

Is teaming possible for enhancing a teaching style towards developing Thai undergraduates' learning and performance behaviour?

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Abstract: One of the most important aspects of economic growth is the constant development of higher education preparing future graduates to become competent and capable in contributing their skills and abilities to their industries. The academic instructors and undergraduate students who will have to change their paradigm and procedures in teaching and learning to make the aptitude of future graduates become strong candidates for institutions. The aim is to see the possibility of teaming amongst academic instructors and Thai undergraduates to enhance a teaching style that can improve the latter's way of gaining knowledge and accomplishing things. A sample group of 200 students were asked about their viewpoints on the factors leading to avoidance in learning and performance, and an open-ended question conducted with 208 instructors with their feedback were utilised for analysis. Teaming is possible as long as the factors making students avoid mastery and performance are taken into consideration.

Keywords: image; learning; mastery; performance; procrastination; teaching; fear; teaming.

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1 Introduction

One of the most important aspects of economic growth is the constant development of higher education preparing future graduates to become competent and capable in contributing their skills and abilities to their industries (Ng et al., 2016). Nations that specialised in a particular industrial field in the long run stem from a knowledgeable workforce that promotes learning to seek for innovation and creativity whilst at the same time searching for opportunities in the midst of a crisis (Kijek, 2016). As much as learning is critical for application throughout life, the performance factor is also deemed imperative to establish the mental conditioning to sustain the momentum in exploring, discovering, examining, and questioning for better ways (Moustaghfir et al., 2016). Certain models applied to help undergraduate students learn and perform successfully would often cite financial investments as being one of the keys for achievement but in reality, the process is dependent on the brain and blood of people interacting to get the best out of each other in striving towards enlightenment (Klimova and Poulova, 2016). For example in Thailand, whereas a constant annual budget is allocated for the undergraduate students' erudition, the focus has always been on doing what it takes to obtain a large number of graduates while the quality of learning is sacrificed just to show an image that the university program is successful (Rhein, 2017): what is on the degree received is not exactly what is reflected in gaining knowledge. Thai quality assurance administrators go through a systematic review on the curricular program and educational practices of institutions in order to see if the standards with learning, scholarship offered, and infrastructure maintenance are being met but hardly coming up with a solution to solve the quantity vs. quality issue as the majority of new graduates are not fully equipped to be part of an organisation that is dealing with high competition and changes. These administrators play a crucial role in implementing policies that support government initiatives and provide guides for stakeholders of higher education which can shape the teachers' approach in helping students to learn and perform with great confidence, therefore there is a strong need to comprehend the reality of things to keep the current policies and practices updated and revising the standard protocols. In a study on the extent of Thai undergraduates' learning and performance behaviour, there is a huge amount of individual students attesting to have an avoidance behaviour in learning and performance (Phoewhawm, 2017). Out of 1,500 questionnaires distributed, 1,423 cooperated with the research project. In terms of learning, students with a mastery-avoidance behaviour is interested in learning but at the same time having an emphasis on avoiding mistakes, failures, or diminution of existing skills with their assigned tasks. With regards to performance, learners who adopt a performance-avoidance habit concentrate more on public display of competence than on developing new knowledge or skills, but instead of doing much better than their colleagues they concentrate on avoiding to look incompetent (Brophy, 2005).

1.1 Results from the questionnaire with regards to avoidance in mastery and performance

Figure 1 shows that these students have a learning characteristic that leans heavily on preventing themselves in events that may expose them to mistakes and failures, or making their skills become less important. In terms of the statement where the 'aim is to avoid learning less than one possibly could', 785 strongly agreed and 521 agreed, while

107 were neutral, eight disagreed, and two strongly disagreed. When it is the issue of ‘striving to avoid an incomplete understanding of the course material’, 362 strongly agreed and 622 agreed, while 268 were neutral, 129 disagreed, and 42 strongly disagreed. As for the statement of the ‘goal is to avoid learning less than it is possible to learn’, 673 strongly agreed and 627 agreed, while 116 were neutral, six disagreed, and one strongly disagreed. In total number, the feature for Thai undergraduates’ mastery-avoidance goal shows that 1,820 strongly agreed, 1,770 agreed, 491 were neutral, 143 disagreed, and 45 strongly disagreed [Phoewhawm, (2017), p.66].

Figure 1 Responses to the mastery-avoidance goal (see online version for colours)

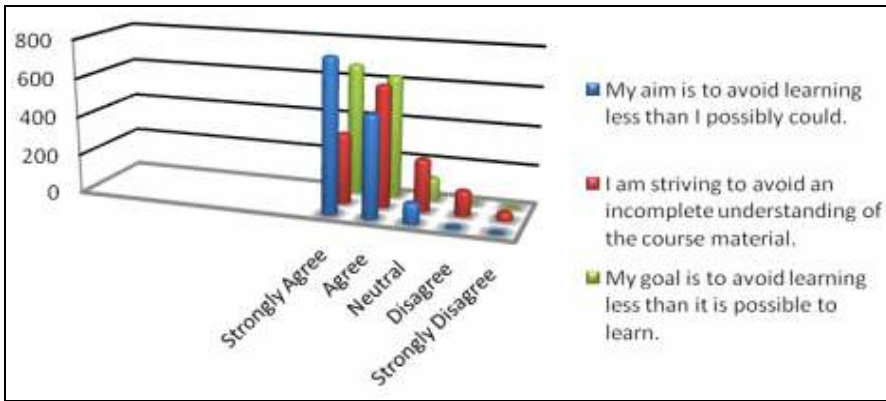
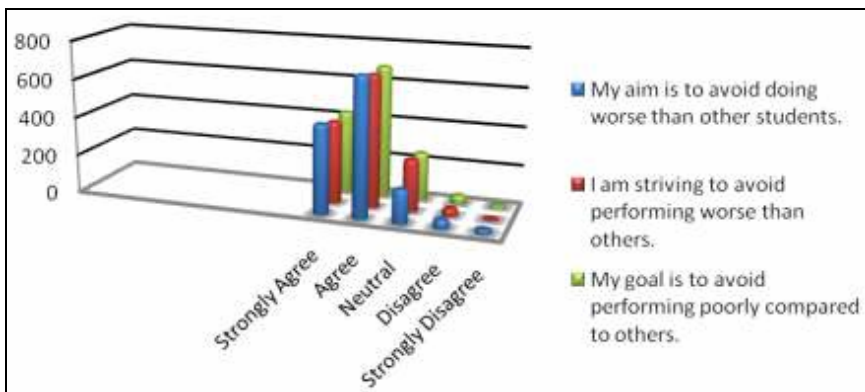


