

The Impact of Teachers' Assistance, Peer Support, & Self-Motivation on Thai Undergraduates' Learning and Performance Behaviour: A Psychological Safety and Security Approach

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Abstract

This study aims to provide a psychological safety and security approach for the Thai university educational administrative structure in sustaining a positive learning and performing behaviour environment for undergraduates toward graduation. The topic of teachers' assistance, peer support, and self-motivation are evaluated to determine the impact on Thai undergraduates' learning and performance behaviour. An online questionnaire was filled out by 2836 undergraduate students who were targeted in their 3rd and 4th year in their academic studies. In a range of extremely important to slightly important, a majority felt that teacher's assistance had the greatest impact with their learning and performance goal, followed by self-motivation, and peer support. Through data triangulation, sustaining a learning and performing behaviour environment begins with academic instructors who need to implement a balanced degree of competency and capability that assist the Thai undergraduates to master their studies, and feel strongly motivated to excel over their peers.

Keywords: Administrative Structure, Learning, Peer Support, Performance, Self-Motivation, Teacher's Assistance



Introduction

A majority of Thai undergraduates' struggle on becoming more performance-goal oriented is due to the mental tendency of defaulting on a behaviour that avoids making mistakes and errors as they don't want to be labeled as an incompetent person in the viewpoint of their own peers and teachers (Phoewhawm, 2017). These undergraduates go through the emotions of fear, embarrassment, dallying, and surviving in their classroom environment whereas the causes are matters beyond their control thus derailing a psychologically safe zone to make an initiative for self-development and awareness (Phoewhawm, 2019). Nevertheless, there is always some hope for tomorrow to get things running on track towards graduation just as long as the undergraduates themselves are rooted in a learning and performing environment where teachers make some time to provide assistance, fellow peer members are supporting each other, and self-motivation of each individual students are firm (Wannapaisan, Koonnala, and Phoewhawm, 2021). By understanding how these three factors have an influence on Thai undergraduates' learning and performance behaviour it sets the concept for a proper academic structure to display a psychological security that enables its educational mission assessment to execute for effective and impressing results for students without having to be in doubt of its principles and procedures (Panphae and Phoewhawm, 2021).

Research aim & questions

This study aims to provide a psychological safety and security approach for the Thai university educational administrative structure in sustaining a positive learning and performing behaviour environment for undergraduates toward graduation. The research is an extension from previous works that examined the students' learning and performing behaviour and seeks to obtain a better understanding on how the factors of teachers' assistance, peer support, and self-motivation have an impact on their behaviour in learning and performing. A good comprehension on how these three factors is having an impact will contribute to a sound practical theory of psychological safety and security in guidance. To achieve the aim of this research, the following questions have been developed:

1. *What is the impact on mastery approach when Thai students are receiving teachers' assistance, peer support, and are self-motivated?*
2. *What is the impact on mastery avoidance when Thai students are not receiving teachers' assistance, not having peer support, and are not self-motivated?*
3. *What is the impact on performance approach when Thai students are receiving teachers' assistance, peer support, and are self-motivated?*
4. *What is the impact on performance avoidance when Thai students are not receiving teachers' assistance, not having peer support, and are not self-motivated?*



Literature review

Psychological Safety in Undergraduates' Learning and Performing Behaviour

Psychological safety has been mentioned in studies as a form of feeling for individuals to feel free from any negative consequences as they are taking part in the process of learning, changing behaviours, getting involved with events, and communicating on ideas (Edmondson and Lei, 2014). A sense of safety that is illustrated and supported for individual or group learning allows learners to be shielded from any perceived threat that could undermine efforts to perform with full capacity (Wanless, 2016). Learning and performing complements one another, thus it's critical for this development to occur spontaneously in an environment that doesn't get too harsh on individuals to the extent of feeling that the costs are too high when taking interpersonal risks, or being put to shame and ridiculed when the outcome is less than impressive (Safdar et al., 2017). Engaging with others who come from different backgrounds will not always go smoothly for the task, but there needs to be some sort of assurance that people are allowed to have their curiosity or doubts answered through testing and experimentations, and being able to hold a dialogue on debating with reasons, rationale, and other ideas to get the actions of others to cooperate on finding a solution (Newman et al., 2017) for the sake of maintaining the self-motivation to keep on trying to work with the situation at hand. According to Soares and Lopes (2020) psychological safety does have a *positive impact on academic performance* as it provides a *social*

environment where students feel free to make questions, discuss their doubts and ask for feedback without fearing negative consequences. From Montrezor's (2020) perspective, "*the relationship between the teacher and the students, the students' learning approaches and motivations, supportive learning technologies, the teaching and learning environment (and the students' perceptions about it), and the potential link with the learning outcomes*" coincide with the idea of psychological safety in an academic setting.

