึกษาหรือการถ่ายทอดองค์ความรู้ หรือกระบวนการจัดการการเรียนรู้ของโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษาไม่มีประสิทธิภาพ และไม่มีประสิทธิผล ซึ่งบุคลากรทางด้านการศึกษาก็ถือว่าเป็นฟันเฟืองที่สำคัญสำหรับการขับเคลื่อนองค์กรหากจะมองย้อนกลับไปถึงประเด็นปัญหาหลักที่เกี่ยวข้องกับการบริหารงานทรัพยากรมนุษย์ของโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษาจากการศึกษาวิเคราะห์เอกสารและจากหน่วยงานที่เกี่ยวข้องพบว่าปัญหาหลัก คือ ระบบการบริหารงานบุคคล ตั้งแต่กระบวนการสรรหาคัดเลือก คือ บุคลากรที่ไม่มีความรู้ความสามารถโดยส่วนใหญ่จะเลือกจากคนที่รู้จัก และเป็นญาติกัน บางคนมีวิทยฐานะไม่ตรงกับตำแหน่งงาน รวมทั้งองค์กรไม่มีการพัฒนาทักษะทางวิชาการของบุคลากรทางการศึกษา และอีกประการหนึ่ง คือ แรงจูงใจในการทำงาน การบริหารค่าตอบแทนหรือสวัสดิการต่าง ๆ ที่ไม่ทัดเทียมกับสถาบันทางการศึกษาอื่นในสังคม จึงทำให้ได้บุคลากร

ที่มีสมรรถนะที่ไม่ตรงตามความต้องการ และทำให้ไม่สามารถที่จะถ่ายทอดองค์ความรู้ ทักษะต่าง ๆ ให้กับ
ผู้เรียนได้อย่างเต็มที่ และถ่ายที่สุดท้ายก็ส่งผลต่อผลสัมฤทธิ์ทางการเรียนของผู้เรียน

ดังนั้นสมรรถนะของการปฏิบัติงานจึงมีความสำคัญ หากบุคลากรทางด้านการศึกษามีสมรรถนะที่ไม่
เหมาะสมหรือไม่ตรงกับตำแหน่งงานย่อมส่งผลกระทบต่อผู้ที่ได้รับถ่ายทอดองค์ความรู้ซึ่งในที่นี่หมายถึงนักเรียน
นั่นเอง ซึ่งมีความสอดคล้องกับงานวิจัยของ พระวิสิทธิ์ จิตวิสิทธิ์ และคณะ (2561) ได้ศึกษารูปแบบการจัด
การศึกษาพระปริยัติธรรมแผนกสามัญศึกษาที่ตอบสนองต่อชุมชน และสืบทอดบุคลากรทางพุทธศาสนา
รวมทั้งกับพระครูพนมปริชากร แก้วบุตตา. (2561). อนาคตภาพของโรงเรียนพระปริยัติธรรม แผนกสามัญ
ศึกษาระหว่าง พ.ศ.2559-2573 รวมทั้งกับ พระครูนิวิฐธรรมานุศาสน์ และคณะ (2564) ได้ทำการศึกษา
โรงเรียนพระปริยัติธรรมแผนกสามัญศึกษา : สภาพปัจจุบันและปัญหากระบวนการบริหารจัดการ

จากประเด็นปัญหาข้างต้นด้วยเหตุนี้ผู้ศึกษาจึงสนใจที่จะศึกษาและวิเคราะห์รูปแบบการพัฒนา
สมรรถนะบุคลากรของโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษาเขต 7 เพื่อให้ผู้มีส่วนเกี่ยวข้องตั้งแต่มหาเถร
สมาคม คณะกรรมการการศึกษาพระปริยัติธรรม แผนกสามัญศึกษา สำนักงานพระพุทธศาสนาแห่งชาติ กอง
พุทธศาสนศึกษา ตลอดจนสำนักงานพระพุทธศาสนาจังหวัด คณะกรรมการบริหารกลุ่มโรงเรียนพระปริยัติ
ธรรมแผนกสามัญศึกษา ผู้จัดการ/ผู้รับใบอนุญาต ผู้อำนวยการ และรองผู้อำนวยการสามารถนำไปปรับใช้เพื่อ
การพัฒนาสมรรถนะบุคลากรของโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษาให้มีประสิทธิภาพ ประสิทธิผล
และผลสัมฤทธิ์ทางการเรียนของผู้เรียนที่ดีขึ้น ตลอดจนทั้งเป็นการพัฒนาในแง่ของระบบการดำเนินงานของ
โรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา เพื่อให้มีความทัดเทียมกับสถาบันทางการศึกษาอื่นในสังคม

ผลจากการศึกษา

1. สภาพปัจจุบัน และปัญหาของโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา

การศึกษาครั้งนี้มุ่งศึกษาถึงประเด็นที่เกี่ยวข้องกับรูปแบบการพัฒนาสมรรถนะบุคลากรของโรงเรียน
พระปริยัติธรรมแผนกสามัญศึกษาเขต 7 ผู้ศึกษาจึงได้ทำการทบทวนและรวบรวม หลักการ แนวคิดทฤษฎี
และงานวิจัยที่เกี่ยวข้อง เริ่มจากพระครูพนมปริชากร แก้วบุตตา (2561 : 131) ที่ได้ศึกษา อนาคตภาพของ
โรงเรียนพระปริยัติธรรม แผนกสามัญศึกษาระหว่าง พ.ศ.2559-2573 พบว่า จากการประมวลสังเคราะห์
ปัญหาการจัดการศึกษาของโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา จากเอกสาร งานวิจัย แนวคิดของ
นักวิชาการ นักบริหารการศึกษา สามารถสรุปเป็นองค์ประกอบในการวิจัยอนาคตภาพของโรงเรียนพระปริยัติ
ธรรมแผนกสามัญศึกษา ระหว่าง พ.ศ.2559-2573 ในกรอบแนวคิดการวิจัย ดังนี้ องค์ประกอบที่ 1 ผู้เรียน
คุณภาพ องค์ประกอบที่ 2 ครูคุณภาพ องค์ประกอบที่ 3 โรงเรียนคุณภาพ องค์ประกอบที่ 4 การบริหาร
โรงเรียนที่มีคุณภาพ และองค์ประกอบที่ 5 การมีส่วนร่วมของชุมชนที่มีคุณภาพ

จากสภาพการณ์ที่เป็นอยู่ของการจัดการศึกษาพระปริยัติธรรมแผนกสามัญยังมีหลายประเด็นที่ต้อง
ได้รับการพัฒนาที่สำคัญไม่ว่าจะเป็นด้านคุณภาพ และมาตรฐานการจัดการศึกษาในปัจจุบันยังไม่เป็นที่ยอมรับ
จากสังคมในวงกว้าง ความไม่ชัดเจนในอัตลักษณ์ของการจัดการศึกษาที่สอดคล้องกับบริบทที่ควรจะเป็นอย่าง

แท้จริง ประสิทธิภาพของระบบการดำเนินการด้านการบริหารจัดการและการจัดการศึกษาที่ยังไม่มีทิศทางการพัฒนา และขาดความชัดเจนในการสร้างเอกภาพทางการบริหารให้กับกลุ่มโรงเรียนและสำนักงานพระพุทธศาสนาจังหวัด ซึ่งสอดคล้องกับ พระวิสุทธิ ฐิตวิสิทโธ และคณะ (2561 : 15) เรื่องรูปแบบการจัดการศึกษาพระปริยัติธรรมแผนกสามัญศึกษาที่ตอบสนองต่อชุมชนและสืบทอดบุคลากรทางพุทธศาสนา พบว่าการบริหารงานโรงเรียนพระปริยัติ ธรรมแผนกสามัญศึกษา ประสบปัญหาหลายประการที่สำคัญ คือ รูปแบบการจัดการศึกษาไม่เป็นไปตามระบบโรงเรียนที่ดี ส่วนใหญ่จัดการศึกษาตามอัตภาพ แนวทางการดำเนินงานไม่ชัดเจนโรงเรียนขาดความพร้อมในด้านต่าง ๆ เช่น ด้านงบประมาณ อาคารสถานที่บุคลากร สื่อ อุปกรณ์การเรียนการสอนเกี่ยวกับหลักสูตรพบว่าปัญหาการบริหารงานวิชาการในโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษามีปัญหา คือ แผนงานที่วางไว้ขาดงบประมาณ และคนรับผิดชอบโดยตรง ขาดการติดตาม และประเมินผลงานตามแผนงานวิชาการที่วางไว้ ขาดการประชุมเกี่ยวกับการจัดทำแผนงานวิชาการอย่างสม่ำเสมอ สภาพปัญหาต่าง ๆ นั้นส่งผลโดยตรงต่อการพัฒนาบุคลากรทางศาสนาและพัฒนาเด็กและเยาวชนของชาติ ประกอบกับการเปิดโอกาสทางการศึกษาของรัฐบาลทำให้เด็กเข้ามาบวชเรียนน้อยลง

พระครูนิวริฐธรรมานุศาสน์ และคณะ (2564) ที่ศึกษาเรื่องโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษา : สภาพปัจจุบันและปัญหากระบวนการบริหารจัดการ พบว่า โรงเรียนพระปริยัติธรรมแผนกสามัญศึกษาสภาพปัจจุบัน และปัญหาการเปลี่ยนแปลงมีทั้งผลดี และผลเสีย การเปลี่ยนแปลงภายใต้เงื่อนไขทางสังคมที่บังคับตามกาลสมัยเพื่อให้คล่องตัวในการพัฒนาจะส่งผลด้านดีในระยะยาวกับองค์กรมากกว่าให้เป็นแบบอนุรักษ์พัฒนาและวางแผนพัฒนาไม่ได้ ปัญหาด้านการศึกษาของคณะสงฆ์โดย เฉพาะโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษาขณะนี้ โครงสร้างการบริหารการศึกษาพระปริยัติธรรมของคณะสงฆ์แผนกธรรมบาลี และแผนกสามัญศึกษา สภาพของคณะสงฆ์สามเณรที่อยู่ในระบบการศึกษาพระปริยัติธรรมทั้งแผนกธรรมบาลี และสายสามัญของคณะสงฆ์ในปัจจุบัน แนวทางการพัฒนาการศึกษาพระปริยัติธรรมแผนกสามัญของคณะสงฆ์ในอนาคต บทบาทของวัด และพระสงฆ์กับการปฏิรูปการศึกษาในฐานะศูนย์การเรียนรู้ และครูจริยศึกษา พบว่า ยังไม่มีแผน และทิศทางที่ชัดเจนไม่มีแผนระยะสั้น ระยะยาว การสร้างทายาทผู้รับช่วงในระยะสั้น และระยะยาวที่จะรองรับพระราชบัญญัติการศึกษาแห่งชาติ พุทธศักราช 2542 หมวด 4 ว่าด้วยแนวทางการจัดการศึกษามีเจตนารมณ์ให้มีการปฏิรูปการเรียนรู้ โดยยึดหลักให้ผู้เรียนทุกคนสามารถเรียนรู้ และพัฒนานตนเองได้ ถือว่าผู้เรียนมีความสำคัญที่สุด เน้นทั้งความรู้ คุณธรรม กระบวนการเรียนรู้ และการบูรณาการองค์ความรู้ด้วยหลักสูตรที่หลากหลาย เหมาะสมกับวัย และศักยภาพของผู้เรียนมุ่งพัฒนาคนให้มีความสมดุล ทั้งด้านความรู้ ความคิด ความสามารถ ความดีงาม และความรับผิดชอบต่อสังคม มีหลักสูตรแกนกลาง และหลักสูตรท้องถิ่นสำหรับการศึกษาขั้นพื้นฐานสำหรับระดับอุดมศึกษานั้น มีส่วนเน้นเพิ่มเติม ด้านการพัฒนาวิชาการวิชาชีพขั้นสูง และการค้นคว้าวิจัยเพื่อพัฒนาองค์ความรู้ และพัฒนาสังคม

2. ปัจจัยสำคัญที่มีอิทธิพลต่อประสิทธิภาพการจัดการศึกษาในโรงเรียนปริยัติธรรม แผนกสามัญศึกษา

พระวิสุทธิ ฐิตวิสิทโธ และคณะ (2561 : 15) ได้ศึกษา รูปแบบการจัดการศึกษาพระปริยัติธรรมแผนกสามัญศึกษาที่ตอบสนองต่อชุมชนและสืบทอดบุคลากรทางพุทธศาสนา พบว่า ปัจจัยสำคัญที่มีอิทธิพลต่อ

ประสิทธิภาพของการจัดการศึกษาในโรงเรียนปริยัติธรรม แผนกสามัญพบว่า มี 4 ประการ กล่าวคือ (1) วิสัยทัศน์ของผู้บริหารต่อการจัดการศึกษา (2) งบประมาณสนับสนุนการจัดการศึกษา นับได้ว่ายังไม่เพียงพอต่อการพัฒนาคุณภาพการศึกษา (3) สภาพแวดล้อมที่เอื้อต่อการจัดการศึกษา (4) ครูและบุคลากรที่ทำหน้าที่ในการจัดการเรียนรู้ให้นักเรียน ปัจจัยทั้ง 4 ประการที่กล่าวมานี้ถือว่ามีสำคัญต่อการจัดการศึกษาที่มีประสิทธิภาพ

เมื่อการบริหารวิชาการ งานบุคคล การบริหารงานทั่วไป ไม่ได้เป็นไปในทิศทางเดียวกัน ทั้งคุณภาพทางการศึกษาและการจัดสรรงบประมาณจากรัฐบาลเนื่องจากผลการสอบทั้ง ANET และ ONET ที่ไม่เข้าเกณฑ์การรับรองมาตรฐานการศึกษา การของงบประมาณหรือการเรียกร้องสิทธิ์ก็เป็นไปได้ยากปัจจุบันแม้จะอยู่ภายใต้มหาเถรสมาคม แต่รูปแบบการบริหารยังคงเดิมเพียงแต่มีนโยบายให้โรงเรียนพระปริยัติธรรม แผนกสามัญศึกษาจัดการเรียนการสอนวิชาที่เน้นอัตลักษณ์ของตนเอง เช่น ภาษาบาลี เรื่องความแก่กระทู้ เป็นต้น

รายงานการวิจัยยังพบว่าปัจจัยที่มีผลต่อการบริหารทรัพยากรการเงิน คือ ภาวะผู้นำของผู้บริหารสถานศึกษา การมีส่วนร่วมของชุมชน การกระจายอำนาจการบริหาร และความมีอิสระ ส่วนรูปแบบการบริหารทรัพยากรการเงินที่เหมาะสมจะต้องผสมผสานระหว่างภาวะผู้นำของผู้บริหารสถานศึกษาเด่นที่สุดกับการมีส่วนร่วมของชุมชนที่น้อยที่สุดเพื่อมาเสริมสร้างการบริหารทรัพยากรการเงินได้อย่างเหมาะสมเพราะโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษามีลักษณะเฉพาะพิเศษเป็นรูปแบบโรงเรียนสงเคราะห์แบบอยู่ประจำสถานศึกษาจึงต้องแสดงทักษะความรู้ความสามารถในการบริหารทรัพยากรการเงินและทำงานเชิงรุกในการจัดเตรียมวิธีระดมทุนจากแหล่งต่าง ๆ และชุมชนจะต้องเข้ามาร่วมกับโรงเรียนในรูปแบบคณะกรรมการสถานศึกษาพัฒนาโรงเรียน ซึ่งจะทำให้การพัฒนาโรงเรียนเป็นไปอย่างยั่งยืนกรณีการระดมทุน เช่น การทอดผ้าป่าเพื่อการศึกษาชุมชนถือเป็นแหล่งเงินทุนที่สำคัญที่สุด และถือเป็นวิธีการระดมทุน ที่นิยมที่สุดรองลงมา คือ ได้รับการอุปถัมภ์ทุนการศึกษาจากผู้มีจิตศรัทธา คือ ประชาชน สุดท้าย คือ การได้รับการสนับสนุนจากชุมชน เป็นต้น (พระวิสิทธิ ฐิตวิสิโท และคณะ, 2561 : 23-24)

พระดนูศิลป์ วัฒนธีระกาญจน์ และคณะ (2565) ได้ศึกษา ปัจจัยที่ส่งผลต่อประสิทธิภาพการจัดการศึกษาของโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษา สังกัดสำนักเขตการศึกษาพระปริยัติธรรมแผนกสามัญศึกษาเขต 5 พบว่า ปัจจัยที่ส่งผลต่อประสิทธิภาพการจัดการศึกษาของโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษา สังกัดสำนักเขตการศึกษาพระปริยัติธรรมแผนกสามัญศึกษาเขต 5 ได้แก่ ด้านสมรรถนะขององค์กร ด้านการกำกับติดตาม ด้านบรรยากาศและวัฒนธรรมองค์กร ด้านภาวะผู้นำทางวิชาการ ด้านการจัดกระบวนการเรียนรู้ และด้านการติดต่อสื่อสาร

3. รูปแบบการพัฒนาสมรรถนะบุคลากรของโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา

ฮอนด้า เข็มมา และคณะ (2561 : 1-2) ได้ทำการศึกษา ยุทธศาสตร์การพัฒนาวิชาชีพครูโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา พบว่า ยุทธศาสตร์การพัฒนาวิชาชีพครูโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา ได้แก่ การสร้าง และพัฒนาเครือข่ายการทำงานแบบร่วมมือรวมพลัง ปรับปรุงโครงสร้างและสภาพแวดล้อมเพื่อสนับสนุนการพัฒนาวิชาชีพของครู สร้างระบบการพัฒนาวิชาชีพเพื่อตอบสนองความ

ต้องการของครูแต่ละคน กำหนดเกณฑ์ และมาตรการ เพื่อส่งเสริมให้ปฏิบัติตามมาตรฐานวิชาชีพของครู ส่งเสริมพัฒนาการเรียนรู้ของนักเรียนและครู และส่งเสริมการปฏิบัติตามหลักกัลยาณมิตรธรรมประกอบไปด้วย 6 เป้าประสงค์ 9 แนวทาง และ 36 ตัวชี้วัด

นอกจากนี้ พระครูนิวาสธรรมพลากร (2564 : 1-2) ได้ศึกษา รูปแบบการพัฒนาการบริหารจัดการเชิงพุทธของโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษา กลุ่มที่ 4 พบว่า รูปแบบการพัฒนาการบริหารจัดการเชิงพุทธในโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา กลุ่มที่ 4 ประกอบด้วย 1) ด้านวิชาการ มีการจัดทำแผนการพัฒนาหลักสูตร พัฒนาคุณภาพการเรียนรู้ มีการจัดการเรียนการสอน มีการบริหารงานแบบมีส่วนร่วม 2) ด้านงบประมาณ มีการเผยแพร่ข้อมูลเกี่ยวกับงบประมาณและการเงิน จัดสรรงบประมาณเพื่อการนิเทศ แนะนำ มีระบบการตรวจสอบอย่างถูกต้องและเป็นธรรม จัดทำแผนการบริหารวิชาการแบบบูรณาการไว้อย่างเป็นระบบและต่อเนื่อง 3) ด้านงานบุคคล มีระบบการกำหนดคุณสมบัติบุคลากรของโรงเรียน ตามความสามารถ มีการวางแผนการพัฒนาและบริหารจัดการบุคลากร มีระบบพัฒนาครู มีแผนการพัฒนาระบบการบริหารจัดการเกี่ยวกับการติดตาม ประเมินผล มีกลยุทธ์การพัฒนา และบริหารจัดการมีส่วนร่วม 4) ด้านงานทั่วไป มีความเอื้ออาทรต่อกันกับเพื่อนร่วมงาน และให้บริการทุกคนที่เข้ามาใช้บริการด้วยความจริงใจ มีความสามัคคี ช่วยเหลือซึ่งกัน และกัน มีการวางแผนเพื่อพัฒนาระบบการทำงาน และการบริหารงาน มีกลยุทธ์การพัฒนา และบริหารจัดการระบบงานธุรการให้คล่องตัว มีกลยุทธ์การพัฒนาและบริหารจัดการประชุม

และมีความสอดคล้องกับ พระครูนิวาสธรรมพลากร (2566 : 12) ได้ทำการศึกษา กลยุทธ์การพัฒนาสมรรถนะวิชาชีพของครูโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา เขต 4 พบว่า ประเด็นกลยุทธ์ที่ 1 พัฒนาสถานศึกษาให้จัดการศึกษาอย่างมีคุณภาพ ตามหลักธรรมาภิบาล มี 1 กลยุทธ์ที่ 1 พัฒนาสถานศึกษาให้จัดการศึกษาอย่างมีคุณภาพตามหลักธรรมาภิบาล กลยุทธ์ที่ 2 บุคลากรมีกระบวนการจัดการเรียนการสอนที่เน้นผู้เรียนเป็นสำคัญ ให้มี คุณภาพตามมาตรฐานของสถานศึกษา ได้แก่ กลยุทธ์ที่ 2 สร้างองค์ความรู้บุคลากรด้านสื่อ นวัตกรรมเพื่อการจัดการเรียน การสอนที่เน้นผู้เรียนเป็นสำคัญ กลยุทธ์ที่ 3 พัฒนาศักยภาพครู บุคลากร การศึกษาให้มีคุณธรรมมั่นคงในวิชาชีพและกลยุทธ์ที่ 4 พัฒนาคุณภาพผู้เรียนให้มีทักษะ มี ความรู้เป็นศาสนทายาทที่ดีตามหลักพุทธธรรมทั้งนี้เพราะการให้ความสำคัญทั้งผู้เรียน ครูและ บุคลากรทางศึกษาเป็นจำเป็นที่ควรได้รับการพัฒนาอย่างต่อเนื่อง

อภิปรายผล

1. สภาพปัจจุบัน และปัญหาของโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา

การศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องทำให้สามารถสรุปประเด็นสภาพปัจจุบัน และปัญหาของโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษาได้ว่า ปัญหาการเปลี่ยนแปลงมีทั้งผลดี และผลเสีย การเปลี่ยนแปลงภายใต้เงื่อนไขทางสังคมที่บังคับตามกาลสมัยเพื่อให้คล่องตัวในการพัฒนาจะส่งผลดีในระยะยาวกับองค์กรมากกว่าเป็นแบบอนุรักษ์ ปัญหาด้านการศึกษาของคณะสงฆ์ โดยเฉพาะโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษาเกี่ยวกับโครงสร้างการบริหารการศึกษา สภาพของคณะสงฆ์สามเณรที่อยู่ในระบบการศึกษา

ปัจจุบันและแนวทางการพัฒนาการศึกษาของคณะสงฆ์ในอนาคต บทบาทของวัด และพระสงฆ์กับการปฏิรูปการศึกษาในฐานะศูนย์การเรียนรู้ และครูจริยศึกษา พบว่า ยังไม่มีทิศทางที่ชัดเจน ไม่มีแผนระยะสั้น ระยะยาว ขาดการสร้างทายาทในทุกๆช่วง มีปัญหาด้านประสิทธิภาพ และประสิทธิผลของการศึกษารวมถึงการบริหาร การจัดการศึกษาของโรงเรียน โดยเฉพาะมีการรวมศูนย์อำนาจการบริหารอยู่ที่เจ้าอาวาสหรือผู้จัดการจึงเป็น การผูกขาดด้านการบริหาร ผู้บริหารขาดวิสัยทัศน์ ขาดความชัดเจนในการสร้างเอกภาพทางการบริหารจึง ประสบปัญหาด้านบุคลากร การผูกขาดอำนาจนี้ได้เป็นปัญหาหลักด้านการศึกษาของคณะสงฆ์ไทยเพราะไม่สามารถเตรียมคน หรือ ศาสนทายาทที่มีศักยภาพ มีขีดความสามารถที่พร้อมเผชิญกับยุคสมัยของการเปลี่ยนแปลง ทำให้สังคมสงฆ์ขาดความเข้มแข็งและมีวิกฤติในองค์กร “เพราะระบบการศึกษาที่รวมศูนย์อำนาจ ปรับตัวไม่ได้ (Non-adaptive System) ไม่ทำให้เกิดการเรียนรู้”

พระราชบัญญัติการศึกษาแห่งชาติ พุทธศักราช 2542 หมวด 4 ว่าด้วยแนวทางการจัดการศึกษามีเจตนารมณ์ให้มีการปฏิรูปการเรียนรู้ โดยยึดหลักให้ผู้เรียนทุกคนสามารถเรียนรู้ และพัฒนาตนเองได้ ถือว่าผู้เรียนมีความสำคัญที่สุด เน้นทั้งความรู้ คุณธรรม กระบวนการเรียนรู้ และการบูรณาการองค์ความรู้ ด้วยหลักสูตรที่หลากหลาย เหมาะสมกับวัย และศักยภาพของผู้เรียนมุ่งพัฒนาคนให้มีความสมดุล ทั้งด้าน ความรู้ ความคิด ความสามารถ ความดีงาม และความรับผิดชอบต่อสังคม มีหลักสูตรแกนกลาง และหลักสูตร ท้องถิ่นสำหรับการศึกษาขั้นพื้นฐาน ปัญหาการศึกษาของคณะสงฆ์ไทยจึงเป็นปัญหาเรื้อรังเชิงโครงสร้างมา อย่างยาวนาน ไม่สามารถแก้ไขได้โดยง่ายจำเป็นต้องปลูกจิตสำนึกให้เห็นความสำคัญของการปฏิรูปการศึกษา ของคณะสงฆ์ โดยเฉพาะในปัจจุบันการศึกษาพระปริยัติธรรมแผนกต่าง ๆ ยังมีนักเรียนให้ความสนใจศึกษา น้อยและหาผู้เรียนยากขึ้น จึงต้องมีการปรับเปลี่ยนโดยเร่งด่วน

2. ปัจจัยสำคัญที่มีอิทธิพลต่อประสิทธิภาพของการจัดการศึกษาในโรงเรียนปริยัติธรรม แผนกสามัญ

การศึกษาทั้งเอกสารและงานวิจัยที่เกี่ยวข้องข้างต้นทำให้ผู้ศึกษาสรุปประเด็นเกี่ยวกับปัจจัยสำคัญที่มี อิทธิพลต่อประสิทธิภาพของการจัดการศึกษาในโรงเรียนปริยัติธรรม แผนกสามัญ พบว่า ปัจจัยสำคัญที่มี อิทธิพลต่อประสิทธิภาพของการจัดการศึกษาในโรงเรียนปริยัติธรรม แผนกสามัญพบว่า มี 6 ประการ กล่าวคือ (1) วิสัยทัศน์และภาวะผู้นำของผู้บริหารต่อการจัดการศึกษา (2) งบประมาณสนับสนุนการจัดการศึกษา และ การมีส่วนร่วมของชุมชน ซึ่งนับได้ว่ายังไม่เพียงพอต่อการพัฒนาคุณภาพการศึกษา (3) สภาพแวดล้อมและ วัฒนธรรมองค์กรที่เอื้อต่อการจัดการศึกษา (4) สมรรถนะขององค์กร ครู และบุคลากร (5) การ จัด กระบวนการเรียนรู้ให้กับนักเรียนตลอดจนมีการกำกับติดตามดูแลและประเมินผล (6) การกระจายอำนาจการ บริหาร และความมีอิสระ ปัจจัยทั้ง 6 ประการที่กล่าวนั้นถือว่ามีสำคัญทำให้การจัดการศึกษาบรรลุ วัตถุประสงค์

3. รูปแบบการพัฒนาสมรรถนะบุคลากรของโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา

จากการศึกษาทั้งจากเอกสาร และงานวิจัยที่เกี่ยวข้องดังกล่าวข้างต้นทำให้ผู้ศึกษาสรุปประเด็นเกี่ยวกับรูปแบบการพัฒนาสมรรถนะบุคลากรของโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา พบว่าประกอบด้วย

1. การพัฒนาสมรรถนะบุคลากรการศึกษาตามโครงสร้างการบริหารงาน

1) ด้านวิชาการ มีการจัดทำแผนการพัฒนาหลักสูตร พัฒนาคุณภาพการเรียนรู้ มีการจัดการเรียนการสอนอย่างมีคุณภาพ ตามหลักธรรมาภิบาล และมีการบริหารงานแบบมีส่วนร่วม

2) ด้านงบประมาณ มีการเผยแพร่ข้อมูลเกี่ยวกับงบประมาณและการเงิน จัดสรรงบประมาณเพื่อการนิเทศ แนะแนว มีระบบการตรวจสอบอย่างถูกต้องและเป็นธรรม จัดทำแผนการบริหารวิชาการแบบบูรณาการไว้อย่างเป็นระบบและต่อเนื่อง

3) ด้านงานบุคคล มีระบบการกำหนดคุณสมบัติบุคลากรของโรงเรียน ตามความสามารถ มีการวางแผนการพัฒนาและบริหารจัดการบุคลากร มีระบบพัฒนาคู มีแผนการพัฒนาระบบการบริหารจัดการเกี่ยวกับการติดตาม ประเมินผล มีกลยุทธ์การพัฒนา และบริหารจัดการมีส่วนร่วม และได้แก่ สร้างองค์ความรู้บุคลากรด้านสื่อ นวัตกรรมเพื่อการจัดการเรียน การสอนที่เน้นผู้เรียนเป็นสำคัญ

4) ด้านงานทั่วไป มีความเอื้ออาทรต่อกันกับเพื่อนร่วมงาน และให้บริการทุกคนที่เข้ามาใช้บริการด้วยความจริงใจ มีความสามัคคี ช่วยเหลือซึ่งกัน และกัน มีการวางแผนเพื่อพัฒนาระบบการทำงาน และการบริหารงาน มีกลยุทธ์การพัฒนา และบริหารจัดการระบบงานธุรการให้คล่องตัว มีกลยุทธ์การพัฒนา และบริหารจัดการประชุม