Figure 2 Responses to the performance-avoidance goal (see online version for colours)



From Figure 2, the students do all they can to not being exposed as a person who is lacking intelligence in front of their fellow peers or do everything they can to not be viewed with a negative image. With regards to the ‘aim is to avoid doing worse than other students’, 461 strongly agreed and 714 agreed, while 175 were neutral, 49 disagreed, and 24 strongly disagreed. When it comes to ‘striving to avoid performing worse than others’, 426 strongly agreed and 680 agreed, while 268 were neutral, 40 disagreed, and nine strongly disagreed. In the view of the ‘goal is to avoid performing

poorly compared to others', 430 strongly agreed and 684 agreed, while 249 were neutral, 46 disagreed, and 14 strongly disagreed. As for the whole figure based on Thai undergraduates' performance-avoidance goal, 1,317 strongly agreed, 2,078 agreed, 692 were neutral, 135 disagreed, and 47 strongly disagreed [Phoewhawm, (2017), pp.67–68].

1.2 Thai undergraduates' avoidance behaviour in learning and performance

In a study to determine the cause of Thai undergraduates displaying an avoidance behaviour towards learning and performance, Phoewhawm (2019) analysed that the students' experience in learning and performing lean more on the unpleasant side. The work mentioned of students going through the motions of learning and performance avoidance: learners have a hard time understanding the lessons because they are taught by some teachers who are not proficient in the course and are using outdated teaching materials; there is a fear of asking questions because they are not familiar with the correct method for getting the right answers; Thai students tend to procrastinate based on the reason that they have their scheduled tied up with other course subjects which makes it quite challenging on their part to concentrate on one subject; students do their best to maintain a certain grade due to being aware of not being thoroughly prepared for the subject lessons, but sometimes they do not want to transfer to another program because it would waste their time and bring shame to the family's name. The study perceived that the avoidance in learning and performance is much more evident when students are more concerned with their image due to the feeling of cooperation lacking amongst peers thus preventing oneself from becoming a nuisance towards others when inquiring to work together, and shyness as they are not confident in their own skills and abilities, as well as not wanting to look incompetent in front of others [Phoewhawm, (2019), pp.154–159].

1.3 Identified problems for academic instructors teaming up with undergraduate students for their goal in learning and performance

Just as industries and organisations are adapting to the economy in order to find new market niches or creating new values for their consumers by collaborating and cooperating with their key stakeholders, the academic instructors and undergraduate students who make up the vast educational ecosystem will have to change their paradigm and procedures in teaching and learning to make the aptitude of future graduates become strong candidates for institutions seeking the best recruits to help them support their mission and vision in their respective industrial field in the long run (Bubel and Cichoń, 2017). However, it is a problem when the Thai students' behaviour occurs more often in avoidance of learning and performance as they tend to rely on instructors to teach them at the primary level and putting the faith on extra-curricular activities to be supplemented as points for a passing grade. The problem becomes much worse when these learners become so desperate to pass the course that they sacrifice the opportunity to develop their knowledge, skills, and abilities to prepare them for life beyond graduation and look for innovative and creative ways to cheat on the tests (Melvin, 2016). In reflection, the shortcomings of teaming may be due to the inadequate support of the administrative structure in allowing for innovative and creative experimentation of new methods that

would develop an effective learning relationship between the Thai academic instructors and Thai undergraduates: without proper guidance and feedback the instructors are not encouraged to do anything new and tend to rely on testing and examination as the only means for evaluating their students' learning outcome. It is mostly important for Thai students to be exposed to teaming in their classrooms with their instructors and classmates so that when they are employed by an organisation, or working in a business partnership, or having their own business in collaboration with a joint venture, they will have a keen sense on coordinating with others in capturing the aims that are aligned with their values. The implementation of teaming in an academic setting has been done to give learners deeper insights and a much more comprehensive view of the theoretical terms from a rotation of subject matter experts fostering group integration (Pearce, 2019) so that individual learners assert themselves in roles that assist each other in acquiring the fundamental basics of the interdisciplinary studies, developing critical thinking skills for better judgment and reasoning, and gaining competence to come up with solutions in complex circumstances (Boehm et al., 2017). Although Thai undergraduate students are more heavily in favour of a classroom environment that promotes learning as a team because it helps them gain a better understanding of the course content and concepts, allowing them to study more consistently, encouraging interaction and discussion amongst peers, and being able to solve problems together (Sovajassatoku et al., 2011), there is a lack of study to support teaming in the higher learning in Thai institutions which would enable the profession of academic teaching to help develop their students' learning and performance behaviour.

Clearly, there has to be a redefined meaning of getting good grades to pass the class and qualifying for graduation. A graduate degree hung on the wall merely tells what subject had been learned and the year of completing the course work but it does not showcase what the talent, skills, and abilities that one can actually do. If higher education should serve as a platform for developing undergraduates' intelligence, then the current teaching applications need to be reflected upon for redesigning towards improving their learning and performance (Crawford and Jenkins, 2018). For each and every moment of classroom studying and taking on assigned tasks, what has been learned, relearned or unlearned should serve the purpose of being equipped for an future that is constantly changing and evolving in the way people think, solve problems, searching for new ideas, resolving issues, and experimenting on theoretical beliefs as a group that gets results through cooperation, collaboration and coordination.