Psychological Security in Undergraduates' Learning and Performing Behaviour

Maslow's theory of hierarchical needs define security as being psychological whereas individuals have strong essentials of being protected from harm, stability with their occupation, secured access to peace, and sustained livelihood for the purpose of moving forward to acquire the needs in social, esteem, and self-actualization (Desmet and Fokkinga, 2020). Individuals in a psychological security state of mind have a higher degree of self-confidence to take on challenging tasks and do not feel any sense of threat or harm along their progression towards their goals in life, meanwhile those that are lacking the security feel a sense of rejection and isolation, and drift into a conscience of seeing the world outside and strangers as a risk to their lives, not to be trusted, and beyond their control (Zhong and Lijuan, 2004), thus being demotivated to make much of an effort. According to Afolabi & Balogun (2017) undergraduates that have a higher level of psychological security will feel a greater sense of



satisfaction in their life in academics due to being able to attain the results with ease. Learning and performing with psychological security require a climate of teachers and peers integrating with one another and capitalizing on the available resources that fosters a working behaviour driven towards the same goal (Saputra et al., 2020). Litvinova et al., (2019) attested that when a negative behavior from others, such as procrastination, is constantly displayed it tends to disrupt the harmony and trust in the interpersonal relationship with those who have set their academic goals high. All types of philosophical approach will be challenged for maintaining psychological security that supports undergraduates' learning and performing behaviour. Whenever problems or serious issue occur at the moment there needs to be routine effort that makes an analysis of the situation for learners to inquire on methods for adapting or amending (Tucker and Edmondson, 2002) that keeps everyone motivated to work further as they sense that progress is embraced and solutions are made.

Mastery Approach with Teachers' Assistance, Peer Support and Self-Motivation

Students that are interested in mastery set out goals focusing on learning to acquire knowledge and developing new skills. The focus is on the learning process which is highly valued and attaining mastery is the rewarded outcome (Beatson, Berg and Smith, 2018). Despite the focus, a mastery orientated mindset requires certain environmental factors for it to grow as a study done by Yeung, Craven and Kaur (2014) indicated that mastery can only be strong as it influences for the long term but is

limited on having more direct and immediate outcomes such as achievement. The teacher's role is significant for reinforcing the influences for students who have their goals set in mastery. According to Zhao and Qin (2021) when a teacher creates a learning environment that understands the students' learning situation and ideas, provides them some freedom to carry out their studies, support in the selection of learning content, show them problem solving methods, while not having any urge of using force, it helps the students to go into a deeper state of learning that satisfies their needs for competency. Hall (2019) indicated that peer support acts as a moderator to bridge gaps for teachers to carry out their tasks in keeping the learning and performing environment to be productive for students and enabling students themselves to make some meaningful sense of challenging assignments. Students are self-motivated in to acquire the mastery when it's intrinsic and autonomous. From the viewpoints of Orsini, Evans and Jerez (2015), they advise on decontrolling teaching habits that tend to overpower behaviour and research on methods that motivates students to be more curious and highly interested to know more about the topic that leads to new discoveries on their own.

Mastery Avoidance with Teachers' Assistance, Peer Support and Self-Motivation

In the condition of mastery avoidance academic students do all their best just to survive in the learning semester but not making any initiative to learn anything new, thus leading to an accumulation of negative effects on the emotional factors



which inhibits any skills and abilities for learning (Schunk, 2012). When avoidance is in the mind students tend to be less inclined to take any proactive measures nor establish an efficient and effective system for high learning as they tend to procrastinate (Geller et al., 2018). There are numerous works that caution against applying teaching methods that illustrates threats, deadlines, control evaluations, and punishment that coerce students to follow the line, which will do more mental damage to their perception of academic learning and only enhances anxiety in the learning environment which has an impact on their performance (Mouratidis et al., 2011). Amongst peers, their needs to be an awareness of the cultural setting that is involved. A study done by Zhang et al. (2020) mentioned of how feedback is given to by their peers can either encourage the students to learn further on or make them become more concerned for their own image: in an effort-oriented culture such as China, the *students used both process- and person-focused praise in giving feedback to their peers, whereas the Finnish students were mainly neutral in their praising style, reflecting the different cultural values in education.* In the former culture if the feedback doesn't feel a sense of praiseworthy then the person feels dejected, whereas the latter culture it is embraced for further improvement. Being self-motivated does have its limitation as an undergraduate student. When the learning environment becomes too demanding and taxing, such as trying to fit into a teaching scheme that punishes and scolds for giving answers that are too modern instead of relevant to an outdated status quo it makes students

feel underappreciated for their efforts (Putwain and Sander, 2016).

Performance Approach with Teachers' Assistance, Peer Support and Self-Motivation

Students with a performance approach have a strong focus on representing their competence to be at the highest standard by making a strong effort in accomplishing their tasks to get outstanding results that are better than others (Honicke and Broadbent, 2016). Performance is dependent upon the decision and actions of academic instructors for installing a program and procedures that aims to get the best out of students to do well but must also be mindful of other students who do not have the similar characteristic set of capabilities as others; finding a way to get the talent and knowledge of individuals that collaborate on assisting others to improve their learning performance can contribute in individual achievement (Bravo et al., 2018). Based on the work done by Datu (2017), it's important that students have a good academic relationship with their teachers, akin to being a parent, so that they feel comfortable and encouraged to gain valuable information and insights about the topic lessons, as well as sustaining their performance to achieve their learning goals. In addition, having positive relations with their fellow classmates is important when assignments are required to be done as a group. Having many interactions with other learners through online social networks, meeting together in the classroom or outside of the campus, getting exposed to quality time with the teacher and group members allows the opportunity for realising how one's



performance can help others and be aware of other skill areas they need to improve upon (Pang, 2018). The more that the learning environment allows for autonomy and permits the student on choosing voluntarily to help others the stronger in self-motivation grows within the student to be determined in achieving his/her academic goals (Meng and Ma, 2015).

