Thai Undergraduates' Explanation of their Learning and Performance Behavior: A Case in Educational Management

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Abstract

This study examines the level of Thai undergraduate students' learning and performance behavior and to provide an in-depth deep explanation on their phenomenon. Due to a very high percentage of response from a questionnaire revealing that most of these students tend to have an avoidance behavior in learning and performance this paper is ardent in offering an explanation on the performance and learning behavior of Thai undergraduates. The work is focused on finding the students' causes of 'mastery and performance avoidance goal'. The work also proposes the policies, practices and development in management for improving their learning and performance. A total of 240 undergraduate students took part in filling out the questionnaire. Findings reveal that mastery avoidance comes from a "difficulty of understanding, fear of asking questions, protecting the image, and feeling of shyness". Performance avoidance is based on "shyness, protecting one's image, procrastination, and just maintaining a certain grade".

Keywords: development, fear, image, learning, mastery, performance, policies, practices, procrastination, understanding

Introduction

This is a study which is aimed towards providing an outline that pertains to the extent of Thai undergraduates' learning and performance behavior (Phoewhawm, 2017). The paper is keen in offering an explanation on the performance and learning behavior of Thai undergraduates due to a very high percentage of response from a questionnaire revealing that most of these students tend to have an avoidance behavior in learning and performance. Out of 1500 questionnaires distributed 1423 cooperated with the research project. In terms of learning, students with a mastery-avoidance behavior 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 looking incompetent (Brophy, 2005).
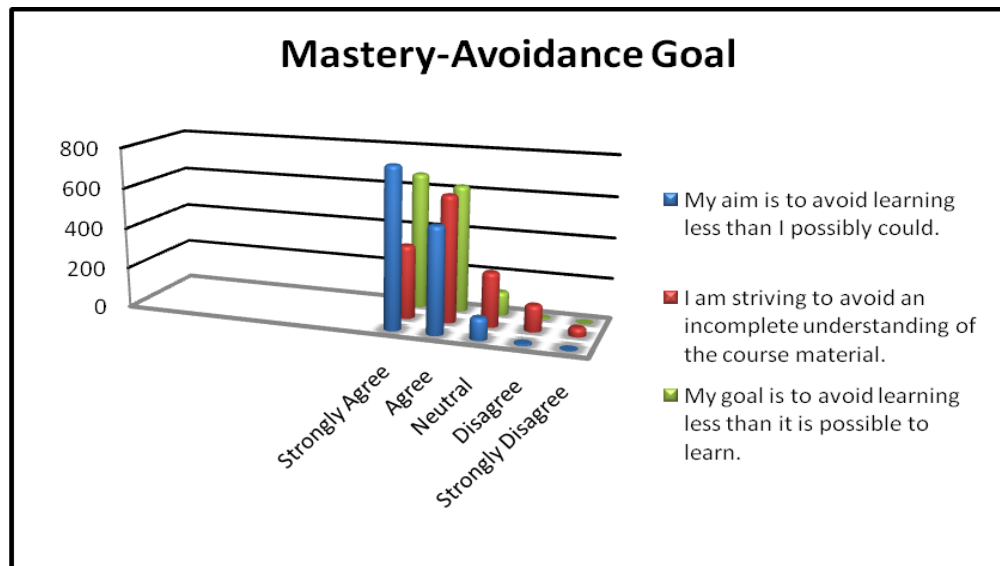
Figure 1. Responses to the mastery-avoidance goal.

