

## Using Andragogical Model to Design Japanese Training Course for Tourism Industrial Personnel in Satun

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### ABSTRACT

Andragogy proposed by Malcom Knowles has been defined as the art and science of how adult learned. The primary assumption of andragogical model are self-concept, experience, readiness to learn, orientation to learning and motivation to learn.

The objectives of this study were 3 folds. The first one was to investigate the need of the tourism industrial personnel about Japanese communicative skills which they want to develop. The second one was to design the training course using andragogical model which meet their need. The third one was to evaluate the satisfaction for the course.

In this study purposive sampling was employed to determine the subjects and there were 412 industrial personnel. The data was gathering from questionnaires. The findings are as follows:

1. The subjects of this study needed to improve their Japanese communicative skills; speaking reading and writing for enhancing their ability while they wanted to develop their listening skill for their work.
2. For curriculum making, the 5 topics which were the most selected by the subjects were greeting and expression in daily life, explaining things and places, introducing themselves and others, telling about price, and selling. The length of the course should be 30 hours and should be held on holiday. Moreover, the foreign teacher, documents and pictures are requested for the course also.
3. After establishing course using andragogical model, most of the attendants agreed that the content and the teacher were appropriate. They quite agreed for the place's appropriateness and they thought that the course helped them to develop their Japanese communicative skills. They could use Japanese with confident in class and thought that they can apply Japanese knowledge with their work. In the future, if there is another Japanese course they would like to attend.

**Keywords:** *Andragogical model: framework for thinking about what and how adults learn*

### I. RATIONALE

Tourism has been one of Thailand's most successful industries. It is a key industry that employs a large part of the work force and contributes to the GDP of every ASEAN country. (Abhisit Vejjajiva, 2011) The information from Tourism Authority of Thailand states that in 2010 the number of foreign visitors to Thailand was 15.8 million, generating 585 billion baht which is 7 percent of the gross domestic product and in 2011 Thailand expects to welcome 17 million visitors. Although, after the Tsunami at the end 2004, global recession (from end 2008), political disturbances in 2009 and 2010, and also the floods in 2011 had an effect on tourist arrivals but in some parts where there are tourist attractions there was not got so much effect, especially in the South of Thailand.

Satun is one of the four important provinces in Southern Thailand and there are many famous tourist attractions such as Tarutao National Marine Park which is recognized as one of the ASEAN heritage parks and reserves, Lepeh island which is famous for beautiful beach, a gypsy village and coral reef and Thale Ban National Park, the park where there is actually a rainforest sandwiched between mountains and is situated near a lake

etc. The information from Satun tourism association shows that there are approximately 1 million visitors who come to Satun each year and 30 percent of them were foreigners. Despite Satun have high tourism potentiality but one of factors effecting Satun's tourism industry is the lack of personnel who can communicate in foreign languages especially Japanese. The data from the Japan Tourism Marketing Co. shows that in year 2011, the number of Japanese visits to Thailand were 1,056,739 that increased from the previous year about 18 percent. In Satun, the tourism industrial personnel who can use Japanese is inefficient. One of the most effective ways to promote Japanese for the tourism industrial personnel is a training course, because training is the process of enhancing the skills, capabilities and knowledge of employees for doing a particular job (Stassen, 2005) and because of differences between adult and child learning, then Andragogical model is an appropriate theory which can adapt to tourism industrial personnel training course because Andragogical model is a framework for thinking about what and how adults learn.

## II. OBJECTIVES

2.1 To investigate the need of tourism industrial personnel about Japanese communicative skills which they want to learn.

2.2 To design the training course using andragogical model which meet the need.

2.3 To evaluate the satisfaction for the Japanese training course.

## III. LITERATURE REVIEW

### 3.1 Andragogy

The theoretical basis for this research related to andragogical model proposed by Malcom Knowles which has been defined as the art and science of how adults learn. The andragogical model as defined by Knowles is comprised of six steps (Budziszewski, 2008).

1) “The need to know” The learning facilitator need to be aware that adult need to know why they have to learn, the benefit of learning and possible negative consequences of not learning. The facilitator has a role to make the learners realize their need and help them be aware of the benefit of the learners’ experience.