Performance Avoidance with Teachers' Assistance, Peer Support and Self-Motivation

When students go through the motions of performance avoidance, they are exerting more energy and time on trying not to look incompetent in front of their teachers and their peers. Inside the mind of a student, studies had identified the following antecedents as the cause for avoiding performance: fear of failure (Elliot & Murayama, 2008), fixed beliefs about intelligence (Dinger & Dickhäuser, 2013), neuroticism personality characteristics (Bipp, Steinmayr, & Spinath, 2008), and avoidance temperament (Elliot et al., 2011) have been identified as antecedents of performance-avoidance goal endorsement. Studies have shown that students' academic achievement and failure coincides with how well the academic instructor not only knows his/her own theoretical contents but also in delivering a teaching manner that makes things simple to comprehend (Daumiller, Figas and Dresel, 2015) which is vital for students to do well in their course. In a classroom where underachieving is the norm for some group of students it can have a negative impact on the confidence and motivation of others to make any effort of self-

improvement when doing so could trigger an animosity of jealousy and envy from others which makes the individual feel guilty if they try to break free from that circle (Carrera and Ramírez-Hernández, 2018). One sign that surely reveals a lack of motivation is the desired level of performance of the student, for example, if the student already has a negative attitude towards challenging/difficult work then there will be no strong effort to achieve excellence in the level of performance as the student doesn't want to be involved in the hardship (Panadero and Alonso-Tapia, 2014). No matter if the teacher tries to communicate how important the task is to the assessment criteria the student's interest is practically invisible and will perform averagely on the task.

Conceptual model

From the literature review, the study takes into account of the theoretical variables for developing a framework to address the aim on *providing a psychological safety and security approach for the Thai university educational administrative structure in sustaining a positive learning and performing behaviour environment for undergraduates toward graduation*. The issues on the impact with mastery approach/avoidance and performance approach/avoidance, which have been developed into the four research questions, are applied to measure on the extent of Thai students' relationship with their teachers, fellow peers, and themselves. The conceptual model is drawn below.

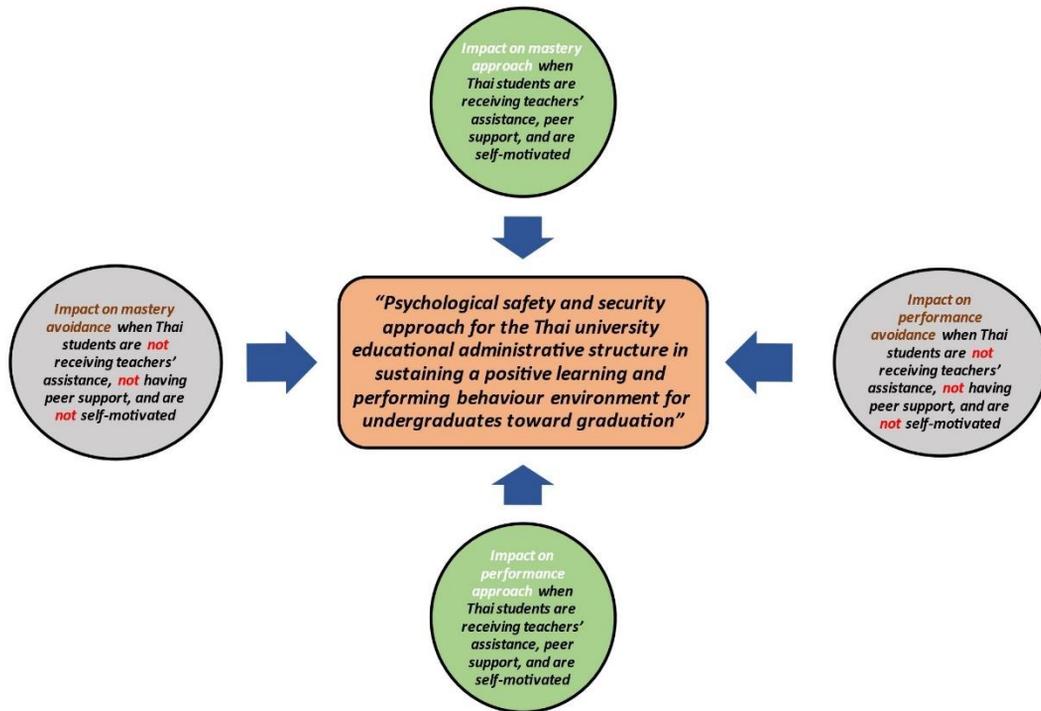


Figure 1 Conceptual model of providing a psychological safety and security approach for Thai university educational administration

Figure 1 above depicts the model that in order to provide a psychological safety and security approach that would sustain a positive learning and performing behaviour environment for undergraduates toward graduation, the Thai university educational administrative structure will need to manage the variables within the mastery and performance approach effectively that would enhance a positive setting while also being aware and to anticipate on the variables within the mastery and performance avoidance situations that could allow the negative setting to infest. The model can be applied as a learning tool for the Thai university educational administration in determining how to

allocate their resources in maximizing the benefits of teachers’ assistance, peer support, and student’s self-motivation that would enable to help the undergraduates graduate on time or to make changes and adjustments in policies and procedures for developing undergraduates’ behaviour in overcoming issues of lacking teachers’ assistance, peer support, and self-motivation so that they will not have an avoidance mindset when learning.