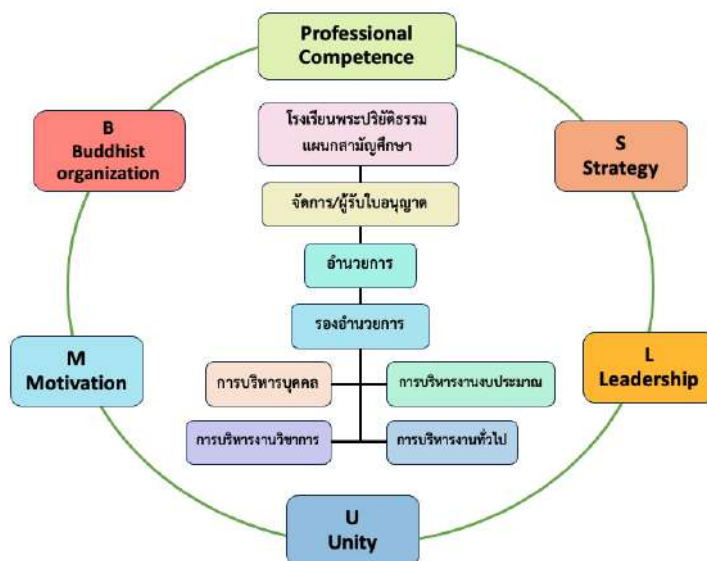
2. การสร้างและพัฒนาผู้เรียนให้เป็นศาสนทายาทที่ดีและมีคุณภาพ

3. การพัฒนาสถานศึกษาให้จัดการศึกษาอย่างมีคุณภาพตามหลักธรรมาภิบาล

4. การพัฒนาศักยภาพครู บุคลากรการศึกษาให้มีคุณธรรมมั่นคงในวิชาชีพ

สรุปองค์ความรู้ที่ได้จากการศึกษา

ผู้ศึกษาเสนอองค์ความรู้ที่ได้จากผลการศึกษาเรื่อง รูปแบบการพัฒนาสมรรถนะบุคลากรของโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษาเขต 7 ได้ว่าควรกำหนดกลยุทธ์ในแต่ละส่วนงานให้สามารถพัฒนาสมรรถนะของบุคลากรได้ตรงตามตำแหน่งงานและเพื่อให้กลยุทธ์การพัฒนาสมรรถนะที่กำหนดสามารถขับเคลื่อนไปต่อมีแรงขับเคลื่อนเป้าประสงค์ร่วมกันจึงจะมีพลังเพื่อทำหน้าที่อย่างมั่นคงในอาชีพด้วยหลักการ S-L-U-M-B Model ดังแผนภาพต่อไปนี้



ภาพที่ 1 หลักการ S-L-U-M-B Model

S-Strategy หมายถึง การกำหนดแผนและขั้นตอนการปฏิบัติงานไปตามสภาพของกลยุทธ์ที่กำหนด ได้แก่ กลยุทธ์ที่ 1 พัฒนาสถานศึกษาให้จัดการศึกษาอย่างมีคุณภาพตามหลักธรรมาภิบาล กลยุทธ์ที่ 2 กลยุทธ์การพัฒนาสมรรถนะบุคลากรการศึกษาตามโครงสร้างการบริหารงาน กลยุทธ์ที่ 3 พัฒนาศักยภาพครู บุคลากรการศึกษาให้มีคุณธรรมมั่นคงในวิชาชีพ และกลยุทธ์ที่ 4 กลยุทธ์การสร้างและพัฒนาผู้เรียนให้เป็นศาสนทายาทที่ดีและมีคุณภาพ

L-leadership หมายถึง ภาวะผู้นำโดยเฉพาะผู้บริหารที่รวมศูนย์อำนาจการบริหารอยู่ที่เจ้าอาวาสหรือผู้จัดการ เป็นการรวมศูนย์อำนาจการบริหารจัดการไว้กับตนเองเป็นการผูกขาดด้านการบริหาร ดังนั้นผู้บริหารจึงจำเป็นต้องมีวิสัยทัศน์ที่ก้าวหน้าและมีการพัฒนาองค์กรอยู่ตลอดเวลาจึงจะทำให้องค์กรมีการพัฒนาเป็นองค์กรที่มีคุณภาพเทียบเท่ากับองค์กรหรือสถาบันการศึกษาอื่น ๆ ในสังคม

U-Unity institute หมายถึง เพราะความสับสนทำให้โรงเรียนพระปริยัติธรรมไม่แตกต่างไปจากโรงเรียนสอนศาสนาทั่วไปที่ยังไม่ก้าวข้ามความเป็นตัวตนจึงเกิดอุปสรรค และปัญหาตามมาอย่างมาก ดังนั้น ผู้บริหารที่ขาดวิสัยทัศน์ส่งผลให้การจัดการศึกษาที่ไม่มีทิศทางการพัฒนา และขาดความชัดเจนในการสร้างเอกภาพทางการบริหารจึงส่งผลให้ประสบปัญหาด้านบุคลากรเพื่อหลีกเลี่ยงลักษณะองค์กรหรือสถาบันอย่างนั้นจึงต้องปฏิรูประบบคุณธรรม และคุณภาพมากขึ้นจึงสามารถปรับปรุงเปลี่ยนแปลงจากจุดเดิมไปสู่จุดที่ทันสมัยมากขึ้น

M-Motivation หมายถึง แรงขับหรือแรงจูงใจที่ให้ผู้บริหารหรือผู้จัดการโรงเรียนพระปริยัติธรรมสามารถสร้างขวัญ และกำลังใจ สิ่งที่ได้มานั้นก็คือ ความมั่นคงในวิชาชีพของครูและบุคลากรทางการศึกษารวมทั้งความต้องการอื่น ๆ อันช่วยเพิ่มแรงขับให้บุคลากรได้มีพลังก้าวไปสู่เป้าหมายที่ยิ่งใหญ่กว่า

B-Buddhist organization หมายถึง องค์การทางพระพุทธศาสนาที่สามารถบริหารจัดการด้วยศาสตร์สมัยใหม่ มีความทันสมัย พร้อมยืดหยุ่น และปรับเปลี่ยนไปตามบริบทของสังคม กฎหมาย และความต้องการของผู้เรียนเป็นสำคัญ อีกทั้งยังสามารถพัฒนาโครงสร้างการบริหารให้ตอบสนองต่อความต้องการของความเป็นศาสนทายาทที่ดี และมีคุณภาพ

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AN ANALYSIS OF RESEARCH DIRECTIONS IN ELDERLY EMPLOYMENT POLICY THROUGH BIBLIOMETRIC ANALYSIS

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Abstract

This research study employed the Bibliometric Analysis. It focused on documents related to policies for hiring elderly workers within the social science field, published in the Scopus database from 2002 to 2022. The search terms used included 'Elderly AND Employment OR Re-employment AND Policy'. The study yielded the following results: 1) The research encompassed 407 documents and articles. 2) Publications on this topic came from 63 different countries, with the United States leading in the number of articles published, totaling 92 studies. 3) Future research issues related to elderly employment policy were categorized into seven groups, based on relevant research keywords identified in the articles. 4) An analysis of the directions for studying the policy of hiring elderly workers from 2002 to 2023 revealed that current academic interests revolve around topics such as the impact of elderly employment on the quality of life of older individuals, social protection for elderly workers, and the effects of the Covid-19 situation on elderly employment, among other subjects.

Keyword: Bibliometric Analysis, Elderly, Employment of The Elderly, Re-employment

การศึกษาทิศทางวิจัยเกี่ยวกับนโยบายการจ้างแรงงานผู้สูงอายุโดยใช้วิธีการทางบรรณมิติ

บทคัดย่อ

การศึกษานี้ใช้วิธีการวิเคราะห์บรรณมิติ (Bibliometric Analysis) เอกสารที่ใช้ศึกษาที่เกี่ยวข้องกับนโยบายการจ้างแรงงานผู้สูงอายุ ในกลุ่มสังคมศาสตร์ ที่ได้รับการเผยแพร่ในฐานข้อมูล Scopus ในช่วงปี พ.ศ. 2545- พ.ศ.2565 ทำการสืบค้นโดยใช้คำค้นที่ว่า Elderly AND Employment OR Re-employment AND Policy ผลการศึกษาพบว่า 1) เอกสารบทความที่เกี่ยวข้องในการศึกษารั้งนี้จำนวน 407 เรื่อง 2) ประเทศที่ได้มีการตีพิมพ์เอกสารทางวิชาการเผยแพร่จำนวน 63 ประเทศ โดยประเทศที่มีการตีพิมพ์บทความในประเด็นนี้มากที่สุดคือ จากสหรัฐอเมริกาจำนวน 92 เรื่อง 3) ประเด็นการวิจัยในอนาคตสำหรับเรื่องนโยบายการจ้างแรงงานผู้สูงอายุสามารถแบ่งออกเป็นได้หมด 7 กลุ่มโดยเป็นการศึกษาจากคำสำคัญของงานวิจัยที่เกี่ยวข้องที่ค้นพบในบทความ 4) ทิศทางการศึกษาเรื่องนโยบายการจ้างแรงงานผู้สูงอายุ ตั้งแต่ พ.ศ.2545 ถึง พ.ศ. 2566 พบได้ว่า ประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ ที่สนใจของนักวิชาการในปัจจุบันเป็นการศึกษาถึงในประเด็นเช่น การจ้างแรงงานผู้สูงอายุส่งผลต่อคุณภาพชีวิตของผู้สูงอายุ หรือการคุ้มครองทางสังคมของการจ้างแรงงานผู้สูงอายุ และสถานการณ์โควิด-19 ส่งผลต่อการจ้างแรงงานผู้สูงอายุอย่างไร เป็นต้น

คำสำคัญ: การวิเคราะห์บรรณมิติ, ผู้สูงอายุ, การจ้างงานผู้สูงอายุ, การกลับเข้าสู่ตลาดแรงงาน

บทนำ

องค์การสหประชาชาติได้ให้ความสำคัญเกี่ยวกับปัญหาสังคมผู้สูงอายุตั้งแต่ปี พ.ศ. 2525 โดยการจัดประชุมประชุมสมัชชาโลกเรื่องผู้สูงวัยขึ้นเป็นครั้งแรก เพื่อเรียกร้องให้มีแนวทางด้านมนุษยธรรมและการพัฒนาเพื่อคนสูงวัย และในปี พ.ศ. 2545 ได้มีการจัดประชุมสมัชชาโลก ด้านผู้สูงอายุแห่งโลกครั้งที่ 2 ขึ้นอีกครั้งเพื่อช่วยให้รัฐและสังคมต่าง ๆ มีการพัฒนานโยบายให้ความมั่นใจว่า ผู้สูงอายุ สามารถมีส่วนร่วมช่วยเหลือสังคมอย่างได้เต็มที่ และนอกจากนี้แล้วยังได้จัดพิมพ์เอกสารที่สำคัญในการนโยบายการจัดการสังคมผู้สูงอายุ คือ Active Ageing: A Policy Framework ซึ่งพัฒนาโดย WHO's Aging and Life Course Program โดยมีสาระสำคัญเป็นฐานข้อมูลในการสนับสนุนจากนานาประเทศให้ได้มีการออกแบบนโยบายสังคมผู้สูงอายุในประเด็นต่าง ๆ เช่น ในแต่ละนานาประเทศจะให้มีการส่งเสริมนโยบายป้องกันสุขภาพโดยเฉพาะอย่างยิ่งนโยบายสำหรับผู้สูงอายุได้อย่างไร เมื่อประชาชนมีอายุยืนยาวขึ้นคุณภาพชีวิตในวัยชราจะดีขึ้นได้อย่างไร (World Health Organization. Ageing, & Life Course Unit, 2008) จากประเด็นดังกล่าวนี้แสดงให้เห็นว่า ปัญหาสังคมผู้สูงอายุมิใช่ปัญหาเฉพาะผู้สูงอายุเท่านั้น เป็นปัญหาที่มีผลกระทบต่อกลุ่มของสังคม เช่น ก่อให้เกิดปัญหาด้านการคลังของประเทศที่ส่งผลให้เกิดฟิฟงประชากรกลุ่มอื่น ๆ อาทิ การก่อให้เกิดรายจ่ายในภาครัฐด้านเบี้ยคนชรา ค่าใช้จ่ายในการรักษาพยาบาลของผู้สูงอายุที่มีสูงขึ้นเนื่องจากความก้าวหน้าทางการแพทย์ในขณะเดียวกัน (Kok, et al., 2015; Thadchai, et al., 2018) อีกปัญหาที่สำคัญอีกประการหนึ่งคือ ผู้สูงอายุจำนวนมากไม่สามารถเตรียมพร้อมทางการเงินและไม่ได้มีการจัดเตรียมที่อยู่อาศัยที่เหมาะสมในยามชราภาพได้ ปัญหาทั้งหมดของผู้สูงอายุเรียกได้ว่าปัญหา “แก่ก่อนรวย ป่วยก่อนตาย” (Morgan & Eckert, 2004; ญภัทรา ญรับทเกียรติกุล และ ชีรเดช สนองทวี. 2019)

สังคมผู้สูงอายุก่อให้เกิดปัญหาและผลกระทบ เช่น การบริโภคของภาคครัวเรือนมีโอกาสชะลอตัวลงเนื่องจากอัตราการเติบโตของประชากรลดลง และรูปแบบการใช้จ่ายของกลุ่มผู้สูงอายุมักแตกต่างจากรูปแบบการใช้จ่ายของกลุ่มผู้บริโภควัยอื่น ๆ คือ พฤติกรรมการใช้จ่ายที่เกี่ยวกับการเข้าสังคมหรือ การทำงานลดลงในกลุ่มผู้สูงอายุขณะที่ค่าใช้จ่ายเกี่ยวกับสุขภาพมีแนวโน้มเพิ่มขึ้น ซึ่งในส่วนด้านอุปสงค์ต่อสินค้าและบริการที่เปลี่ยนแปลงตามภาวะสังคมสูงวัยนี้จึงอาจส่งผลกระทบต่อโครงสร้างภาคการผลิตของประเทศในระยะข้างหน้า สำหรับผลกระทบด้านอุปทาน การลดลงของจำนวนแรงงานจากการเปลี่ยนแปลงโครงสร้างประชากรเป็นปัจจัยสำคัญที่มีผลต่อการเติบโตทางเศรษฐกิจทั้ง อัตราการขยายตัวของจำนวนแรงงานที่ลดลง โดยอัตราการเกิดที่ลดลงและอายุของแรงงานที่สูงขึ้นจะทำให้สัดส่วนกำลังแรงงานต่อประชากรทั้งหมดลดลง และยังประชากรมีอายุมากขึ้น ยังมีแนวโน้มที่จะมีส่วนร่วมในกำลังแรงงานน้อยลง และผลิตภาพแรงงาน (Labor productivity) ที่ลดลงโดยผลการศึกษาของ Maestas et al. (2016) พบว่าหากจำนวนประชากรที่มีอายุเกิน 60 ปีขึ้นไป ขยายตัวร้อยละ 10 จะส่งผลให้รายได้ต่อหัวของประชากร (GDP per Capita) ชะลอตัวร้อยละ 5.5

และการเข้าสู่สังคมสูงวัยจะทำให้เกิดอันตรายต่อรายได้เฉลี่ยที่แรงงานจะได้รับลดลงและส่งผลกระทบต่อผลิตภาพแรงงานเฉลี่ย (Average productivity) ของแรงงานในทุกกลุ่มอายุ หรือเรียกได้ว่า “อัตราส่วนการพึ่งพาในวัยชรา” ที่เพิ่มขึ้น (Edge, et al., 2017) ปัจจุบันรัฐบาลได้มีนโยบายในการสนับสนุนให้ผู้สูงอายุกลับเข้าสู่ตลาดแรงงาน โดยมีส่งเสริมนโยบายผู้สูงอายุยืดเวลาการทำงานในตลาดแรงงานออกไป และมีการปฏิรูปนโยบายเพื่อเพิ่มอายุเกษียณออกไป (Konle-Seidl, 2017) ดังนั้นจึงเป็นเรื่องสำคัญที่จะต้องตรวจสอบว่าทิศทางงานวิจัยที่เกี่ยวข้องกับการจ้างแรงงานผู้สูงอายุในอนาคตจะมีรูปแบบเป็นอย่างไรเพื่อเป็นการเติมการสนับสนุนการจ้างแรงงานผู้สูงอายุ จะนำมาซึ่งการขับเคลื่อนและการส่งเสริมการจ้างแรงงานผู้สูงอายุในอนาคต

วัตถุประสงค์

เพื่อศึกษาทิศทางวิจัยเกี่ยวกับนโยบายการจ้างแรงงานผู้สูงอายุด้วยวิธีการทางบรรณมิติ จากฐานข้อมูล Scopus

วิธีการศึกษา

งานวิจัยนี้ใช้วิธีการวิเคราะห์บรรณมิติ (Bibliography) เอกสารที่ใช้ศึกษาที่เกี่ยวข้องกับนโยบายการจ้างแรงงานผู้สูงอายุ ในกลุ่มสังคมศาสตร์ ที่ได้รับการเผยแพร่ในฐานข้อมูล Scopus ในช่วงปี พ.ศ. 2545- พ.ศ. 2565 โดย Pritchard (1969) ได้อธิบายขั้นตอนการศึกษาดังนี้

1. การกำหนดวัตถุประสงค์และวิธีการวิเคราะห์บรรณมิติ โดยการศึกษาครั้งนี้เป็นการศึกษา งานวิจัยที่เกี่ยวข้องกับนโยบายการจ้างแรงงานผู้สูงอายุ โดยการวิเคราะห์จาก ประเทศที่มีทำวิจัยในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ (Countries) และสืบค้นจากคำสำคัญที่กำหนดโดยผู้เขียน (Author keywords) เพื่อก่อให้เกิดการเชื่อมโยงของงานวิจัยในกลุ่มการจ้างแรงงานผู้สูงอายุ การพัฒนางานวิจัย และทิศทางงานวิจัยในอนาคต

2. การรวบรวมข้อมูลบรรณานุกรมผู้วิจัยใช้ฐานข้อมูล Scopus ในช่วงปี พ.ศ. 2545- พ.ศ.2565 ทั้งนี้ผู้วิจัยได้ทำการสืบค้นโดยใช้คำค้นที่ว่า Elderly AND Employment OR Re-employment AND Policy วิเคราะห์เปรียบเทียบในแง่มุมมองการวิเคราะห์ที่หลากหลายและลดอคติอันเกิดจากการเลือกใช้ฐานข้อมูลจากการใช้คำค้นดังกล่าว

3. การวิเคราะห์ข้อมูล ผู้วิจัยได้ทำการตรวจสอบความซ้ำซ้อนและคัดแยกรายการที่ซ้ำซ้อนออกไป ตรวจสอบรูปแบบข้อมูลให้เป็นแนวทางเดียวกัน และใช้การวิเคราะห์ข้อมูลด้วยโปรแกรม VOSviewer ซึ่งเป็นเครื่องมือที่ช่วยในการวิเคราะห์ข้อความ ที่พัฒนาโดย Van Eck and Waltman (2010) ถูกนำมาใช้ในการศึกษานี้เพื่อวิเคราะห์และแสดงภาพเครือข่ายบรรณานุกรม ตามคุณสมบัติที่กำหนดไว้ในข้อความ

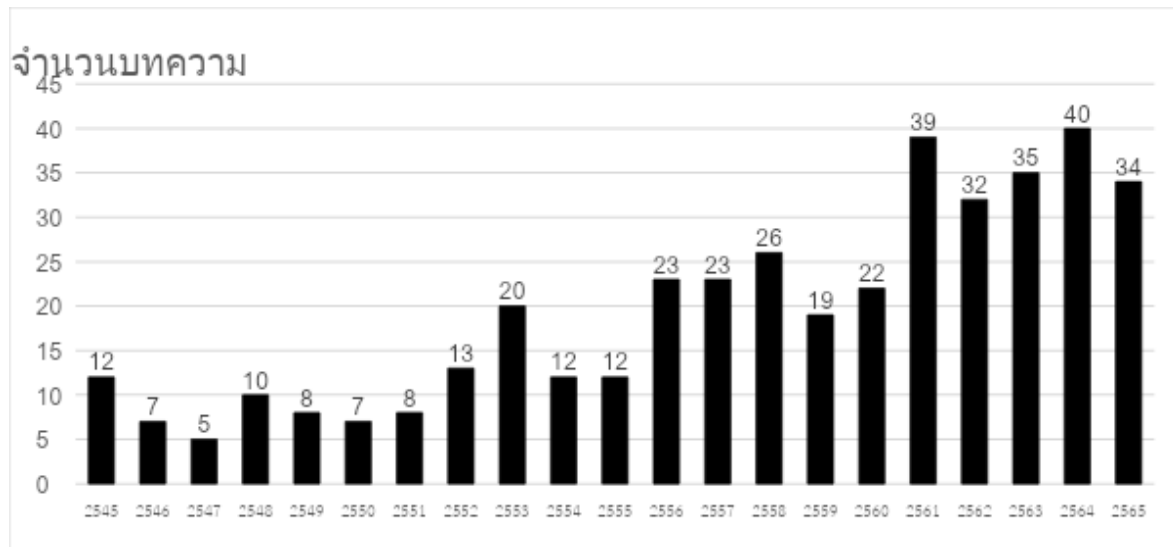
VOSviewer สามารถใช้วิเคราะห์คำสำคัญ (Keywords) ในการวิจัยเพื่อแสดงภาพ (Van Eck & Waltman, 2014). นอกจากนี้ยังมีตัวชี้วัดเชิงปริมาณ เช่น การวัดการอ้างอิง เพื่อประเมินผลกระทบของคำสำคัญในการวิจัย วารสาร นักวิชาการ เอกสาร หรือแหล่งวรรณกรรมที่สืบค้นได้

4. การแสดงผล และการตีความ การนำเสนอผลการวิเคราะห์ด้วยรูปภาพหรือกราฟเพื่อแสดงความเชื่อมโยง ความสัมพันธ์และกลุ่มของข้อมูลในมิติต่าง ๆ พร้อมทั้งการตีความ หมายจากข้อค้นพบที่ได้จากการวิเคราะห์

ผลการศึกษา

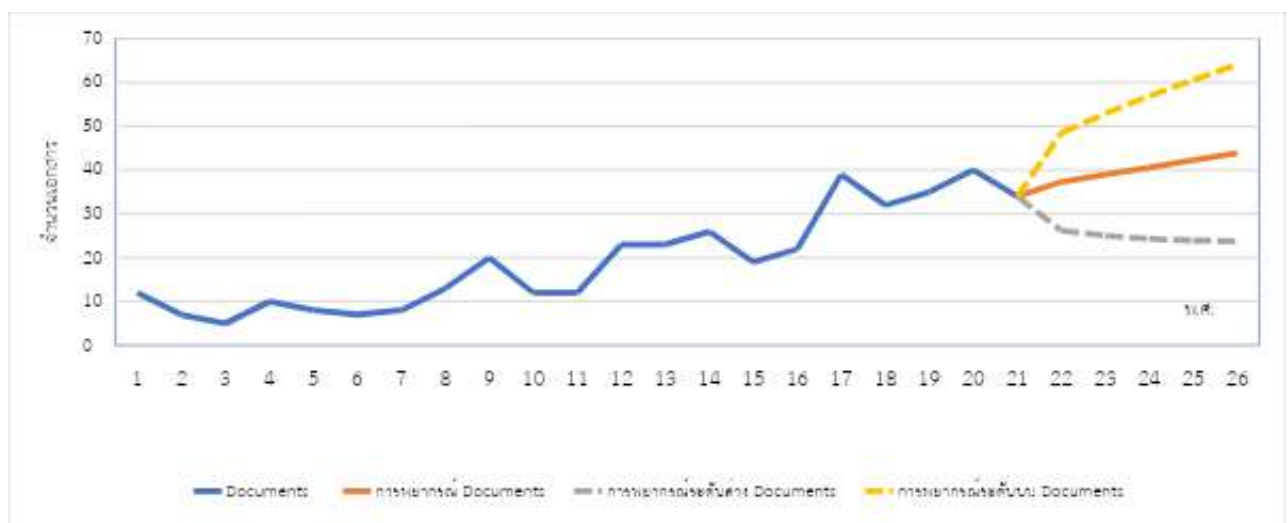
1. การสืบค้นงานวิจัยเกี่ยวกับนโยบายการจ้างแรงงานผู้สูงอายุ

การสืบค้นฐานข้อมูล Scopus ในช่วงปี พ.ศ. 2545- พ.ศ.2565 ทั้งนี้ ผู้วิจัยได้ทำการสืบค้นโดยใช้ คำค้นที่ว่า Elderly AND Employment OR Re-employment AND Policy สืบค้นเฉพาะกลุ่มสังคมศาสตร์ พบเอกสารบทความที่เกี่ยวข้องในการศึกษาครั้งนี้จำนวน 407 เรื่อง โดยสามารถแบ่งเป็นประเภทต่าง ๆ ที่เกี่ยวข้องได้ดังนี้ (1) ประเภทเอกสาร จำนวน บทความ (Article) 321 เรื่อง (2) งานวิชาการบางบทหรือส่วนหนึ่งในหนังสือที่มีผู้เขียนหลายคน (Book Chapter) 46 เรื่อง (3) ปริทัศน์ (Review) 22 เรื่อง (4) หนังสือ (Book) 11 เรื่อง (5) บทความประชุมวิชาการ (Conference Paper) 4 เรื่อง (5) บทบรรณาธิการ (Editorial) 3 เรื่อง ทั้งนี้เมื่อพิจารณาเป็นรายปีระหว่าง พ.ศ. 2545- พ.ศ.2565 จะพบได้ว่า ในปี พ.ศ. 2547 มีเอกสารทางวิชาการน้อยที่สุด จำนวน 5 เรื่อง แต่ในปี พ.ศ.2561 มีเอกสารทางวิชาการมากที่สุด จำนวน 40 เรื่อง ดังแสดงดังรูปภาพที่ 1



รูปภาพ 1 แสดงเอกสารทางวิชาการ ระหว่าง พ.ศ. 2545- พ.ศ.2565

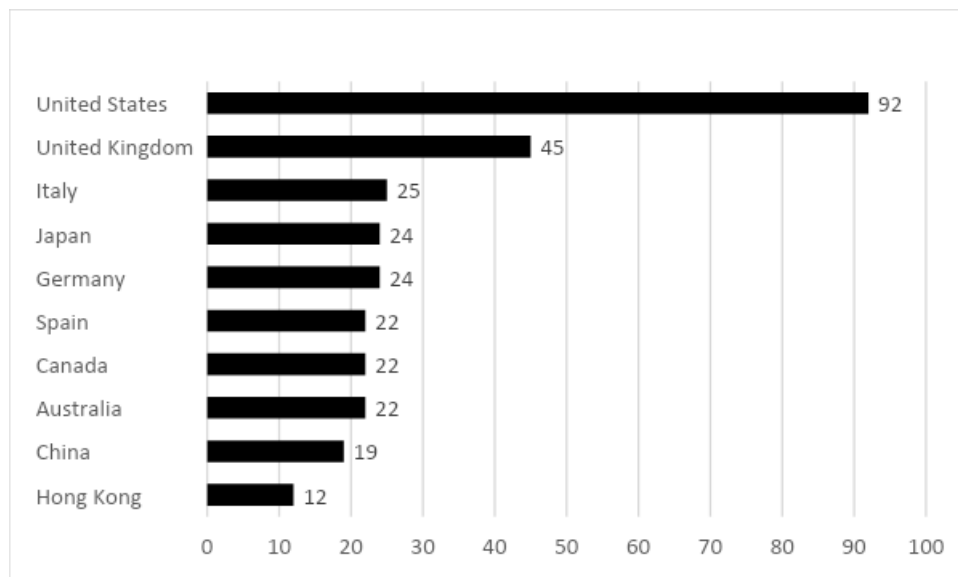
หากนำข้อมูลการตีพิมพ์บทความในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ ตั้งแต่ พ.ศ. 2545-พ.ศ. 2565 มาวิเคราะห์ถึงแนวโน้มการพยากรณ์การกระจายบทความในอนาคต ด้วยวิธี Exponential Smoothing อีก 5 ปี (พ.ศ.2570) จะพบได้ว่าทิศทางการตีพิมพ์บทความในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ มีทิศทางเป็นบวกเพิ่มขึ้น โดยในปี พ.ศ. 2570 การพยากรณ์การตีพิมพ์บทความในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ จำนวนบทความที่มากที่สุดอยู่ที่จำนวน 64 บทความ แต่หากการพยากรณ์การตีพิมพ์บทความในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ จำนวนบทความที่น้อยที่สุดที่จะเกิดขึ้นได้ อยู่ที่จำนวน 23 บทความ และจำนวนการพยากรณ์การตีพิมพ์บทความในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ จำนวนค่ากลางบทความที่จะสามารถเกิดขึ้นได้ อยู่ที่จำนวน 44 บทความ ซึ่งสามารถแสดงการคาดการณ์ได้ดังรูปภาพที่ 2



รูปภาพที่ 2 การแสดงการคาดการณ์การตีเอกสารทางวิชาการด้วยวิธี Exponential Smoothing