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, 8 disagreed, and 2 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, 6 disagreed, and 1 strongly disagreed. In total number, the feature for Thai undergraduates' mastery-avoidance goal shows that 1820 strongly agreed, 1770 agreed, 491 were neutral, 143 disagreed, and 45 strongly disagreed (Phoewhawm, 2017 p.66).
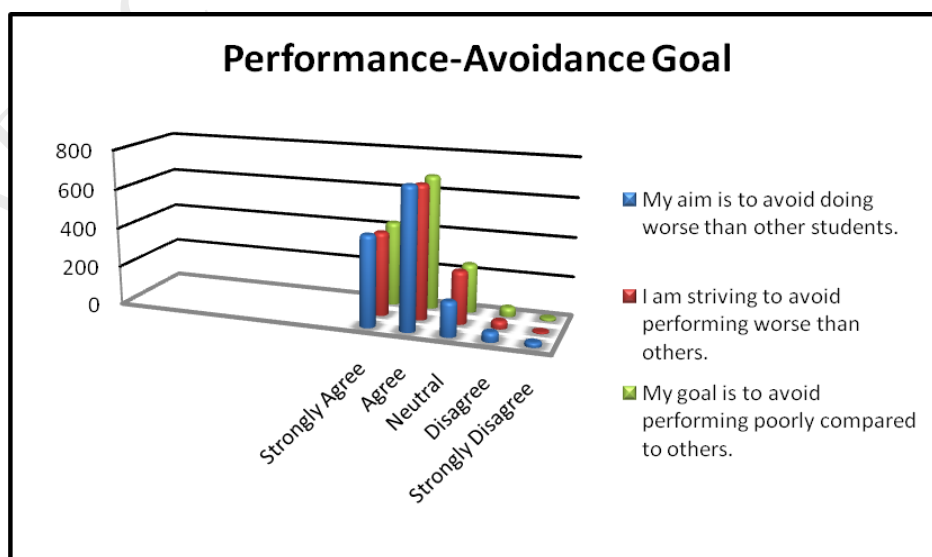

Figure 2. Responses to the performance-avoidance goal.

From this figure above, 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 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 9 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, 1317 strongly agreed, 2078 agreed, 692 were neutral, 135 disagreed, and 47 strongly disagreed (Phoewhawm, 2017 p.67-68).

The Challenges for Educational Management

The field of higher education is part of an industrial complex network that requires the talent, skills, abilities and knowledge of people to be the valued resources that can help organizations thrive onwards into the future (Harrison, 2017). Managers of their respective educational institutions must realize that the real tests and exams are not the ones on paper but in the implementation of action that either contributes toward success or to resolve matters so that other opportunities can be planned out for by that organization (King, 2015). If future graduates are beholden as the next industrial skilled workforce to enhance the nation's economic prosperity perhaps it's time to focus on what's not working, what can be improved upon, and how to sustain the values in learning and performance for all.

Research Objective & Questions

This paper aims to offer an explanation on why most Thai undergraduates tend to have an avoidance behavior towards learning and performing in their respective studies. The work also takes an initiative for managers of higher education in Thai colleges and universities in proposing conceptual policies, practices and development for improving the undergraduate level of learning and performance. The following questions have been established to meet the two agendas:

1. What are the causes of Thai undergraduates to display a 'mastery (learning) avoidance goal' in their course of studies?
2. What are the causes of Thai undergraduates to display a 'performance avoidance goal' in their course of studies?
3. How should the policies, practices and development for improving the undergraduates' level of learning and performance be managed?

Review of Literature

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 recognize in their neighborhood as a leader or having the authority to say what's right or wrong which all eventually make up their perception and initiative in aiming high in life (Aluaddin et al., 2017). 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 that they can complete their personal mission of the moment (Channon, Davis and Goode, 2016). Not all learners are coming from the same frame of mind that sees the opportunity and possibilities of passing course with a mentality of the 'glass being half full'. 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 that there's no hope at all to put in a lot of effort to make changes. Such a mentality shakes the self-confidence 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).

Managing a higher education organization requires that one must embrace and accept the changes to be made with the curriculum, teaching methods, learning style of students, and most importantly keeping the interest of what industries require when hiring new recruits. While universities, such as ones in Thailand, must follow educational policies crafted by the government the outcome needs to be re-examined to see if the philosophical practice in teaching have really benefitted the students' well-being in learning (Wongwanich, Sakolrak and Piromsombat, 2014). The point is that there has to be something beyond collecting the marks from tests scores in order to insinuate the right grade because these students will be thrown into the crucible of the workplace and society that inadvertently forces them to think about living for the long run and not just surviving on a day-to-day basis (Orawiwatnakul and Wichadee, 2017). There are things that students cannot control in their learning process such as whether the course materials and teaching applications being delivered are actually updated, erupted matters suddenly required to attend within the class schedule, and not having the faintest idea of the lesson