Methodology

The method for data collection was a questionnaire that targeted 3000 undergraduate students learning in their



3rd and 4th year of the term; there were some students who were beyond their 4th year which also took part in the questionnaire as well. These group were the sample targets due to their experience of going through the long-term semesters and many hours of study in an academic environment, and being aware of graduating on time. Time constraint and the Covid-19 pandemic situation, which required classroom learning to be held online, rendered the decision making to get the targeted sample with students majoring in disciplines that were adequate in number to get to the desired number or at least close to it: fortunately, 2836 undergraduates cooperated in filling out the online questionnaire, and they were students these undergraduate samples were majoring in education (60%), computer science (20%), business management (10%), and economics (10%). The students were asked to choose from a Likert scale rating ranging

from extremely important, important, moderately important, to slightly important with regards to how they feel about teacher's assistance, peer support, and self-motivation with regards to the mastery and performance that pertains to approach and avoidance. A sample of the questionnaire is illustrated below. This will be followed by the results from the data collection, which were calculated through the SPSS program, that show the graphs and analytical details that answers each four research questions. From there, a data triangulation process is illustrated as an outline for addressing the research aim on providing "*a psychological safety and security approach for the educational administrative structure at the Thai university level to sustain a positive learning and performing behaviour environment for Thai undergraduates toward graduation*".



Table 1 Content of questionnaire for Thai students’ approach and avoidance in mastery and performance with regards teacher’s assistance, peer support, and self-motivation.

Mastery Approach Goal Items	Extremely Important	Important	Moderately Important	Slightly Important
The aim of fulfilling the mastery of class lessons is accomplished by Thai undergraduates with the help of teachers.				
Understanding the course content is highly possible for Thai undergraduates with peer support.				
The learning goal is strong within Thai undergraduates when self-motivation is involved.				
Mastery Avoidance Goal Items				
There’s no accomplished aim of fulfilling the mastery of class lessons when teachers aren’t helping Thai undergraduates.				
Without peer support it is unlikely possible for Thai undergraduates to understand the course content is.				
Thai undergraduates that are lacking self-motivation will not have a strong learning goal.				
Performance Approach Goal Items				
The presence of teachers providing academic support makes Thai undergraduates aim to perform with excellence over other students.				
Having peer support enables Thai undergraduates to perform well when compared with other students.				
Self-motivated and esteemed Thai undergraduates perform with the aim of doing much better than their classmates.				
Performance Avoidance Goal Items				
The absence of academic support by teachers makes Thai undergraduates avoid performing poorly over other students.				
A lack of peer support makes Thai undergraduates perform slightly when compared with other students.				
Thai undergraduates that have low self-motivation and little esteem underperform with the intention of not looking worse than their classmates.				

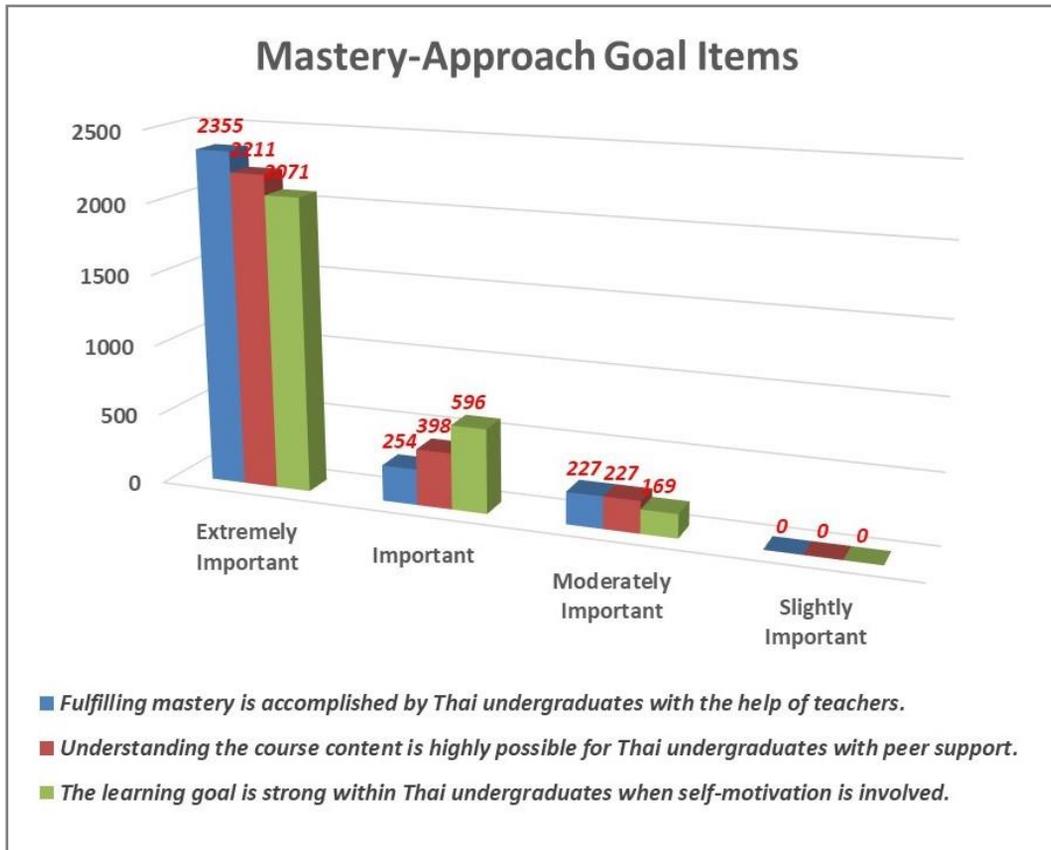


Figure 1 Mastery approach when Thai students are receiving teachers’ assistance, peer support, and are self-motivated