2 Research objective and questions

The purpose of this work is to provide the Thai quality assurance administrators with a new policy idea for academic teachers to be more effectively involved with their students' learning and performance behaviour. Actions not taken to help the majority of Thai undergraduates undergoing a survival mode through the educational process will make the quality assurance team lose credibility in promoting educational standard at public and private higher education institutions, thus losing the trust of parents who want their children to continue on studying after graduating from high school. The problems of Thai students' learning and performance behaviour have been surveyed and measured in many research works that mostly demonstrate the statistical numbers but very little on

what to do with the information provided. The authors of this research felt that with the challenges presented, there is also an opportunity in finding a unique way in helping Thai undergraduates get the best out of their investment for an education that gives them a future. In order for the quality assurance administrative group to get the colleges and universities interested in adopting teaming for teachers to enhance the students' learning and performance behaviour, this manuscript illustrates the challenging facts but also offers the possibility in practice to make teaming between the teachers and students happen.

The aim of this study is to see the possibility of teaming amongst academic instructors and Thai undergraduates to enhance a teaching style that can improve the latter's way of gaining knowledge and accomplishing things. In this study, the question asks "is teaming possible for enhancing a teaching style towards developing Thai undergraduates' learning and performance behavior?" To obtain the answer, the study explores on causes of Thai undergraduates mostly tending to show avoidance in mastery and performance when they go through the learning process in their courses. In addition, the research seeks to find out how the academic instructors apply their teaching applications of teaming to help students learn and perform. The information obtained from these two investigations will be evaluated together to gain a better insight for responding to the issue of the possibility in teaming for strengthening a teaching method that will assist the learning and performance behaviour of Thai undergraduates. In carrying out the research work, the structure of the inquiry is as followed:

- 1 What are the causes of Thai undergraduates to display avoidance in their mastery (learning) and performance goal in their course of studies?
- 2 What are the practical teaming techniques applied by Thai teachers to help Thai students learn and perform to the best of their ability?
- 3 What is the possibility of teaming for enhancing a teaching style towards developing Thai undergraduates' learning and performance behaviour?

3 Literature review on teaming for mastery and performance avoidance in an educational environment with regards to understanding and asking questions, image and shyness, and procrastination and maintaining a certain grade

3.1 Teaming for mastery and performance

Being engaged in teaming for individuals means that they will be exposed to learning how to manoeuvre around their current state of situation while simultaneously applying what they already know to make sense of things with their fellow colleagues (Young-Hyman, 2017). Whether it is a prompt notice for cooperating, or requiring for others to be in a moment of collaboration, or even to anticipate for asserting oneself in a coordinated activity people have to work closely together in order to be sure that the information given and actions taken are leading to their aims and objectives (Waller et al., 2016). With a lack of familiarity towards one another, the level of trust may not be so high on the first encounter. Gaining a sense of assurance to keep the working

relationship going is by having co-workers trust on the advice of experts from inquiries and quick response which help them learn what needs to be done and why. One learns much quicker and tends to get results better when they are given the forehand knowledge of what type of skills and abilities are needed for accomplishing the assigned task (Edmondson, 2013). Like forming in the first stage of being a team, sustaining the flow of teaming also depends on the character and personality of each person. The values held by some may not be viewed as acceptable by others and the display of behaviour by certain members might not be welcoming for others to work well together. To uphold the teaming process and procedures, a level of empathy is required to understand that person's psyche but also have that mindset to apply the capabilities getting other individuals wanting to take part in the course (Mortensen, 2014). Unwanted habits such as shirking responsibility or not putting in the best effort can slow down the positive momentum of teaming, thus causing others to feel that they are wasting time. Under the guidance of good facilitation, teaming is also a tool for changing negative behaviours by showing how a person can be held accountable for making others fail to apprehend a new skill or being unable to achieve their aims due to actions that are derailing progression (Mitchell and Boyle, 2015). This work makes a contribution to the theory of teaming by putting the practical ideas in the academic field for developing effective methods in students' learning and performance behaviour.

3.2 Understanding and asking questions

In the theory of mastery avoidance goal, the characteristics of learners display a forestalling attitude of not wanting to be identified as one who is "learning less than one can possibly do, having an incomplete understanding of the course materials, and lacking the possibility to acquire more knowledge." For the characteristics of individuals under the belief of performance avoidance goal, they are viewed as having a preventive mindset that is avoiding oneself from "doing worse than other peers, performing worse than other students, and performing poorly when compared to others" (Elliot and Murayama, 2008). Such cases for undergraduates having a lackluster achievement in their studies could always stem from their educational upbringing such as parental support and direction for their kids to strive towards the future, the classroom instructors developing the right teaching techniques to enhance the students' interest for further learning, the social contact with their peers for camaraderie in learning support, and someone they recognise in their neighbourhood as a leader or having the authority to say what is right or wrong which all eventually make up their perception and initiative in aiming high in life (Aluaddin et al., 2017). Most importantly, while industries and institutions are coping with the changes in the global economy, the undergraduates need to acquire the basic understanding on how the changes in their surrounding environment is going to affect them, and learning how to adapt themselves as they go beyond life after graduation with a degree in hand that does not guarantee any privileges (Ifeanyichukwu et al., 2018). Just as the statement 'no man is an island', undergraduates will need all the support they can in order to have the necessary time, space and spirit to attain the required grades that give them a sense of self-gratification on completing their personal mission of the moment (Channon et al., 2016). Not all learners are coming from the same frame of mind that sees the opportunity and possibilities of passing a course with a 'glass being half full' mentality. Instead of seeing and feeling the positive, there are some students that will succumb to the mentality of their 'glass being half empty' as they see no hope at all in

putting a lot of effort to make changes. Such a mentality shakes the self-confidence that interrupts the focus for understanding things, brings about fear to find ways of getting more information, feeling intimidated and lacking the courage to complete things, and always making excuses to carry out the work (Smith and Smith, 2017). No matter how modern the course is designed for students, if they are not able to ask questions due to the cultural attitudes and behaviours deeming the act as being inconsiderate or irritating others then the learning amongst students will not make progress and performance become more lackluster (Worden and Tiouririne, 2018).