being learned will have actually have an impact on their lives after graduation; accountability has to be taken to ensure that the program is meeting its objectives and to be prepared for making some necessary adjustments to do so (Teichler, 2015). What's on paper to identify where they have received there degree will not matter much as the skills and abilities of constantly seeking for ways to be more innovative and creative with fellow co-workers are the ideal approach for one to make a valuable contribution to the business economy, such a response to this idea is to reconfiguring the way people are educated and being trained for the future after graduation (Baygin et al., 2016). Students need to be provided with the practical know how in developing oneself while going through the curriculum because they will be taking on the unexpected challenges in the workplace and society and being prepared to sort things out for themselves (Tomlinson, 2015). Sacrifices and resolutions have to be made to allow for new teaching development to take its form and become a part of the foundation for the educational system to be much better equipped for any sudden surprises or shortfalls that can cause a temporary setback in the mission; while doing the best to help students learn the teaching staff assume a dual role as learners themselves in order to prevent complacency from entrenching into their personality (Khan and Agnew, 2017). A sense of being aware of oneself brings the conscience in a state of flow especially when the aim is striving towards knowledge and wisdom thus enabling oneself to question the attitude and actions that are occurring in the moment of learning (Kinash et al., 2016).

Research Methodology & Analysis of Results

Two hundred students were targeted to participate in the study which was held at a separate place and time due to their different class schedule. They were 3rd year students majoring in Business Management-80, English Language-80, and 4th year students majoring in Economics-40. For this qualitative research approach, five workshops were conducted with each classroom whereas the students were divided into five groups containing eight individuals. The method began with the researcher giving a brief analysis to the students on a study that showed the figures on why most Thai undergraduates tended to avoid achieving their goal in learning. They were informed that the study indicated that the reasons were due to being "under stress when they feel that they haven't gained enough learning" and "aiming to be at least a C-average learner so that they wouldn't be considered as a very low-performing learner". A questionnaire was distributed to each group and they were asked to brainstorm together as a group to find out what is causing this behavior to occur amongst Thai undergraduates. The researcher took on the role of a proctor to ensure that the questionnaire was well understood by the group participants. The researcher provided time and courtesy for students to ask more about the meaning in the questions for the purpose of getting a better understanding of what is required from them as well as demonstrating a sense of appreciation for their collaboration with the study. An open-ended questionnaire was conducted in two parts. The first part carried out a workshop asking students two open-ended questions as a group: 1. "Why are

most Thai undergraduates under stress when they feel that they have not gained enough in learning?"   2. "What is causing most Thai undergraduates aiming to be at least a C-average learner so that they wouldn't be considered as a very low-performing student? Based on the feedback, their reasons for why students are under stress is due to "difficulty in understanding, fear of asking questions, image and shyness", and their reply for the cause of aiming to be at least a C-average learner stems form "shyness, image, procrastination and maintaining a certain grade". For the second part, the questionnaire was revised on the two questions to provide deeper details with regards to the feedback from the original batch. The updated questionnaire was designed in two parts which asked for the original participants of the research to provide more information on why each of the four phenomenons was occurring. The first part of the questionnaire provides a statement for letting students be aware that "most Thai undergraduates are under stress when they feel that they have not gained enough in learning" and that the reasons are based on "difficulty in understanding, fear of asking questions, image and shyness". The students are asked as a group to provide their reasons on why this phenomenon is happening. The second part of the questionnaire was designed in a similar format. A statement is provided for letting students be aware that "most Thai undergraduates aim to be at least a C-average learner so that they wouldn't be considered as a very low-performing student" and that the reasons are based on "shyness, image, procrastination and maintaining a certain grade". The students are asked as a group to provide their viewpoints on these behaviors. This time a total of 240 undergraduate students took part in filling out the questionnaire as a group. The original groups who majored in business management-80, English language-80, and Economics-40 fully cooperated with the study. The 2nd year students majoring in engineering comprising of 40 were a valued addition to the findings. The breakdown of 240 participants for the second round in data gathering is the following:

2nd year students: Engineering majors-40

3rd year students: Business Management majors-80, English Language majors-80

4th year students: Economics majors-40

Due to most of the students' time being preoccupied with other academic/personal matters the author of the work facilitated a workshop with the partnership of other classroom instructors to get the students in making a collaborative effort in answering the questionnaire. The researcher took on a proctoring role again to ensure that the questions were well understood and properly answered in order to ensure for accuracy.

In terms of conducting the data analysis, the feedback given in the questionnaire as a group was thoroughly analyzed to determine the subtle factors which the students felt were forestalling the behavior towards mastery and performance. The information and details written on the worksheet that had been provided by the students were composed as a narrative to illustrate each factor to obtain a better understanding of the two theories.