Table 2 Mastery approach in receiving teachers’ assistance, peer support, & self-motivation

Valid	Frequency	Percent	Valid %	Frequency	Percent	Valid %	Frequency	Percent	Valid %
2.00 *Moderately Important	227	8.0	8.0	227	8.0	8.0	169	6.0	6.0
3.00 *Important	254	9.0	9.0	398	14.0	14.0	596	21.0	21.0
4.00 *Very Important	2355	83.0	83.0	2211	78.0	78.0	2071	73.0	73.0
Total	2836	100.0	100.0	2836	100.0	100.0	2836	100.0	100.0



Analysis of the data in table 2 displays the following: “Fulfilling mastery” is validated highly as being very important with a frequency of 2355, and the percentage and validity is 83.0 each; at the importance level it has a frequency of 254 with a percentage and validity at 9.0 each; as being moderately important the frequency is 227 with a percentage and validity at 8.0 each. “Understanding the course” is validated as being very important with a frequency of 2211, and the percentage and validity is 78.0 each; at the importance level it has a frequency of 398 with a percentage and validity at 14.0 each; as being moderately important the frequency is 227 with a percentage and validity at 8.0 each. “Learning goal is strong” is validated as being very important with a frequency of 2071, and the percentage and validity is 73.0 each; at the importance level it has a frequency of 596 with a percentage and validity at 21.0 each; as being moderately important the frequency is 169 with a percentage and validity at 6.0 each.

Results from the figure above show that Thai undergraduates overall feel that it’s very important for them in learning when they are receiving teachers’ assistance (83%). Although there are some students who feel that it’s only important (9%) and slightly below that (8%), the impact of the teachers providing help to students in learning the class lessons can be solidified as being significant as none of

the students don’t see the issue as being not that important at all. For peer support, there is a higher number of Thai undergraduates under the opinion that peer support does matter when trying to understand the course content (78%). In following up with numbers indicating that having classmates backing up the learning environment is important (14%) and moderately so (8%). With no one agreeing that the approach is slightly important, the issue of peer support is also considered as an impact towards the students’ approach to learning the lessons. On the issue of self-motivation, the learners’ general viewpoint feel that it is very important for them (73%). In addition, their viewpoint figures illustrate that it is both important (21%) and moderately important (6%), and none for being slightly important, the results show that the Thai undergraduates do feel that self-motivation is a strong influence that enables them to achieve their learning goals. Based on the analysis, the order of impact on Thai undergraduates’ mastery approach begins with teachers providing assistance to fulfill their learning on class lessons. This is followed by peer support that acts as a catalyst for gaining a better comprehension of the class lessons. And last, but not the least important, is self-motivation which is ideal for the students to set their learning goals with a much stronger focus.

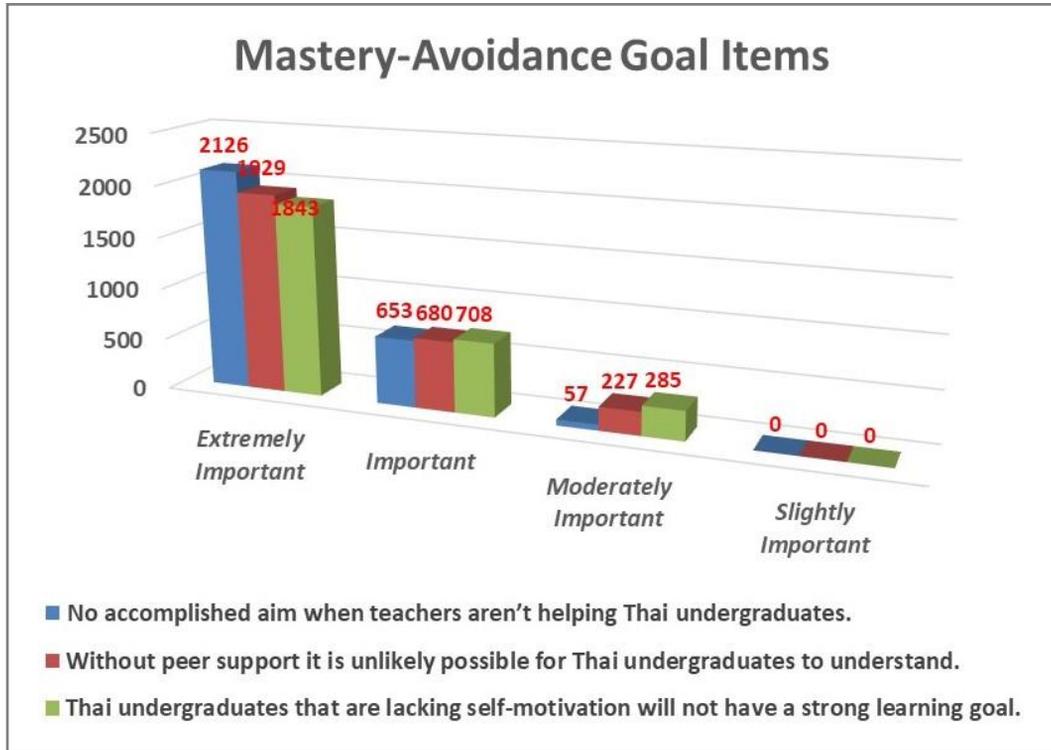


Figure 2 Mastery avoidance when Thai students are not receiving teachers’ assistance, no peer support, and not self-motivated