3.3 Image and shyness

The manner in how the undergraduate students will learn and continue on finding ways for self-improvement is contingent on the teaching methods that are utilised in the classroom. The process and procedures often determine the outcome of how much or how little the students have gained from the information given, interacting with the lessons, doing group participation, being involved with a project, or simply allowing the classroom instructors to guide them towards understanding the theory (Bhattacharya et al., 2016). In the age of social media, students are more carefully aware of their image in front of their own peers as they want to be presented in the most positive way and using any preventive measures on being labelled as an incompetent loser in the academic field (Rashidi et al., 2018). The methods applied for teaching a particular subject are just tools when all the resources are catered to them but the most critical thing is to bring about a sense of appreciation and a healthy aspect for being educated to continue learning for life (Ghanbari-Baghestan et al., 2016). Just like any ordinary people, undergraduate students come from a diverse background that pertains to their social living condition, economical status, political outlook, and technological capacity; those who feel that they are not at the same status level with others will tend to be shy in expressing themselves and not wanting to be involved in an embarrassing conversation of having to let others know about their background (Yang et al., 2019). Thus, instructors will need a keen sense of awareness to configure a way for undergraduate students to become learners who take responsibility for their own personal development and initiating their fellow classmates to be held accountable for supporting a sound learning environment. There is never one teaching approach that will ensure on getting the right results because it is not only the undergraduates that have been exposed to the changes in ideas and thinking around the world but on the practices of the business world whereas organisations need to stay competitive by getting the right talent involved in the workplace; it is not only important to equip the students to meet the industries' demands for high skills and abilities but having them be mentally installed with a strong positive attitude when their life becomes challenging (Ansari et al., 2016). For undergraduates to gain some sense of achievement in their lifetime, they need to be engaged in an experiential cycle of "teaching oneself and others how to learn and learning how the surrounding environment is teaching about the lessons in life."

3.4 Procrastination and maintaining certain grade

Learning and performing are done best when a group of individuals interact with an attitude and behaviour that appreciate the flow of coordination and collaboration from others. This is the idea of teaming in a classroom where the instructor and students set the

conditions, instead of a foundation, for becoming participants that work as an interdependent group using their capabilities for sharing crucial knowledge at the right frame of time, learning to ask questions in a clear form, and amending some of the ways to get colleagues involved with the process for finding answers and solutions [Edmondson, (2012b), p.191]. Instructors play an important role in the learning process by acting as facilitators who accommodate the undergraduates' inquiries and arguments to be factored into a relationship to gain trust for helping each other and having mutual respect through differences in values and opinions (Lock et al., 2016). Most importantly, as students get older, their lives will encounter situations in having to work with different people. In the working world, procrastination is highly frowned upon, therefore the behaviours of not getting assignments done on time will need to be stressed on in order for habits to change and to be fully alert that it also affects other group members who have other things to take care of (McNeese et al., 2019). Students taking part in teaming with their peers and instructor are receiving a good opportunity to develop a strong attitude and character that welcomes working with other unfamiliar people (Huq and Gilbert, 2017). Constant communication between the instructors and students is heavily required throughout the course of action for encouraging learners to make inquiries that can lead to improvements in the learning relationship or make some adjustments in time and tasks to keep individuals involved so that they are encouraged to aim for higher grades (Kienzler and Fontanesi, 2015). Implementing teaming between the instructors and undergraduates can only become effective if there is a strong foundation within the faculty that supports an initiative in searching for better ways to increase the intelligence of learners through teaching innovation and creativity, as well as having a sense of purpose to achieve (Nelson and Johnson, 2017).

4 Research methodology and analysis of the results

4.1 Examining the cause of Thai undergraduates to display avoidance in their mastery (learning) and performance goal in their course of studies

Secondary data was obtained from the analytical summary of Phoewhawm's (2019) work on 'Thai undergraduates' explanation of their learning and performance behavior: a case in educational management' for providing an examination on the cause of Thai undergraduates showing a learning and performance avoidance behaviour in their course of studies. The data was shared by the corresponding author of this research to address the question on what is causing Thai undergraduates to display avoidance of mastery and performance goal in their course of studies. The data was reviewed on the sample group of 200 students in their fourth year who were asked to explain the phenomenon of 'difficulty in understanding, fear of asking questions, image and shyness' of learning avoidance, and the factors of 'shyness, image, procrastination and maintaining a certain grade' of performance avoidance from their own experience. The data had been utilised as an assortment of information that is compatible with the primary data from the second research question for the purpose of providing new insight on "the possibility of teaming for enhancing a teaching style towards Thai undergraduates' learning and performance behaviour". The students' replies have been put into a narrative for analysis below.

4.1.1 Learning avoidance of Thai undergraduates

4.1.1.1 Difficulty in understanding

The sample group of students explained that most of them had encountered a teaching style that resembled more like being in a temple where they just sat and listened to the long hours of lecture and looking at downloaded slides that the teachers read off from. They have been given terms and definitions of the theories but cannot really see how it actually works in the real world but were emphasised in the lecture to memorise them when tests are given. The students stated that some of the topic lessons that had been taught were not up to date with some of the relevant practices they see dealing with social media and their own current life perception of reality.

4.1.1.2 Fear of asking questions

The students claimed that ever since they were learning at the primary and secondary level they were mostly expected to be obedient towards their teachers' guidance and complying with the rules without giving much input. The students felt a sense of insecurity if they get the answers wrong and feeling uncomfortable if they pose a question that the instructors themselves cannot find the answer. Therefore, to eliminate the fear and not making teachers feel irritated, they state that it is best to just stay silent and let the teachers be in charge.