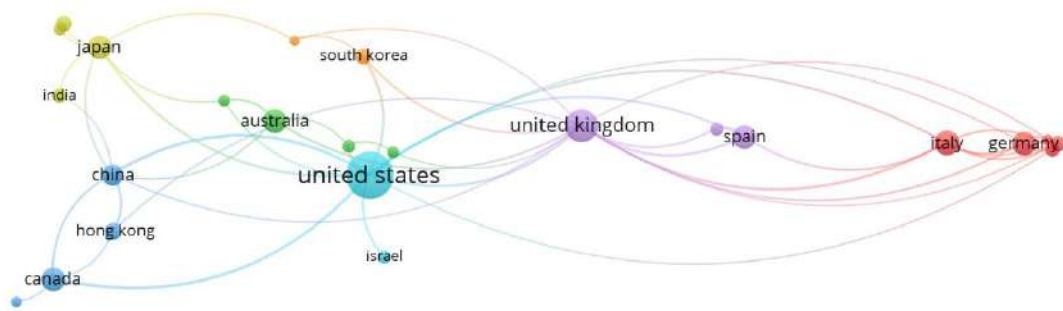
2. การศึกษาประเทศที่ตีพิมพ์เอกสารทางวิชาการในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ

การตีพิมพ์บทความในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ ตั้งแต่ พ.ศ. 2545-พ.ศ.2565 มีประเทศที่ได้มีการตีพิมพ์เอกสารทางวิชาการเผยแพร่จำนวน 63 ประเทศ เมื่อพิจารณาจำนวนประเทศที่มีการตีพิมพ์ที่เด่นชัดจำนวน 10 อันดับแรก ได้แก่ (1) สหรัฐอเมริกาจำนวน 92 เรื่อง (2) รองลงมาประเทศอังกฤษจำนวน 45 เรื่อง (3) ประเทศอิตาลีจำนวน 25 เรื่อง (4) ประเทศเยอรมนีจำนวน 24 เรื่อง (5) ประเทศญี่ปุ่นจำนวน 24 เรื่อง (6) ประเทศออสเตรเลียจำนวน 22 เรื่อง (7) ประเทศแคนาดาจำนวน 22 เรื่อง (8) ประเทศสเปนจำนวน 22 เรื่อง (9) ประเทศจีนจำนวน 19 เรื่อง และ (10) ฮองกงจำนวน 12 เรื่อง ตามลำดับเห็นได้ว่าทั้ง 10 ประเทศมีความโดดเด่นในการศึกษาวิจัยในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุเพื่อเป็นการรองรับสังคมผู้สูงอายุซึ่งสามารถแสดงจำนวนได้ตามรูปภาพที่ 3



รูปภาพที่ 3 แสดงประเทศจำนวนการตีพิมพ์ในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ

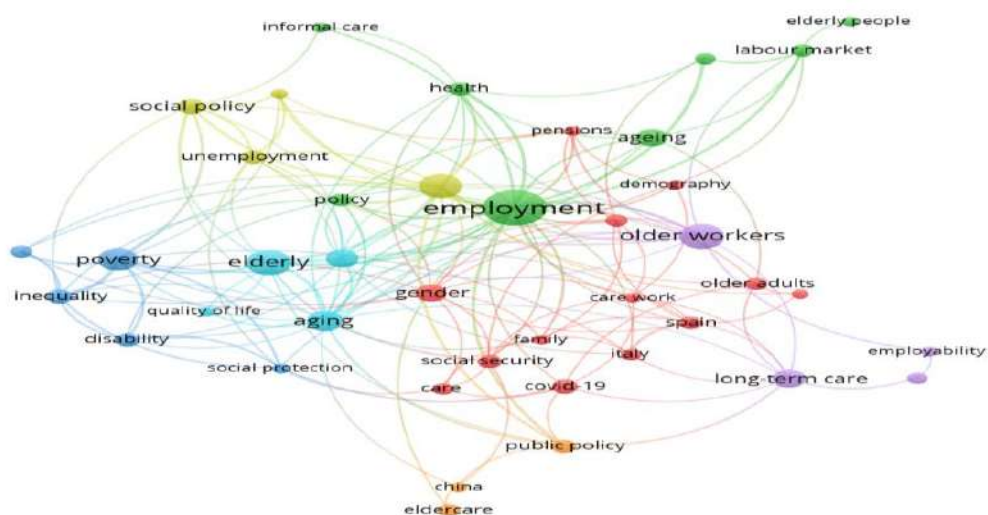
ทั้งนี้เมื่อนำโปรแกรม VOSviewer มาวิเคราะห์เพื่อที่จะช่วยระบุและประเมินการมีส่วนร่วมของประเทศในการศึกษาประเด็นนโยบายการจ้างแรงงานผู้สูงอายุเพื่อก่อให้เกิดการเห็นภาพความร่วมมือในการศึกษาของประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ โดยกำหนดเงื่อนไขการศึกษาเพื่อวิเคราะห์แผนภาพจำกัดจำนวนโดยมีการกำหนดเงื่อนไขเอกสารขั้นต่ำ 5 เรื่องที่จะนำมาถ่วงน้ำหนักในการกำหนดในแผนภาพ เมื่อวาดแผนภาพประเทศที่ทำการวิจัยในประเด็นดังกล่าวจะเห็นได้ว่าการศึกษาในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุเพื่อเป็นการรองรับสังคมผู้สูงอายุ จากผลการศึกษาจะเห็นได้ว่ามีลักษณะการศึกษาที่มีการร่วมมือกันระหว่างประเทศ (Co-research) ทำให้เกิดผลงานวิจัยในประเด็นการศึกษานี้ขึ้น ซึ่งสามารถแสดงแผนภาพประเทศทำการศึกษาในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ ได้ดังรูปภาพที่ 4



รูปภาพที่ 4 แสดงแผนภาพประเทศทำการศึกษาในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ

3. ประเด็นการวิจัยในอนาคตสำหรับเรื่องนโยบายการจ้างแรงงานผู้สูงอายุ

การศึกษาทิศทางและประเด็นการวิจัยในอนาคตสำหรับเรื่องนโยบายการจ้างแรงงานผู้สูงอายุ โดยเป็นการวิเคราะห์จากคำสำคัญในบทความที่มีการสืบค้นเพื่อสร้างแผนภาพ โดยเน้นเนื้อหาหัวข้อคำหลักของการศึกษาที่ได้มีการกำหนดไว้ขอบเขตไว้ โดยการแสดงผลเครือข่ายคำสำคัญเป็นการแสดงความสัมพันธ์ระหว่างกัน อีกทั้งยังแสดงประเด็นที่เกี่ยวข้องกับหัวข้อการวิจัย ทั้งนี้ผู้วิจัยได้กำหนดการใช้โปรแกรม VOSviewer ที่เกิดจากการกำหนดจำนวนการวิเคราะห์ขั้นต่ำของคำสำคัญที่ซ้ำกันอยู่ที่ 5 คำ พบได้ว่ามีคำสำคัญทั้งหมด 1,220 คำ และมีคำที่ตรงตามเกณฑ์อยู่จำนวน 41 คำ ซึ่งสามารถแสดงแผนภาพการเชื่อมโยงประเด็นงานวิจัยได้ดังรูปภาพที่ 5



รูปภาพที่ 5 ที่แสดงถึงการเชื่อมโยงประเด็นงานวิจัยในนโยบายการจ้างแรงงานผู้สูงอายุ

การเชื่อมโยงประเด็นงานวิจัยในนโยบายการจ้างแรงงานผู้สูงอายุ สามารถแบ่งประเด็นการศึกษาออกได้เป็น 7 กลุ่ม ซึ่งสามารถจัดกลุ่มได้ดังนี้

(1) กลุ่มสีแดง กลุ่มการศึกษาในประเด็น “เพศ ระบบประกันสังคม โควิด-19 เป็นต้น” ซึ่งแสดงถึงแง่มุมที่เกี่ยวกับการศึกษาในประเด็น การจ้างแรงงานผู้สูงอายุเพื่อเป็นการสร้างรูปแบบรัฐสวัสดิการ หรือการจัดรูปแบบรูปแบบประกันสังคมรูปแบบใหม่เพื่อตอบสนองต่อผู้สูงอายุ เป็นต้น

(2) กลุ่มสีเขียว กลุ่มการศึกษาในประเด็น “ผู้ประกอบการ การจ้างงาน ตลาดแรงงาน นโยบาย” ซึ่งแสดงถึงแง่มุมที่เกี่ยวกับการศึกษาในประเด็น ความต้องการแรงงานผู้สูงอายุในสถานประกอบการ หรือนโยบายการสนับสนุนการจ้างแรงงานผู้สูงอายุเพื่อกลับเข้าสู่สถานประกอบการ เป็นต้น

(3). กลุ่มสีน้ำเงิน กลุ่มการศึกษาในประเด็น “ความไม่เท่าเทียมกัน ความยากจน การคุ้มครองทางสังคม” โดยเป็นการศึกษาในประเด็น การเตรียมความพร้อมด้านการเงินก่อนเข้าสู่วัยสูงอายุ เพศชายและหญิง ส่งผลต่อการจ้างแรงงานผู้สูงอายุ หรือกฎหมายในการคุ้มครองแรงงานผู้สูงอายุเมื่อกลับเข้าสู่สถานประกอบการ เป็นต้น

(4).กลุ่มเหลือง กลุ่มการศึกษาในประเด็น “เกษียณอายุ นโยบายทางสังคม การว่างงาน” โดยเป็นการศึกษาในประเด็น อายุที่เหมาะสมสำหรับการเกษียณอายุการทำงาน นโยบายในการส่งเสริมและจูงใจการจ้างแรงงาน หรือการว่างงานผู้สูงอายุส่งผลต่อสังคม เป็นต้น

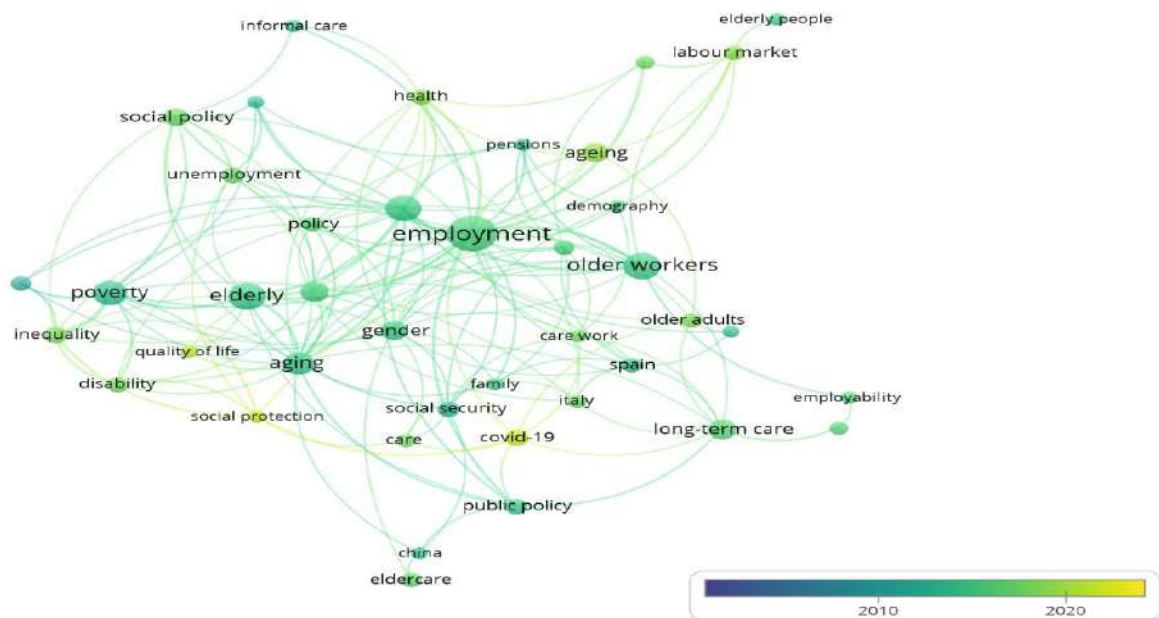
(5).กลุ่มสีม่วง กลุ่มการศึกษาในประเด็น “การจ้างงานผู้สูงอายุ การดูแลระยะยาว คนงานที่มีอายุมากกว่า” ซึ่งแสดงถึงแง่มุมที่เกี่ยวกับการศึกษาในประเด็น สถานประกอบการที่มีคนงานที่มีอายุมากส่งผลต่อประสิทธิภาพการทำงานอย่างไร ระบบสวัสดิการการดูแลผู้สูงอายุในระยะยาวจะมีรูปแบบเป็นอย่างไร หรือการจ้างงานผู้สูงอายุส่งผลต่อคุณภาพชีวิตอย่างไรบ้าง เป็นต้น

(6).กลุ่มสีฟ้า กลุ่มการศึกษาในประเด็น “ผู้สูงอายุ คุณภาพชีวิต” ซึ่งแสดงถึงแง่มุมที่เกี่ยวกับการศึกษาในประเด็น คุณภาพชีวิตของผู้สูงอายุในการทำงาน การจ้างแรงงานผู้สูงอายุก่อให้เกิดคุณภาพชีวิตที่ดี นโยบายที่ส่งเสริมและสนับสนุนคุณภาพชีวิตของผู้สูงอายุ เป็นต้น

(7) กลุ่มสีส้ม กลุ่มการศึกษาในประเด็น “การดูแลผู้สูงอายุ นโยบายสาธารณะ” ซึ่งแสดงถึงแง่มุมที่เกี่ยวกับการศึกษาในประเด็น เช่น จ้างแรงงานผู้สูงอายุในสถานการณ์โควิด-19 นโยบายสาธารณะที่เกี่ยวข้องกับการดูแลผู้สูงอายุระยะยาว หรือการดูแลผู้สูงอายุในระยะยาว เป็นต้น

4. ทิศทางการศึกษาเรื่องนโยบายการจ้างแรงงานผู้สูงอายุ ตั้งแต่ พ.ศ.2545 ถึง พ.ศ. 2566

การศึกษาเรื่องนโยบายการจ้างแรงงานผู้สูงอายุ โดยใช้โปรแกรม VOSviewer เพื่อให้เห็นทิศทางการศึกษาเรื่องนโยบายการจ้างแรงงานผู้สูงอายุตั้งแต่ในอดีตจนมาถึงปัจจุบันที่ทำให้เกิดองค์ความรู้ในการพัฒนาอนาคตงานวิจัยที่เกี่ยวข้องกับประเด็นนโยบายการจ้างแรงงานผู้สูงอายุจะมีรูปแบบและทิศทางการศึกษาวิจัยในประเด็นใดในอนาคต โดยผลการศึกษาดังกล่าวนี้จะนำมาซึ่งความเชื่อมโยงของการศึกษาในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ โดยวิธีรายงานผลการศึกษาเป็นการรายงานผลตั้งแต่ พ.ศ.2545 ถึง พ.ศ. 2566 โดยจะเห็นได้ว่าประเด็นนโยบายการจ้างแรงงานผู้สูงอายุ ที่สนใจของนักวิชาการในปัจจุบันเป็นการศึกษาถึงในประเด็นเช่น การจ้างแรงงานผู้สูงอายุส่งผลต่อคุณภาพชีวิตของผู้สูงอายุ หรือการคุ้มครองทางสังคมของการจ้างแรงงานผู้สูงอายุ และสถานการณ์โควิด-19 ส่งผลต่อการจ้างแรงงานผู้สูงอายุอย่างไร เป็นต้น ซึ่งจะเห็นได้ว่า



รูปภาพที่ 6 ทิศทางการศึกษาเรื่องนโยบายการจ้างแรงงานผู้สูงอายุ ตั้งแต่ พ.ศ.2545 ถึง พ.ศ. 2566

การอภิปราย

ผลการสำรวจข้อมูลเบื้องต้นจากฐานข้อมูล Scopus สามารถแบ่งจำนวนการตีพิมพ์งานวิจัยออกเป็น 2 ช่วงเวลาก็คือ ช่วงที่หนึ่ง การตีพิมพ์ในช่วงเวลา พ.ศ. 2545-2555 มีค่าเฉลี่ยการตีพิมพ์อย่างสม่ำเสมอที่ประมาณ 10 เรื่องต่อปี และในช่วงที่สอง การตีพิมพ์ในช่วงเวลา พ.ศ. 2556-2565 มีค่าเฉลี่ยที่ในการตีพิมพ์บทความอยู่ที่ประมาณ 29 เรื่องต่อปี ซึ่งจะเห็นได้ว่า ตั้งแต่ปี พ.ศ. 2556 ถึงปัจจุบัน การตีพิมพ์

บทความนี้ได้ว่าเป็นช่วงที่นักวิจัยและนักวิชาได้หันมาให้ความสนใจในประเด็นนโยบายการจ้างแรงงานผู้สูงอายุเพิ่มมากขึ้นที่ถือว่าเป็นการเพื่อพัฒนาและต่อยอดให้เกิดองค์ความรู้ในการจ้างแรงงานผู้สูงอายุ ซึ่งสอดคล้องกับผลการศึกษาของ Gonzales et al., (2015) ที่ได้ทำการศึกษาถึงในการกำหนดนโยบายหรือการออกแบบสภาพแวดล้อมที่รัฐบาลเป็นผู้กำหนดจะต้องมีการดึงศักยภาพหรือส่งเสริมศักยภาพของผู้สูงอายุให้เพิ่มมากขึ้นหรือทั้งจำเป็นอย่างยิ่งต้องมีการคำนึงถึงการออกแบบนโยบายสำหรับผู้สูงอายุเพิ่มมากขึ้น พร้อมทั้งนี้ Fang. et al., (2015) อธิบายเพิ่มเติมต่อไปว่าเพิ่มจำนวนประชากรผู้สูงอายุเพิ่มมากขึ้น การศึกษาวิจัยทางด้านนโยบายต่าง ๆ มีความจำเป็นอย่างยิ่งที่จะต้องเพิ่มตามจำนวนอัตราการเพิ่มขึ้นของผู้สูงอายุไปด้วยเนื่องจากการเป็นการศึกษาถึงช่องว่างและโอกาสในการพัฒนาประเทศต่าง ๆ ต่อไป

ในประเด็นถัดมา การศึกษาถึงกลุ่มประเทศที่มีการตีพิมพ์บทความในเรื่องนโยบายการจ้างแรงงานผู้สูงอายุจำนวนมากที่สุดพบได้ว่าเป็นสหรัฐอเมริกา ปัจจัยหนึ่งซึ่งส่งผลให้การตีพิมพ์บทความส่วนใหญ่มาจากสหรัฐอเมริกามีอัตราการเพิ่มขึ้นของประชากรผู้สูงอายุ เพิ่มขึ้นจากปี ค.ศ. 2010 ถึง ค.ศ. 2020 ในอัตราที่เร็วที่สุดของโลก (Caplan, 2023) ผลที่ตามมาส่งผลให้เกิดการที่มีประชากรผู้สูงอายุจำนวนมากขึ้นส่งผลให้การกำหนดนโยบายหรือการจัดสวัสดิการต่าง ๆ มีความจำเป็นอย่างยิ่งที่จะต้องคำนึงถึงประชากรกลุ่มนี้เป็นอย่างมาก (Baran et al., 2018)

ในประเด็นสุดท้าย ทิศทางการศึกษาเรื่องนโยบายการจ้างแรงงานผู้สูงอายุที่พบว่า ประเด็นการจ้างแรงงานผู้สูงอายุส่งผลต่อคุณภาพชีวิตของผู้สูงอายุ และสถานการณ์โควิด-19 ส่งผลต่อการจ้างแรงงานผู้สูงอายุ เป็นประเด็นที่นักวิจัยส่วนใหญ่ให้ความสำคัญกับการศึกษาวิจัยในปัจจุบัน สอดคล้องกับการศึกษาของ Bakas. et al. (2012) แบบจำลองคุณภาพชีวิตที่เกี่ยวข้องกับสุขภาพ: Systematic review ซึ่งแสดงให้เห็นว่าการศึกษาในประเด็นคุณภาพชีวิตของผู้สูงอายุจำเป็นอย่างยิ่งที่รัฐบาลจะต้องให้การคุ้มครองและดูแลเนื่องจากผู้สูงอายุถือว่าเป็นกลุ่มเปราะบางที่อาจถูกเลิกจ้างหรือไม่ได้รับการดูแลอย่างทั่วถึง ทำให้ต้องศึกษาและทำความเข้าใจกับบริบทและสภาพทางสังคมของแต่ละประเทศที่แตกต่างกันออกไปอีกด้วย (Daly. et al., 2011)

ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

การศึกษาวิจัยในครั้งนี้มีข้อจำกัดจากฐานข้อมูลที่ใช้ในการศึกษา โดยวิเคราะห์เพียงจากฐานข้อมูล Scopus ในช่วงปี พ.ศ. 2545- พ.ศ.2565 เนื่องจากในประเด็นการศึกษาเชิงทางด้านนโยบายหรือการศึกษาด้านสังคมศาสตร์ วารสารในฐานกลุ่ม Scopus ถือได้ว่าเป็นที่ยอมรับ (Norris & Oppenheim 2007) ดังนั้น เพื่อให้เกิดการศึกษาครอบคลุมครบทุกศาสตร์ควรมีการศึกษาจากหลายฐานข้อมูลและมีการเลือกเครื่องมือที่ใช้ในการวิเคราะห์เปรียบเทียบถึงเนื้อหาของบทความที่ได้ค้นพบอีกด้วย

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Using information systems to drive policies to solve poverty problems Within the context of digital government, case study – People's Republic of China Republic of India and Thailand

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Abstract

Article on lessons on using information systems to drive policies to solve poverty problems Within the context of digital government (Digital Governance). The purpose is to present information about concepts. Governing the management of digital technology (Digital Governance), including presenting lessons learned from the case of applying such concepts to drive policies to alleviate poverty problems. which includes Case study of using the TPMAP database system to register the poor Using the Poverty Alleviation Cloud Platform to Address Poverty in China and the use of the Public Distribution System (PDS) to address food access in the state of Kerala, India. From the above lessons, the strengths of Digital Governance have been revealed: 1. Reducing duplication in the design and planning of public services 2 . Ability to solve problems directly, quickly, accurately and 3 . Create a participatory process in monitoring and monitoring efficient public administration. In terms of limitations: 1 . Confidence in agencies using database systems and digital technology 2 . Security of service recipients' data 3 . Readiness to access digital technology systems of service recipients. There are proposals for applying the Digital Governance approach to drive policy to solve poverty problems in Thailand in terms of policy, such as setting directions and strategies for using the governance system for managing digital technology (Digital Governance) with participation. By creating short-term, medium-term, and long-term plans to develop personnel potential in digital technology knowledge. And there should be a transparent policy for using digital technology information systems. In the field of information systems Development of information systems based on architecture and ecology that is consistent with people and communities Using the right technology There is a support system both online and offline. Developing an information system that is accurate, fast, and continually updated.

Keywords: Information system, Policy Driving, Digital Governance, Poverty resolution

การใช้ระบบข้อมูลในการขับเคลื่อนนโยบายแก้ไขปัญหาความยากจน ภายใต้บริบทรัฐบาล ดิจิทัล กรณีศึกษา –สาธารณรัฐประชาชนจีน สาธารณรัฐอินเดีย และประเทศไทย

บทคัดย่อ

บทความเรื่อง การใช้ระบบข้อมูลในการขับเคลื่อนนโยบายแก้ไขปัญหาความยากจน ภายใต้บริบทรัฐบาลดิจิทัล (Digital Governance) กรณีศึกษา สาธารณรัฐประชาชนจีน สาธารณรัฐอินเดีย และประเทศไทย มีวัตถุประสงค์เพื่อการนำเสนอข้อมูลเกี่ยวกับแนวคิด การกำกับดูแลด้านการบริหารจัดการเทคโนโลยีดิจิทัล (Digital Governance) รวมถึงการเสนอบทเรียนจากการนำแนวคิดดังกล่าวไปประยุกต์ใช้ในการขับเคลื่อนนโยบายการแก้ไขปัญหาความยากจน ซึ่งประกอบด้วย กรณีศึกษา การใช้ระบบฐานข้อมูล TPMPAP เพื่อบริหารจัดการข้อมูลการพัฒนาคนตลอดช่วงวัย และการแก้ไขปัญหาความยากจนและเหลื่อมล้ำแบบชี้เป้าในประเทศไทย การใช้แพลตฟอร์ม Poverty Alleviation Cloud เพื่อแก้ไขปัญหาความยากจนในสาธารณรัฐประชาชนจีน และการใช้ระบบ (Public Distribution System: PDS) เพื่อแก้ไขปัญหาการเข้าถึงอาหารในรัฐเกรละ (Kerala) สาธารณรัฐอินเดีย จากบทเรียนดังกล่าว พบว่า ข้อดีการนำระบบข้อมูลมาใช้ในการแก้ไขปัญหาความยากจน ได้แก่ 1. การลดความซ้ำซ้อนในการออกแบบและวางแผนการจัดบริการสาธารณะ 2. ความสามารถแก้ไขปัญหาได้ตรงจุด รวดเร็ว แม่นยำ และ 3. ทำให้เกิดกระบวนการมีส่วนร่วมในการกำกับการบริหารจัดการภาครัฐที่มีประสิทธิภาพ ในด้านข้อจำกัด 1. ความเชื่อมั่นของหน่วยงานที่ใช้ระบบฐานข้อมูลและเทคโนโลยีดิจิทัล 2. ความปลอดภัยของข้อมูลผู้รับบริการ 3. ความพร้อมในการเข้าถึงระบบเทคโนโลยีดิจิทัลของผู้รับบริการ โดยมีข้อเสนอต่อการนำแนวทาง Digital Governance ไปสู่การขับเคลื่อนนโยบายแก้ไขปัญหาความยากจนในประเทศไทย ในด้านนโยบาย เช่น การวางทิศทาง ยุทธศาสตร์การใช้ระบบการกำกับดูแลด้านการบริหารจัดการเทคโนโลยีดิจิทัล (Digital Governance) อย่างมีส่วนร่วม โดยจัดทำแผนระยะสั้น ระยะกลาง ระยะยาว การพัฒนาศักยภาพบุคลากรในด้านความรู้เทคโนโลยีดิจิทัล และควรมีนโยบายในการใช้ระบบข้อมูลเทคโนโลยีดิจิทัลที่โปร่งใส ในด้านระบบข้อมูล การพัฒนาระบบข้อมูลบนพื้นฐานสถาปัตยกรรมและนิเวศที่สอดคล้องประชาชนและชุมชน การใช้เทคโนโลยีที่เหมาะสม มีระบบรองรับทั้งในรูปแบบออนไลน์และออฟไลน์ การพัฒนาระบบข้อมูลที่มีความแม่นยำ รวดเร็ว มีการเคลื่อนไหวที่เป็นปัจจุบันอย่างต่อเนื่อง

คำสำคัญ : ระบบข้อมูล, การขับเคลื่อนนโยบาย, รัฐบาลดิจิทัล, การแก้ไขปัญหาความยากจน

บทนำ

ความเจริญก้าวหน้าของเทคโนโลยีสารสนเทศในปัจจุบันปฏิเสธไม่ได้ว่ามีอิทธิพลต่อการดำเนินชีวิตของคนในสังคมเป็นอย่างมาก นอกจากจะทำให้คนในสังคมสามารถติดต่อสื่อสารกันได้อย่างกว้างขวาง ยังทำให้สามารถการเข้าถึงข้อมูล ข่าวสาร บริการต่างๆ ที่ภาครัฐและเอกชน ดำเนินการเพื่อสนองตอบปัญหาและความต้องการของคนในสังคมได้มากขึ้น การปรับเปลี่ยนรูปแบบบริหารจัดการภาครัฐไปสู่กระบวนทัศน์ใหม่ New Public Governance (NPG) มุ่งเน้นเรื่องการกระจายอำนาจจากส่วนกลางไปสู่ภูมิภาค ท้องถิ่น รัฐบาล การแทรกแซงใช้การบริหารจัดการในเชิงกลไกการตลาดให้เกิดการแข่งขันเพื่อให้ประชาชนได้รับบริการสาธารณะที่ดีที่สุด การปรับเปลี่ยนองค์กรในรูปของ บรรษัทภิบาล มีการกำกับดูแล องค์กรให้มีการจัดการที่ดี โปร่งใส ตรวจสอบได้ เปิดเผยข้อมูล และมีความรับผิดชอบต่อสังคม เน้นการทำงานอย่างเป็นเครือข่ายร่วมกัน กับภาคเอกชนและประชาสังคมมากขึ้นทั้งภายในและภายนอกประเทศ

การปรับตัวของประเทศไทย ภายหลังจากการกำหนดแผนยุทธศาสตร์ชาติ 20 ปี ได้กำหนดกรอบยุทธศาสตร์ของแผนพัฒนาดิจิทัลเพื่อเศรษฐกิจและสังคมของรัฐบาลดิจิทัลประเทศไทย โดยมุ่งพัฒนาโครงสร้างพื้นฐานดิจิทัลที่ทันสมัย รองรับการพัฒนาประเทศสู่การเปลี่ยนผ่านเศรษฐกิจที่ขับเคลื่อนด้วยนวัตกรรม เพื่อยกระดับขีดความสามารถเชิงดิจิทัลของภาครัฐไทยให้เป็นเอกภาพและเห็นผลจริง ซึ่งการขับเคลื่อนไปให้ถึงเป้าหมายที่ทุกฝ่ายต้องการนั้น ต้องการความร่วมมือจากส่วนราชการทุกภาคส่วนที่เกี่ยวข้อง รับทราบการประกาศแผนพัฒนารัฐบาลดิจิทัลของประเทศไทย โดยสาระสำคัญของแผนพัฒนารัฐบาลดิจิทัลของประเทศไทยนั้น วางเป้าหมาย 5 ปีข้างหน้าภาครัฐไทยจะยกระดับสู่การเป็นรัฐบาลดิจิทัลที่มีการบูรณาการระหว่างหน่วยงาน มีการทำงานแบบอัจฉริยะ ให้บริการโดยมีประชาชนเป็นศูนย์กลาง และขับเคลื่อนให้เกิดการเปลี่ยนแปลงได้อย่างแท้จริง” โดยอยู่บนพื้นฐานของการบูรณาการเชื่อมโยงข้อมูลและการดำเนินงานร่วมกันระหว่างหน่วยงาน (Government Integration) การนำเทคโนโลยีและอุปกรณ์ดิจิทัลมาสนับสนุนการปฏิบัติงานด้วยเทคโนโลยีดิจิทัลที่เหมาะสม (Smart Operations) ประหยัด และคุ้มค่า การยกระดับงานบริการภาครัฐให้ตรงกับความต้องการของประชาชนที่เปลี่ยนแปลงอยู่ตลอดเวลา (Citizen-centric Services) การขับเคลื่อนการเปลี่ยนแปลงสู่รัฐบาลดิจิทัลในทุกระดับของบุคลากรภาครัฐ ซึ่งรวมไปถึงการเปลี่ยนแปลงองค์กรในขั้นตอนการทำงาน เทคโนโลยี และกฎระเบียบ (Driven Transformation) และกำหนดขีดความสามารถดิจิทัลของภาครัฐไทยในด้าน การบูรณาการข้อมูลภาครัฐเพื่อยกระดับบริการ การยืนยันตัวตน และบริหารจัดการสิทธิ์ การให้ข้อมูล การรับฟังความคิดเห็น โครงสร้างพื้นฐานการให้บริการอิเล็กทรอนิกส์ การพัฒนาศักยภาพบุคลากรภาครัฐ การให้ความช่วยเหลือ การเพิ่มประสิทธิภาพแรงงาน การเพิ่มประสิทธิภาพภาคการเกษตร การท่องเที่ยว การลงทุน การค้า (นำเข้า/ส่งออก) วิสาหกิจขนาดกลางและขนาดย่อม ภาษีและรายได้ ความปลอดภัยสาธารณะ การบริหารจัดการชายแดน การป้องกันภัยธรรมชาติ และการจัดการในภาวะวิกฤต