Table 3 Mastery avoidance from lack of teachers’ assistance, no peer support, & not self-motivated

Valid	2.00 *Moderately Important			3.00 *Important			4.00 *Very Important		
	Frequency	Percent	Valid %	Frequency	Percent	Valid %	Frequency	Percent	Valid %
2.00 *Moderately Important	57	2.0	2.0	227	8.0	8.0	285	10.0	10.0
3.00 *Important	653	23.0	23.0	680	24.0	24.0	708	25.0	25.0
4.00 *Very Important	2126	75.0	75.0	1929	68.0	68.0	1843	65.0	65.0
Total	2836	100.0	100.0	2836	100.0	100.0	2836	100.0	100.0



Analysis of the data in Table 3 displays the following: “No accomplished aim” is validated highly as being very important with a frequency of 2126, and the percentage and validity is 75.0 each; at the importance level it has a frequency of 653 with a percentage and validity at 23.0 each; as being moderately important the frequency is 57 with a percentage and validity at 2.0 each. “Without peer support” is validated as being very important with a frequency of 1929, and the percentage and validity is 68.0 each; at the importance level it has a frequency of 680 with a percentage and validity at 24.0 each; as being moderately important the frequency is 227 with a percentage and validity at 8.0 each. “Thai undergraduates that are lacking” is validated as being very important with a frequency of 1843, and the percentage and validity is 65.0 each; at the importance level it has a frequency of 708 with a percentage and validity at 25.0 each; as being moderately important the frequency is 285 with a percentage and validity at 10.0 each.

According to the figure above, more Thai undergraduates feel that it’s not possible to accomplish their aim in fulfilling the mastery of class lessons when there’s a lack of assistance coming from the teacher (75%); feelings that this issue is important (23%) and at a moderate level (2%) indicate that it does have an impact on students’ focus on learning. On the topic of peer support, the course content

will be out of reach in understanding when fellow classmates become part of a difficult learning environment: 68% of the students believe that this matter is very important to them, 24% see it as important, 8% feel that it’s moderately important, while no one deems it as being not important at all, thus illustrating that students will avoid learning due to being faced with situations that make things not easy to understand. In regards to no self-motivation, 65% of the learners do consider it to be very important as it causes a mental deficiency for one to accomplish their learning goals. Meanwhile, with 25% deeming it as important, 10% seeing it as moderately important, and none in the opinion as being slightly important, it’s safe to assume that when Thai undergraduates have no passion from within to strive towards a goal, they will do all they can to avoid any tasks or activities that deals with a mastery approach. The response in figures portray the character of Thai undergraduates who go through the emotions of mastery avoidance due to an absent of support by the teachers, peers not giving any encouragement to help others understand the course content, and complex factors that stimulate them to adopt a negative habit in lacking self-motivation. Therefore, this confirms the statement that there’s an impact on mastery avoidance when Thai students are not receiving teachers’ assistance, no peer support, and are not self-motivated.