The researcher lined up the questionnaires along the table to examine the written answers to see how the information corresponds to the topic question. In a painstaking effort, each of the questionnaires was compared with one another to determine whether the information given has a viewpoint that is similar or being provided in-depth from a unique perspective for each category. Upon scanning through each questionnaire the researcher looked for the key information to be highlighted and recorded into the word document program to set up a narration analysis. The analysis is provided below to answer the first and second research questions and the next section will provide a proposal for managing the educational policies, practices, and development for improving the undergraduates' level of learning and performance.

1.   Thai undergraduates display a 'mastery (learning) avoidance goal'

        Difficulty in Understanding: Some teachers don't know how to teach and some of them are using outdated materials. Minimal instructions are provided which creates the anxiety to ask for clarification for fear of annoying the teacher or looking incompetent in front of their peers. Some teachers use words that are too ambiguous or speaking at a rapid pace that makes it difficult to keep up with the learning. Some teachers will pay attention to only those students who are really interested in learning. Course content is too difficult to comprehend and having to study too many subjects. The students are faced with a limited time to study and having to quickly cram the lessons into their mind. Analysis is made for them to memorize the procedures which stunt their development for learning on their own. Not familiar with the proper process for finding the correct answer. They are unable to identify the meaning that is being communicated. Students come into a learning environment with no basic skills. The learning environment can sometimes be hostile towards gaining new knowledge. Some practical concepts are irrelevant towards the realities of day-to-day life. Sometimes the subject required is just not interesting to learn, thus making them not paying much attention; this could also lead to not liking the teacher, the teacher's instruction style, and the way the behaviors are displayed by the teacher. They are the product of an educational system that does not aim for high quality standard; it's the way they were taught what to do and not to do so that they know what is acceptable in front of their elders.

        Some of the students have a lack of concentration; just being lazy, more interested in socializing with friends and addicted to video game/entertainment, being preoccupied with activities that are irrelevant with the learning subject, not being punctual, failure to keep up with attendance. Communication skills are low. Some are slow-learners and are seeking to learn and do work with friends for the sake of social comfort. They are acknowledging that their personality is low in self-esteem but not seeking for improvement; spend too much time on self-pitying. They are being ignorant to rectify the situation. They are not making enough effort to gain a clear comprehension of the subject matter, as well as not gaining enough practice for self-

development, such as doing literary study or review because it's viewed as such an unpleasant feeling.

Fear of asking questions: They don't know the proper method for asking questions. The students are forced to stay within the principle realm of the culture. There's an intimidating feeling that teachers will get irritated and say, "Why didn't you listen to me"? The Thai educational system doesn't encourage students to inquire with their teachers; due to lack of mastery on the context on their part. The learning culture in Thailand sets the fear to ask questions.

Nevertheless, the lack of self-confidence does exist as they are embarrassed to speak with the teachers. Some have seen/experience teachers displaying an unwelcoming attitude towards being asked questions. They have a low self-esteem and do very little to develop the basic skills for learning. The students keep having the mindset that it will always be the wrong answer. They don't want others to know that they lack the basic grammar and speaking skills. They are afraid of saying the wrong answer, so they have their friends to speak on their behalf. They were not trained/coached to ask the proper questions since they were young. There is always a fear of being led into greater confusion. They fear getting drawn into a conversation that may expose them as not being too smart which gets them stressed out.

The students don't want to be troublesome/interrupting the classroom in front of their peers and wasting another people's time. The students avoid from being a show-off and not being considered stupid if a wrong answer had been given. They think that their action is going to be inconsiderate towards the instructors and do their best to prevent peers from looking directly at them when raising a question. Students are afraid that the teacher might get annoyed if questions are asked too much or get criticized by them. They think that their friends might get jealous of them. They know that they don't have the ability to communicate properly and being overly concerned that the teacher might not understand. Students cannot bear the thought of having fellow classmates laugh at them; considered as humiliating to one's dignity. They know what the situation is but hesitant to act because they're not fully sure that the outcome will come out absolutely correct. They are worried that a question may be asked for more clarification/insight which they cannot provide; feeling uneasy of being put into an awkward position. The students believe that it is showing courtesy towards the instructors by not asking any questions at all.

Image: The students feel that there is no true sense of cooperation so it's best not to disrupt other people's comfort level/force others to do or you'll be antisocial/undesirable to make social contact with. They believe that the teacher's critical comments may damage the reputation of the students' learning capabilities. They just want to be accepted as a friend in their social circle; this is an important need for life. They have to display obedience; follow adult guidelines or face the consequences and do their best from being labeled as the black sheep in society.