2) “The learners self-concept” Adults have a self-concept of being responsible for their own decision and for their own lives. They need to be treated by others as having the capability of self-direction. On the other hand, when they are conditioned to the role of the passive student in an educational situation, they will have a conflict between their belief of “learner equals dependent” and their need to be self-directing. Then the way to solve this conflict is to flee from the situation and this is the reason why there is a high dropout rate in adult education.

3) “The role of learners’ experience” . Adults are more diverse of life experiences than children. They have a sense of identity and if their personal experience is being ignored or devalued, they will reflect that in the form of rejection.

4) “Readiness to learn” the learning facilitator needs to ensure that the task which expose to adult learners help them to stimulate their experience increasingly and these experiences can induce the learners to go from one task to another.

5) “Orientation to learning” . Adult learners value learning that integrates with the demand of their everyday life. They are motivated with the tasks that will help them confront their life situations. To design the curricula, it must be practical and develop new knowledge that the learners will find useful.

6) “Motivation” Adults are more motivated to learn by internal drives than by external ones.

Murray (2009) summarized Knowles’ work comparing and contrasting pedagogical assumption or child learning versus andragogical assumption in Table 1.

Table 1 – Contrasting the Assumption of a Pedagogical model to the Assumptions of an Andragogical model

	<b>Pedagogy</b>	<b>Andragogy</b>
<b>Self-concept</b>	Children are dependent in nature, and depend on an instructor to direct their activity.	Adults are responsible for themselves and their own learning and seek self-direction.
<b>Experience</b>	There is little in children’s background that can be used as a foundation for instruction because they have limited life experience.	Adults have substantial background and life experiences that can be used as the basis of learning.
<b>Readiness</b>	Institutional standard set the criteria for what a child should be ready to learn, and they become ready to learn what they are told they must.	The life positions, social roles, tasks, needs, and life problems an adult faces, dictate the individual’s readiness to learn.
<b>Time perspective</b>	What is learned will be used sometime in the future, perhaps in the distant future.	Adults expect that their effort in learning will be immediate, observable application to their current needs.
<b>Orientation to learning</b>	Children accumulate knowledge on a particular subject matter or discipline	Adults learn better when instruction is focused on a particular task or problem
<b>Motivation</b>	Extrinsic forces (such as grades) are primarily responsible for a child’s desire to learn.	Internal motivation provides a stronger force for creating learning than external motivation.
<b>Diversity within group</b>	Learners are fairly homogeneous.	Adults have developed substantial individual differences from one another.

Because of the differences between child learning and adult learning, Murray (2009) summarized Knowles’ ideas about andragogical instructional design as follows:

1. Climate: facilitators of adult learning must attend to both the physical environment and psychological environment. The climate most suited to adult learning is less formal and should foster respect, collaboration, and mutuality.

2. Planning and formulation of objectives: Andragogy must provide for mutual cooperation between instructors and students. The instructional design should be established collaboratively.

3. Diagnosis of needs: In andragogy, both the instructor and the students should stand as equals. Learners should be directly involved in determining their learning objectives, designing plans for learning, executing their learning plans and evaluating learning outcomes.

4. Instructional design: Andragogy suggests that instructional design is best sequence into “problem units” where instruction is organized around fulfilling a particular learning need.

5. Activities: Adults want and need to be self-directing, more interactive and experiential techniques need to be used in the educational process. Instructors and students can collaborate mutually to conduct inquiry and solve problems.

6. Individualization: The idea of andragogical individualization suggest that instruction needs to be adapted to a diverse group of learners.

7. Evaluation: There should be a continuing diagnosis of needs by both instructor and students, and mutual evaluation of the overall learning program.

Based on Knowles’ ideas about andragogical instructional design, the framework of training course for this research was established as the following figure.

Table2 – Framework of training course using andragogical model

Andragogical Model	Training course design
There should be a provision for mutual cooperation between instructor and students in instructional design.	The context of the course was designed based on the data gathering from the questionnaires.
Because adults need to be self-directing, more experiential techniques should be utilized, where instructors and students mutually collaborate to conduct inquiry and solve problems.	The activities conducted in the class based on the learners’ experience. The situations in the activities are close to their real life situation
Climate is less formal, the environment should be one of respect, collaboration, and mutuality.	The desks in the classroom were set in an U-shape that the learners can see each other and the assistant teachers sat together with the learners to eliminate the gap between the learners and the instructors.
Instruction must be adapted to a diverse group of learners, maximizing the need for individualization of the style and pacing of instruction.	Various kinds of tasks and equipment were used to respond to the need of diverse group of learners.
There should be a continuing diagnosis of needs	After the course finished the questionnaire

by both instructor and students, and mutual evaluation of the overall learning program.	was launched to evaluate the satisfaction for the course.
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#### IV. METHOD

##### 4.1 Participants

In this study purposive sampling was employed and the subjects of this study were 412 industrial personnel working in Satun composed of the employees in travel agency companies, navigators, workers in the restaurants and the owners, sellers in the souvenir shops and the staffs in the national parks.