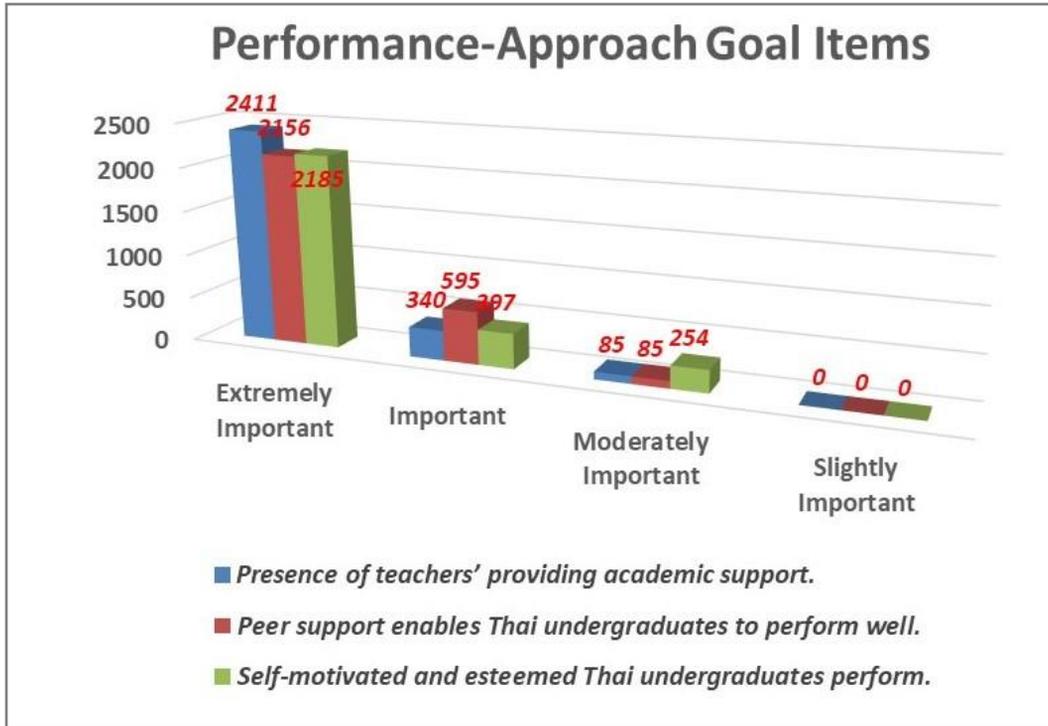


Figure 3 Performance approach when Thai students are receiving teachers' assistance, peer support, and are self-motivated

Table 4 Performance approach from receiving teachers' assistance, peer support, & self-motivated

Valid	Presence of teachers' providing academic support			Peer support enables Thai undergraduates to perform well.			Self-motivated and esteemed Thai undergraduates perform.		
	Frequency	Percent	Valid %	Frequency	Percent	Valid %	Frequency	Percent	Valid %
2.00 *Moderately Important	85	3.0	3.0	85	3.0	3.0	254	9.0	9.0
3.00 *Important	340	12.0	12.0	595	21.0	21.0	397	14.0	14.0
4.00 *Very Important	2411	85.0	85.0	2156	76.0	76.0	2185	77.0	77.0
Total	2836	100.0	100.0	2836	100.0	100.0	254	9.0	9.0



Analysis of the data in Table 4 displays the following: “Presence of teachers” is validated highly as being very important with a frequency of 2411, and the percentage and validity is 85.0 each; at the importance level it has a frequency of 340 with a percentage and validity at 12.0 each; as being moderately important the frequency is 85 with a percentage and validity at 3.0 each. “Peer support enables” is validated as being very important with a frequency of 2156, and the percentage and validity is 76.0 each; at the importance level it has a frequency of 595 with a percentage and validity at 21.0 each; as being moderately important the frequency is 85 with a percentage and validity at 3.0 each. “Self-motivated and esteemed” is validated as being very important with a frequency of 2185, and the percentage and validity is 77.0 each; at the importance level it has a frequency of 397 with a percentage and validity at 14.0 each; as being moderately important the frequency is 254 with a percentage and validity at 9.0 each.

In the presence of teachers providing academic support, 85% of the research participants felt that it was very important. 12% felt it was important and 3% interpret it as moderately important, however, no one felt that this issue was slightly important at all. Peer support was also considered very important for performance approach with 76% agreeing; while 21% viewed it as important and 3% expressed it as moderately important, there were no opinions based on being as slightly important to consider. Being self-motivated and esteemed had a rate of 77% amongst students reflecting it to be very important for them. While only 14% think that it is important and 9% see it as being moderately important, the entire people did not believe that it was slightly important for the approach in performance. With each category showing high overall figures that are very important, there is an impact on performance approach when Thai students are receiving assistance from their teachers, being exposed to peer support, and are already self-motivated.