แนวคิดเกี่ยวกับรัฐบาลดิจิทัล (Digital Governance) ในประเทศไทย

ในปัจจุบันเทคโนโลยีดิจิทัลถือได้ว่ามีบทบาทต่อโลกในปัจจุบันมากยิ่งขึ้น Patrick Dunleavy Patrick Dunleavy (2010) เสนอแนวคิดการนำแนวคิดรัฐบาลดิจิทัล (DEG) มาใช้ในการบริหารจัดการภาครัฐ โดยเสนอว่า รัฐบาลดิจิทัลมีลักษณะที่สำคัญเกี่ยวข้อง 3 ประการ คือ 1) Reintegration หมายถึง การบูรณาการการทำงานของหน่วยงานภาครัฐต่างๆ เข้าด้วยกัน เพื่อให้เกิดการกำกับควบคุมการบริหารภาครัฐ ที่มีประสิทธิภาพ (Government Centric) 2) Needs-based holism หมายถึง การปรับปรุงองค์กรภาครัฐเพื่อให้เกิดการให้บริการสาธารณะที่ให้ความสำคัญต่อการนำความต้องการของพลเมืองมาเป็นศูนย์กลาง (Citizen Centric) 3) Digitalization หมายถึง การใช้ศักยภาพอย่างเต็มที่ในการนำระบบบริหารสารสนเทศมาใช้ ซึ่งรวมถึงการให้ความสำคัญต่อการสื่อสารผ่านทางอินเทอร์เน็ตซึ่งจะเข้ามาแทนที่วิธีการทำงานแบบเดิม

สำหรับประเทศไทย นับได้ว่าเป็นประเทศแรกๆ ในภูมิภาคอาเซียนที่ได้นำเอาแนวความคิดด้านเทคโนโลยีดิจิทัลมาใช้เป็นนโยบายในการบริหารประเทศ เริ่มตั้งแต่ต้นนโยบาย Thailand 4.0 ที่เน้นการนำนวัตกรรมเทคโนโลยีมาใช้เป็นแนวทางการพัฒนาประเทศ การกำหนดในแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติฉบับที่ 12 ที่ได้เสนอให้มีการใช้ระบบดิจิทัลในการบริหารและการให้บริการของภาครัฐ โดยมีเครือข่ายการเชื่อมโยงข้อมูล ผ่านระบบข้อมูลกลางเพื่อบูรณาการงานข้อมูลผ่านจุดเดียว เช่น กรณีการใช้ระบบการยืนยันตัวตนและบริหารจัดการสิทธิโดยใช้บัตรประชาชนแบบเอกประสงค์ (Smart card) หรือผ่านบัญชีผู้ใช้อิเล็กทรอนิกส์กลาง นอกจากนี้รัฐธรรมนูญแห่งราชอาณาจักรไทยได้บัญญัติให้มีการนำเอาเทคโนโลยีมาประยุกต์ใช้ในการบริหารราชการแผ่นดิน ทั้งการจัดทำบริการสาธารณะ การบูรณาการข้อมูลของหน่วยงานรัฐเพื่ออำนวยความสะดวกกับประชาชน การปรับปรุงระบบการบริหารงานบุคคลให้มีความพร้อมในด้านเทคโนโลยีเพื่อให้การบริหารงานแผ่นดินเกิดประสิทธิภาพ รวมถึงแผนยุทธศาสตร์ชาติ 20 ปี (พ.ศ.2561-2580) ในการกำหนดยุทธศาสตร์การพัฒนาระบบบริหารจัดการภาครัฐโดยการนำนวัตกรรมเทคโนโลยีข้อมูลขนาดใหญ่เข้ามาประยุกต์ใช้ในการบูรณาการเพื่อการบริหารจัดการอย่างมีระบบและมีประสิทธิภาพ จนทำให้เกิดคำว่า รัฐบาลอิเล็กทรอนิกส์ หรือ E-Government จากแนวนโยบายดังกล่าวทำให้ในปี พ.ศ.2559 จากการประชุมคณะกรรมการเตรียมการด้านดิจิทัลเพื่อเศรษฐกิจดิจิทัลและสังคม นำมาสู่แผนพัฒนารัฐบาลดิจิทัลของประเทศไทย ซึ่งปัจจุบันอยู่ในฉบับที่ 2 (พ.ศ.2563-2565) ทำให้รัฐบาลมีการปรับตัวไปสู่ รัฐบาลดิจิทัล ซึ่งหมายถึง การใช้เทคโนโลยีดิจิทัลเป็นส่วนบูรณาการของกลยุทธ์ การทำให้รัฐบาลมีความทันสมัย และเกิดคุณค่าสาธารณะ โดยจำเป็นต้องอาศัยระบบนิเวศของรัฐบาลดิจิทัล (Digital Government Ecosystem) ในการสร้างและเข้าถึงข้อมูล (Data) บริการ (Service) และเนื้อหาต่าง ๆ (Content) ผ่านการปฏิสัมพันธ์กับรัฐบาล โดยผู้เล่นหลักประกอบไปด้วย องค์กรรัฐ องค์กรที่ไม่ใช่ภาครัฐ (NGOs) ภาคเอกชน สมาคมต่าง ๆ และปัจเจกชน (OECD 2014) ทั้งนี้จากแผนพัฒนาฯ ดังกล่าวครอบคลุมสาระสำคัญดังนี้

1. การพัฒนาที่เป็นพื้นฐาน (Foundation) โดยการพัฒนาทักษะด้านดิจิทัลสำหรับบุคลากรของภาครัฐ การจัดทำนโยบาย กฎหมายและกฎระเบียบด้านดิจิทัล การพัฒนาโครงสร้างพื้นฐาน เช่น ระบบ cloud ภาครัฐ การจัดทำมาตรฐานดิจิทัลให้เกิดความเชื่อมั่น ปลอดภัย แม่นยำ เพื่อการบูรณาการในการใช้ประโยชน์ร่วมกัน
2. การพัฒนานวัตกรรมรัฐบาลดิจิทัล (Digital Government Innovation) โดยการส่งเสริมให้ภาคเอกชน สถาบันวิจัย นักวิจัยจากสถาบันอุดมศึกษา และหน่วยงานต่างๆ มามีส่วนร่วมในการพัฒนา นวัตกรรมดิจิทัลเพื่อสนับสนุนการบริการสาธารณะและการทำงานของหน่วยงานภาครัฐ
3. การพัฒนาแพลตฟอร์มดิจิทัล (Digital Platform) ด้วยการสร้างแพลตฟอร์มกลางสนับสนุนการทำงานหน่วยงานภายในภาครัฐ และแพลตฟอร์มเพื่อการแลกเปลี่ยนข้อมูลข่าวสารระหว่างหน่วยงานภาครัฐ เพื่อสนับสนุนการให้บริการและการปฏิบัติงานของหน่วยงานภาครัฐ
4. การให้บริการประชาชนผ่านแพลตฟอร์มกลางบริการภาครัฐแบบเบ็ดเสร็จ (Customer Experience via End-to-End Service) เป็นการพัฒนาแพลตฟอร์มกลางสำหรับการให้บริการประชาชน ภาคธุรกิจ และชาวต่างชาติ เพื่อให้ประชาชนและภาคธุรกิจเข้าถึงข้อมูลของภาครัฐ รวมถึงส่งเสริมการมีส่วนร่วมผ่านช่องทางดังกล่าว
5. การปรับกระบวนการให้บริการภาครัฐ (Core Service Processes) โดยการปรับเปลี่ยนการทำงานของหน่วยงานภาครัฐให้เป็นการทำงานและการให้บริการในรูปแบบดิจิทัลเต็มรูปแบบ
6. การวิเคราะห์ข้อมูล (Data Analysis) เป็นการสนับสนุนให้ภาครัฐนำข้อมูลที่มีการรวบรวมจากการปฏิบัติงานของหน่วยงานมาวิเคราะห์และใช้ปรับปรุงบริการภาครัฐ เช่น ระบบบริการการเงินการคลังของภาครัฐแบบอิเล็กทรอนิกส์ ที่ใช้สำหรับการติดตามการใช้งบประมาณภาครัฐ และผลดำเนินการตามที่ได้กำหนดไว้ในแผน และการจัดทำและวิเคราะห์ข้อมูลขนาดใหญ่ (Big Data and Analysis)
7. ภาครัฐร่วมดำเนินการ (Partner/Owners) เป็นการพัฒนาภาคีเครือข่ายในการพัฒนารัฐบาลดิจิทัลตามสถาปัตยกรรมและระบบนิเวศของการพัฒนารัฐบาลดิจิทัล

ภายหลังจากการเกิดแผนพัฒนารัฐบาลดิจิทัลของประเทศไทย ทำให้ทั้งหน่วยงานภาครัฐ วิชากิจ รวมถึงภาคเอกชนต่างๆ นำนโยบายดังกล่าวไปขับเคลื่อนรวมถึงการกำหนดแนวปฏิบัติในการกำกับดูแลด้านการบริหารจัดการเทคโนโลยีดิจิทัล (Digital Governance) เพื่อใช้ในการขับเคลื่อนนโยบายเศรษฐกิจและสังคมดิจิทัลให้กับทุกภาคส่วน อย่างมีประสิทธิภาพและประสิทธิผล ซึ่งครอบคลุม 6 หลักการ ประกอบด้วย หลักการที่ 1 ความรับผิดชอบ เช่น การสร้างความร่วมมือในรูปแบบของพันธมิตรระหว่างผู้มีส่วนได้ส่วนเสียต่าง ๆ ในการสื่อสารกันอย่างมีประสิทธิภาพบนพื้นฐานของความสัมพันธ์ที่ดีและมีความเชื่อใจกัน แสดงออกถึงความชัดเจนในบทบาทหน้าที่ความรับผิดชอบตามหน้าที่ (Accountability) หลักการที่ 2 กลยุทธ์ ต้องมีความยืดหยุ่น รองรับกับสถานการณ์การเปลี่ยนแปลงที่เกิดขึ้นอย่างรวดเร็วทางด้านธุรกิจด้านเทคโนโลยีดิจิทัล เพื่อให้เกิดประโยชน์สูงสุดทรัพยากร มีความโปร่งใส มีการประเมินความสามารถของโครงสร้างพื้นฐานด้านเทคโนโลยีดิจิทัลและทรัพยากรขององค์กรรวมถึงการสร้างความสัมพันธ์ร่วมกันระหว่างลูกค้า และผู้ให้บริการต่าง ๆ ภายนอก หลักการที่ 3 การจัดซื้อจัดหา เช่น การลงทุนด้านเทคโนโลยีดิจิทัล ทั้งในด้านงบประมาณ

บุคลากร และระยะเวลาซึ่งประกอบด้วย การลงทุนด้านโครงสร้าง ระบบเครือข่าย ด้านอุปกรณ์คอมพิวเตอร์ ระบบสารสนเทศ รวมซอฟต์แวร์ต่าง ๆ บนพื้นฐานของความคุ้มค่าและเกิดประโยชน์สูงสุด หลักการที่ 4 ผลการดำเนินงาน โดยการพิจารณาจากผลการดำเนินงานเป้าหมาย และการจัดทำมาตรวัดที่มีประสิทธิผล สำหรับการเฝ้าติดตามการบรรลุเป้าหมาย เพื่อนำมาใช้ในการประเมินผลการปฏิบัติงานได้อย่างมีประสิทธิภาพ หลักการที่ 5 ความสอดคล้องกัน โดยการนำกฎหมายเทคโนโลยีสารสนเทศมาใช้บังคับควบคุมการใช้เทคโนโลยีสารสนเทศอย่างเหมาะสม โปร่งใส และหลักการที่ 6 พหุติกรรมบุคคล การนำเทคโนโลยีดิจิทัลไปใช้ จึงต้องมีการจัดการอย่างระมัดระวัง เพื่อให้บุคลากรยังคงมีทัศนคติที่ดีในการทำงาน ผู้รับผิดชอบต้องใช้วิธีการสื่อสารที่มีประสิทธิภาพ เพื่อสร้างความเข้าใจให้กับผู้ที่เกี่ยวข้องทุกฝ่าย รวมทั้งการฝึกอบรมเพื่อสร้างความรู้ ความเข้าใจ และเห็นประโยชน์ที่ได้รับจากการนำเทคโนโลยีสมัยใหม่มาปรับใช้กับการดำเนินงานขององค์กร ทั้งนี้ ได้กำหนดการกำกับดูแลด้านการบริหารจัดการเทคโนโลยีดิจิทัลไว้ 5 ระดับ

ระดับที่ 1 มีแนวทางในการกำกับดูแลด้านการบริหารจัดการเทคโนโลยีดิจิทัล

ระดับที่ 2 มีกระบวนการกำกับดูแลด้านการบริหารจัดการเทคโนโลยีดิจิทัลและแนวปฏิบัติอย่างครบถ้วน ไม่ว่าจะเป็นการกำกับดูแลด้านการบริหารจัดการทรัพยากรเทคโนโลยีดิจิทัลอย่างเหมาะสม มีประสิทธิภาพ มีความโปร่งใส มีการบริหารความเสี่ยงด้านเทคโนโลยีดิจิทัล การกำหนดความรับผิดชอบทุกส่วนขององค์กร การกำหนดหลักเกณฑ์ในการจัดสรรทรัพยากรและขีดความสามารถขององค์กร การจัดทำและกำกับดูแลสถาปัตยกรรมองค์กร การกำหนดนโยบายที่สนับสนุนการพัฒนาความรู้ความสามารถด้านดิจิทัลของบุคลากร

ระดับที่ 3 มีการถ่ายทอดกระบวนการกำกับดูแลด้านการบริหารจัดการเทคโนโลยีดิจิทัลไปยังผู้มีส่วนได้ส่วนเสียต่างๆ ที่เกี่ยวข้องอย่างครบถ้วน และมีการประเมินการรับรู้ของผู้รับผิดชอบของผู้มีส่วนได้ส่วนเสียต่างๆ อย่างครบถ้วน

ระดับที่ 4 มีการกำหนดตัวชี้วัดเพื่อติดตาม วิเคราะห์ ประเมิน วัดผลลัพธ์ของกระบวนการกำกับดูแลด้านการบริหารจัดการเทคโนโลยีดิจิทัล

ระดับที่ 5 มีการนำผลลัพธ์ที่สำคัญของกระบวนการกำกับดูแลด้านการบริหารจัดการเทคโนโลยีดิจิทัล เข้าสู่กระบวนการทบทวนเพื่อปรับปรุงและจัดทำแผนปฏิบัติการขององค์กร

ทั้งนี้จากแนวคิดดังกล่าวได้ขยายผลไปสู่การขับเคลื่อนนโยบายเพื่อแก้ไขปัญหาและจัดบริการสาธารณะของภาครัฐให้กับประชาชน โดยผู้เขียนได้ทำการศึกษาเพิ่มเติมในประเด็นการนำแนวคิด Digital Governance ไปใช้ในการขับเคลื่อนนโยบายการแก้ไขปัญหาความยากจน โดยได้ดำเนินการศึกษาเพิ่มเติมทั้งบทเรียนจากภายในและต่างประเทศซึ่งมีรายละเอียดดังที่จะกล่าวในหัวข้อถัดไป

บทเรียนการใช้ระบบข้อมูลในการขับเคลื่อนนโยบายแก้ไขปัญหาความยากจน ภายใต้บริบทรัฐบาลดิจิทัล (Digital Governance)

ประเทศไทยกับการลงทะเบียนคนจนและฐานข้อมูล TPMAP

TPMAP คือ ระบบฐานข้อมูลขนาดใหญ่ (Big Data) เพื่อบริหารจัดการข้อมูลการพัฒนาคนตลอดทุกช่วงวัย และการแก้ไขปัญหาคความยากจนและเหลื่อมล้ำแบบชี้เป้า สามารถใช้ระบุปัญหาความยากจนและความต้องการการพัฒนาของแต่ละช่วงวัยได้ในระดับบุคคลครัวเรือน ชุมชน ท้องถิ่น/ท้องที่ จังหวัด ประเทศ หรือปัญหาความยากจนรายประเด็น ซึ่งเป็นเครื่องมือเชิงนโยบายแรกของประเทศ ที่สามารถระบุกลุ่มเป้าหมายของการพัฒนาได้ทั้งในครัวเรือนและบุคคล ทำให้สามารถจัดลำดับความสำคัญของครัวเรือนและบุคคลที่มีความจำเป็นต้องได้รับการพัฒนาและช่วยเหลือเร่งด่วนได้อย่างมีประสิทธิภาพบนฐานข้อมูลเชิงประจักษ์

ข้อมูลของระบบ TPMAP เป็นข้อมูลที่เป็นส่วนของข้อมูลระดับรายจังหวัดและตำบล และข้อมูลชี้เป้าระดับบุคคล ซึ่งมาจากข้อมูล 1.ผู้ที่ลงทะเบียนบัตรสวัสดิการแห่งรัฐ 2.ผู้ที่อยู่ในการสำรวจข้อมูลความจำเป็นขั้นพื้นฐาน (จปฐ.) 3. ผู้ที่ตกเกณฑ์ดัชนีความยากจนหลายมิติ (Multidimensional Poverty Index : MPI) 4. ข้อมูลเบี้ยยังชีพผู้สูงอายุ/ผู้พิการจากฐานข้อมูลกรมการปกครอง 5.ข้อมูลผู้พิการจากกระทรวงการพัฒนาสังคมและความมั่นคงของมนุษย์ 6.สิทธิรักษาพยาบาล และ 7.ข้อมูลเชิงลึกจากท้องที่และท้องถิ่น การวัดความยากจนใน ระบบ TPMAP เป็นดัชนีความยากจนหลายมิติ (Multidimensional Poverty Index : MPI) ที่พัฒนาขึ้นโดย Oxford Poverty & Human Development Initiative (OPHI) ร่วมกับ United Nations Development Programme's Human Development Report Office (UNDP) หลักการสำคัญของดัชนีความยากจนหลายมิติ (MPI) คือ ความยากจนนั้นมีความหลากหลาย และไม่สามารถวัดได้เพียงการใช้รายได้ สำหรับประเทศไทยการประยุกต์ใช้ดัชนีความยากจนหลายมิติ (MPI) ในระบบ TPMAP การคำนวณดัชนีความยากจนหลายมิติ (MPI) ในระบบ TPMAP ได้อ้างอิงหลักการคำนวณดัชนีความยากจนหลายมิติ (MPI) ของ สศช. เป็นแนวทาง โดยใช้ข้อมูลความจำเป็นพื้นฐาน (จปฐ.) จากกรมการพัฒนาชุมชน กระทรวงมหาดไทยเป็นฐาน และกำหนดมิติความยากจนไว้ 5 มิติ คือ ด้านการศึกษา ด้านสุขภาพ ด้านความเป็นอยู่ ด้านการเข้าถึงบริการรัฐ และด้านรายได้

จากฐานข้อมูลระบบ TPMAP ปี 2562 พบว่า จำนวนคนจนในประเทศไทย จาก ข้อมูลความจำเป็นพื้นฐาน (จปฐ.) กรมการพัฒนาชุมชน กระทรวงมหาดไทยข้อมูลผู้ลงทะเบียนสวัสดิการแห่งรัฐ จากกระทรวงการคลัง ครัวเรือนที่ได้รับการสำรวจ (จปฐ.) 12,935,866 ครัวเรือน ครัวเรือนยากจน (จปฐ.) 1,249,672 ครัวเรือน คนที่ได้รับการสำรวจ (จปฐ.) 36,647,817 ครัวเรือน และคนยากจน (จปฐ.) 4,405,684 ครัวเรือน ทำให้มีคนจนเป้าหมาย คือ คนจน (จปฐ.) ที่ลงทะเบียนสวัสดิการแห่งรัฐ 1,032,987 คน สัดส่วนคนเป้าหมาย 2.82% เมื่อวิเคราะห์จากมิติความยากจนทั้ง 5 มิติ ความยากจนสามารถวัดได้จากดัชนีความยากจนหลายมิติ หรือ ได้แก่ ด้านสุขภาพ ด้านความเป็นอยู่ ด้านการศึกษา ด้านรายได้ และด้านการเข้าถึงบริการรัฐ โดยที่คนจน 1 คน มีปัญหาได้มากกว่า 1 ด้านคนจนสุขภาพ 217,081 คน คนจนความเป็นอยู่

244,739 คน คนจนการศึกษา 378,080 คน คนจนรายได้ 376,091 คน และ คนจนการเข้าถึงบริการภาครัฐ 6,490 คน

การนำ TPMAP ไปใช้ประกอบการแก้ไขปัญหาคความยากจนเพื่อนำไปสู่การพัฒนาคนทุกช่วงวัย ในส่วนของหน่วยงานภาครัฐ ผู้ว่าราชการจังหวัด หน่วยงานจังหวัดที่เกี่ยวข้อง ข้อเสนอเชิงนโยบาย/กรอบการพัฒนาคนทุกช่วงวัยภายใต้พื้นฐานข้อมูลเชิงประจักษ์ (Evidence Based) เพื่อให้เกิดการปรับปรุง/การพัฒนาการปฏิบัติงานที่ยั่งยืนในทุกมิติของการพัฒนาคนทุกช่วงวัย การแก้ไขปัญหาคความยากจน และการลดความเหลื่อมล้ำในสังคมของพื้นที่ ภาศิการพัฒนาที่เกี่ยวข้อง สนับสนุนข้อมูล องค์ความรู้ทางวิชาการ ข้อมูลสนับสนุนด้านวิชาการ งานวิจัย ข้อมูลเชิงประจักษ์ ที่เกี่ยวข้องกับการพัฒนาคนทุกช่วงวัยและการพัฒนาเชิงพื้นที่ที่เหมาะสม

สาธารณรัฐประชาชนจีนกับการใช้แพลตฟอร์ม Poverty Alleviation Cloud เพื่อแก้ไขปัญหาคความยากจน

บทเรียนการแก้ไขปัญหาคของเมืองก๊วยโจวซึ่งเป็นมณฑลหนึ่งของจีนที่มีประชากรยากจนคิดเป็น 1 ใน 4 ของจำนวนประชากรทั้งหมด จากสถิติปี 2554 พบว่า ประชากรของก๊วยโจวที่มีรายได้ต่ำกว่าปีละ 2,300 หยวน มีจำนวนถึง 11.5 ล้านคน จากจำนวนประชากรประมาณ 35 ล้านคน ซึ่งถือว่าอยู่ในอันดับท้ายที่มี GDP ต่อหัวต่ำสุดจาก 31 มณฑล/เขตในจีน กลายเป็นมณฑลที่ยากจนที่สุดของจีน การแก้ไขปัญหาคความยากจนของก๊วยโจวเริ่มตั้งแต่ช่วงต้นปี 2559 รัฐบาลจีนโดยคณะกรรมการพัฒนาและปฏิรูปแห่งชาติ กระทรวงอุตสาหกรรมและสารสนเทศ และ Cyberspace Administration of China ได้อนุมัติให้ก๊วยโจวเป็นเขตนาร่อง Big Data ระดับประเทศแห่งแรกของจีน (National Big Data Pilot Zone) และได้นำแพลตฟอร์ม Poverty Alleviation Cloud มาใช้ในการแก้ไขปัญหาคความยากจน ซึ่งแพลตฟอร์มดังกล่าวทำงานบน ระบบสารสนเทศภูมิศาสตร์ (Geographic Information System : GIS) โดยเชื่อมโยงข้อมูลกับ 17 หน่วยงานในระดับมณฑลที่เกี่ยวข้อง อาทิ สำนักงานตำรวจ กรมการศึกษา กรมชลประทาน สำนักงานทรัพยากรมนุษย์และประกันสังคม ผ่านแพลตฟอร์มรัฐบาลก๊วยโจวที่ชื่อว่า Guizhou-Cloud โดยการ เปิดให้คนจนมาลงทะเบียน Big Data และ Cloud Computing เพื่อเก็บข้อมูล คนจนตัวจริง วิเคราะห์ศักยภาพคนจนและสมาชิกในครัวเรือน ซึ่งในระบบฐานข้อมูลจะมีการตรวจสอบพิกัดของครัวเรือนยากจนและช่วยเหลือ ผ่านแพลตฟอร์มที่ชื่อว่า Poverty Alleviation Cloud โดยการเชื่อมโยงกับทรัพยากรที่มีในพื้นที่และนำเข้าสู่ระบบการจ้างงานในพื้นที่กรณีครัวเรือนที่มีศักยภาพ หรือหากเป็นคนจนที่อยู่ในพื้นที่ทุรกันดารจนไม่สามารถปลูกพืชผลได้สามารถย้ายออกจากพื้นที่ได้โดยสมัครใจ เพื่อการฟื้นฟูพื้นที่นั้นให้เป็นพื้นที่ป่า

การเชื่อมโยงระบบเข้าด้วยกันทำให้ทุกฝ่ายที่เกี่ยวข้องสามารถแชร์ข้อมูลและร่วมกันแก้ปัญหาคความยากจนได้ โดยตรวจสอบได้ทั้งเรื่องที่ดินทำกิน ยานพาหนะ ที่อยู่อาศัย การศึกษาของบุตร ประกันสังคม ข้อมูลการย้ายถิ่นฐาน ฯลฯ ตัวอย่างการบูรณาการข้อมูลระหว่างหน่วยงานในการแก้ไขปัญหาคความยากจน เช่น กรณีนักเรียนที่สอบชิงทุนได้/ขอทุน บางครอบครัวอาจยากจน หมดเงินไม่ทัน หรือขาดแคลนทุนทรัพย์เพื่อใช้จ่ายระหว่างรอรับทุน 4-6 เดือน นักเรียนก็จำเป็นต้องสละสิทธิ์เรียน แต่เมื่อก๊วยโจว

ใช้ Big Data ตรวจสอบว่า นักเรียนที่ยื่นขอทุนมีฐานะยากจนจริง ก็จะได้เรียนหนังสือโดยไม่ต้องจ่ายค่าเล่าเรียน หรือในกรณี หากคนจนซื้อบ้านหรือจดทะเบียนบริษัท ข้อมูลจะถูกส่งไปยังสำนักงานที่อยู่อาศัยและสำนักงานอุตสาหกรรมและพาณิชย์ ซึ่งเมื่อระบบพบว่าบุคคลใดไม่ได้จนตามที่แจ้งไว้ก็ต้องพ้นจากสถานะคนจนในที่สุด ซึ่งนับถึงปัจจุบัน แพลตฟอร์ม Poverty Alleviation Cloud ตรวจสอบและติดตามความเคลื่อนไหวของคนจนในกุ้ยโจวจากหมู่บ้านกว่า 9,000 แห่ง รวมแล้วราว 7 ล้านคน จากบทเรียนดังกล่าวทำให้ลดจำนวนคนยากจนได้ 6.7 ล้านคน และเคลื่อนย้ายคนจนออกจากถิ่นทุรกันดาร 1.7 ล้านคน ลดลงจากร้อยละ 26.8 เหลือเพียงร้อยละ 8 จากประชากรทั้งหมด

การใช้ระบบ (Public Distribution System: PDS) เพื่อแก้ไขการเข้าถึงอาหารในรัฐ Kerala สาธารณรัฐอินเดีย