##### 4.2 Research Instruments

1) Questionnaires asking for needs and procedure related to the Japanese skills which the participants need to develop. The questions consist of 7 parts; use of foreign language, Japanese skills, Japanese knowledge, opinion towards Japanese training course, factors effecting Japanese learning, and information for Japanese training course.

2) Questionnaires evaluating satisfaction for the course, composed of 10 questions, there were appropriateness of the context, the capacity to extend Japanese skills in the future, length of time, the confidence of using Japanese, appropriateness of the instructor, the capacity to apply Japanese in their work, the difficulty of the context for the beginners, the interest in Japanese training course and the opinion towards the usefulness of Japanese in the future.

##### 4.3 Analysis

The statistics used to analyse the data in this research were percentage and mean

#### V. FINDINGS

5.1 Result from questionnaires asking for needs and procedure related to the Japanese skills which the participants need to develop.

##### 5.1.1 General information about the subjects.

The subjects in this study were 412 tourism industrial personnel. There were 195 male and 217 female. Most of them have got bachelor degree. Some of them graduated from high school and vocational school respectively. Most of them don’t know Japanese. There are only 16 people who use Japanese in their work

##### 5.1.2 Foreign language used in the workplace.

The most frequently used foreign language in the workplace was English, Malaysia, and Chinese respectively. These languages were used most often in the area of service- related job, public relation, receptionist, and tourguide.

5.1.3 Japanese skills which the subjects need to develop. The subjects need to improve their Japanese skills; speaking, reading, and writing for enhancing their ability while they wanted to develop their listening skill for their work.

5.1.4 The 5 topics which were the most selected by the subjects were greeting and expression in daily life, explaining things and places, introducing themselves and others, telling about price and selling.

5.1.5 Opinion towards Japanese skills development.

Table3 – Opinion towards Japanese skills development

Importance of each Item	Number of subjects(N)				Mean	Level
	Very little (1)	A little (2)	Fairly much (3)	A lot (4)		
1. Learning third language is important	26	77	217	84	2.89	Fairly much
2. Attending Japanese course is important	37	101	204	61	2.72	Fairly much
3. Learning about culture of the country of target language is important	27	114	204	60	2.73	Fairly much
4. Learning Japanese benefit for your work	37	92	216	59	2.74	Fairly much
5. If there are Japanese course in the future you would like to attend	42	83	193	86	2.80	Fairly much

The data from the table shows that, most of the participants agree that learning third language is important and if there are Japanese training course in the future they would like to attend. Moreover, they believe that learning Japanese will benefit their work.

#### 5.1.6 Factors effecting Japanese learning

Most of the participants agreed that the most effected factors for developing Japanese skills are lacking financial resources and lacking supporting from the employers/organizations.

#### 5.1.7 Information for Japanese training course

The vocabularies that the participants need to learn most were related to tourism & hospitality, computer &

technology, and financial & accounting. The most appropriate time to establish the course should be on holiday and the length of the course should be 30 hours. Moreover, the foreign teacher, documents, and pictures are requested for the course also.

Information from the questionnaires were used to establish the Japanese training course. The length of the course was 30 hours and the participants for the course were 20 tourism industry personnel in Satun. The course was held on holiday at Faculty of Humanities and Social Science, Songkhla Rajabhat University. Table 4 shows the example of the course.