4.1.1.3 Image

The students asserted that one's personal appearance or reputation must be accepted and welcomed by others in order to function in society. They mentioned that one can learn as much as they want and be smart, but if the character has been tarnished it would be very hard to be acknowledged by others. The students believed that even if people do not want to make a full effort in working together then the cautious thing to do is not express a demand on others because it would present one's image as someone who is worthy to be friends with.

4.1.1.4 Shyness

From their experience, the learners can relate to one another in being heavily shy when they know that they do not have the adequate basis of competency and capacity to find the solution or resolve a problem. Learning becomes inhibited as the students discussed about the mindset being more worried on what their teachers and fellow peers think about them instead of making the necessary adjustment on adapting to the situation. It has been discovered that the students will learn on ways of how to fit with other group members even if it means sacrificing one's grade point average just to prevent others from feeling inferior.

4.1.2 Performance avoidance of Thai undergraduates

4.1.2.1 Shyness

The sample group explained shyness in the context of performance avoidance by referring on not being the one to stick out in front of others because it could damage the

peace and comfort of their fellow peers in the classroom. Based on their viewpoints, there is a feeling that if you are in an environment of low performers then you should accommodate your actions to be one of them, otherwise be prepared to get criticised for making others be exposed to an embarrassing situation or drawing an irritated feeling of jealousy and envy from those who have no intention of developing oneself. The feedback from the students indicate that if you want to perform at your best then you better make sure that it does not humiliate the status of those who are struggling to reach their aims.

4.1.2.2 Image

According to the sample group, the attitude leans heavily on not making yourself look incompetent in front of your peers instead of reflecting on the mistakes, errors, and failures for academic improvement. Even if there is an opportunity to perform with an elite group, the students proclaimed that the older ones want to avoid working with the younger students because it would make feel that they are lacking in intelligence in front of their peers. It is understood from the students' analysis that it is alright to maintain an average score most of the time so that they can translate the measurement as doing the best they can in their family's name and letting their friends be aware that they still care about doing good in their studies.

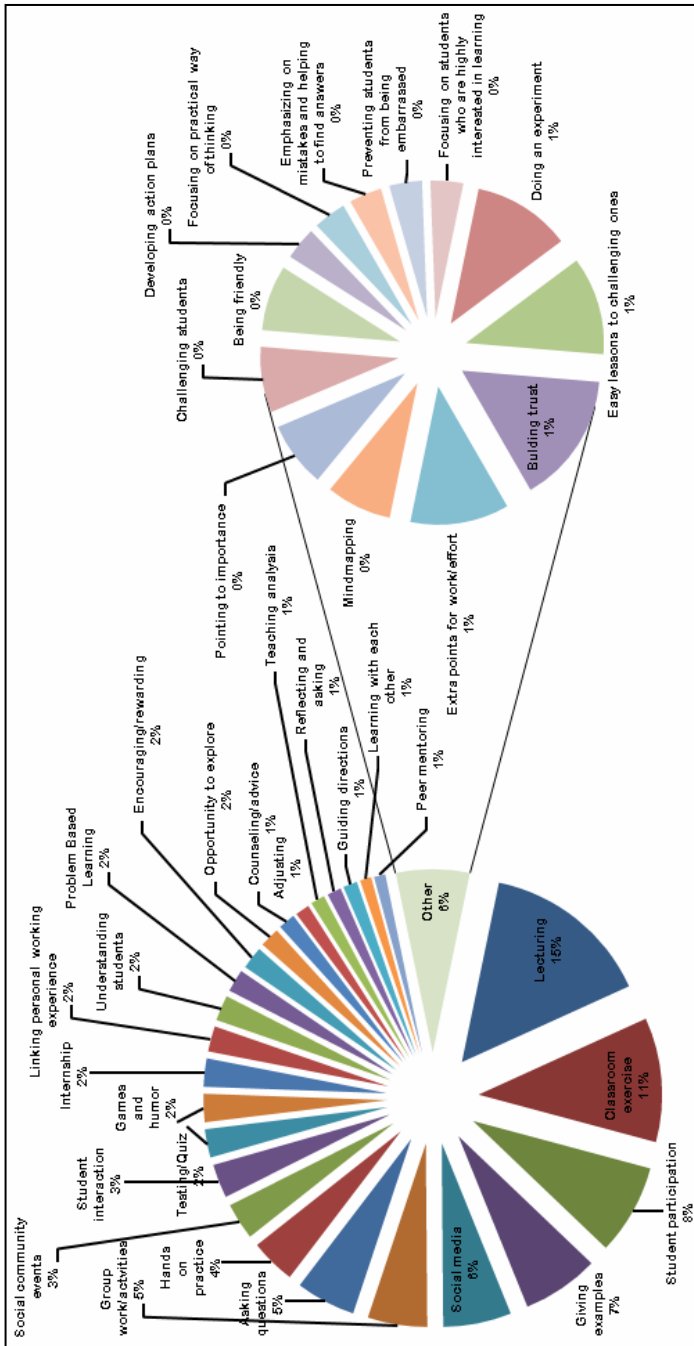
4.1.2.3 Procrastination

The students explained that the undergraduate life is about juggling a heavy load of coursework and anticipating for assigned work projects which they are not prepared for. Therefore, copying the work of other students or from another group is the norm because they just need to hand in the paper for a grade. It is also been discovered that the value of friendship has been placed within the assigned project, thus when one member is not putting an effort or someone is not taking responsibility for the assignment the other person will take on a double work load to finish the project while at the same time making sure no one is upset about the situation. In addition, the students stated that it is not easy to perform at 100% when teachers expect them of supporting extracurricular activities that are designed to develop the faculty's image for participating with the university's initiative.