จากการรวบรวมข้อมูลของ World Poverty Clock โดย PPTV Online เมื่อวันที่ 27 มิถุนายน 2562 ระบุว่าอินเดียมีคนถึง 71.5 ล้านคนที่มียาได้ต่ำกว่า 1.9 ดอลลาร์สหรัฐหรือราว 64 บาทต่อวัน ซึ่งในการจัดทำสำมะโนประชากรในปี ค.ศ.2011 มีคนอินเดียราว 65 ล้านคน หรือ 13.6 ล้านครัวเรือนที่อาศัยอยู่ในชุมชนแออัด ยังไม่เข้าถึงบริการพื้นฐานที่ได้รับทั้งในด้านที่อยู่อาศัยและสุขอนามัย นอกจากนี้จากรายงานของสหประชาชาติ ในปี 2558 ระบุว่าอินเดียมีคนยากจนถึงร้อยละ 32.9 โดยที่ราว 1 ใน 3 มีสัดส่วนเด็กเสียชีวิตก่อนอายุ 5 ขวบมากที่สุดในโลก เมื่อปี 2555 โดยมีมาถึง 1.4 ล้านคนจากทั้งหมด 6.6 ล้านคนทั่วโลก มีมารดาเสียชีวิตร้อยละ 17 และมีอัตราผู้ขับถ่ายกลางแจ้งเนื่องจากไม่มีห้องสุขาเกือบร้อยละ 60 ของโลก ซึ่งคนอินเดียกว่า 170 ล้านคน เกิดมาในวรรณะจันทาล ทำให้ได้รับความรังเกียจจากคนในวรรณะอื่น จึงทำให้อาชีพของคนวรรณะจันทาลส่วนใหญ่จะเป็นอาชีพกวาดถนน ล้างท่อระบายน้ำ เก็บขยะ ในกรณีที่เป็นเกษตรกรจะเป็นการเช่าที่ในการทำการเกษตร ไม่มีสิทธิในการเป็นเจ้าของที่ดิน ที่อยู่อาศัยจะอยู่ตามแหล่งเสื่อมโทรมและกองขยะ ด้วยเหตุนี้ทำให้ปัญหาความยากจนในประเทศอินเดียจึงมาจากสาเหตุด้านการขาดแคลนอาหารมากกว่าปัจจัยอื่นๆ

มาตรการ (Public Distribution System: PDS) รัฐเกรละ (Kerala) ทางภาคใต้ของอินเดีย เริ่มต้นในช่วงของการแพร่ระบาดเชื้อไวรัสโคโรนา 2019 (Covid-19) โดยรัฐบาลท้องถิ่น (The Food and Civil Supplies Department และ the Kerala State Civil Supplies Corporation) ทำหน้าที่ในการผลิตและขนส่งอาหาร และนำผลผลิตที่ล้นตลาดมาแปรรูปและจำหน่ายให้คนจน/ผู้ที่มีรายได้เป็นรายวันได้ซื้อในราคาที่ถูกลง รวมถึงการจัดหาเวชภัณฑ์และสินค้าจำเป็นมาแจกจ่ายเป็นสวัสดิการทางสังคม (ส่วนใหญ่เป็นข้าว ข้าวสาลี น้ำตาลและน้ำมันก๊าด) ซึ่งดำเนินการในสามขั้นตอนหลัก ได้แก่ ขั้นตอนแรก สินค้าที่จัดหาจาก FCI และผู้ผลิตเอกชนจะจำหน่ายที่ระดับอำเภอผ่าน Authorized Wholesale Dealers (AWDs) ซึ่งจัดเก็บในโกดังเฉพาะที่เรียกว่าโกดังสินค้าจะได้รับจากท้องถิ่น AWD ขั้นตอนที่สอง ร้าน Fair Price หรือ “ร้านปันส่วน” ซึ่งเป็นร้านค้าปลีกประจำท้องถิ่นที่ได้รับอนุญาตจากกระทรวงผู้บริโภค จะมีหน้าที่รวบรวมข้อมูลเป็นรายเดือนสำหรับแจกจ่ายให้กับคนจน ร้านค้าเหล่านี้สามารถขายปลีกสินค้าอุปโภคบริโภคในราคาขอมเยา

ให้แก่ประชาชนได้ในทุกระดับชั้น แต่จะมีความพิเศษคือคือการเป็นหน่วยกระจายสินค้าไปสู่คนจนทั่วถึง ซึ่งมี 1.11 แส่นร้านค้าที่นำระบบ Point of Sale (POS) มาใช้ในการบริหารจัดการ และขั้นตอนที่สาม หน่วยงานด้านการปกครองของรัฐบาลระดับรัฐจะทำการสำรวจ ตรวจสอบและขึ้นทะเบียนผู้ที่ควรได้รับบัตรสวัสดิการ/ปันอาหาร (Ration Card) ผ่านระบบสแกนลายนิ้วมือ ซึ่งปัจจุบันมีคนจนและผู้มีรายได้อันตรายที่ถือบัตรประมาณ 230 ล้านคนทั่วอินเดีย และกำลังพัฒนาระบบให้ผู้ถือบัตรที่ออกให้โดยรัฐหนึ่งสามารถนำบัตรไปใช้รัฐอื่นๆได้เพื่ออำนวยความสะดวกให้กับแรงงานย้ายถิ่น นอกจากนี้คนจนและผู้มีรายได้อันตรายจะได้รับเงินสด โดยเจ้าหน้าที่จะจัดส่งให้ถึงที่พักและได้รับบัตรคิวให้ออกไปรับการจัดสรร ทั้งนี้การรับเงินจะชำระผ่านเครื่อง Electronic Point of Sale ที่ส่งผ่านข้อมูลไปยังฐานข้อมูลกลาง

จากนโยบายดังกล่าวทำให้เกิดการรั่วไหลของสินค้าโภคภัณฑ์จาก FCI ไปยังเอกชนและผู้ผลิตร้านค้าอื่นๆ เกิดการขายที่ผิดกฎหมายในตลาดเอกชน การผูกขาดของบริษัทขนส่งข้าว ทำให้คนจนเข้าไม่ถึงอาหารได้อย่างทั่วถึง รัฐบาล Kerala ได้มอบหมายให้ศูนย์สารสนเทศแห่งชาติ (NIC) สร้างโปรแกรมขึ้นใหม่เพื่อตรวจสอบห่วงโซ่อุปทานของระบบ (Public Distribution System: PDS) เพื่อตรวจสอบและป้องกันหลบเลี่ยงการขายข้าวอย่างผิดกฎหมาย เจ้าหน้าที่ของรัฐและเจ้าหน้าที่ NIC จึงพัฒนาโปรแกรมขึ้นใหม่ซึ่งมีสองขั้นตอน ขั้นตอนหนึ่ง การตรวจสอบระบบโครงสร้างพื้นฐานการนำเข้าและแจกจ่ายอาหาร และขั้นตอนที่สอง การพัฒนาเทคโนโลยีและนวัตกรรมที่สามารถตรวจสอบข้อมูลผู้ได้รับการแจกจ่ายอาหาร โดยพัฒนาชุดซอฟต์แวร์ที่เชื่อมต่อกันเป็นสามโมดูล ได้แก่ ส่วนที่หนึ่ง คือ ส่วนหน้าเกี่ยวข้องกับข้อมูลประชาชนผู้ได้รับการแจกจ่ายอาหาร ส่วนที่สอง สำหรับเป็นข้อมูลให้พนักงานที่สำนักงานจัดหาสินค้าและ ส่วนที่สาม ระบบการจัดการบัตรปันส่วน (RCMS) แอปพลิเคชัน ทำผ่านศูนย์ Akshaya telecentres (ตู้อินเทอร์เน็ตสาธารณะ - ส่วนตัว) การใช้ระบบ PDS เพื่อแก้ไขปัญหาความยากจนของรัฐเกรละ สาธารณรัฐอินเดีย มีเป้าหมายในการแก้ไขปัญหาด้านความขาดแคลนอาหารในกลุ่มคนยากและเปราะบางของสังคม ทำให้สามารถเข้าถึงค่าใช้จ่ายการบริโภคต่อหัวของครัวเรือนยากจนได้ถึงร้อยละ 40 ของครัวเรือนในชนบท อีกทั้งการใช้ระบบข้อมูลดังกล่าวทำให้รัฐบาลสามารถนำข้อมูลไปใช้ในการวางแผนการอุดหนุนด้านอาหารให้กับครัวเรือนยากจนในชนบทและเมืองได้อย่างแม่นยำ การสร้างความร่วมมือกับภาคธุรกิจด้านการเกษตรในการพัฒนาผลผลิตทางการเกษตรในการช่วยเหลือครัวเรือนยากจนให้มีคุณภาพชีวิตที่ดีขึ้น

จุดแข็งในการใช้ระบบข้อมูลในการขับเคลื่อนนโยบายการแก้ไขปัญหาความยากจน

จากบทเรียนทั้ง 3 ประเทศ ในการนำแนวคิด Digital Governance โดยการใช้ระบบข้อมูล มาประยุกต์ใช้ในการขับเคลื่อนนโยบายการแก้ไขปัญหาความยากจน ซึ่งสะท้อนให้เห็นถึงข้อดีดังนี้

1. การลดความซ้ำซ้อนในการออกแบบและวางแผนการจัดบริการสาธารณะ จากบทเรียนทั้ง 3 ประเทศทำให้ถึงการใช้ประโยชน์จากเทคโนโลยีดิจิทัลมาบูรณาการข้อมูลระหว่างหน่วยงานเพื่อนำไปสู่การวางแผนนโยบาย โดยเฉพาะกรณีประเทศจีนการใช้ฐานข้อมูลร่วมกันในลักษณะที่เรียกว่า Big Data นอกจากนี้จะทำให้แต่ละหน่วยงานทราบว่าครัวเรือนยากจนได้รับการช่วยเหลืออย่างไรบ้าง เพื่อไม่ให้เกิดความซ้ำซ้อนใน

การแก้ไขปัญหาและใช้ทรัพยากรให้เกิดความคุ้มค่า ยังทำให้เห็นถึงกระบวนการส่งต่อไปยังหน่วยงานต่างๆ ที่เกี่ยวข้องเพื่อแก้ไขปัญหาความยากจนในมิติด้านอื่นต่อไป

2. สามารถแก้ไขปัญหาได้ตรงจุด รวดเร็ว แม่นยำ เนื่องจากมิติความยากจนสัมพันธ์กับปัจจัยอื่นๆ ไม่ว่าจะเป็นด้านสภาพความเป็นอยู่ การศึกษา สุขภาพอนามัย การนำทุกมิติที่เกี่ยวข้องมาพิจารณาร่วมกันทำให้เห็นถึงข้อมูลมิติความยากจนที่ครอบคลุม เกิดการบูรณาการข้อมูลระหว่างหน่วยงานที่เกี่ยวข้อง มีการระบบการรายงานข้อมูลที่เป็นปัจจุบัน ทำให้หน่วยงานสามารถนำข้อมูลไปออกแบบนโยบายในการแก้ไขปัญหาความยากจนที่สอดคล้องกับปัญหาของครัวเรือนยากจน สถานการณ์และภารกิจของหน่วยงานได้มีประสิทธิภาพมากขึ้น

3. ทำให้เกิดกระบวนการมีส่วนร่วมในการกำกับติดตามการบริหารจัดการภาครัฐที่มีประสิทธิภาพ ในปัจจุบันความเจริญก้าวหน้าและนโยบายรัฐเอื้อให้ประชาชนเข้าถึงเทคโนโลยีดิจิทัลมากขึ้น ส่งผลให้ประชาชนเข้าถึงระบบข้อมูลข่าวสารโครงการต่างๆ ของภาครัฐ รวมทั้งการแสดงความคิดเห็นผ่านช่องทางต่างๆ ได้หลากหลายมากยิ่งขึ้น ทำให้เกิดกระบวนการตรวจสอบการทำงานของภาครัฐและสะท้อนผลกระทบที่เกิดขึ้นกับนโยบายได้รวดเร็วมากขึ้น เป็นการเพิ่มพลังอำนาจให้กับภาคประชาชนในการมีส่วนร่วมกับนโยบายต่างๆ หน่วยงานภาครัฐมีการปรับตัวในการให้บริการที่รวดเร็ว โปร่งใส และมีประสิทธิภาพมากขึ้น

ข้อจำกัดในการใช้ระบบข้อมูลเพื่อการขับเคลื่อนนโยบายการแก้ไขปัญหาความยากจน

ในขณะที่ภาครัฐกำลังมุ่งนำแนวคิด Digital Governance มาใช้เป็นนโยบายในการกำกับดูแลการบริหารจัดการภาครัฐ บทเรียนจากทั้ง 3 ประเทศ สะท้อนให้เห็นถึงช่องว่างในการนำไปประยุกต์กับการขับเคลื่อนนโยบายดังนี้

1. ความเชื่อมั่นของหน่วยงานที่ใช้ระบบฐานข้อมูลและเทคโนโลยีดิจิทัล กรณีตัวอย่างในประเทศไทยมีการนำเทคโนโลยีดิจิทัลมาใช้ในการขับเคลื่อนนโยบายในรูปแบบ Big Data แต่ในขณะเดียวกันหน่วยงานต่างๆ ในประเทศไทยต่างมีระบบฐานข้อมูลเป็นของตนเอง และขาดการเชื่อมโยงข้อมูลระหว่างกัน ส่วนหนึ่งต่างเชื่อมั่นในความแม่นยำในระบบฐานข้อมูลหน่วยงานตนเอง ทำให้การบูรณาการข้อมูลทั้งหน่วยงานภายในและหน่วยงานภายนอกค่อนข้างมีอุปสรรค เกิดความล่าช้าในออกนโยบาย

2. ความปลอดภัยของข้อมูลผู้รับบริการ ปัจจุบันประชาชนกำลังประสบปัญหาการถูกคุกคามด้านเทคโนโลยี ไม่ว่าจะเป็นประเด็นแก๊ง Call Center การโทรศัพท์เพื่อเสนอขายประกันทางสุขภาพ การหลอกลวงและนำไปสู่ปัญหาอาชญากรรม ข้อจำกัดดังกล่าวส่งผลต่อความปลอดภัยในระบบข้อมูลของประชาชน รวมถึงการความไว้วางใจที่ประชาชนให้ข้อมูลต่อภาครัฐ ทำให้เกิดการปกปิดข้อมูลที่เป็นข้อเท็จจริง ทำให้หน่วยงานภาครัฐอาจไม่ได้ข้อมูลที่ถูกต้อง ส่งผลต่อการขับเคลื่อนนโยบายที่ไม่มีประสิทธิภาพ

3. ความพร้อมในการเข้าถึงระบบเทคโนโลยีดิจิทัลของผู้รับบริการ เนื่องจากความสามารถในการเข้าถึงระบบเทคโนโลยีดิจิทัลของประชาชนไม่เท่ากัน ในขณะเดียวกันที่รัฐบาลพยายามผลักดันในการนำ Digital Governance มาใช้ในการกำกับดูแลภาครัฐ การเข้าถึงสิทธิและนโยบายด้านต่างๆ มีเพียงคนบางกลุ่ม

ที่มีกำลังสามารถเข้าถึงเทคโนโลยีเท่านั้น ในขณะที่ยังมีคนจนบางกลุ่มที่รายได้น้อยไม่มีกำลังในการเข้าถึงเทคโนโลยีล่าช้าหรือตกสำรวจ ทำให้ไม่สามารถเข้าถึงสิทธิประโยชน์ที่รัฐออกแบบมาเพื่อจัดบริการให้กับกลุ่มเป้าหมายได้อย่างตรงกลุ่ม

ทิศทางและข้อเสนอต่อการพัฒนาระบบข้อมูลไปสู่การขับเคลื่อนนโยบายแก้ไขปัญหาคความยากจนในประเทศไทยภายใต้บริบทรัฐบาลดิจิทัล

1. ด้านนโยบาย

1.1 หน่วยงานภาครัฐและเอกชน รวมถึงสถาบันอื่นๆ ที่เกี่ยวข้อง ควรมีการวางแผนทิศทางยุทธศาสตร์การใช้ระบบการกำกับดูแลด้านการบริหารจัดการเทคโนโลยีดิจิทัล (Digital Governance) อย่างมีส่วนร่วม โดยจัดทำแผนระยะสั้น ระยะกลาง ระยะยาว ในการบริหารข้อมูลร่วมกันตั้งแต่การนำเข้าข้อมูล การใช้ประโยชน์ในการวางแผนนโยบายและการจัดบริการสาธารณะ รวมถึงมีการประเมินผลเพื่อแลกเปลี่ยนข้อมูลปรับปรุงแนวทางให้มีความเป็นปัจจุบัน สอดคล้องกับสถานการณ์ปัญหาและความต้องการให้มีประสิทธิภาพ

1.2 หน่วยงานภาครัฐและเอกชน รวมถึงสถาบันอื่นๆ ที่เกี่ยวข้อง ควรมีการพัฒนาศักยภาพบุคลากรในด้านความรู้เทคโนโลยีดิจิทัล เพื่อให้เกิดความพร้อมในการให้บริการกับประชาชนทั่วไป รวมถึงการมีระบบรองรับการให้บริการสำหรับประชาชนผู้ที่ยังเข้าไม่ถึงระบบเทคโนโลยี เพื่อให้เกิดการบริการสาธารณะที่ครอบคลุมไม่เกิดความเหลื่อมล้ำ

1.3 หน่วยงานภาครัฐและเอกชน รวมถึงสถาบันอื่นๆ ที่เกี่ยวข้อง ควรมีนโยบายในการใช้ระบบข้อมูลเทคโนโลยีดิจิทัลที่โปร่งใส มีการเปิดเผยข้อมูลการทำงานของหน่วยงานให้ประชาชนได้เข้าถึง รวมถึงมีนโยบายในการป้องกันระบบข้อมูลส่วนบุคคลของประชาชนอย่างเคร่งครัด เพื่อลดปัญหาการก่ออาชญากรรมทางด้านเทคโนโลยีสารสนเทศ

2. ด้านระบบข้อมูล

2.1 การพัฒนาระบบข้อมูลบนพื้นฐานสถาปัตยกรรมและนิเวศน์ที่สอดคล้องประชาชนและชุมชน การใช้เทคโนโลยีที่เหมาะสม มีระบบรองรับทั้งในรูปแบบออนไลน์และออฟไลน์ เพื่อให้ประชาชนเข้าถึงข้อมูลได้ง่าย รวดเร็ว มีระบบการติดตามที่ทันทั่วถึง นอกจากนี้ควรมีระบบการรักษาความปลอดภัยด้านข้อมูลประชาชน เพื่อลดความเสี่ยงในการถูกคุกคามและถูกล่อลวงด้านเทคโนโลยีดิจิทัล

2.2 ควรพัฒนาระบบข้อมูลที่มีความแม่นยำ รวดเร็ว มีการเคลื่อนไหวที่เป็นปัจจุบันอย่างต่อเนื่อง เพื่อให้ทันต่อสถานการณ์การเปลี่ยนแปลง เพื่อให้หน่วยงานภาครัฐและหน่วยงานอื่นๆ ที่เกี่ยวข้องสามารถเข้าถึงข้อมูลและนำไปสู่การวางแผนนโยบายและจัดบริการสาธารณะให้กับประชาชนได้ตรงกับสถานการณ์

สรุปและอภิปรายผล

การใช้ระบบข้อมูลในการขับเคลื่อนนโยบายแก้ไขปัญหาคความยากจน ภายใต้บริบทรัฐบาลดิจิทัลจากทั้ง 3 ประเทศ สะท้อนถึงบทเรียนของการใช้ระบบฐานข้อมูลเพื่อวางนโยบายและขับเคลื่อนการแก้ไขปัญหาคความยากจน ประกอบด้วย 1) การใช้ระบบฐานข้อมูล TP MAP เพื่อบริหารจัดการข้อมูลการพัฒนาคนตลอดทุกช่วงวัย และการแก้ไขปัญหาคความยากจนและเหลื่อมล้ำแบบชี้เป้าในประเทศไทย เชื่อมโยงกับนโยบายบัตรสวัสดิการแห่งรัฐ และการบูรณาการความร่วมมือเพื่อแก้ไขปัญหาคความยากจนร่วมกับกลไกศูนย์อำนวยการจัดคความยากจนและพัฒนาคน ทุกช่วงวัยอย่างยั่งยืนตามหลักปรัชญาของเศรษฐกิจพอเพียง (ศกพ.) ทั้งในระดับอำเภอและจังหวัด เพื่อพัฒนาคนทุกช่วงวัยใน 5 มิติ ได้แก่ ด้านการศึกษา ด้านสุขภาพ ด้านความเป็นอยู่ ด้านการเข้าถึงบริการรัฐ และด้านรายได้ บนฐานข้อมูลและใช้เทคโนโลยี นวัตกรรมที่เหมาะสมแก้ไขปัญหาคและพัฒนาเชิงพื้นที่ที่เหมาะสม 2) การใช้แพลตฟอร์ม Poverty Alleviation Cloud เชื่อมกับทั้ง 17 หน่วยงานในมณฑลเพื่อแก้ไขปัญหาคความยากจนในสาธารณรัฐประชาชนจีน การลงทะเบียนคนจนและพัฒนาระบบฐานข้อมูล Big Data ที่เก็บข้อมูลทุกมิติ วิเคราะห์ศักยภาพคนจนและสมาชิกในครัวเรือน เชื่อมโยงกับทรัพยากรที่มีในพื้นที่และนำเข้าสู่ระบบการจ้างงานในพื้นที่กรณีครัวเรือนที่มีศักยภาพ การอพยพครัวเรือนยากจนในพื้นที่ที่มีปัญหาคด้านทรัพยากร เพื่อฟื้นฟูสภาพพื้นที่ให้ครัวเรือนยากจนเข้าถึงทรัพยากร รวมถึงการพัฒนาการศึกษาให้กับครัวเรือนยากจนที่มีสมาชิกในครอบครัวอยู่ในวัยเรียนให้เข้าถึงทุนการศึกษาอย่างทั่วถึง และ 3) การใช้ระบบ (Public Distribution System: PDS) เพื่อแก้ไขการเข้าถึงอาหารในรัฐเกรละ (Kerala) สาธารณรัฐอินเดีย โดยรัฐบาลให้คนจนขึ้นทะเบียนและสำรวจความต้องการด้านอาหารและสวัสดิการ และจัดหาอาหารและสินค้าอุปโภคบริโภคที่จำเป็นส่งไปยังร้านค้าที่เรียกว่า ร้าน Fair Price หรือ “ร้านปันส่วน” ซึ่งเป็นร้านค้าปลีกประจำท้องถิ่นที่ได้รับอนุญาตจากกระทรวงผู้บริโภค เป็นศูนย์กระจายสินค้าเพื่อให้คนจนเข้าถึงสินค้าที่รัฐบาลอุดหนุนและเข้าถึงราคาสินค้าในราคาที่เป็นธรรม ซึ่งสามารถลดปัญหาคค่าใช้จ่ายในการอุปโภคบริโภคให้กับครัวเรือนยากจนได้ถึงร้อยละ 40

จุดแข็งในการใช้ระบบข้อมูลขับเคลื่อนนโยบายการแก้ไขปัญหาคความยากจน เป็นการลดความซ้ำซ้อนในการออกแบบและวางแผนการจัดบริการสาธารณะ สามารถแก้ไขปัญหาคได้ตรงจุด รวดเร็ว แม่นยำครอบคลุมมิติที่เกี่ยวข้องกับคุณภาพชีวิตของคนในประเทศ รวมถึงนำไปสู่การบูรณาการความร่วมมือกับหน่วยงานทุกภาคส่วน อีกทั้งทำให้เกิดกระบวนการมีส่วนร่วมในการกำกับติดตามการบริหารจัดการภาครัฐที่มีประสิทธิภาพ ในขณะที่ข้อจำกัดในการใช้ระบบข้อมูลเพื่อการขับเคลื่อนนโยบายการแก้ไขปัญหาคความยากจนยังพบว่า ความเชื่อมั่นของข้อมูลที่มีต่อหน่วยงานที่ใช้ระบบฐานข้อมูลและเทคโนโลยีดิจิทัลยังเป็นปัจจัยสำคัญเนื่องจากการไม่บูรณาการกันของระบบข้อมูลในแต่ละหน่วยงาน ความปลอดภัยของข้อมูลผู้รับบริการที่อาจถูกนำไปใช้ในการหาประโยชน์ รวมถึงความพร้อมในการเข้าถึงระบบเทคโนโลยีดิจิทัลของผู้รับบริการ

จากบทเรียนทั้ง 3 ประเทศได้สะท้อนให้เห็นถึงความสำคัญของการนำระบบข้อมูลเป็นเครื่องมือในการวางทิศทางการขับเคลื่อนนโยบายการแก้ไขปัญหาคความยากจนที่สอดคล้องกับบริบทของแต่ละประเทศ ซึ่งหากพิจารณาจะเห็นว่านิยามหรือขอบเขตความยากจนที่แต่ละประเทศให้ความสำคัญประกอบด้วย มิติในด้าน

อาหาร ด้านความเสมอภาค การเข้าถึงทรัพยากร การศึกษา สวัสดิการ ภาพรวมของการแก้ไขปัญหาความยากจนจึงไม่ใช่เป็นเพียงการแก้ไขปัญหาเชิงเศรษฐกิจเท่านั้น แต่ปัญหาความยากจนล้วนเกี่ยวข้องและสัมพันธ์กันทุกมิติของคุณภาพชีวิต การวางกรอบนโยบายเพื่อแก้ไขปัญหาความยากจนจึงต้องอาศัยข้อมูลที่แม่นยำเป็นกลาง เชื่อถือได้ตั้งแต่กระบวนการนำเข้า รวมถึงการนำออกของคนจน รวมถึงระบบข้อมูลจะต้องชี้ให้เห็นถึงแนวทางการแก้ไขปัญหาบนพื้นฐานการพัฒนาแบบองค์รวม (Holistic) (Li Xinghong, 2021) ที่เชื่อมโยงกัน ดังนั้น ข้อเสนอแนะต่อการพัฒนาระบบข้อมูลให้เกิดความแม่นยำและน่าเชื่อถือในการไปขับเคลื่อนนโยบายการแก้ไขปัญหาความยากจน โดยในด้านการพัฒนาระบบข้อมูลต้องตั้งอยู่บนพื้นฐานสถาปัตยกรรมและนิเวศน์ที่สอดคล้องประชาชนและชุมชน ระบบข้อมูลที่มีความแม่นยำ รวดเร็ว มีการเคลื่อนไหวที่เป็นปัจจุบันอย่างต่อเนื่อง นำไปสู่การตัดสินใจที่ทุกหน่วยงานสามารถเข้าถึง รวมถึงในด้านนโยบาย หน่วยงานภาครัฐและเอกชน รวมถึงสถาบันอื่นๆ ที่เกี่ยวข้อง ควรมีการวางแผนทิศทาง ยุทธศาสตร์การใช้ระบบการกำกับดูแลด้านการบริหารจัดการเทคโนโลยีดิจิทัล (Digital Governance) อย่างมีส่วนร่วม พัฒนาศักยภาพบุคลากรในด้านความรู้เทคโนโลยีดิจิทัล มีนโยบายในการใช้ระบบข้อมูลเทคโนโลยีดิจิทัลที่โปร่งใส

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Guidelines for Developing the Welfare System "Platform Workers" in the Context of Thai Society

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Abstract

This article aims to investigate the labor welfare arrangements within the government sector for groups of "Platform Workers" to identify ways to develop the public sector's labor welfare system in the context of Thai society. It is a qualitative study involving the collection of documents from various secondary sources. Currently, it is evident that the Thai government sector still lacks welfare provisions for "Platform Workers." This is because they represent an emerging occupational group in the context of Thai society, having been in business for a relatively short period. However, their prominence surged during the outbreak of the coronavirus disease-2019 (Covid-19). This can be observed through the expansion of business networks under the same brand, offering a variety of products and services for users to select as they wish. This expansion is facilitated through presentations on various application platforms, which can be accessed quickly, covering the daily life of service users of all genders and ages, a phenomenon that is increasingly prevalent today. Despite having the status of employees under the control of various online platform brands, akin to employment in government and private sector agencies, this group of workers remains outside the established system and does not receive welfare on par with other types of workers in the social system. Therefore, the government sector needs to establish a welfare system that is equitable for all occupational groups in the context of Thai society, as follows: 1) Enacting laws governing welfare provision for "Platform Workers." 2) Implementing policies to oversee the information systems of all types of online platforms by linking them to the government's labor database system. 3) Introducing tax measures to monitor the income and expenses of platform businesses and ensure high-quality welfare for the "Platform Workers" group.