Table 4 – Example of teaching plan for Japanese Training Course

Items	Time	Activities
1. Greeting & Expression in daily life 1.1 Greeting - Greeting in each time of day - Greeting in each occasions. 1.2 Expression in daily life - Expression in each occasions. - Expression using in class.	1.5 hr.    1.5 hr.	- Greeting to friends for each time of day and each occasions according to given situations.   - Using expression correctly according to given situation
2. Introducing yourself and others 2.1 Introducing yourself - Telling your name and your organization/work place - Telling your like/dislike 2.2 Introducing friends/colleagues - Telling your friends/colleagues' name and his/her work place. - Japanese style of introducing oneself.	1.5 hr.   1.5 hr.	- Practice to introduce yourself to friends using both real situation and given situation. - Practice to introduce your friends/colleagues to others using both real situation and given situation. - Practice to ask and answer about your like/dislike with friends. - Asking your friends about like /dislike and write it the given worksheet. - Working in group to introduce yourself and friends, note it and report to class.

3. Telling times 3.1 Telling and asking times - How to tell the time. - How to ask for the time 3.2 Telling the opened-closed time for places - Using “from - to” - Telling the opened-closed time for places. - Asking the opened-closed time for places	1.5 hr.  1.5 hr.	- See the clock and tell the given time. - Work in pair using time table and ask the partner for the missing information in your time table. - See the pictures and practice to tell and ask for the opened-closed time of each places - Interview your friends about the opened-closed time for their workplaces and report to class.
4. Telling things& places’ position 4.1 Telling things’ position - Using preposition to describe things’ position. - Asking for things’ position by using question word “doko” 4.2 Telling places’ position - Telling places’ position by using “koko, soko, asoko” - Asking for places’ position by using question word “doko”	1.5 hr.  1.5 hr.	- See pictures and practice to tell things’ position. - Asking friends about things’ position using both real situation and given worksheet. - Work in pair using maps and ask the partner for the position of the places that you want to know.
5. Telling direction. 5.1 Expression using for telling direction. 5.2 Verb in “te” form	1 hr.  2 hr.	- Practice the expression used for telling direction such as “go straight on, turn left, turn right etc.” -Using map and practice to tell directions. - Work in pair, using role play for being tourist and ask your partner for the direction to the place.

## 5.2 Result from questionnaires evaluating satisfaction for the course

Table 5: Satisfaction for the Japanese training course.

Issue	Percentage		
	Little	Fair	Much
1. The context using in the course was appropriate	10	35	55
2. The capacity to extend Japanese skills in the future	5	55	40
3. The length of the course was appropriate	10	45	45
4. The confidence of using Japanese in class.	5	60	35
5. Appropriateness of the instructor	20	30	50
6. Appropriateness of the place.	20	65	15
7. The capacity to apply Japanese in your work.	35	45	20
8. The context was difficult for the beginners	30	40	30
9. If there is another Japanese course in the future I would like to attend	20	25	55
10.I can get benefit from learning Japanese	15	25	60

The data from the table shows that most of the attendants agreed that the content and the teacher were appropriate. They quite agree for the place appropriateness and they thought that the course helped them to develop their Japanese communicative skills. They could communicate with Japanese confidently in class and thought that they can apply Japanese knowledge with their work. If there is another Japanese course in the future they would like to attend.

## VI. DISCUSSION

### 6.1 FOREIGN LANGUAGE USED IN THE WORKPLACE.

The data about foreign language used in workplace shows that large amount of the subjects use English most often and just 16 of them use Japanese in their work. Although Japanese is not used widely in Satun but if the tourism industry personnel are encourage to learn Japa-

nese, it might be the way to extend the Japanese tourists' group in Satun in the future.

#### 6.2 Japanese skills which the subjects need to develop.

Most of the subjects agree that they want to develop Japanese skills; speaking, listening, reading, and writing for enhancing their ability and for their work. These can explain adult learning which agree to andragogical model which stated that adults need to learn when they see the benefit from learning. Then their objective of learning Japanese depends on what advantages they can get more than self-satisfaction or entertainment.

#### 6.3 Opinion towards Japanese skills development.

The participants show positive attitude towards developing Japanese skills because the result from the questionnaires shows that most of them thought learning third language is important and if there are Japanese training course in the future they would like to attend. Moreover, they believe that learning Japanese will benefit their work. Then if there is a pilot project for Japanese training course in Satun, it may be a great opportunity for other languages training programs and may spread the project like this to other areas.

#### 6.4 Factors effecting Japanese learning

Most of the participants agreed that lacking financial resources and supporting from the employees/ organizations are the most crucial factors. This problem may be solved by co-operation between public and private organization. Universities have the instructors while the local administration may support part of financial resources to establish the course. Moreover, the employers and organizations can support by understanding the importance of learning Japanese and sending their employers to attend the course.

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