The students are consistently worrying that they may not graduate on time rather than staying heavily focused on achieving high grades. They put so much emphasis on the values without developing the practical knowledge. They are lacking self-confidence and their self-enthusiasm is quite limited. The students can sometimes become too anxious on problem solving; there is a fear of having a discussion with other people due to a lack of knowledge of the subject matter. There's a tendency on part of some students to think that their teachers have already underestimated their potential. They put up a front to look like that they're doing something instead of wanting to learn. There is no sense of appreciation for taking an in-depth learning approach.

Most of the students don't want to be looking unintelligent in front of their peers. They try to be portrayed as a smart person even if one knows that he/she is not really that smart. They don't want their peers to overlook/quickly dismiss their potential; to be deemed as a worthy person to cope with instead of perceived as being useless; don't want to be a loner. The students don't want to be a subject of negative gossip among peers or get into an argument (which is a debate). The students don't want to put the shame to their family's name. Some students are fixated on the idea that a good image is evident that he/she has a good personality and not being considered as an inferior person; people are always judging and evaluating on what you say and do. They know that they can act but always winding up on becoming hesitant to take action. They don't want to be make others complain about their behavior. Some students are hiding the fact that they know that it's too hard to learn while not wanting to give a hint towards their friends about the situation. Sometimes their pride is too strong to accept any feedback for improvement.

Shyness: Students are afraid of doing something where they lack the knowledge, skills, and abilities in performing. They spend their time being alert that society is always evaluating their character and personality. When society deems being shyness as the norm then students will see that it is okay to let others know.

Students don't want to attract attention and cannot tolerate on being teased by their friends from saying something that could be deemed as childish or nonsense. Most of the time, they are unable to come to a decision. While already embarrassed to answer the teacher's question, join a learning activity, or exchange knowledge with friends they let that shyness mentally overwhelm their development for self-confidence. With shyness inhibiting them from learning they also become stressed out on the possibility of receiving a low grade on the course/GPA, thus creating an illusion that they may not graduate on time. Students are not being brave enough to demonstrate their capabilities; believing that any answer given is automatically wrong. They keep on failing to take an assertive action.

They do their best in not wanting to be compared with a negative group that is too lazy to learn. They don't want to look foolish or boasting their skills in front of

other people. They don't want to be a nuisance in the classroom or make people annoyed with their behavior. They don't want to be humiliated by their peers.

2.   Thai undergraduates display a 'performance avoidance goal'

Shyness: The students are afraid of not being accepted in their social group. They feel that it is best to follow the process otherwise they will be chastised. They think that it is best to have the same viewpoints with the group instead of going against the group's idea; it's better to preserve the relationship.

Some already have a low self-esteem within their mind and are lacking self-confidence. Some of the students automatically go through an anxiety attack. They have the fear that if a wrong answer is given then the classmates will laugh at them, thus making them feel miserable and ashamed for the day. They know that the more grades that are lower than a C will force them to retire from the program so it's best to ride the system: lose but don't lose too much, just average it out. Some students are too concerned with others who are getting better grades than them instead of developing the learning techniques to push their grades. They keep thinking negatively about themselves rather than finding positive opportunities to redeem themselves.

The fear of making mistakes is much greater than trying. They get embarrassed on being compared with other students who do better than them: not wanting to be too abstract in the view of others which makes it hard to socialize with them. They don't want to disappoint their family's expectation. Students are worried that their actions might annoy other people who are serious about learning or become the subject for complaint; being blamed for causing others to receive a low score or losing out on a competition. They don't want to draw unnecessary attention from others, as well as not wanting to explain themselves for receiving failing grades in their first year of studying; you are measured by what you receive, failing grades indicate that you are lacking intelligence thus making it difficult to talk about the issue or look at your friends' face.

Image: The most important thing in the students' mind is to become part of Thai society's core value. Sometimes they face the fact that it is hard to get an A grade in certain subjects. They know that society accepts transcripts that don't indicate any signs of failure. They are expected on having to bring honor to the University's name, faculty, and the curriculum program.