Keywords: Labor Welfare, Platform Workers, Gig Economy, Digital Economy

แนวทางการพัฒนาระบบการจัดสวัสดิการ "แรงงานแพลตฟอร์ม" ในบริบทของสังคมไทย

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มหาวิทยาลัยราชภัฏเชียงใหม่

บทคัดย่อ

บทความเรื่องนี้ มุ่งศึกษาการจัดสวัสดิการแรงงานของภาครัฐที่มีต่อกลุ่ม “แรงงานแพลตฟอร์ม” เพื่อหาแนวทางการพัฒนาระบบการจัดสวัสดิการแรงงานกลุ่มเปราะบางในบริบทของสังคมไทย ซึ่งเป็นการศึกษาเชิงคุณภาพด้วยวิธีการรวบรวมเอกสารจากแหล่งข้อมูลทุติยภูมิประเภทต่าง ๆ อย่างหลากหลาย โดยพบว่า ในปัจจุบันภาครัฐของไทยยังขาดการจัดสวัสดิการ “แรงงานแพลตฟอร์ม” เนื่องจากเป็นกลุ่มอาชีพเกิดใหม่ในบริบทของสังคมไทยที่มีการประกอบธุรกิจมาได้ระยะเวลาไม่นานมากนัก แต่กลับกลายเป็นอาชีพที่ค่อนข้างได้รับความนิยมสูงสุดในช่วงวิกฤตการแพร่ระบาดของโรคติดต่อเชื้อไวรัสโคโรนา-2019 (Covid-19) พิจารณาได้จากการขยายตัวของแบรนด์ธุรกิจเครือข่ายเดียวกัน แต่มีสินค้าและบริการหลากหลายประเภทให้ผู้บริโภคได้เลือกสรรตามใจชอบด้วยการนำเสนอประชาสัมพันธ์ในรูปแบบแอปพลิเคชันแพลตฟอร์มออนไลน์ต่าง ๆ ที่สามารถเข้าถึงได้อย่างรวดเร็วครอบคลุมการดำเนินชีวิตประจำวันของผู้ใช้บริการทุกเพศทุกวัยที่เพิ่มมากขึ้นในปัจจุบัน ทั้งนี้ “แรงงานแพลตฟอร์ม” มีสถานะเป็นลูกจ้างที่อยู่ภายใต้การควบคุมของแบรนด์แพลตฟอร์มออนไลน์รูปแบบต่าง ๆ ที่ทำงานเสมือนการจ้างงานในหน่วยงานภาครัฐและภาคเอกชนโดยทั่วไป แต่ทว่าแรงงานกลุ่มนี้กลับยังคงมีสถานะเป็นเพียงแรงงานนอกระบบที่ไม่ได้รับการจัดสวัสดิการที่ดีเทียบเท่ากับแรงงานประเภทอื่นที่อยู่ในระบบของสังคม ฉะนั้น ภาครัฐไทยจึงจำเป็นต้องมีการพัฒนาระบบการจัดสวัสดิการต่อทุกกลุ่มอาชีพอย่างเสมอภาค ดังนี้ 1) การบัญญัติกฎหมายว่าด้วยการจัดสวัสดิการคุ้มครอง “แรงงานแพลตฟอร์ม” 2) การกำหนดนโยบายเข้าควบคุมระบบสารสนเทศของแพลตฟอร์มออนไลน์ทุกประเภทด้วยการเชื่อมโยงเข้ากับระบบฐานข้อมูลแรงงานภาครัฐ 3) การกำหนดมาตรการทางภาษีในการตรวจสอบรายรับรายจ่ายของธุรกิจแพลตฟอร์มโดยนำมาจัดสวัสดิการให้กับกลุ่ม “แรงงานแพลตฟอร์ม” อย่างมีคุณภาพ

คำสำคัญ: สวัสดิการแรงงาน, แรงงานแพลตฟอร์ม, เศรษฐกิจการจ้างงานแบบครั้งคราว, เศรษฐกิจดิจิทัล

บทนำ

ในอดีตระบบ “Gig Economy” (เศรษฐกิจการจ้างงานแบบครั้งคราว) ได้ปรากฏถึงกลุ่มบุคคลที่ทำงานในระบบดังกล่าว เรียกว่า “Gig Worker” (ผู้ที่ทำงานในรูปแบบงานครั้งคราว) ซึ่งส่วนใหญ่จะเป็นกลุ่มบุคคลที่มุ่งเน้นการทำงานนอกเวลาเป็น “อาชีพรเสริม” เพียงชั่วครั้งชั่วคราวไม่ได้มุ่งเน้นประกอบเป็นอาชีพหลัก ซึ่งเป็นการทำงานในลักษณะของงานอดิเรกหรืองานที่ต้องใช้ทักษะเฉพาะด้านตามความถนัดของปัจเจกบุคคลและต้องไม่ส่งผลกระทบต่อ ใด ๆ ต่อการทำงานประจำเต็มเวลาในองค์กรหรือหน่วยงานต่าง ๆ จึงกลายเป็นแหล่งหารายได้เสริมเพิ่มเติมนอกเหนือจากงานประจำปกติ ซึ่งได้กลายเป็นหนึ่งในทางเลือกของการออมเงินเก็บไว้ใช้ในยามจำเป็นฉุกเฉินและยังสามารถนำรายได้บางส่วนมาช่วยเหลือจุนเจือภาระค่าใช้จ่ายภายในครอบครัวของตนได้อีกด้วย จนกระทั่งเกิดวิกฤตการณ์แพร่ระบาดของโรคติดต่อเชื้อไวรัสโคโรนา-2019 (Covid-19) ทำให้สังคมต้องเข้าสู่สภาวะหยุดนิ่งเป็นการชั่วคราวท่ามกลางสถานการณ์ความโกลาหลของสังคมในทุกระดับ เนื่องด้วยภาครัฐจากประเทศต่าง ๆ ทั่วโลกได้ประกาศมาตรการทางด้านสาธารณสุขห้ามประชาชนทุกคนออกจากบ้านโดยไม่ได้รับอนุญาตและยังส่งผลกระทบต่อพนักงานประจำเต็มเวลาที่มีความจำเป็นต้องตระหนักถึงรายได้ที่ลดลงจากการหยุดชะงักทางเศรษฐกิจในช่วงเวลานั้นอีกด้วย โดยเฉพาะอย่างยิ่ง บรรดาผู้ใช้แรงงานในองค์กรภาคเอกชน ซึ่งเป็นกลุ่มคนที่ได้รับความเดือดร้อนมากกว่ากลุ่มข้าราชการ พนักงาน และลูกจ้างในหน่วยงานภาครัฐ เนื่องด้วยแรงงานภาคเอกชนกลายเป็นกลุ่มคนแรก ๆ ของสังคมที่ถูกผลักดันออกจากการทำงานในระบบงานประจำ ส่งผลต่อการตัดสินใจก้าวเข้าสู่การทำงานอิสระภายใต้วิถีของระบบ “เศรษฐกิจดิจิทัล” อย่างเต็มรูปแบบ (ทับทิม สุขพิน และยุทธศาสตร์ หน่อแก้ว, 2566)

ด้วยเหตุที่กลุ่มบุคคลเหล่านี้ต่างถูกนายจ้างสั่งพักงานเป็นการชั่วคราวระยะสั้นหรือบางรายก็ถูกเลิกจ้างเป็นการถาวรจนต้องลาออกจากงานประจำ นำไปสู่การขาดแคลนรายได้มาเลี้ยงดูตนเองและครอบครัว โดยมีสาเหตุหลักมาจากการที่ผู้ประกอบการในองค์กรภาคเอกชนส่วนใหญ่ไม่สามารถแบกรับความเสี่ยงจากภาระค่าใช้จ่ายและหนี้สิน ซึ่งเป็นค่าเสียโอกาสจากเศรษฐกิจที่ถดถอยลงได้ จึงจำเป็นต้องปิดกิจการของตนเองลงไปอย่างไม่มีกำหนด ทำให้กลุ่มผู้ใช้แรงงานที่ได้รับความเดือดร้อนต้องจำใจก้าวเข้าสู่ระบบ “Gig Economy” ในสถานะ “Gig Worker” อย่างเต็มรูปแบบภายใต้วิถีการทำงานของ “แรงงานแพลตฟอร์ม” ซึ่งปรากฏถึงผู้เข้าร่วมเป็นส่วนหนึ่งของการขับเคลื่อนเศรษฐกิจในลักษณะนี้แบบก้าวกระโดดเป็นจำนวนมาก ตลอดจนยังพบว่า “แรงงานแพลตฟอร์ม” ได้กลายเป็นแหล่งแสวงหารายได้หลักแหล่งใหม่ที่สามารถเพิ่มพูนรายได้ให้กับปัจเจกบุคคลได้อย่างเป็นกอบเป็นกำจนก่อให้เกิดการแข่งขันที่เพิ่มสูงขึ้นในระบบตลาดทุนนิยมเสรีอย่างน่าประหลาดใจ แต่กระนั้น การทำงานรูปแบบแพลตฟอร์มถือเป็นหนึ่งในประเด็นสำคัญที่มีการถกเถียงกันอย่างกว้างขวางในประเด็นของการจัดสวัสดิการที่มีความเหมาะสมและรายได้รายวันที่ไม่แน่นอน ส่งผลกระทบต่อรายได้โดยภาพรวมของแรงงานอิสระนอกระบบทั้งหมดค่อนข้างมาก ก่อให้เกิดการเรียกร้องสิทธิต่อกลุ่มผู้มีอำนาจทุกฝ่ายให้เข้าร่วมการเจรจาข้อยุติร่วมกันอย่างเป็นเอกภาพภายใต้การดำเนินการของหน่วยงานภาครัฐและเจ้าของแบรนด์แพลตฟอร์มออนไลน์ประเภทต่าง ๆ เพื่อส่งเสริมให้เกิดแนวทางในการรับผิดชอบดูแลสวัสดิภาพแก่กลุ่มผู้ใช้แรงงานนอกระบบเหล่านี้ด้วยการกำหนดค่าจ้างค่าตอบแทนที่เป็นมาตรฐานกลาง การจัดสวัสดิการที่ดีมีคุณภาพเทียบเท่ากับพนักงานประจำในบริษัทเอกชน และการบัญญัติหรือตีความขยาย

ความหมายเดิมที่มีอยู่ทั้งในขอบเขตของกฎหมายแรงงานและระบบประกันสังคมแห่งชาติให้ครอบคลุมไปถึงกลุ่ม “แรงงานแพลตฟอร์ม” อย่างเป็นรูปธรรม (ณัฐชานันท์ วงศ์มูลธิกร และคณะ, 2565, น. 136)

ในปัจจุบัน “แรงงานแพลตฟอร์ม” ได้กลายเป็นหนึ่งในตัวเลือกสำคัญของนายจ้างที่ต้องการจ้างงานเพื่อจัดการปัญหาเฉพาะบางประการเพียงเล็กน้อยที่มีความยืดหยุ่นสูงไม่ตายตัวในระยะเวลานาน โดยไม่จำเป็นต้องผูกมัดการจ่ายค่าตอบแทนให้กับลูกจ้างในระยะยาว จึงปรากฏเป็นที่ชัดเจนว่า นายจ้างและลูกจ้างต่างมีความเป็นอิสระต่อกัน เพราะต่างฝ่ายต่างสามารถตัดสินใจเลือกลูกจ้างหรือนายจ้างได้ตามความพึงพอใจส่วนตัว ในที่นี้คือ นายจ้างสามารถเลือกลูกจ้างที่มีทักษะความรู้ความสามารถสูงให้มาแก้ไขปัญหาเบื้องต้นได้ด้วยเงินเพียงเล็กน้อยในบางสถานการณ์ และลูกจ้างก็สามารถเลือกรับงานที่สอดคล้องกับความรู้ความสามารถของตนเองหรือเลือกรับงานที่สามารถเพิ่มพูนทักษะเฉพาะด้านบางอย่างที่ยังขาดอยู่ได้ รวมถึงยังสามารถส่งสมประสบการณ์จากการรับงานเดิม ๆ เพื่อส่งสมประสบการณ์ให้เกิดความชำนาญได้อย่างต่อเนื่อง อีกทั้งยังสามารถรับงานได้อย่างหลากหลายไม่ซ้ำซากจำเจอยู่กับการทำงานรูปแบบเดิม ๆ อีกด้วย (Graham, Hjorth, & Lehdonvirta, 2017) นอกจากนี้ ลักษณะสำคัญของงานแพลตฟอร์ม ก็คือ การลดโครงสร้างสายบังคับบัญชาและกฎระเบียบต่าง ๆ ที่ซับซ้อนระหว่างนายจ้างกับลูกจ้างลงในระดับที่สามารถยอมรับร่วมกันได้ (Lehdonvirta, 2016) ผนวกกับการปรับรูปแบบแพลตฟอร์มเข้ากับ “เศรษฐกิจดิจิทัล” ยิ่งเป็นการตอกย้ำถึงพลวัตของระบบทุนนิยมเสรีที่เปลี่ยนแปลงไป โดยปรากฏถึงตัวกลางหรือแบรนด์แพลตฟอร์มต่าง ๆ ซึ่งได้กลายเป็นตัวแทนทางธุรกิจระดับโลกที่สามารถลดความขัดแย้งระหว่างนายทุนกับแรงงานลงไปได้เป็นอย่างมากเมื่อเปรียบเทียบกับยุคอดีตที่การจ้างงานลักษณะนี้ค่อนข้างมีความขัดแย้งต่อกันในระดับสูง ทำให้อธิบายได้ว่า ระบบทุนนิยมสมัยใหม่ที่ถูกขับเคลื่อนด้วยรูปแบบออนไลน์ได้สร้างปรากฏการณ์ ที่เรียกว่า “หุ้นส่วนความร่วมมือระหว่างภาครัฐและภาคเอกชน” (Public-Private Partnerships) ขึ้นมา ยึดโยงเข้ากับแนวคิดทางการตลาดที่ผันแปรกับ “ห่วงโซ่มูลค่าเพิ่ม” (Value Chains) ก่อให้เกิดความสัมพันธ์ระหว่างนายจ้างกับลูกจ้างที่ห่างเหินออกไปจากกันมากยิ่งขึ้น ด้วยเหตุนี้ กระบวนการของการเกิดงานจึงขึ้นอยู่กับความพึงพอใจของทั้งสองฝ่ายเป็นหลัก โดยไม่มีฝ่ายใดฝ่ายหนึ่งสามารถกดขี่ข่มเหงหรือบังคับขู่เข็ญอีกฝ่ายให้ปฏิบัติตามอย่างฝืนใจได้ (กฤษฎา ธีระโกศลพงศ์, 2563) ส่งผลทำให้แรงงานกลุ่มนี้ขาดปฏิสัมพันธ์ทางสังคมเพิ่มมากขึ้น เพราะภายในหน่วยงานหรือองค์กรจะมีการควบคุมการทำงานผ่านระบบสายบังคับบัญชาที่เข้มงวด ซึ่งเป็นโครงสร้างพื้นฐานที่ก่อให้เกิดการปฏิสัมพันธ์ระหว่างนายจ้างกับลูกจ้างโดยตรง ถือเป็นความสัมพันธ์ลักษณะคู่ตรงข้ามที่ไม่สามารถแยกออกจากกันได้ ถ้าหากปรากฏว่าการจ้างงานพนักงานแบบเต็มเวลาดนัยลงโดยไม่มีการควบคุมใด ๆ ก็อาจส่งผลกระทบยาวต่อการเลิกจ้างพนักงานภายในหน่วยงานหรือองค์กรได้ (Standing, 2011) กล่าวคือ การทำงานรูปแบบแพลตฟอร์มได้ก่อให้เกิดระดับการทำงานชั่วคราวที่ไม่เป็นทางการเพิ่มมากขึ้นนำไปสู่การมีรายได้ที่ไม่มั่นคงและมีความเสี่ยงสูงกับสวัสดิภาพของแรงงานมากกว่างานประจำในระบบปกติ ฉะนั้น ภาครัฐจึงควรมีแนวทางที่เหมาะสมในการคุ้มครองทางสังคมต่อกลุ่ม “แรงงานแพลตฟอร์ม” โดยการแบ่งปันความเสี่ยงให้กับผู้มีส่วนเกี่ยวข้องทุกภาคส่วนของสังคมให้ได้มีโอกาสเข้ามาแสดงถึงบทบาทในการจัดการความเสี่ยงต่อกลุ่มแรงงานไร้สวัสดิการเหล่านี้ที่กำลังเผชิญกับความเปราะบางทางสังคมร่วมกันอย่างเป็นเอกภาพ (Behrendt & Nguyen, 2019)

คงปฏิเสธไม่ได้ว่า การแพร่ระบาดของโรคติดต่อเชื้อไวรัสโคโรนา-2019 (Covid-19) ได้นำพาสังคมเข้าสู่ระบบ “Gig Economy” สมัยใหม่อย่างเต็มรูปแบบ โดยมีการนำเทคโนโลยีสารสนเทศสมัยใหม่ที่มีการใช้ระบบ “อินเทอร์เน็ต” (Internet) เป็นตัวกลางในการเชื่อมโยงสังคมเข้าด้วยกัน ทั้งนี้ ในช่วงเวลาดังกล่าวโลกทั้งใบได้ก้าวเข้าสู่ยุคที่เรียกว่า “ชีวิตวิถีใหม่” (New Normal) ก่อให้เกิดการปรับเปลี่ยนวิถีการทำงานขององค์กรต่าง ๆ ทั้งภาครัฐและภาคเอกชนด้วยกระบวนการทำงานในระยะไกลที่เรียกว่า “การทำงานที่บ้าน” (Work from Home) ทำให้ปัจเจกบุคคลสามารถทำงานตามความรับผิดชอบได้อย่างสะดวกรวดเร็วมากยิ่งขึ้น โดยไม่มีความจำเป็นต้องเผชิญหน้ากัน ไม่ว่าจะเป็นเจ้าหน้าที่รัฐสามารถให้บริการประชาชนผ่านระบบออนไลน์และผู้ประกอบการสามารถดำเนินธุรกิจผ่านแพลตฟอร์มออนไลน์ได้สะดวกมากยิ่งขึ้น “เทคโนโลยี” จึงถือเป็นสิ่งที่ช่วยอำนวยความสะดวกระหว่างผู้ให้บริการและผู้รับบริการในเวลาเดียวกัน แม้ว่าสังคมจะอยู่ในห้วงเวลาที่กำลังหยุดนิ่งก็ตาม แต่ทว่าลูกจ้างและพนักงานของบริษัทส่วนใหญ่ที่อยู่ในภาคธุรกิจเอกชนกลับถูกเลิกจ้างเป็นจำนวนมาก ทำให้แรงงานกลุ่มนี้จำเป็นต้องออกจากระบบงานประจำปกติมาทำงานอิสระนอกกรอบเดิมมากขึ้น แต่ทว่าหากมองมุมกลับก็ส่งผลเชิงบวกต่อการขยายตัวของระบบ “Gig Economy” ด้วยเช่นเดียวกัน (Umar, Xu, & Mirza, 2020) กล่าวคือ “Gig Worker” ปรากฏจำนวนเพิ่มมากขึ้น โดยเฉพาะอย่างยิ่ง การถือกำเนิดของกลุ่ม “แรงงานแพลตฟอร์ม” ภายใต้แบรนด์ธุรกิจประเภทต่าง ๆ ได้ก่อให้เกิดการขยายตัวทางเศรษฐกิจในระดับมหภาค ถือเป็นการเปลี่ยนแปลงวัฒนธรรมการทำงานแบบดั้งเดิมไปสู่การทำงานยุคใหม่ที่ค่อนข้างยืดหยุ่นและมีความเป็นอิสระมากกว่าการทำงานระบบปกติภายในหน่วยงานหรือองค์กรแบบเต็มเวลาภายใต้ระบบการสื่อสารด้วยเทคโนโลยีสารสนเทศที่สะดวกและทันสมัยมากกว่าในอดีต ซึ่งสามารถเชื่อมโยงการทำงานต่าง ๆ ได้อย่างรวดเร็วมากยิ่งขึ้น แรงงานกลุ่มนี้จึงเกิดความพึงพอใจต่อรายได้ที่เพิ่มมากขึ้นกว่าการทำงานประจำที่มีรายได้ต่ำมากกว่านี้ ส่งผลเชิงจิตวิทยาต่อบุคคลที่เคยทำงานประจำในระบบปกติ ทำให้มีความกล้าที่จะเลือกออกมาเผชิญความท้าทายใหม่ ๆ ด้วยการเข้าสู่แวดวงของ “แรงงานแพลตฟอร์ม” และบางคนยังเลือกทำงานนี้เป็นอาชีพหลักทดแทนอาชีพเดิม ซึ่งไม่ใช่ลักษณะของการทำงานเปรี้อาชีพเสริมดังเช่นในอดีตอีกด้วย (Schor et al., 2019) อย่างไรก็ตาม การทำงานในลักษณะนี้ก็ไม่ได้มีหลักประกันใด ๆ ที่สามารถคุ้มครองสวัสดิภาพโดยรวมจากการทำงานของแรงงานกลุ่มนี้ได้เลย เหตุเพราะ “แรงงานแพลตฟอร์ม” ยังคงไร้ซึ่งสวัสดิการและเป็นกลุ่มแรงงานที่มีความเปราะบางมากที่สุดในสังคม แม้ว่าจะปรากฏถึงความต้องการในระบบตลาดทุนนิยมเสรีในปัจจุบันมากขึ้นเพียงใดก็ตาม แต่ก็คงไม่อาจทำให้ชีวิตของกลุ่มบุคคลเหล่านี้มีความมั่นคงในระยะยาวได้อย่างแน่นอนหากยังคงขาดสวัสดิการที่ดีมีคุณภาพ (Riley, 2016, pp. 65)

ดังนั้น เมื่อพิจารณาจะพบว่าในปัจจุบันปัจเจกบุคคลที่ออกมาจากงานประจำ เพื่อเข้าสู่แวดวงของการประกอบอาชีพแรงงานอิสระค่อนข้างกำลังได้รับความนิยมและมีจำนวนผู้เข้าร่วมเพิ่มมากขึ้นกว่าในอดีตหลายเท่า ทำให้กลุ่มแรงงานเหล่านี้มีส่วนสำคัญในการขับเคลื่อนระบบเศรษฐกิจยุคใหม่ ที่เรียกว่า “เศรษฐกิจดิจิทัล” ได้เป็นอย่างดี ซึ่งเป็นเศรษฐกิจที่กำลังเติบโตและมีการขยายตัวเพิ่มมากขึ้นกว่าเศรษฐกิจแบบดั้งเดิมด้วยเหตุนี้ การพัฒนาระบบการจัดสวัสดิการ “แรงงานแพลตฟอร์ม” ของภาครัฐ จึงกลายเป็นหนึ่งในภารกิจหลักที่มีความจำเป็นต้องดำเนินการอย่างเร่งด่วน บทความเรื่องนี้ พยายามชี้ชวนให้หวนคำนึงถึง “กลุ่มแรงงานแพลตฟอร์ม” ซึ่งใช้วิธีการศึกษาเชิงคุณภาพด้วยการการรวบรวมเอกสารจากแหล่งข้อมูลทุติยภูมิประเภทต่าง

ๆ อย่างหลากหลาย โดยการพิจารณาเอกสารจากบทความวิชาการเป็นหลักผนวกกับการยกตัวอย่างข้อมูลที่มา จากข่าวสารในระบบออนไลน์ดังที่ปรากฏในแหล่งข่าวต่าง ๆ ที่มีความน่าเชื่อถือสามารถค้นหาได้อย่าง กว้างขวาง เมื่อได้ข้อมูลมาแล้วก็นำมาวิเคราะห์อย่างเป็นระบบในประเด็นที่เกี่ยวข้องสอดคล้องกับเนื้อหาสาระ ในแต่ละหัวข้อที่กำลังศึกษาเป็นสำคัญ สามารถแบ่งเนื้อหาออกเป็นหัวข้อต่าง ๆ ได้แก่ บทนำ พัฒนาการของ “Gig Economy” (เศรษฐกิจการจ้างงานแบบครั้งคราว) สู่การบูรณาการเข้ากับระบบ “เศรษฐกิจดิจิทัล” (Digital Economy) ในบริบทของสังคมไทย แนวทางการพัฒนาระบบการจัดสวัสดิการ “แรงงาน แพลตฟอร์ม” ของภาครัฐไทย และบทสรุป

พัฒนาการของ “Gig Economy” (เศรษฐกิจการจ้างงานแบบครั้งคราว) สู่การบูรณาการเข้ากับระบบ “Digital Economy” (เศรษฐกิจดิจิทัล) ในบริบทของสังคมไทย

“Gig Economy” มีการบันทึกหลักฐานไว้ว่าปรากฏเกิดขึ้นอย่างเด่นชัดในช่วงปี ค.ศ. 1915 จากการ รับจ้างแสดงสดของนักดนตรีแจ๊ส (Jazz Music) ซึ่งมีการรับงานจ้างตามความประสงค์ของนายจ้างแบบครั้ง คราวไม่เต็มเวลา โดยมีการกำหนดชั่วโมงการแสดงและอัตราค่าจ้างในแต่ละครั้งตามที่ตกลงกันไว้อย่างชัดเจน เมื่อนักดนตรีได้ทำการแสดงโชว์ตามที่ได้ตกลงกันไว้เสร็จสิ้นก็สามารถรับค่าจ้างและเดินทางต่อ เพื่อไปรับงาน จ้างใหม่ตามสถานที่ต่าง ๆ ได้อย่างอิสระโดยไม่มีข้อผูกมัดใด ๆ ในระยะยาว (Friedman, 2014) เห็นได้ชัดว่า “Gig Economy” ช่วงยุคแรก ๆ จะมีความเกี่ยวข้องกับการแสดงดนตรีที่จำเป็นต้องอาศัยผู้เชี่ยวชาญเฉพาะ ด้านในการทำงานสร้างความบันเทิงให้กับกลุ่มผู้ฟังดนตรีเฉพาะกลุ่ม ส่งผลทำให้อาชีพอิสระนี้ยังคงกระจุกตัว อยู่กับกลุ่มคนเฉพาะในสังคมเพียงเท่านั้น ต่อมาเมื่อสังคมวิวัฒนาการเข้าสู่ยุคสมัยใหม่ได้เกิดความ เจริญก้าวหน้าทางด้านเทคโนโลยีสารสนเทศก่อให้เกิดการเปลี่ยนแปลงทางด้านเศรษฐกิจในระดับมหภาค กล่าวคือ มีการใช้เครื่องมืออุปกรณ์ที่ทันสมัยในการเชื่อมโยงกับเครือข่ายของการทำงานเพิ่มมากขึ้น โดยเฉพาะ อย่างยิ่งการเกิดขึ้นของระบบ “อินเทอร์เน็ต” (Internet) ทำให้เกิดการติดต่อสื่อสารและการค้าขายสินค้าผ่าน รูปแบบออนไลน์เพิ่มมากขึ้น (Lane, 1999) ส่งผลต่อการเปลี่ยนแปลงของ “Gig Economy” ที่ได้ก้าวเข้าสู่ยุค สมัยใหม่อย่างเป็นทางการ พิจารณาได้จากปริมาณของการจ้างงานที่เพิ่มมากขึ้นเปรียบเสมือนการปฏิวัติ “เศรษฐกิจแบบอุตสาหกรรม” เข้าสู่ยุค “เศรษฐกิจดิจิทัล” อย่างเต็มรูปแบบ (Horowitz, 2011) โดยมีระบบ ทุนนิยมเสรีคอยโอบรับระบบการทำงานได้เป็นอย่างดี ด้วยเหตุนี้ ลูกจ้างจึงมีความเป็นอิสระสูงในการประกอบ อาชีพและสามารถเลือกรับงานที่มีความเหมาะสมกับทักษะความรู้ความสามารถส่วนบุคคล รวมถึงยังสามารถ เลือกเจ้านายได้ตามความพึงพอใจและทำงานด้วยข้อตกลงสัญญาระยะสั้นในตำแหน่งงานชั่วคราว โดยไม่ต้อง ใส่ใจต่อความก้าวหน้าในสายทางอาชีพระยะยาวได้อีกด้วย แตกต่างจากกรณีของการทำงานในองค์กรแบบเต็ม เวลาทั้งในหน่วยงานภาครัฐหรือองค์กรภาคเอกชน ซึ่งมุ่งเน้นการเอาอกเอาใจเจ้านายจนทำให้ลูกจ้างเสียความ เป็นตัวตนไป และส่งผลต่อความเชื่อมั่นส่วนบุคคลที่ไม่สามารถแสดงศักยภาพของตนเองออกมาได้อย่างเต็มที่ เต็มประสิทธิภาพมากนัก เพราะต้องคอยปฏิบัติตามสายบังคับบัญชาที่ยืดเยื้อและบางครั้งก็พบเจอกับ เจ้านายที่เคียดแค้นและคอยกดขี่ข่มเหงลูกจ้างอย่างไม่เป็นธรรมอยู่ตลอดเวลาอีกด้วย (Batmunkh, Fekete- Farkas, & Lakner, 2022, pp. 1) อย่างไรก็ดี หากมองในมุมกลับกัน หน่วยงานหรือองค์กรใดก็ตามที่มีการ

จ้างงาน “Gig Worker” ก็ได้รับผลประโยชน์จากระบบ “Gig Economy” เป็นอย่างมากด้วยเช่นเดียวกัน เพราะหน่วยงานหรือองค์กรสามารถเลือกลูกจ้างที่มีความเหมาะสมกับงานและมีประสิทธิภาพสูงสุดได้อีกด้วย และไม่จำเป็นต้องรับผิดชอบต่อลูกจ้างด้วยการจัดสวัสดิการในระยะยาว ทำให้สามารถลดต้นทุนต่อหน่วยการให้บริการทางธุรกิจได้อย่างมหาศาล (Greenwald & Katz, 2012) แต่ทว่าหากพิจารณาถึงปัจเจกบุคคลที่ประสงค์เข้ามาในระบบการทำงานของหน่วยงานหรือองค์กรแบบเต็มเวลาต่อไปในอนาคต ก็อาจส่งผลกระทบต่อระยะยาวต่อกลุ่มบุคคลเหล่านี้ได้ ทำให้พวกเขาไม่ได้เป็นบุคคลที่ถูกเลือกให้เข้ามาประกอบอาชีพงานประจำที่มั่นคงภายในระบบและนำไปสู่การถูกผลักดันเข้าสู่แวดวงของการเป็นแรงงานนอกระบบหรือ “แรงงานแพลตฟอร์ม” อย่างหลีกเลี่ยงไม่ได้ กลายเป็นปัญหาเรื้อรังที่มีความสัมพันธ์กับรายได้ที่ไม่แน่นอนในแต่ละเดือนของแต่ละบุคคลอีกด้วย (Standing, 2011)