4.1.2.4 Maintaining a certain grade

The students let it be known that they are not competent enough to get a lot of high grades. Also, it was mentioned that most of them would rather go through the pain and struggle to finish out the semester instead of moving to a new program that would suit their skills and abilities. The reason was that transferring would be wasting their time to complete their studies on time and would make them feel a sense of shame towards their family's name. From the information gathered, it was interesting to know that their fellow peers would play the sympathy card by informally asking the teachers to have merciful compassion to help them pass a course by making the learning lessons as easy as possible to pass.

Figure 3 Teaching applications for making Thai undergraduates learn and perform (see online version for colours)



4.2 *The teaming application of Thai academic instructors on making undergraduates motivated to perform and learn*

The Thai academic instructors were asked an open-ended question: “Based on your years of teaching experience with Thai undergraduate students, what are the practical teaming techniques applied to help them perform and learn to the best of their ability?” The targeted number for instructors was 200 but fortunately the number slightly exceeded to 208. The instructors that took part in the work had a minimum of two years working experience in teaching and beyond. They were coming from the background of business management (72), information technology (31), English (25), economics (20), engineering (20), architecture (18), social science (11), science (4), psychology (3), law (2), hotel and tourism (1) and business Chinese (1). For verification on the feedback, the authors of the study evaluated the writings from the papers and emails in order to be ensured that they coincided with the question asked; some instructors were asked to provide further details of their practical approach for more clarity. More information was provided when the instructors were given an opportunity to verbally explain from their experience. The responses from the instructors were 336 in total and were evaluated to identify which approach appeared the most and the least. The information is as followed: 60 – lecturing, 44 – classroom exercise, 32 – student participation, 27 – giving examples, 24 – social media, 21 – group work/activities and asking questions, 16 – hands on practice, 13 – social community events, 12 – student interaction, 10 – testing/quiz, games and humour, and internship, 9 – linking personal working experience and understanding students, 8 – problem-based learning and encouraging/rewarding, 7 – opportunity to explore, 6 – counselling/advice, 5 – adjusting, teaching analysis, reflecting and asking, and guiding directions, 4 – learning with each other, peer mentoring, and building trust, 3 – doing an experiment, easy lessons to challenging ones, and extra points for work/effort, 2 – mind-mapping, pointing to importance, challenging students, and being friendly, 1 – developing action plans, focusing on practical way of thinking, emphasising on mistakes and helping to find answers, preventing students from being embarrassed, and focusing on students who are highly interested in learning. The collected data was converted into a pie chart, which is given as Figure 3: the response from the 208 participants were arranged for a content analysis to compare the feedbacks in writing and which key theme appeared most to the least. The variety of themes were tallied as the amount of information received and then processed in percentage figures as a graph to indicate the teaming approach that Thai academic instructors apply to get the Thai students learning and performing to the best of their ability.

Based on the percentage in Figure 3, the lecturing style (15%) is the most chosen method that the Thai instructors believe in applying to make their students learn and perform while classroom exercise (11%) is the second best option. Having students participate (8%) is the third application considered into the factor of the learning and performing process. Instructors also apply the idea of giving examples (7%), using social media (6%), group work activities (5%), and having students ask questions (5%) as a tool to initiate the learners to do their best. There are times when the instructors would choose hands on practice (4%), taking part in social community events (3%), and student interaction (3%) to stimulate a learning environment. From what is depicted on this graph, there is a sense that a lack of effort is preventing the Thai undergraduate students to really achieve their best. At only 2%, making students go through testing/quiz seems to be ambiguously identified as encouraging students to do well. In addition, the

idea of games and humour is hardly applied, while having students do an internship is believed to gradually bring about good results for the learners. Moreover, linking personal experience, understanding the students, using problem-based learning, encouraging/rewarding, and giving students the opportunity to explore are not quite so popular in the teaching application. However, at the lowest percentile of 1%, there is scarcity in terms of instructors wanting to apply the concept of counselling/advice, adjusting, teaching analysis, reflecting and asking, guiding directions, learning with each other, peer mentoring, doing experiment, starting with easy lessons to challenging ones, building trust, giving extra points for work/effort, mind challenging students, being friendly, developing action plans, focusing on practical way of thinking, emphasising on mistakes and helping to find answers, mapping, pointing to importance, preventing students from being embarrassed, and focusing on students who are highly interested in learning. Once again, at the end of the class most of the courses are given in a lecture format and not really discovering on ways to create a platform for Thai undergraduates to learn and perform better than they should.

5 The possibility of teaming for enhancing a teaching style towards developing Thai undergraduates' learning and performance behaviour

Education is not an end to itself nor should it be operating on its own without any networking. The most important thing to consider are the people who are willing and daring to make the changes in teaching and learning due to acknowledging the mistakes, errors, and failures of previous schooling institutions that tend to be more concerned with getting a mass in quantity of students to finish their studies instead of providing the competency and capacity for students to acquire upon graduation. Based on the feedback from the sample group of students and the open ended question from the lecturers, this work seeks to synthesise the information to determine “the possibility of teaming for enhancing a teaching style towards developing Thai undergraduates' learning and performance behavior” by making a comparison of their answers and examining for leading patterns. First, knowing the reasons why most of the undergraduates are not fully learning and performing to their potential is crucial for taking the right approach to make teaming possible. Preserving one's image and being too shy have a big impact on most students' attempt in trying to gain knowledge and obtaining personal accomplishment; the learning aspect is also hindered from having a difficult time in understanding and fear of asking questions, whereas the performance facet is lacking due to the procrastination and just wanting to maintain a certain grade. Academic instructors will need to be mindful of this information when drawing up an idea to get some teacher and student interaction functioning in an effective process.