There is a belief that a C-average grade demonstrates that they have the potential to succeed. They must prove that they're smart with some learning topics to cover up for the failings in life outside the classroom. They don't want to be a loser in front of their peers. Getting a C average grade could also be someone who tries and can be acknowledged for trying; at least they can still be accepted in their social circle

of friends. It's not too bad for some people who receive such an average score. The mentality is that if you can't get the high grades than do what you can to just pass the class. Sometimes these students have already expected to get this average score from the very beginning; no matter how hard the effort they believe that this is the score they are going to get no matter what. They are not able to compete with the top learners. Some of them know that they don't take the learning seriously and that's why they should be satisfied with the score that is rightfully deserved.

Easily put, they do not want to look stupid. The students want to be accepted in their social environment. It's all about preserving their chances for gaining an opportunity when competing with individuals who have a higher grade than them. Students like to avoid on being compared with others who have a much lower grade average. In their minds, at least the family can be proud of just passing the learning program. Having faith from others is restored if one should maintain a C-average grade. Students believe that it's best to preserve the dignity that you have left within you. Students feel that learning with fellow students who are younger than you are humiliating. Sometimes they go through the emotions of feeling helpless.

Procrastination: The students are being preoccupied with other learning subjects/load of courses which make it hard to concentrate on a single lesson topic. If they get a better grade than their friends, they think that their friends will communicate with them less. Peer pressure can sometimes bring a message that they may lose the camaraderie if they don't conform too quickly. They cannot be too quickly decisive because there are some negative consequences that will occur; a state of dilemma (Damned if you do and damned if you don't). Sometimes the students are assigned with a special project and feel pressured to make this their top priority to complete it. They want to blend in with the crowd and not be a serious learner because it would portray an antisocial image.

Most of the students are just too lazy, thus adopting a bad habit of copying the work from their friends; friends promote this behavior by allowing them to copy the work. Some believe that having priority is not that important because there is always thinking that they can do better the next time. No initiative or proactive mindset. There is a tendency of being irresponsible in managing time and schedule for studying. There's fear that others will think that they are lacking intelligence if they do something that seems unacceptable in front of their peers. Students always believe that the assignment is done incorrectly, but hardly taking the initiative to improve oneself from the lesson learned; thus, leading to a poor grade. Getting an unexpected grade that is not desirable from the start shatters their motivation to perform better. There is a lack of self-confidence from the very start. They're not able to balance and manage their time correctly when they are involved with other curricular activities. They keep on drawn themselves into a state of indecisiveness for cautionary measures. Students tend to display a submissive attitude with the negative circumstances because the belief in challenging them will only make matters worse. They continue in failing

to learn from their mistakes and errors in the past. There is a negative habit of always waiting at the last moment to get the work done on their part.

The students prefer things that are easy to do, but if it looks too difficult, they will most likely be more hesitant to act. They have the habit of putting things off later such as completing assignments or getting prepared for an exam/test. They make empty promises to themselves for self-improvement. There is always a state of anxiety automatically popping into their mind thus causing too much worry about failing rather than improving themselves. Students somehow always see things as a total failure from the very start. They don't want to miss out being with their friends. They let their lack of self-confidence become the anchor against progression. While they know that the subject is too difficult too learn they're not quite sure what type of action to take. With the fear that they might submit a work that has many errors and mistakes the students believe that it is best to wait for their friends to complete the work, copy off them and then submit the work.

Maintaining a certain grade: They know that they weren't prepared for the subject lessons, but sometimes they don't want to transfer to another program because it would waste their time and bring shame to the family's name. When their teachers say that it is okay and that they tried their best some students take this message as a value for learning performance; therefore, inhibiting themselves toward progression. To be a part of their tight clique/social group is deemed more important for some in their life. A passing grade signifies getting closer to becoming successful in academia. Their families put the pressure to complete the program on time. Thai companies measure grades as a sign of competence, so they have to maintain a certain grade in order to become more attractive for employment.   With a 'C' average grade they know that at least they still have a good chance to graduate; therefore, it's not how much you know or have learned but whether you have graduate or not.

They just want to demonstrate an effort so that it doesn't make them like a total loser. There is an understanding that they have their limits in learning performance and accepting it as a fact that there is nothing that they can do about it. Students pretend to understand the lesson but having no clue at all, thus hoping that the instructor will present a fair grade for trying. There's neither self-motivation nor goal planned on their part.