“เศรษฐกิจดิจิทัล” (Digital Economy) เป็นการบูรณาการระบบเครือข่ายสังคมของมนุษย์ด้วยการใช้เทคโนโลยี เพื่อพัฒนาองค์ความรู้ทางเศรษฐกิจ การประกอบธุรกิจ และผสมผสานเข้ากับสังคมที่มุ่งเน้นความสร้างสรรค์ (Tapscott, 1995) มาจำลองเอาไว้ในระบบ “อินเทอร์เน็ต” ผ่านการใช้เทคโนโลยีสารสนเทศสมัยใหม่ที่ขยายขอบเขตไปถึงการซื้อขายสินค้าและบริการในรูปแบบ “พาณิชย์อิเล็กทรอนิกส์” (Electronic Commerce หรือ E-Commerce) (Lane, 1999) โดยจำเป็นต้องมีองค์ประกอบสำคัญ ได้แก่ ระบบโครงสร้างโทรคมนาคมที่ทันสมัยมีคุณภาพ การบัญญัติกฎหมายที่เอื้อต่อการประกอบธุรกิจทางด้านธุรกรรมทางการเงินที่สะดวกรวดเร็ว การจัดทำระบบฐานข้อมูลสารสนเทศขนาดใหญ่ (Big Data) เชื่อมโยงเข้ากับระบบของหน่วยงานภาครัฐ การสร้างเครือข่ายความร่วมมือระหว่างภาครัฐและภาคเอกชนอย่างเป็นรูปธรรม ตลอดจนการพัฒนาทรัพยากรบุคคลทางด้านเทคโนโลยีสารสนเทศดิจิทัลด้วยการสนับสนุนการศึกษาอย่างมีคุณภาพ เป็นต้น (Zhenlong, 2021) ทั้งนี้ รัฐบาลไทยได้มีการกำหนดให้จัดทำแผนพัฒนาดิจิทัลเพื่อเศรษฐกิจและสังคมภายใต้กรอบแนวทางการพัฒนาระยะยาวอย่างยั่งยืนให้สอดคล้องกับการจัดทำแผนยุทธศาสตร์ชาติ 20 ปี ซึ่งได้มีการกำหนดเอาไว้ในรัฐธรรมนูญแห่งราชอาณาจักรไทย พ.ศ. 2560 (ชญาพัฒน์ เลิศอำนาจกิจเสรี, 2565, น. 2280) โดยภายหลังจากเกิดวิกฤตการแพร่ระบาดของโรคติดต่อเชื้อไวรัสโคโรนา-2019 (Covid-19) ได้นำพาสังคมไทยเข้าสู่ระบบ “เศรษฐกิจดิจิทัล” อย่างเป็นรูปธรรม ก่อให้เกิดกลุ่มแรงงานยุคใหม่ ที่เรียกว่า “แรงงานแพลตฟอร์ม” เข้ามาทำงานด้วยการให้บริการผ่านรูปแบบออนไลน์ภายใต้คำสั่งในระบบ “แอปพลิเคชัน” (Application) อาทิ แอปพลิเคชันของผู้ให้บริการการขนส่งสาธารณะและการจัดส่งอาหาร เช่น Grab, Line Man, Foodpanda และ Lalamove ฯลฯ แอปพลิเคชันของผู้ให้บริการที่พักอาศัยเป็นการชั่วคราว เช่น Agoda Booking, Traveloka, Traveligo, Trip, Expedia และ Hotel Quickly ฯลฯ รวมถึงแอปพลิเคชันของผู้ให้บริการรับจ้างทำความสะอาดแบบครบวงจร เช่น BeNeat, Ayasan และ Seekster ฯลฯ เป็นต้น (อรรธรณ เกษร, ม.ป.ป., น. 1)

กล่าวคือ ในปัจจุบัน “Gig Worker” ในลักษณะของ “แรงงานแพลตฟอร์ม” ที่ถูกขับเคลื่อนด้วยการอาศัยระบบเครือข่ายสังคมรูปแบบออนไลน์สมัยใหม่ในการติดต่อสื่อสาร สามารถแบ่งลักษณะของงานแพลตฟอร์มหลักออกมาได้ 4 ประเภท ดังนี้ (1) พนักงานที่มีทักษะสูงและผู้รับเหมาอิสระ (2) ผู้ให้คำปรึกษาทางธุรกิจและพนักงานขายอิสระ (3) พนักงานไรเดอร์ (ผู้ที่ทำหน้าที่จัดส่งอาหาร งานซ่อมแซม และงานทำ

ความสะอาดบ้าน) (4) การเป็นวิทยากรฝึกอบรมผ่านระบบออนไลน์ทั้งหมด ซึ่งผู้เข้าร่วมการอบรมมีความต้องการทักษะเบื้องต้นและประสบการณ์เพียงเล็กน้อยสำหรับนำไปต่อยอดความสำเร็จทางธุรกิจในระยะยาว (Vallas & Schor, 2020) เป็นที่แน่ชัดว่า สังคมสมัยใหม่ยุคปัจจุบันการจ้างงานกำลังเข้าสู่ระบบ “เศรษฐกิจดิจิทัล” อย่างเต็มรูปแบบ ซึ่งการจ้างงานได้ถูกขับเคลื่อนด้วยการทำงานทั้งในรูปแบบออนไลน์และรูปแบบไฮบริดผสมผสานเข้าด้วยกัน ก่อให้เกิดการขยายตัวของเศรษฐกิจในระดับมหภาคที่ช่วยส่งเสริมอำนวยความสะดวกต่อทั้งผู้ผลิตสินค้า นายจ้าง ลูกจ้าง ผู้บริโภค อีกทั้งผู้มีส่วนเกี่ยวข้องทั้งหมดในภาคธุรกิจและภาคการบริการประเภทต่าง ๆ เช่น การค้าขาย การธนาคาร การศึกษา และการให้บริการทางการแพทย์ เป็นต้น (Osburg, 2017) ข้อเสนอแนะที่น่าสนใจมาจากข้อมูลของเว็บไซต์ “Zippia” ซึ่งได้รวบรวมข้อมูลจากแรงงานอิสระทั่วโลก พบว่า “Gig Worker” ในช่วงอายุ 18-34 ปี จำนวน 53% มุ่งเน้นการทำงานอิสระเป็นแหล่งรายได้หลักและส่วนใหญ่ชอบทำงานอยู่ที่บ้าน เพราะสามารถปรับตัวกับการทำงานได้เป็นอย่างดีมากกว่าการต้องออกไปเผชิญกับการทำงานประจำที่มีความกดดันภายในสำนักงาน โดยเหตุผลที่ทำให้บุคคลกลุ่มนี้เลือกอาชีพอิสระ ก็คือ “การว่างงาน” และในทำนองเดียวกัน องค์กรธุรกิจและบริษัทภาคเอกชนก็ต่างนิยมจ้างแรงงานกลุ่มนี้ด้วยเช่นเดียวกัน ซึ่งจะเกี่ยวข้องจะกับการออกแบบงานศิลปะและการพัฒนาระบบซอฟต์แวร์ (IT) เป็นหลัก (Kolmar, 2022) และมีการคาดการณ์จาก “Mastercard and Kaiser Associates” (2019) โดยระบุว่า ในปี ค.ศ. 2023 มูลค่าในระบบ “เศรษฐกิจดิจิทัล” จะพุ่งสูงขึ้นถึง 455 พันล้านดอลลาร์สหรัฐ ฉะนั้นแล้ว ภาคส่วนความร่วมมือทางธุรกิจระหว่างภาครัฐและภาคเอกชนจะต้องมี “การเจรจาทางสังคม” (Social Dialogue) เพื่อกำหนดรูปแบบการดำเนินธุรกิจของผู้ประกอบการประเภทต่าง ๆ เป็นสำคัญ (Batmunkh, Fekete-Farkas, & Lakner, 2022, pp. 3)

สรุปได้ว่า ในปัจจุบัน “Gig Economy” ได้ถูกผนวกเข้ากับ “เศรษฐกิจดิจิทัล” ซึ่งเป็นระบบเศรษฐกิจที่กำลังเฟื่องฟูมากกว่าเศรษฐกิจแบบดั้งเดิม เนื่องด้วยความเจริญก้าวหน้าทางด้านเทคโนโลยีสารสนเทศสมัยใหม่ได้นำไปสู่ระบบงานที่ไม่ได้ถูกจำกัดไว้เพียงแคในหน่วยงานภาครัฐหรือองค์กรภาคเอกชนเพียงเท่านั้น แต่ยังหมายรวมถึงการประกอบอาชีพอิสระที่ไม่จำเป็นต้องมีโครงสร้างการบังคับบัญชาที่ตายตัว รวมถึงต้องเป็นรูปแบบการทำงานที่ขึ้นอยู่กับความพึงพอใจของนายจ้างและลูกจ้างที่มีต่อข้อตกลงร่วมกันในการจ้างงานด้วยระยะเวลาอันสั้นเพียงเท่านั้น อย่างไรก็ตาม ปัญหาที่เกิดขึ้นจะเกี่ยวข้องกับการคุ้มครองสวัสดิภาพของ “แรงงานแพลตฟอร์ม” ที่ไม่มีหลักประกันคุณภาพชีวิตที่ดีเทียบกับแรงงานประจำในระบบกลุ่มประเภทอื่น ๆ ของสังคมได้เลย ทำให้กลายแรงงานกลุ่มนี้กลายเป็นหนึ่งในภารกิจที่ทำลายของภาครัฐ ซึ่งจะต้องมีการพัฒนาระบบสวัสดิการแห่งชาติให้เกิดขึ้นอย่างครอบคลุมภายใต้กรอบของกฎหมายแรงงานอย่างเป็นรูปธรรมมากที่สุด เพื่อสร้างโอกาสให้แก่งานบุคคลยุคใหม่ในการเลือกประกอบอาชีพที่มีความหลากหลายมากยิ่งขึ้นกว่าในอดีตที่ผ่านมาได้อย่างเหมาะสมตรงตามศักยภาพของตนเองอีกนัยหนึ่งด้วย

แนวทางการพัฒนาระบบการจัดสวัสดิการ “แรงงานแพลตฟอร์ม” ของภาครัฐไทย

หากพิจารณาในมิติของประเทศที่พัฒนาแล้วหลายแห่ง พบว่า “แรงงานแพลตฟอร์ม” มีสถานะเป็นลูกจ้างของแบรนด์แพลตฟอร์มออนไลน์รูปแบบต่าง ๆ ที่สมควรได้รับการจัดสวัสดิการเทียบเท่ากลุ่มแรงงานใน

ระบบตามกฎหมายแรงงาน แต่ทว่าด้วยบริบทของสังคมไทยในปัจจุบัน “แรงงานแพลตฟอร์ม” ยังคงมีสถานะเป็นเพียงแรงงานนอกระบบไร้สวัสดิการที่ไม่ได้รับการเหลียวแลสวัสดิภาพจากภาครัฐมากนัก แตกต่างจากแรงงานในระบบของหน่วยงานภาครัฐและภาคเอกชนที่ได้รับการจัดสวัสดิการตามหลักสิทธิมนุษยชนและกฎหมายแรงงานที่มีคุณภาพ เพราะฉะนั้น ภาครัฐไทยจึงมีความจำเป็นต้องพัฒนาระบบการจัดสวัสดิการให้แก่กลุ่ม “แรงงานแพลตฟอร์ม” ดังกล่าวอย่างเสมอภาค เพื่อให้พวกเขาได้เข้ามาเป็นส่วนหนึ่งของระบบการจัดสวัสดิการจากหน่วยงานภาครัฐทัดเทียมกับทุกกลุ่มอาชีพในบริบทของสังคมไทย โดยสามารถสรุปแนวทางให้กับภาครัฐไทยได้ ดังนี้

1) การบัญญัติกฎหมายว่าด้วยการจัดสวัสดิการคุ้มครอง “แรงงานแพลตฟอร์ม” ถือเป็นหนึ่งในเครื่องมือระดับชาติที่สามารถช่วยลดความเหลื่อมล้ำทางสังคมได้เป็นอย่างดี โดยอาจปรับปรุงแก้ไขกฎหมายแรงงานเดิมที่มีอยู่หรือบัญญัติกฎหมายขึ้นมาใหม่รองรับแรงงานกลุ่มนี้ก็ย่อมได้ เพื่อเป็นการประกันรายได้และคุ้มครองสวัสดิภาพโดยรวมของ “แรงงานแพลตฟอร์ม” อย่างเป็นเอกภาพ เนื่องจากแรงงานกลุ่มนี้เป็นกลุ่มอาชีพที่มีรายได้ผันแปรไปตามความสามารถของแต่ละบุคคลและยังขึ้นอยู่กับความพึงพอใจในการจ้างงานของนายจ้างอีกด้วย นอกจากนี้ ลูกจ้างยังขาดเครื่องมือการทำงานที่บ่งบอกถึงระเบียบแบบแผนที่ชัดเจนในการปฏิบัติงาน และการอธิบายบทบาทหน้าที่ตามคำสั่งของนายจ้างได้ว่าเป็นอย่างไร มีหน้าจาลูกจ้างยังมีสถานะเป็นเพียงแรงงานขายขอบกลุ่มเปราะบางในสังคมที่ไม่สามารถตรวจสอบหลักแหล่งสถานที่ของการปฏิบัติงานได้ (ยุทธศาสตร์ หน่อแก้ว, 2566) ภาครัฐจึงควรใช้กลยุทธ์ “การเจรจาทางสังคม” กับผู้มีส่วนได้เสียทุกกลุ่มที่มีส่วนเกี่ยวข้อง ไม่ว่าจะเป็นตัวแทนจากทั้งหน่วยงานภาครัฐ ผู้ประกอบการภาคเอกชน กลุ่มนายจ้าง และกลุ่มลูกจ้าง (Mexi, 2019, pp. 15-19) เพื่อแสวงหาแนวทางจุดร่วมในการเข้าสู่กระบวนการทางรัฐสภาต่อไป ภายใต้การยอมรับร่วมกันอย่างเป็นบูรณาการของทุกกลุ่มในสังคมอันจะนำไปสู่การออกกฎหมายพระราชบัญญัติว่าด้วยการจัดสวัสดิการ “แรงงานแพลตฟอร์ม” ได้อย่างมีประสิทธิภาพต่อไป (นันทพล พุทธิพงษ์, 2565, น. 281-282) ดังเช่นกรณีศึกษาจากต่างประเทศที่มีการให้ความสำคัญและดำเนินการออกกฎหมายต่าง ๆ ให้กับ “แรงงานแพลตฟอร์ม” อย่างเป็นรูปธรรม ได้แก่ การบัญญัติกฎหมาย California Assembly Bill 5 (AB5) ของสหรัฐอเมริกา ในปี ค.ศ. 2019 (California Legislative Information, 2019) การบัญญัติกฎหมาย “California Proposition 22” ของสหรัฐอเมริกา ในปี ค.ศ. 2020 (Probasco, 2023) การบัญญัติกฎหมาย “Royal Decree Law 9/2021” หรือเรียกอีกอย่างว่า “กฎหมายไรเดอร์” (Riders’ Law) ของสเปน ในปี ค.ศ. 2021 (Hilliard, 2022) และคำพิพากษาศาลสูงสุดแห่งสหราชอาณาจักรคดี “Uber BV and others v Aslam and others” ของอังกฤษ ในปี ค.ศ. 2021 (UK Supreme, 2021) เป็นต้น

2) การกำหนดนโยบายควบคุมระบบสารสนเทศของแพลตฟอร์มออนไลน์ทุกประเภทด้วยการเชื่อมโยงเข้ากับระบบฐานข้อมูลแรงงานภาครัฐขนาดใหญ่ ภาครัฐควรจัดทำฐานข้อมูลแรงงานด้วยระบบโครงข่ายข้อมูลสารสนเทศขนาดใหญ่ (Big Data) และเชื่อมโยงเข้ากับระบบฐานข้อมูลสารสนเทศภาคเอกชนของแบรนด์แพลตฟอร์มต่าง ๆ อย่างครอบคลุม เพื่อให้สามารถตรวจสอบข้อมูลต่าง ๆ ของกลุ่ม “แรงงานแพลตฟอร์ม” ได้อย่างง่ายดายและสะดวกมากขึ้น กล่าวคือ หน่วยงานภาครัฐสามารถเข้าถึงข้อมูลส่วนบุคคลเฉพาะรายที่ประกอบอาชีพอิสระและสามารถนำข้อมูลดังกล่าวเข้าสู่ระบบประกันสังคมแห่งชาติได้ (Bukht &

Heeks, 2017) อีกทั้งภาครัฐยังสามารถจัดกลุ่มแรงงานใหม่ โดยพิจารณาจากลักษณะประเภทของการทำงาน ได้อย่างเหมาะสม ถือเป็นแนวทางในการคุ้มครองสวัสดิภาพของแรงงานด้วยการจัดสวัสดิการระยะยาวรองรับ ตลาดแรงงานที่กำลังเจริญเติบโตอยู่อย่างต่อเนื่องทั้งในปัจจุบันและอนาคต (ณัฐชานันท์ วงศ์มูลิธิกร และ คณะ, 2565, น. 146-147) นอกจากนี้ ข้อมูลสารสนเทศต่าง ๆ ที่หน่วยงานภาครัฐได้รับสามารถนำมากำหนด เป็นกฎระเบียบในการควบคุมวิธีการปฏิบัติระหว่างนายจ้างกับลูกจ้างได้ ทำให้สามารถลดการกระทบกระทั่ง ระหว่างกันในบางกรณีที่ต่างฝ่ายต่างไม่ประทับใจในการให้บริการหรือรับบริการได้เป็นอย่างดี ตลอดจนการ กำหนดรายได้ขั้นต่ำต่อชั่วโมงการทำงานในแต่ละวัน เพื่อป้องกันการทำงานอย่างหักโหมของลูกจ้างที่อาจส่งผล กระทบระยะยาวต่อสุขภาพได้ (Galbraith, 1995) อนึ่ง รัฐบาลควรเป็นตัวกลางในการปฏิบัติเชิงนโยบายอัน เป็นการป้องกันแรงงานอิสระไม่ให้ตกขอบออกไปจากระบบการจัดสวัสดิการแรงงานแห่งรัฐควบคู่กับการ พัฒนาระบบต่าง ๆ ทั้งในระดับภูมิภาคและระดับนานาชาติให้สอดคล้องกับการพัฒนาเศรษฐกิจดิจิทัลสมัยใหม่ เพื่อเพิ่มขีดความสามารถทางการแข่งขันกับนานาชาติ (ชญาพัฒน์ เลิศอำนาจกิจเสรี, 2565, น. 2278)

3) การกำหนดมาตรการทางภาษีในการตรวจสอบรายรับรายจ่ายของธุรกิจแพลตฟอร์มโดยนำมา จัดสวัสดิการให้กับกลุ่ม “แรงงานแพลตฟอร์ม” อย่างมีคุณภาพ ปัญหาสำคัญของ “แรงงานแพลตฟอร์ม” ในระบบ “เศรษฐกิจดิจิทัล” มีอยู่หลายประการ ได้แก่ การทำงานเกินระยะเวลาตามที่กฎหมายกำหนด การ ได้รับค่าจ้างในบางวันต่ำกว่าการทำงานจริง การมีรายได้ที่ไม่แน่นอนในแต่ละวัน การยอมรับความเสี่ยงจาก การยกเลิกงานจ้างภายใต้ความพึงพอใจในสินค้าและบริการของนายจ้าง การไม่สามารถควบคุมคุณภาพการ ผลิตสินค้าด้วยการส่งมอบสินค้าและบริการที่ไม่มีคุณภาพให้กับนายจ้างได้ ตลอดจนการขาดหลักประกันความ คุ้มครองในระบบประกันสังคมแห่งชาติ ส่งผลทำให้ “แรงงานแพลตฟอร์ม” กลายเป็นกลุ่มแรงงานเปราะบาง ไร้สวัสดิการในสังคมที่ไม่ได้รับเงินบำเหน็จบำนาญที่เป็นธรรมภายหลังจากเกษียณ เป็นต้น (Hardy & McCrystal, 2022) ตามที่กล่าวมานั้นมีสาเหตุหลักเกิดขึ้นมาจากการขาดกฎหมายคุ้มครองแรงงานที่มีเนื้อหา ครอบคลุมถึงกลุ่ม “แรงงานแพลตฟอร์ม” และเกี่ยวข้องโดยตรงกับการที่หน่วยงานภาครัฐไม่สามารถเข้าถึง ฐานข้อมูลสารสนเทศของแบรนด์แพลตฟอร์มต่าง ๆ ได้อีกนัยหนึ่ง ทำให้หน่วยงานภาครัฐไม่สามารถทราบถึง ข้อมูลส่วนบุคคลของแรงงานอิสระเหล่านี้จากเจ้าของแบรนด์สินค้าและบริการที่หลากหลาย ส่งผลต่อการ กำหนดมาตรการทางภาษีของธุรกิจแพลตฟอร์มต่าง ๆ ทำให้ไม่สามารถจัดเก็บภาษีอย่างมีคุณภาพ เพื่อ นำมาใช้ในการจัดสวัสดิการคุ้มครองให้กับกลุ่ม “แรงงานแพลตฟอร์ม” ได้

สรุปได้ว่า ภาครัฐไทยควรพัฒนาแนวทางการจัดสวัสดิการ “แรงงานแพลตฟอร์ม” ได้แก่ การปรับปรุง กฎหมายเดิมที่มีอยู่หรือบัญญัติกฎหมายแรงงานขึ้นมาใหม่ทั้งฉบับ การกำหนดนโยบายของรัฐบาลให้ สอดคล้องกับแผนพัฒนาดิจิทัลเพื่อเศรษฐกิจและสังคมภายใต้กรอบแนวทางการพัฒนาระยะยาวอย่างยั่งยืน ภายใต้กรอบแนวทางของแผนยุทธศาสตร์ชาติ 20 ปี ตามที่ระบุไว้ในรัฐธรรมนูญแห่งราชอาณาจักรไทย พ.ศ. 2560 และการกำหนดมาตรการทางภาษีสำหรับจัดเก็บภาษีธุรกิจแพลตฟอร์มทุกประเภท เพื่อนำมาจัด สวัสดิการให้กับกลุ่ม “แรงงานแพลตฟอร์ม” อย่างมีคุณภาพ ทั้งนี้ แนวทางดังกล่าวควรมีการจัดทำอย่างใด อย่างหนึ่งแบบมีขั้นตอนที่ชัดเจน ซึ่งรัฐบาลควรดำเนินการในฐานะของตัวกลางให้ประสบความสำเร็จอย่าง จริงจัง เนื่องด้วยเป็นผู้มีอำนาจสูงสุดที่สามารถให้การช่วยเหลือกลุ่มแรงงานเหล่านี้ได้อย่างเป็นรูปธรรม

บทสรุป

ในปัจจุบัน “แรงงานแพลตฟอร์ม” ของไทยยังขาดการเหลียวแลจากภาครัฐค่อนข้างมาก แม้ว่าจะมีการจัดทำแผนพัฒนาดิจิทัลเพื่อเศรษฐกิจและสังคมภายใต้กรอบแนวทางการพัฒนาระยะยาวตามแผนยุทธศาสตร์ชาติ 20 ปีแล้วก็ตาม แต่ก็ยังไม่มีการจัดสวัสดิการที่เหมาะสมต่อกลุ่มแรงงานเหล่านี้มากนัก ด้วยเหตุนี้ ภาครัฐจึงควรพัฒนาระบบการจัดสวัสดิการให้ทุกกลุ่มอาชีพในบริบทของสังคมไทยได้รับผลประโยชน์ต่าง ๆ อย่างเท่าเทียมกัน เพื่อเป็นการลดความเหลื่อมล้ำทางสังคมและยังช่วยให้ภาครัฐสามารถบริหารระบบการจัดเก็บภาษีภาคธุรกิจเอกชนได้อย่างมีประสิทธิภาพ โดยควรใช้แนวทาง ดังนี้ 1) การบัญญัติกฎหมายว่าด้วยการจัดสวัสดิการคุ้มครอง “แรงงานแพลตฟอร์ม” 2) การกำหนดนโยบายเข้าควบคุมระบบสารสนเทศของแพลตฟอร์มออนไลน์ทุกประเภทด้วยการเชื่อมโยงเข้ากับระบบฐานข้อมูลแรงงานภาครัฐ 3) การกำหนดมาตรการทางภาษีในการตรวจสอบรายรับรายจ่ายของธุรกิจแพลตฟอร์มโดยนำมาจัดสวัสดิการให้กับกลุ่ม “แรงงานแพลตฟอร์ม” อย่างมีคุณภาพ กล่าวคือ บทเรียนของฉกทศน์ของภาครัฐยุคใหม่จากต่างแดนสามารถนำมาปรับประยุกต์ใช้เป็นแนวทางที่เหมาะสมได้ในบริบทของสังคมไทย เพื่อเป็นการสร้างโอกาสและความเท่าเทียมให้กับแรงงานทุกกลุ่มอย่างเสมอภาค โดยเฉพาะอย่างยิ่ง กลุ่ม “แรงงานแพลตฟอร์ม” ที่สมควรได้รับผลประโยชน์จากการจัดสรรสวัสดิการที่ดีมีคุณภาพและสามารถเข้าเป็นส่วนหนึ่งในระบบประกันสังคมแห่งชาติ ภายใต้การรับรองของกฎหมายแรงงานได้ต่อไปในอนาคต

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The Concept of Human Nature between Contractarianism and Anarchism

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Abstract

The study of political philosophy cannot be separated from the understanding of human nature. This is because political philosophy is a practical philosophy that examines politics, which is something that occurs when humans, as significant actors in politics, are present. Consequently, studying political philosophy is crucial in gaining a deep understanding of human nature. The purpose of this paper is to contrast Contractarianism and Anarchism's conceptions of human nature.

Anarchists believe that humans are good at heart and that their natural tendency is to cooperate and depend on one another to advance happiness and well-being in both the physical and mental domains. Anarchist beliefs about human nature diverge from theories based on the social contract. Firstly, the nature of humans is not about self-interest and competition to acquire rights and possessions individually. Secondly, anarchists believe that humans' inclination towards love, peace, and solidarity is not because humans love themselves more than others, but rather because it is an automatic occurrence that humans have to live together in societies for mutual safety. This aligns with the view that humans do not inherently fight each other for survival, as suggested by Darwin, but instead humans coexist to protect their own species from various dangers. Therefore, the fundamental nature of humans, according to anarchists, is the natural inclination towards voluntary cooperation, mutual aid, solidarity, and peaceful conditions, challenging the notion of competitive chaos proposed by Darwin. Human progress and development, in this view, stem from collaboration in advancing and propelling the human race forward.

Keywords: Human Nature, Anarchism, Contractarianism, Political Philosophy

Comparison of the context of eco-city development in the Northeast and Thailand

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Abstract

This study aims to review urban development that affects eco-cities occurring in the Northeast and Thailand. Qualitative research methods have been established. By applying the scoping review method, the steps for conducting research are five, including Step 1: Identifying the research question. Step 2: Defining relevant studies. Step 3. Selection of studies. Step 4: Data mapping and Step 5: Collect, summarize, and report results. This study used 25 of the 84 documents. The results of the study found that this urban development in the north-eastern region of Thailand, Khon Kaen Province, is one of the areas developed towards a smart city model. Especially the rail system by creating cooperation between the business sector and local government organizations. Regarding Udon Thani Province, the establishment of military bases during the Vietnam War generated an economic benefit. Nowadays, it has developed into a liveable city, and will develop into a trade and investment centre for the Mekong Subregion. For the development of eco-cities in Thailand can be divided into three eras: 1) The pioneering era- Infrastructure development era (1952–1977) developed cities in terms of infrastructure, focus on creating modernity. But we are still unable to give importance to the quality of people life living in the city. 2) Middle Ages- Secondary city development era (1978–2002) Urban development will focus on developing cities in the region, consisting of Chiang Mai, Khon Kaen, Nakhon Ratchasima, Chonburi, and Songkhla-Hat Yai, in order to be a development centre. 3) The integration era-Integrated urban development era (2002–present) has developed the city by using ideas from foreign countries and applying urban development concepts according to the Town Planning Act at the same time. And the important thing is to use the concept of sustainable Eco-city development as a framework for urban development, which is important to economic, social, and environmental aspects.

Keywords: Context of Eco-city, Development, Northeast, Thailand

Ecotourism Development in Border Urban Areas of the Greater Mekong Subregion

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Abstract

This paper provides a thorough examination of the implementation and impact of ecotourism initiatives within the border urban areas of the Greater Mekong Subregion (GMS). In light of the growing recognition of ecotourism as a catalyst for sustainable development and conservation, this study adopted documentary research, including a systematic review to find out the definitions, and explanations of the relevant concepts and theories are included and expanded to provide a clearer conceptual framework of the phenomenon of ecotourism development in the border urban areas of the GMS.

The research identifies key components influencing the effectiveness of ecotourism initiatives, including habitat preservation, biodiversity conservation, community involvement, and educational opportunities. Local community participation in planning, decision-making, and management processes emerges as a pivotal factor in ensuring the sustainable integration of ecotourism activities. Furthermore, the study demonstrates the positive socio-economic impacts of ecotourism in border urban areas, encompassing heightened local employment opportunities, income generation, and economic diversification. Ecotourism also nurtures an augmented sense of environmental stewardship, community pride, and social cohesion, thereby contributing to overall well-being. The conservation endeavors associated with ecotourism projects serve as a crucial mechanism for safeguarding the unique natural heritage and cultural landscapes of the region.

This research advances the discourse on sustainable tourism development by providing empirical insights into the potential of ecotourism as a driver for both conservation and socio-economic progress in border urban areas of the GMS. The study advocates for targeted interventions and enhanced cross-border cooperation to address the specific challenges encountered by ecotourism initiatives in cross-border urban contexts, thereby ensuring their enduring success and positive socio-environmental impact in the Greater Mekong-Subregion's border urban areas.

Keywords: Ecotourism, border urban areas, Greater Mekong-subregion, sustainable development

Actor-network of A Tourism Route Development for The Songkhla Living Museum

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Abstract

Tourism at living museums is a form that helps preserve the culture and way of life of people in communities. This research explores the connections among key stakeholders who play vital roles in developing tourism routes. The objective is to present a development network for tourism routes at living museums in the urban area of Songkhla. The study employs a qualitative research approach, conducting in-depth interviews with individuals with significant roles in community-driven tourism. These individuals include government officials, academics, entrepreneurs, and community members, totaling 11 participants. Content analysis is a research tool used to analyze within the framework of actor-network theory. The study reveals that the tourism development network comprises human and non-human actors. Human actors include community leaders, landowners, community members, local government agencies, and the Tourism Authority of Thailand (TAT). Non-human actors encompass land, media, community enterprises, cultural capital, history, transportation, restaurants, and community products. The relationships within the network demonstrate the construction of working networks and network expansion. The results illuminate the driving factors and processes involved in developing tourism routes, which can be used for planning and policymaking to promote community-driven tourism in the form of living museums.