Figure 4 is used for reminding the academic instructors that although there is no one best method to help students overcome their avoidance behaviour, there is always a multitude of challenges to keep on finding innovative ways to get the students to do their best. Inquiries can be made with this information as the centre point to test out a teaching theory or anticipate for making some adjustments along the instructional process. In a Thai educational system where the culture is stressed on the structure of things and to let individuals know what and where their roles are to be (Malikhao and Servaes, 2017) instructors will need to determine what kind of results they want to see more often from their students before the end of the semester. In addition, the culture leans more toward in

being collective and displaying a sense of loyalty which is paramount in order for individuals to function together in an efficient manner (Buchenreider et al., 2017). The economic factors of time, resources, and energy do come into play for getting the collaboration and cooperation of students to be a part of the teaming process. With the tool of lecturing being the dominant application for conducting lessons, classroom exercises always imminent, and student participation being evident academic instructors will have to configure out the tactics for getting students to gain a healthy approach in learning and performing. Therefore, the second step in getting teaming to become potential is to have instructors ask themselves on whether they are trying to prevent the unwanted behaviours that are obstacles to learning and performing from getting mentally out of control or simply promote an environment that reaches out to students in order to show them how to learn and perform, despite the presence of these psychological complications.

Figure 4 Being mindful when applying an idea for teacher and student interaction (see online version for colours)



Figure 5 Deciding to prevent unwanted behaviours or promoting a learning environment (see online version for colours)



Figure 5 offers a mental outlook in dealing with the facts and for crafting a scheme to help the students reach their full potential for learning and performing. If the instructor chooses the ‘preventing unwanted behaviours’ approach, then the focus would be on being cautious and careful with student interactions for the purpose of not letting matters be worse than they really are. This could be referred to as a sporting match where a team is winning just by one point in the closing minutes and doing all they can to not let the

other team score rather than trying to add more to the lead. However, if the instructor chooses on ‘promoting a learning environment’, then the mistakes and errors made along the process would be welcoming and friendly for individuals to adapt their behaviours on exploring to find the answers. In the case of a sporting match, the winning team is taking a full initiative effort in scoring endless points to cement a victory despite coming up short in some actions taken.

5.1 Teaming when there is a difficulty in understanding and fear of asking questions

When forming students into their learning group, the instructor may allow for one of the group members to designate a team leader for the purpose of coordinating the facilitation process to help students gain a better understanding of the lesson and getting their questions raised on a specific topic. Students learn best when their fellow classmates take action to help others gain access on what they need to know or have not been fully informed of, thus leading to an appreciative and welcoming learning environment for all (Mardani and Jahanbazian, 2015). Having students assume the supporting role as a teacher, with the instructor providing real time coaching and mentoring to help the student, can relieve the tension for others to participate while at the same time the student doing the teaching is starting to understand a lot more clearly on the subject matter. With the guidance of the instructor, the student acting as a teacher can illustrate their understanding of the lesson by telling it in a story format to their fellow classmates and raising simple questions to explain things in further details or to allow them in having inquiries of their own for an interesting discussion. Instructors should also encourage students who are highly competent and capable to become a peer assistant for other students who are silent or ashamed to admit that they have not fully comprehended the lecture. Whether the student is the team leader in the group or a peer assistant, the instructor has to do the utmost best of ensuring that the teaming environment is sustainable throughout the semester. Particularly on getting students to be encouraged to ask questions on a continuous basis, the instructor will have to reframe the theory being taught and challenge the students on why sometimes the belief is not always true. The instructor can setup a team competition whereas the purpose of each group is not to compete with each other but to have each of them raise some interesting questions that goes against supporting the theory in real life while working collectively to find some possible answers. Should some of the answers be wrong then the instructor may ask for the team leaders to help in reframing the question so that the given answer complies with the inquiry.

5.2 Teaming when there is shyness and protecting an image

Being bashful of things and doing one’s best to protect the image have been highly mentioned to the point that it has become normally accepted in Thai society. While knowing the root cause of them gives the insight the dynamics that trigger it can become psychologically overwhelming in trying to solve the issue. For the sake of the Thai undergraduates’ development in learning and performance, the instructor will have to get the learners to make the necessary commitment and sacrifice. The instructor will have to send a message on choosing to default one’s habit in being shy and protecting the image or they can decide to make some key contributions to help other members who are

determined to get high marks so that they are assured of graduating on time and preparing to further their studies abroad. The instructor and team leaders should make the students be held accountable for their group performance in accomplishing the assigned tasks and be responsible in not letting their actions become an obstacle for others trying to go far in life (Huang and Lin, 2017). For those who are constantly wallowing in the misery of being intimidated and always cautious of their reputation, they need to remind themselves by asking “how is the shyness and image protecting helping to become a better learner and performer for myself as well as for the team?” One needs to understand what the priorities are and find the right action for getting them achieved instead of being preoccupied in trivial thoughts that do not lead to any self-development at all (DeLozier and Rhodes, 2016).

5.3 Teaming when there is procrastination and maintaining a certain grade

When forming students into their learning group, the instructor may allow the group members to designate a team leader to coordinate and redirect the attitudes of members to stay focused on the task assignments. Case studies can be assigned to pinpoint out the harsh lessons of what happens when organisational members slack-off in helping others and not making a strong commitment to the goal such as learning why businesses fail, institutions collapse, economy being underdeveloped for such a long period of time, and moral values breaking down in society (Coy et al., 2017). The instructor may ask for the team leader to gather the thoughts and viewpoints of their colleagues on the causes of these unwanted actions and present their findings in the form of knowledge sharing, or best practices to other teams on being a more dependable and diligent individual for helping the team achieve its aims and objectives (Williamson and Paulsen-Becejac, 2017). In the best interest of the team, instructors may provide options for members who have not yet fully broken the habit of procrastinating and maintaining a certain grade to either learn further from other high achievers for self-development or illustrate their psychological comportment to others in being aware of the root causes and for the corrective measures that need to be taken.