Students are wishing for a high grade but not having a concrete/committed plan to achieve it. It's about avoiding on getting an F or being categorized as a complete failure so that criticism on the learning performance won't be too harsh. The perception is 'at least a C is much better than an F'. They just need to graduate so they can make their parents/family proud to say that at he/she did her best to complete the course. There is a thinking of "don't get expelled from the program, do what you can to not lose a lot of points, just pass and get it over with in life. Sometimes they just don't like the subject, so they go through the emotions of just wanting to get over with

the subject. Students just want to graduate on time with their friends; it's good to foster a collective behavior instead of an individualistic one. They want to be part of a job pool that is ripe for workforce recruitment; showing the degree to demonstrate that they can become successful. Students know their   limitations in learning and accept the situation as their faith. They want to prevent others thinking that they have gotten away on cheating to get the higher grades.

A Proposal for Managing the Policies, Practices and Development for Improving the Undergraduates' Level of Learning and Performance

Education is not an end to itself nor should it be operating on its own without any networking. Education should always be considered as an ongoing healthy activity that should embrace the changes and differences for gaining better insights in what is trying to be accomplished (Amsler, 2014). If education is integrated as part of an organization's mission then the values should be focused on with great impact while the methodologies carried out refine the ways of thinking and learning for producing end results that have a positive impact for all (Kalfa and Taksa, 2013). When dealing with policies the rules and regulations should not be implemented to catch someone doing the wrong things. Instead, the policies should form the core values of what the organization's culture is trying to get accomplished with regards to the stated mission in educating the students (MacAllister, MacLeod and Pirrie, 2013). If things are ambiguous or simply not clear on part of the students, then the policies for teachers should allow for them to find new or better techniques in making the students gain a better grasp on the course lessons. All lessons, regardless of theories or practical application, can be questioned by the teachers to find much better ways for students to learn in stride and obtain an appreciated sense of value that it can be used in real life, instead of just following the protocol (Bartram, 2016). Such a policy that seeks for teachers to point out ways for improving the students' skills and abilities in examining the lesson topic, building a rapport with the instructors for in-depth learning, having the courage to point out the mistakes or errors in the study, and collaborating with fellow classmates to bring a healthy discussion for debate are the type of policy that puts them in control that drives toward enlightenment that goes beyond graduation. The setting of policy should be on making positive movements for teachers and students to learn together as well as learning about each other (Deem and Eggins, 2017).

The idea of practicing stems on the effort of applying an idea or concept to get closer to the desired results, while at the same time leaving some room for reflection and thoughts to discover for innovative and creative ways within the process (Hewitt, Buxton and Thomas, 2017). Educational management should always be mindful on the diversity of educational background, social status, and personal experience that one brings into the classroom (Masouleh and Allahyari, 2017). With this information management pushes the notion that the application model must be much more flexible and always adjusting to meet the needs of how students are able to develop themselves

while learning as much as they can (Thorsteinsson and Page, 2015). The students' personality demonstrated towards self-development is crucial for them to be immersed in the learning events so that teachers can provide helpful feedback for them to make things better. Like in professional sports where there is coaching for getting the team to focus on the strategy, boundaries that referees define where plays are accepted or not, statistics showing actual performance, and a score board that shows the time remaining for that particular period with the current score the students are imparted with the raw data and information to get their performance towards getting the right grades by the end of the term. Practice has much more meaning when the aim is set high while also recognizing that it's not possible to learn and perform well when one is constantly being lethargic, doing activities that are irrelevant towards learning, involved with friends who are not supporting them to do better, and succumbing to a mental state of always being in a rut; holding the students to be responsible for their own actions with the teacher awaiting to guide them is much more beneficial for students to accomplish things with dignity (Reinig, Horowitz and Whittenburg, 2012). Feeling the fear is normal and acceptable as long as the art of practicing incorporates a sense that their self-development becomes the foundation for academic achievement knowing that there are lessons learned and knew discoveries to be made that helps them in the long run (Folorunso, Aremo and Abogan, 2010). A good way for teachers to make practice a great tool for the students' self-development is to redefine the meaning of mistakes, errors, and failures as feedback of reflecting on factors that they have not taken into consideration while going about their learning and performing process (Cannavacciuolo et al., 2017).