Keywords: Tourism Route, Living Museum, Actor-network Theory

Knowledge and Understanding towards Digital Citizenship of the Youths in Khon Kaen Province

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Abstract

The objectives of this research are to study 1) the level of knowledge and understanding towards digital citizenship of the youths in Khon Kaen Province and 2) the relationship between personal factors such as gender, age, educational level, household income and living conditions with the level of knowledge and understanding towards digital citizenship of the youths in Khon Kaen Province. Quantitative research method using a questionnaire and Cluster Random Sampling was applied with the sample group consisting of 521 youths in Khon Kaen Province. Statistics such as Mean and Standard Deviation were used to analyse data while the method of Cross Tabulation Analysis using Chi-square statistics was applied to test the relationship between variables.

The results of the research concluded that level of knowledge and understanding towards digital citizenship of the youths in Khon Kaen Province is at a moderate level, accounting for 63.7 percent. In addition, it also revealed that personal factors including gender, age, education level, household income and living conditions and the level of knowledge and understanding towards digital citizenship of the youths in Khon Kaen Province have statistically significant relationship at low level between 0.001-0.500.

Keywords: Digital Citizenship, Youth

The Food Security of Urban Poor Households in Khon Kaen Province

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Abstract

The study focuses on the food security of urban poor households in Khon Kaen Province. The objective is to investigate the food security situation of these households within the area. A qualitative research methodology was employed, gathering data from documents and fieldwork. Semi-structured in-depth interviews and non-participatory observations were utilized, involving 10 participants: divided into seven females and three males, and categorized into three groups consisting of 1) community leaders, 2) community food stores and employers, and 3) household leaders. The data was analyzed at the household level using categorization and classification processes, segmented by the study's focus areas. After that, the data were compared, and conclusions were made using content analysis principles to conclude based on how the data were interpreted and theoretically explained.

The study on the food security situation of urban poor households in Khon Kaen Province found sufficient food security to meet their bodies' needs, as they have never experienced food shortages. In this context, when considering food security within urban poor households, the focus is on 1) the availability of food and food sources. These households obtain food from natural resources, self-production, buying and selling, and donations; 2) regarding direct and immediate access to food, there are self-produced and commercial food sources that can be accessed directly and immediately. In contrast, for natural food sources and donated food, access may take longer; 3) concerning the beneficial consumption of food for the body, household members regularly consume nutritious food while simultaneously consuming food that can be harmful to the body; and 4) in terms of problem-solving or adaptation, urban poor households adjust by reducing the quantity and variety of food quality to save money to purchase food for the following day.

Keywords: Food Security, Urban Poor, Food and Poverty



The Post-COVID Academic Climate: Analyzing the Educational Wellbeing of Students in the Northeast Thailand

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Abstract

COVID19 is a global disaster that affects human well-being in every aspect, including education. Many students experience instructional problems as well as economic, social and health problems that affect their education. This research aims to examine the level of educational wellbeing of students in northeast Thailand. Quantitative research methodology was implemented in the study. A sample size of 400 students from 40 secondary schools was selected, and a multistage sampling method was implemented. Questionnaire was derived from a concept of educational wellbeing, and it was design as a Likert scale question item. Descriptive statistics including mean, percentage, standard derivation, was implemented to analyze quantitative data. Research findings reveal a relatively high level of educational wellbeing among secondary students (Mean=2.96, SD.=0.28). Considering by dimensions, a relatively high level was observed at the cognitive wellbeing (Mean = 2.80, SD = 0.28), the physical wellbeing (Mean=3.03, SD.=0.36), and the social wellbeing (Mean=3.21, SD.=0.44). the findings suggest more focus on the cognitive wellbeing of students which is slightly lower compared other dimensions. This implies that while students are coping well physically and socially, there might be areas in cognitive development that could be improved or are being affected due to the pandemic.

Development of Innovations to Reduce Educational Inequality in the post-COVID-19 Era: A Case Study of the School Cluster under the Jurisdiction of Khon Kaen Municipality, Khon Kaen Province, Thailand

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Abstract

This article aims to study the development of innovations to reduce educational inequality in schools under the jurisdiction of Khon Kaen Municipality during the COVID-19 crisis. The study focused on the "school cluster" approach, emphasizing integrated management within the group of schools to address educational inequality. Qualitative research methods were employed, including document research and fieldwork. The study area consisted of 10 schools under the jurisdiction of Khon Kaen Municipality, divided into three school clusters: 1) academic cluster; 2) vocational and sports cluster; and 3) life skills cluster. Data was collected from three target groups: 1) The education sector, including school administrators and teachers; 2) Students; and 3) Parents or guardians by conducting focus group discussions with all three school clusters in the ten target schools, with 8–11 participants per group, for a total of 30 sessions, and through non-participatory observation. The findings indicated that, in addition to the "school cluster" educational management innovation by the municipality, schools within the cluster have developed innovations to address issues during the COVID-19 crisis. These innovations can be further developed and shared with other schools interested in adapting them. However, introducing "school cluster" educational management during the COVID-19 crisis lacked public relations and hearings. It did not provide opportunities for students, parents, and the community to participate in designing the "school cluster." As a result, the expectations of stakeholders were not aligned. This was a significant issue that the municipality should address and improve in the future.

Keywords: School cluster, Innovation to reduce inequality, COVID-19, Schools under the jurisdiction of Khon Kaen Municipality



Who Are the Burakumin? A closer Look at the Identity of a Japanese Minority

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Abstract

Burakumin have been described as a social minority whose ancestors suffered from systemic caste-like discrimination in pre-Meiji Japan. In contemporary Japan, former buraku areas no longer resemble poverty-stricken ghettos, many of these areas attract non-buraku outsiders to settle in, educational attainment of burakumin is on a par with the non-buraku population, rates of intermarriage are very high, being engaged in buraku occupations is rare and discriminatory laws were abolished a long time ago. What would then justify the use of the word burakumin today? Moreover, do people who could be described as burakumin really consider themselves a special group or minority within Japanese society? Do they self-identify as burakumin? The answers provided by in-depth interviews are far from being straightforward as they point to a high degree of diversity among people sometimes referred to as burakumin. Certainly not all self-identify as burakumin and those who do, may share very few characteristics.

Keywords: burakumin, identity, Japan, discrimination, minority.



This presentation is based on my PhD. dissertation that discussed the topic of burakumin identity. Answering the question ‘who are the burakumin?’ is a straightforward task...or at least it may seem so upon a quick look at the Wikipedia or various media articles or reports. My university students also do not find it particularly difficult to define burakumin. So why do I find it difficult?

Let me first provide the usual definition, even though there may be many of you who are well aware of the issue and who these people are. For example, the online Encyclopedia Britannica says that “**burakumin**, (Japanese: “hamlet people”,) also called **Eta**, (“pollution abundant”), outcaste, or untouchable,” Japanese minority, occupying the lowest level of the traditional Japanese social system. This is the beginning of the EB’s entry on burakumin, but I find it slightly confusing. “Occupying the lowest level of the traditional Japanese social system”...what does that mean? Or take the Abema Prime talk show on Youtube. In one of the debates the issue of burakumin is discussed, but surprisingly some of the panelists show very little awareness of the issue as if it was something very distant and hidden. I was intrigued by the questions of what people falling under the category of **burakumin think of themselves**, how do they define their burakuminness. The purpose of my dissertation and the purpose of this presentation is to **give voice to these people**.

Literature review

Despite the impression that the buraku problem is a taboo in Japan, there is a copious amount of literature on this issue. When it comes to recent publications on identity, Bondy (2015) points out that burakumin identity is shaped by people’s affiliations to different buraku organizations. The BLL promotes buraku culture and identity while the JDK refuses it because they hold the buraku problem has been solved. Hankins (2014) discusses how people in tanning (a typical buraku job) view their burakuminness. It seems they do not view the work as something stigmatizing but as a sign of professionalism and masculinity. Hankins also notes the traditional markers of burakumin identity (work, residence, kinship) are obsolete today. Finally, Uchida (2014) has interviewed 16 youths who are related to the BLL. Their burakumin is largely positive and there is often an emotional bond between them and buraku history, in particular their family’s history of discrimination.

My research will provide an insight into who the burakumin are that goes beyond political affiliations, work, and age.



Description of participants

I have interviewed 26 people of various ages, occupations, residences, and other characteristics. The youngest participant was 23 and the oldest was 84 years old. Less than half of the interviewees lived in a **buraku area** at the time of the interview. Participants have seldom had any experience of working in a typical **buraku industry**. In other words, work, and residence, which are traditional identifying markers of burakumin, were not considered as criteria for selecting the participants. **Blood connection**, the third marker of burakumin, is indeed the only factor that all my interviewees had in common. Yet, it is their life histories, experiences, and family backgrounds that can either strengthen the blood connection to their burakumin identity or minimize it or even sideline this identity.

The sample offers a variety in terms of gender as 14 of the 26 participants are men and 12 are women. Gender does not determine moving out or staying in the *chiku*. As for age, the sample is relatively well balanced with 13 of the 26 participants over 35 years of age and 13 are 35 or younger. Most of the participants over 35 are married (10) and some are divorced (3). Thirteen of the 26 participants who are 35 or younger are mainly single (8) or married (5). Further, the sample represents both those who were born and live in rural areas and those who come from and reside in urban areas. Currently, 11 participants live in a *chiku*, 12 reside in non-buraku areas and three of the 26 have never lived in a *chiku*.

As for the level of education, the sample is fairly skewed toward university-educated people. Specifically, 17 of the 26 have some sort of university degree while 9 are only high school graduates. It is noteworthy that the four oldest participants are high school graduates. Corresponding to the higher level of education in the sample, there are not many blue-collar workers. Basically, only the four retired participants have had experience of being involved in blue collar jobs. At the other end of the spectrum, five of the university-educated participants have achieved more stable, higher-paying, white collar jobs. Further, there are teachers in the sample as well as a homemaker, policeman and people involved in the liberation movement.

Finally, the diversity of this sample of participants is also represented by their membership in buraku organizations. Nine of the 26 are not associated with any organization and nine are BLL members. Three participants are former BLL members and three could be described as BLL



supporters. The oldest two participants are members of an organization called *Jiyū Dōwa Kai* (JDK) that opposes the BLL.

Burakumin Identity Model

The next step is to identify and better understand various influences that shape burakumin identity especially defining circumstances, moments, and conjecture points in the lives of the participants. It may be assumed that some factors might weaken the participants' burakumin identity and other factors might strengthen it. Some factors may function as catalysts leading to the development of one's self-awareness as burakumin. There are three broad categories of factors that may overlap at times: **embeddedness in buraku networks, family and discrimination**. Naturally, the importance of each category and each factor in these categories is bound to be different in each participant. For example, residence in a *chiku* can have a different impact on buraku awareness when one lives in a traditional, low-income, socially excluded community as opposed to a *chiku* where the majority are outsiders, has been rebuilt and there are no signs of traditional industries.

Factor 1: Embeddedness in Buraku Networks

Embeddedness in buraku networks is divided into childhood and teenage years and adulthood embeddedness. Adulthood embeddedness in buraku networks stands for the connection to the buraku area(s) and people, which includes factors such as *chiku* residence in the past 10 years, buraku-related occupation/workplace in the past 10 years, links to and support for buraku organizations in the past 10 years, knowledge about the *chiku* and encounters with *chiku* friends. **It can be assumed** that participants who have resided in a *chiku*, have had a buraku related job in the past 10 years, support or are members of the BLL, are knowledgeable of the situation and history of their *chiku* and frequently interact with their buraku friends might have a high awareness of their buraku origin and identify as burakumin and vice versa. We can expect to see most participants have a mix of weakening and strengthening burakumin identity factors. Childhood and teenage embeddedness in buraku networks will focus on the following three factors: *chiku* residence, typical buraku character of the *chiku* of residence and attendance of an activist educational institution.



Factor 2: Family

Family as a category of burakumin awareness will include factors such as a partner's origin (buraku or non-buraku), parents' origin and role, and hypothetical or real children's burakumin awareness.

Factor 3: Discrimination

Discrimination as the third set of factors will include experiences of direct discrimination, experiences of indirect discrimination, and the view of the potential threat of being discriminated because of one's association with the buraku and burakumin. It can be presumed that participants with experiences of direct and indirect discrimination who also view burakumin discrimination as a real possibility in contemporary Japan will more likely assume burakumin identity.

The model suggests that the more identity strengthening factors participants have, the more likely they are to claim burakumin identity. However, it is unrealistic to assume that identity is only about adding up numbers of strengthening factors. Some factors may bear a higher relevance for burakumin awareness than others.

CONCLUSIONS

Analyzing the sample of participants, this research offers conclusions in three main areas:

1. Variety of burakumin life stories; 2. Limitations of the appellation burakumin; 3. Mechanisms: identity factors centering on parents' influence, awareness of potential discrimination and an emotional connection.

Variety of Burakumin Life Stories

On a sample of 26 participants, the research demonstrated a wide variety of people who could be described as burakumin. Especially in the cases of minorities, we would expect to see certain shared and unifying aspects and moments in their life stories. Nonetheless, the findings reveal a great variety of life stories between and across generations.

Looking at the participants in this research, when it comes to place of birth, only four participants were born outside a *chiku*. Currently, only 11 of the 26 participants still live in a *chiku*. Of these, six participants never lived outside a *chiku*, which means that five had an experience of living on the outside but decided to move back for various reasons such as divorce or wanting to live at



home with parents. Their original reasons for moving out include work, university and marriage. The 15 participants who do not live in a *chiku* basically give identical reasons for moving out.

The place of origin and current residence are inseparable parts of each life story. The buraku areas the participants are related to do not always share particular characteristics. Some participants come from areas easily identifiable as buraku with meat industry and ageing welfare housing, unlike others whose place of origin bears no buraku markers. These areas resemble non-buraku areas and have a large number of non-burakumin newcomers.

Diversity in the sample also extends to family. Seven participants are half-burakumin and the biological parents of one participant are not of buraku origin at all. Some participants grew up in **family environments** in which parents directly or indirectly mentioned the buraku issue or even cultivated buraku identity. The parents' approaches to the buraku issue range from not saying anything at all or saying only a little to getting an explanation from one parent only or getting no direct explanation while parents serve as role models. Some participants received a full explanation including the historical background.

Another part of childhood and adolescence was attending the afterschool tutoring usually called children's club or study club. *Chiku* children would typically go to the club to socialize with their *chiku* friends, do homework and sometimes also learn about the buraku issue. The oldest participants such as the 84-year-old male participant from Gifu and the 70-year-old female participant from Gifu did not attend the club because it did not exist during their childhood.

Experience of direct discrimination is yet another area that exemplifies the diversity of the sample of participants. Eleven of the 26 participants say they were personally never confronted with any direct discrimination. The experiences of direct discrimination claimed by the remaining 15 participants have little in common. First of all, the frequency of discrimination varies. Eight participants faced discrimination only on one account, two participants experienced direct discrimination twice and five participants admit to having experienced several instances of discrimination. Frequency alone, however, does not provide a complete picture. Consideration must also be given to the timing, i.e., how long ago the discrimination occurred and also how serious it was. Of the 15 participants, seven experienced discrimination more than ten years ago and five of these seven experienced it more than 20 years ago. Discrimination is not necessarily a recent part of their life stories, and its stigmatizing impact may have weakened over the years.



How stigmatizing was it when they experienced it? This is hard to answer, and a variety of perceptions is expected. Looking at the sample, it becomes clear that only some participants had a highly stigmatizing encounter of discrimination.

Involvement in buraku networks is another area where participants show a high level of heterogeneity. The most visible buraku network is the BLL. Three participants are former members, nine participants are current members, three participants sympathize with the organization and 11 participants are not interested in joining the organization. The two oldest participants, an 84-year-old male from Gifu and a 70-year-old female from Gifu, are members of a buraku organization called the Jiyūdōwakai, and they are also active in their communities. Living in a former buraku alone does not have to automatically mean involvement in buraku networks.

Finally, besides actual life courses, the participants also show diversity of views on the buraku issue, definition of the burakumin, views on *kyūdan*, child's identity or the severity of anti-buraku prejudice and discrimination. Overall, it is evident the participants' life stories do not show enough similarities and common traits to make the participants appear as a minority called burakumin. This begs a question whether there is any rationale for calling all or some of the participants burakumin and what the criteria of belonging would be.

Limitations of the Appellation Burakumin

The word burakumin is not an accurate and suitable label to describe all the participants. In theory, the participants *could* be described as burakumin if we define burakumin in a very vague way where the least common denominator is just having some relation to buraku people and buraku areas. The participants do not agree on one general, all-encompassing definition of burakumin. The lack of agreement on a definition indicates the word burakumin is hardly accurate if it is used to describe all the participants in this sample. Most participants claim the burakumin are not a separate group within Japanese society today. In fact, only three participants suggest the people are distinct enough to be viewed as a minority in the sense that particular life circumstances or life histories can make people distinct as burakumin even in today's Japan, but even these three participants do not agree on a precise definition.



The remaining participants reject the burakumin label. Some participants quite logically say the burakumin are not a separate group within Japanese society and, therefore, the people who come from former buraku do not share any characteristics. Interestingly, some participants also do not think the burakumin are a group in Japanese society, but they still provide shared characteristics of the buraku people such as the people of “special occupations” or people who traditionally lived in a *chiku*. Ancestors, in other words a family relation to previous generations who used to live in a *chiku* and were discriminated, are a significant burakumin marker for some participants.

Several participants also add that an **awareness of the buraku roots, history or discrimination** is another key factor defining the burakumin. Unlike focusing solely on lineage, awareness as a marker offers a **narrow definition** of the burakumin. It is a narrow view because not every person was raised and had encounters in life that would bring about this awareness. That would raise a doubt about the BLL’s claim of 3 million burakumin. Nevertheless, not all participants agree on the narrow view and rather argue for a broad view of the burakumin that focuses on more objective aspects such as parents and lineage that the participants have little control of.

How does one explain the seeming paradox of some participants providing defining attributes of burakumin, yet at the same time, claim there is no group called the burakumin in Japanese society? One explanation is that the participants imply people in the past such as their parents could be described as having certain common characteristics. Concurrently, they think the division is no longer applicable as it is each person’s choice. Several participants also mention that “some people” still continue making a distinction based on blood relation. The participants consider these divisions outdated and prejudicial, but they are aware they still exist.

The word burakumin itself is another reason why the participants largely refuse the idea of a group of people called that. Only five participants actually accept the word burakumin as suitable to describe a person today and in the past. It is not surprising that the term burakumin is mostly not accepted and the notion of a minority group related to buraku areas is not much supported by the participants. The reason is that the life stories of the participants have relatively little in common with the stereotypical burakumin. One participant is right to ask: “Why should I be in the same distinct group and be even considered a minority just like someone who lives in a *chiku*, has a typical buraku job, a spouse of *chiku* origin and his parents have the same life circumstances when



I have a university degree, work for a company, live outside a *chiku*, my wife is not of buraku origin, and my parents never had a buraku job?”

Burakumin Identity Mechanisms

In this research, as mentioned above, the majority of participants refuse the notion of a separate group called burakumin. That does not mean all of the participants deny having an awareness of buraku/min identity. Each person naturally feels related to more than one group or role. One's self-awareness comprises of various affiliations, and each carries a different weight in the overall identity formation. Arguably this weight is not constant but can increase or decrease depending on the context and circumstances.

We have established that life stories greatly differ but, in spite of that, several participants still acknowledge having a degree of burakumin identity. This thesis suggests that many traditional or even seemingly relevant factors have, in fact, little impact on burakumin awareness. The key factors behind burakumin identity formation in the 26 interviewed participants are especially **parents' influence and awareness of potential discrimination**. In other words, factors such as residence, experience of discrimination, age, one's occupation or parents' occupation are clearly less relevant. BLL membership can also be considered a factor but joining the BLL usually takes place after one feels affiliation with the burakumin. It can be viewed as a reinforcing factor. Overall, there are 12 participants who do not claim burakumin identity. The remaining 14 participants admit they have some degree of burakumin awareness. Let us first look at factors that are less relevant for burakumin identity formation.

Direct Discrimination and Burakumin Identity

Experience of direct discrimination is clearly one of the lesser defining factors among this sample of participants. In theory, discrimination could reinforce the feeling of otherness and belonging to the burakumin. The participants, regardless of whether and to what extent they identify with the burakumin, testify that direct discrimination is rare today. In total 11 participants never experienced buraku discrimination, eight participants experienced it only once, two participants admit to two cases of discrimination and the remaining five participants experienced discrimination on several accounts. How are experiences of discrimination and burakumin identity correlated? Looking at the 14 participants who claim burakumin identity, five of them have not experienced any



discrimination, five experienced discrimination once in their lives, two participants recall two instances of discrimination and two participants experienced discrimination several times. Out of the 12 participants who do not feel burakumin identity, six have not experienced any prejudice directed at them, three participants faced discrimination on one occasion and three participants experienced discrimination several times. Considering the numbers above, no clear pattern or correlation is apparent. A closer look at the sample supports the argument that, overall, discrimination has not caused the participants to assume or strengthen their burakumin identity.

Residence and Burakumin Identity

Another less relevant factor in burakumin identity formation in the sample of participants is *chiku* residence. One could expect residents of former buraku areas to have a greater burakumin awareness than non-residents because of a constant reminder of a difference. However, the days of visible differences, segregation and isolation are long gone. Therefore, *chiku* residents today are oblivious of the stigma once associated with the deplorable conditions of their *chiku*. Looking at the whole sample of 26 participants, it becomes apparent residence bears little relevance for burakumin self-awareness. In fact, only three of the 26 participants claim burakumin identity and at the same time reside in a *chiku*. Conversely, eight participants live in a *chiku* but they do not claim burakumin identity. Furthermore, eleven participants do not live in a *chiku* but they identify as burakumin. On the other hand, there are three participants who never lived in a *chiku* and two of them relatively strongly self-identify as burakumin. Hence, we may conclude former, current residence including the length of residence are not significant factors determining the participants' burakumin self-awareness.

Age and Burakumin Identity

It might be hypothesized that age could be another factor of burakumin identity. Older people were undoubtedly more exposed to burakumin experiences of *chiku* poverty, direct and indirect discrimination, parents and other residents involved in buraku occupations, majority of *chiku* residents of buraku origin. We can conclude that despite more frequent burakumin experiences confirmed by older participants, age alone does not function as a burakumin identity marker.



Occupation and Burakumin Identity

Occupation might be another factor of burakumin identity. Working in buraku trades, primarily in meat and leather industries, could in theory make a person aware of the historical context of the work, related prejudice and a low status in Japanese society. Residents of former buraku areas were also involved in public construction jobs, cottage industries and various other unstable jobs that gradually disappeared with the economic, social and demographic changes in 20th century Japan.

Three of the 26 participants have or until recently had jobs in the meat industry. All three say they do not consider themselves burakumin. They do not view their work in negative terms. Besides the three participants, an 84-year-old man from Gifu was involved in the leather industry several decades ago. Since it was a long time ago and only lasted a brief period, it seems to have had a limited relevance to his current identity.

There are, however, other types of jobs that are associated with the burakumin. These are not traditional buraku occupations but jobs in organizations related to, among others, the burakumin cause such as research centers, human rights organizations, museums, welfare and community centers, and the BLL. There are two male participants in the sample who are full-time BLL employees. They claim burakumin identity. There are four other participants in the sample who work in other types of related organizations. Two of them work for a community center, though not openly burakumin-related, one works for a buraku history museum and one for an NGO in a *chiku*. Only the participant who works for the NGO does not claim burakumin identity.

Thus, it may seem that certain types of occupations in organizations and centers encourage burakumin identity but looking closer at the participants' life stories, it appears they were aware of their burakumin connection before they joined the organizations. Finally, there is also a group of eight participants whose jobs are not related to traditional burakumin occupations, nor are they linked to the buraku issue, yet these participants claim burakumin identity. Hence, we can conclude that while it is not certain whether and how exactly occupation fostered burakumin identity in some participants, it can be observed that non-buraku jobs do not necessarily diminish the identity.



Occupation alone does not seem to be a key factor in burakumin identity formation.

Parents' Occupation and Burakumin Identity

Parents' characteristics may be part of the buraku experience mentioned above. Parents' occupations and buraku origin in particular are two easily identifiable markers. Their precise impact on each participant's identity is hard to measure, of course.

Looking at the 14 participants who claim burakumin identity, four of them have one parent who is not of buraku origin. Ten of the 14 participants have parents who both come from a former buraku. As for parents' occupation, none of the 14 participants' parents has been involved in meat or leather industries. Only two participants have a parent whose work is/was more or less openly related to the buraku issue. In the category of participants who claim burakumin identity, parents' occupation bears little relevance as the majority of parents did not have typical burakumin jobs.

To get a deeper insight into the role of parents' occupation and origin, we also have to consider the 12 participants who do not claim burakumin identity. As for origin, one participant has parents who were not of buraku origin, his stepfather was, and three participants have one parent of non-buraku origin. The remaining eight participants have two parents of buraku origin.

In terms of occupation, seven participants have one or two parents involved in jobs conspicuously associated with the burakumin, namely the meat industry, making parts of *zōri* sandals at home, and political activism. The remaining five of the 12 participants' parents were engaged in a variety of jobs such as farming, *sararīman*, and various low-skilled work.

If we look at the whole group of 26 participants, parents' origin plays an inconclusive role in determining the participants' identity. Claiming and not claiming burakumin identity is almost evenly split across the sample of participants regardless of their parents' origin. As for the parents' occupation, looking at the whole sample of 26 people, here too patterns are hard to observe. Participants of parents who have jobs related to the buraku issue (politician, activist, social works in a *chiku*) do not uniformly reject or embrace burakumin identity.



Burakumin Identity and Awareness of the Buraku Issue

What are then the more defining factors for burakumin identity formation in the participants? Two factors seem to be of importance: **parents' involvement in liberation activities and an acceptance of the notion that the buraku issue, or discrimination, is still a problem in Japanese society**, far from being fully resolved. As many as 13 out of the 14 participants who claim burakumin identity say the buraku issue is still a problem today. The buraku issue can stand for a variety of issues such as prejudice, internet discrimination, marriage discrimination, biased *honseki*, family registry system, biased older generation or a gap in education. The participants feel concerned about these issues and sometimes this concern is supported by an experience of direct or indirect discrimination.

As for the 12 participants who do not claim burakumin identity, only two of them clearly say the buraku issue is still a problem in Japanese society. Of these 12 participants three clearly say the buraku issue is not a problem in Japan anymore. The remaining seven give slightly more vague answers. Most of them say discrimination may still be common (7 out of 12), but usually, the participants also add it is rare and the situation has improved a lot.

Burakumin Identity and Parents' Liberation Activities

What seems to be a decisive identity factor is the parents' involvement in the liberation movement or human rights activities. Out of the 14 participants who claim burakumin identity, ten have parents who were active in the liberation movement. Conversely, out of the 12 participants who do not claim burakumin identity, ten have parents who were not active in the liberation movement. Parents' activism did not necessarily have to trickle down to their children in the form of sitting down with the participants and lecturing about the buraku issue in detail. A parent can serve as a role model which may or may not have included discussing the issue. In fact, several participants whose parents were active in the area of human rights and in the liberation movement say their parents did not tell them much.

Despite a few exceptions, the parents' liberation activities and participants' burakumin identity is the strongest correlation revealed from all the above-mentioned possible factors such as residence, occupation, age, discrimination, and parents.



To conclude, one trend is apparent. Burakumin identity seems to have been to a large extent passed on to the participants by their parents. The parents experienced discrimination or at least were aware of a bias, which they shared with their children. As the participants admit, there is less discrimination nowadays and it will be increasingly difficult to share the remaining, increasingly invisible prejudice with their children. Six of the 14 participants who claim burakumin awareness admit their children may not feel the same about being burakumin. As the intergenerational sharing of a stigmatized difference becomes more and more difficult, we may expect burakumin identity to further weaken in the future with each new generation.



Reinterpreting the vulnerability of women in Indonesian society: sundel bolong and pocong in Indonesian horror films

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Abstract

Since the emergence of film, horror movies have often been born by adapting regional or societal ghost stories. These films tend to reflect what people traditionally find frightening in their cultures, while, consciously or not, they've also incorporated the fears and anxieties that have emerged in modern history since the inception of cinema.

In this presentation, I will focus on two Indonesian horror films produced after the political changes of 1998, which deal with the Sundelbolong and Pocong legends. Through these examples, we will explore three main points: (1) The presence of a traditional narrative format where women who become victims of male violence turn into vengeful ghosts but ultimately face retribution. (2) The attempt to reinterpret collective societal memories related to violence, such as the 1965 tragedy and the 1998 Jakarta riots, within these films. (3) The cinematic endeavor to reveal that the stories of vulnerable women actually serve to mask the vulnerability of men.

Sharing views on social order and fairness through storytelling: The appropriation of Hamlet in popular theatre in Malaya

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Abstract

Brought to South-East Asia from India in the late 19th century, Parsee theatre developed in British Malaya as the Malay opera known as Bangsawan. It became popular throughout the 1920s and 1930s and remained a mainstay of popular entertainment until it was replaced by cinema in the 1950s.

Bangsawan is an unscripted, improvised form of theatre, incorporating stories from Europe, Arabia, India, China and neighbouring regions in South-East Asia, transforming the narrative in response to audience response. The Bangsawan troupes visited cities throughout Malaya and neighbouring countries, performing for a couple of weeks to several months before moving on to the next city.

As each theatre company presented similar programmes, the content of the programmes gradually took shape over a series of touring performances, incorporating audience reactions and forming a narrative favoured by the Malayan public.

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