Based on the findings, with most of the Thai undergraduates having a learning and performance avoidance behaviour as well as Thai academic instructors doing lectures and giving assignments more often than having students participate, the possibility for teaming between teachers and students will need a decree from the Thai quality assurance administration to implement changes for a teaching style that is focused on developing the students' behaviour in gaining a better understanding of things and to apply themselves with much more confidence. Universities in the USA have done quite well in setting-up the factors that make undergraduates team up for doing projects, learning together, and solving problems while also acknowledging that there are much efficient ways of getting resources to reinforce the initiative (Johnson, 2017). However, an administrative approach is still required for the purpose of getting Thai academic instructors in fostering teaming as part of their approach in helping Thai students go beyond listening and awaiting to take the tests. In order to start in a new direction, the research provides the insight for the Thai quality assurance administration to be aware of the factors that exist and to build-up the grounds that will allow the ideas to flow through as well as applying the idea of teaming with the quality assurance management staff with each university for obtaining positive results.

6 Discussion and conclusions

Teaming is always possible in enhancing the teaching style towards developing the learning and performance behaviour of Thai undergraduates. There will always be challenges to get the Thai students to collaborate and cooperate as some individuals may find it awkward that the authority in charge is creating a learning and performing environment that allows them to partake in gaining as much as they need to know and developing oneself. However, what may limit the chances of possibilities for the instructors and students to function in the teaming process is the working culture climate whereas the administrators do not support the learning and performing platform for the students by forcing students to take part in ‘cultural activities’ and reminding them where their roles are in society and to simply carry out the ritual traditions without any questioning (Persons, 2016). So the saying goes that “it takes a village to raise a child”, but it takes a multitude of effort from all institutions in society in getting the Thai undergraduates to reach their full educational potential. Although some Thai students may pick up the undesirable habits from their fellow peers and making social contacts with others which are brought into the classroom (Thomas, 2017), the academic instructors can always find a way to help them unlearn these manners by being innovative with their teaching style that simply complements the lecturing method.

For theoretical implications, the study recognises that there will be some challenges in teaming as it requires a collaborative effort in overcoming conflicts on values and norms, building trust and mutual understanding, and constantly communicating and coordinating (Edmondson, 2012a), therefore the Thai quality assurance administration will need to establish an appropriate platform with educational management at the universities in order for the Thai academic instructors to configure out the resources that will develop their students’ behaviour to learn and perform effectively.

For practical implications, there has to be an appreciation of interdependence between the students themselves and their teachers so that the work being accomplished is relevant with the aim of the course and the learning fundamentals are being strengthened to allow for higher performance to take place. With teams being interdependent of each other, they become much more engaged and have a positive influence on each other’s behaviour to do well (Zhang and Kwan, 2019), this is key for the Thai academic instructors to sustain the idea of teaming in their style of teaching.

It is also critical that the academic structure take an assessment of its mission operation to see whether the educational system and teaching plans are truly effective in producing positive results for students to make a progression with their learning and performance behaviour instead of presuming that the principles and process will take care of everything by itself. In order for Thai students to learn and develop along the curriculum where teaming is involved, the Thai academic instructors will need to see administration taking the leadership action that offers guidance and support in allowing them to reflect, make remarks, and perform a group review with fellow peers to determine the proper standards of teaming with their students. The teaming activities that are orientated towards the learning and development of students by the teachers should also be documented and shared as knowledge in a teacher’s workshop, regardless of mistakes, errors, or even failures that have been experienced: the information provided is valued for finding better ways of teaming for developing the Thai students’ learning and performance behaviour on a continuous basis. Students learn much better when teachers assume the facilitating role in creating a collaborative atmosphere that invites students to

participate and make a valuable contribution in the classroom which gives fellow classmates an equal chance to express their ideas and opinions (Ronfeldt et al., 2015). The learning and performance of students are taken into stride when instructors design lessons that are relevant with their day to day life, and are given the opportunity to apply their skills and abilities to confirm their understanding of the theory, and are being constantly motivated to cooperate with the instructors on finding answers that are meaningful to their viewpoint (Mazer, 2013). However, this practice for developing the Thai undergraduates' learning and performance behaviour will require for the attitude and behaviour of Thai academic instructors to challenge the old cultural thinking that teachers teach and students are to be obedient and listen with the initiative on the teaming concept.

In the validation of this study, most of the instructors were already familiar with the avoidance behaviours on part of the students. They also know that they have the influence that can help students change this type of behaviour or let them deal with the consequences to let them reflect on themselves. But in reality, they are overwhelmed with paper works and other assigned duties in their position, as well as having to keep up with the faculty meetings which makes the incentive for finding better ways in teaming with their students to learn better quite impossible in obtaining real positive results.

In conclusions, the paper believes that the possibility in teaming between the instructors and Thai undergraduate students is inevitable as long as there is an understanding on why these learners are displaying an avoidance behaviour towards learning and performing. The psychological details of their avoidance behaviour are to be utilised in developing a methodological scheme to either help the students overcome the mental angst or making them mindful of their actions which could be a burden upon others who are trying to achieve their goals in life. Just like five fingers in a hand forming a strong grip to hold a hockey stick for passing the puck to a fellow team mate or shooting to score a goal, the characteristics of making things simple for understanding, having forums for raising questions, appreciating the feeling of humility and boldness, taking accountability/responsibility, and exerting a strong initiative instead of avoiding can help everyone learn and perform better throughout life. It is hope that this research will also raise the awareness with the Thai quality assurance administration on why educational policies and procedures that are put into practices in Thai universities often experience shortcomings: most undergraduates that tend to have an avoidance behaviour in learning and performance will not be highly motivated nor confident enough to academically achieve to the best of their potential, meanwhile academic instructors do not give too much interest in finding other effective methods that would allow their students to learn and perform to the best of their ability. With the information provided in good faith, it should assist in laying out the guidelines for all stakeholders involved with the higher learning foundation to function collaboratively in setting-up a teaming environment for Thai academic instructors to apply a certain teaching style that is focused on getting the Thai undergraduates to develop their capabilities and capacities as a team which will give them meaning in life, as they travel along the journey of learning and performance with each other and their teachers.

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