The development of students learning and performance will have to take into consideration that there's a tendency on their part of not wanting to be seen in front of others as someone who is low in intelligence, unworthy of socializing with, useless in capabilities, and being labeled as a loser do make things quite challenging in managing a program to help these students make some progress. Therefore, the idea is for educational management to collaborate with the classroom instructors in directing resources that aim to make the students obtain self-awareness of their own thought process that transforms into a positive action for greater learning and performance. As students in the Thai culture are fond of working in groups let teachers arrange lessons that have group activities which promote in helping others to learn with each other as well as being allowed to interact with other groups for a friendly competition; a competition that generates new ideas and creative approaches to a particular problem solving issue brings a much healthier learning and performing environment for all involved (Bui et a., 2017). It's best when students are surrounded in an environment of courtesy, respect and support with fellow classmates demonstrating these characteristic values that invite other students to partake in the event with ease and confidence (Krause, Eickholt and Otto, 2018). Instructors take on the role as facilitators in supporting the mental platform to allow students to laugh along with others over incorrect answers and inquiring others to give the correct answer as a game for participation points (Wu et al., 2018). Students should be made aware that their

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contribution counts towards helping their fellow classmates not only get an opportunity to get higher grades but learn something that they can apply to life just by making a cooperative effort as a group (Budworth, 2011). Educational managers will need to set up a workshop with the academic instructors to share their ideas, knowledge, best practices and shortcomings with their fellow colleagues in order to give them a good breadth of developing the students to be more aware of themselves for better learning and performance. The intention of the workshop is to also assist in refining the teaching skills of the instructors so that they have a variety of conceptual procedure that can help the students realize their potentials to do great (Avidov-Ungar and Arviv-Elyashiv, 2018). Educational managers would have to provide the leadership for encouragement and motivation within the teachers to keep on discovering for better ways to help develop the students (Buamann and Harvey, 2018).

Discussion & Conclusion

Higher education is the rite of passage for one to gain the knowledge and wisdom at young age before reaching full adulthood in the stages of life. Although there is a mandate for developing the education system in Thailand the applied model and idea doesn't always bear the desired results. This is a culture that doesn't want to be failing to reach its aim so at times drastic measures are taken for the sake of the institution to survive instead of focusing on ways to support the standards and produce the quality that the national policy would like to have. Like it or not, college institutions also have a role in developing the learning and performance behavior of students. Through a complex array and psychological dynamics that had shaped the Thai undergraduate students' avoidance behavior towards learning and performance, managers must design policies, promote practices, and devise a development scheme by collaborating with the academic instructors to seek for ways that enable the students to be in control of their studies, maintain self-development, and have self-awareness. Where students have a hard time in understanding the lessons there must be some reflection on how to make it easier for them to get a grasp of what's being learned. The fear of asking questions should not be overwhelming when the learning environment is made friendly for all to partake in the inquiry. Being embarrassed and preserving the image may both be considered as a normal behavior for learning and performance. Both can be taken into highlight as a task to change the routine habits by demonstrating that it's acceptable to give the incorrect answer as it helps others understand why this wasn't the correct answer and to strive on finding the right answers. When peers and teachers offer their support for the learner to help get the right answer to a question or task assignment the students will become more confident in oneself and have a complete trust that their fellow classmates are looking out for them. Procrastination can be quite disruptive for others who are determined to perform very well. Managers should provide support for the instructors to send out a message to state that responsibility needs to be taken if there's a wish to see everyone in the class pass with good grades. Students need to be reminded of the consequences of making their classmates receiving a low grade when they don't keep up with the scheduled assignments. When students maintain a certain grade as a behavior to survive

the course program the degree that they will receive is just a piece of paper that states their major study and where they have learned it. Therefore, the students have a paper that is used for decorating the walls in their home to make their family proud of. Through tough love and discipline teachers need to make sure that the students are being imparted with the knowledge or know-how that will help them take on the unexpected challenges of life in the future. The letter or number grades will not make much of a difference when students fail in the lessons of life and on the ideas for living.

In conclusion, the work provides an explanation of Thai undergraduates' learning and performance behavior which are prone to having difficulty in understanding, fear of asking questions, being shy, protecting one's image, constantly in procrastination, and wanting to maintain a certain grade to pass just the class. The causes are stemming from issues that are beyond their control, not having the ability for self-development, and lacking awareness of oneself. The issue of the students' learning and performance behavior can be resolved through the collaboration educational management and academic instructors in supporting the policies, practices, and development that have been drawn up. Then again it's up to the people involved, and not the chairs, tables, rooms, or teaching materials to make the positive changes happen for the students.

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