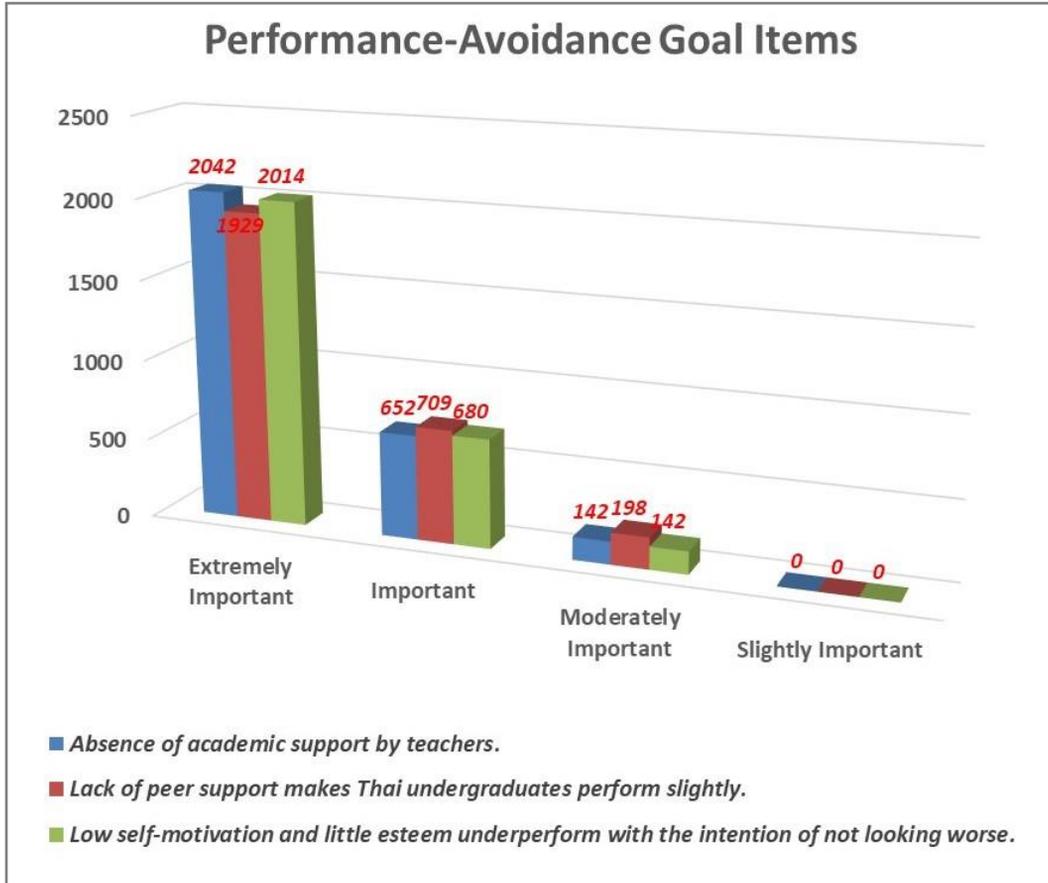


Figure 4 Performance avoidance when Thai students are not receiving teachers’ assistance, no peer support, and not self-motivated

Table 5 Performance avoidance from lack of teachers’ assistance, no peer support, & not self-motivated

Valid	2013			2014			Total		
	Frequency	Percent	Valid %	Frequency	Percent	Valid %	Frequency	Percent	Valid %
2.00 *Moderately Important	142	5.0	5.0	198	7.0	7.0	142	5.0	5.0
3.00 *Important	652	23.0	23.0	709	25.0	25.0	680	24.0	24.0
4.00 *Very Important	2042	72.0	72.0	1929	68.0	68.0	2014	71.0	71.0
Total	2836	100.0	100.0	2836	100.0	100.0	254	9.0	9.0



Analysis of the data in Table 5 displays the following: “Absence of academic support” is validated highly as being very important with a frequency of 2042, and the percentage and validity is 72.0 each; at the importance level it has a frequency of 652 with a percentage and validity at 23.0 each; as being moderately important the frequency is 142 with a percentage and validity at 5.0 each. “Lack of peer support” is validated as being very important with a frequency of 1929, and the percentage and validity is 68.0 each; at the importance level it has a frequency of 709 with a percentage and validity at 25.0 each; as being moderately important the frequency is 198 with a percentage and validity at 7.0 each. “Low self-motivation and little esteem” is validated as being very important with a frequency of 2014, and the percentage and validity is 71.0 each; at the importance level it has a frequency of 680 with a percentage and validity at 24.0 each; as being moderately important the frequency is 142 with a percentage and validity at 5.0 each.

When it comes to the cause of Thai undergraduates to avoid making any effort in performing well in academics, the figures tell us that it is from the absence of teachers’ support which makes students to compete against each other on who will not end up as the lowest ranking student in the classroom: 72% do agree that this is very important; 23% feel that it’s important; 5% think that it’s moderately important; no one felt that it was slightly important. Not having peer support do play a factor with the Thai students’ performance level with 68% under the opinion that it is very important, and 25% saying that is somewhat important. Meanwhile, 7% feel that it is moderately important and not one believe that it’s an issue that

should be considered as slightly important. For the topic of not being self-motivated, 71% of Thai learners do feel that it makes them underperform with the intention of not looking worse than others. 24% do give it some importance, while only 5% felt that it was moderately important, and none have thought it to be slightly important at all. With such remarkable figures showing for all three contents, whereas the number of responses is almost close together with the category on “lack of teachers’ assistance” and “not self-motivated”, the impact on performance avoidance when Thai students are not receiving teachers’ assistance, no peer support, and not self-motivated is a valid statement.

Data Triangulation to Provide a Psychological Safety and Security Approach for the Educational Administrative Structure

Triangulation is an approach for maximizing the credibility and validity of the study: credibility is the trustworthiness on the work, while validity is the accurate reflection on the ideas being examined (Moon, 2019). Triangulation enables the work to be assured free from the biasness of a single method by uncovering any hidden facts that are valuable for deep insights (Renz, Carrington and Badger, 2018). As a research tool, triangulation looks at a variety of data to give an explanation of the different aspects on each phenomenon of interests, thus providing better confidence to illustrate or describe the findings. Data triangulation is concentrated on the number of sources or information available which has been collected from the same approach over a period of time, whereas the data are compared together to see where it

converges or contrast in the triangulation process; the aim is to verify or reject the generalisable trends or hypothetical theory that have been drawn from a single data collected set (Koc and Boz, 2014), with a perspective inquiry on the consideration of the advantages given, being mindfully aware about the challenges and obstacles, and configuring the organisation towards achieving the mission objectives and goal. A study done by Kankaraš et al., (2019) on “assessing students’ social and emotional skills through triangulation of assessment methods” mentioned of the questionnaire as being an efficient tool that supports the concept of data

triangulation as the results display the figures for comparison and interpretation on the validity towards the study aim. The study proceeds with a data triangulation approach that perceives to be the a fit for attaining the research aim of “*providing a psychological safety and security approach for the Thai university educational administrative structure in sustaining a positive learning and performing behaviour environment for undergraduates toward graduation*”, by aligning the figures of each four results from the questionnaire for comparison and determining where the similarities are. A diagram with an explanation is given below:

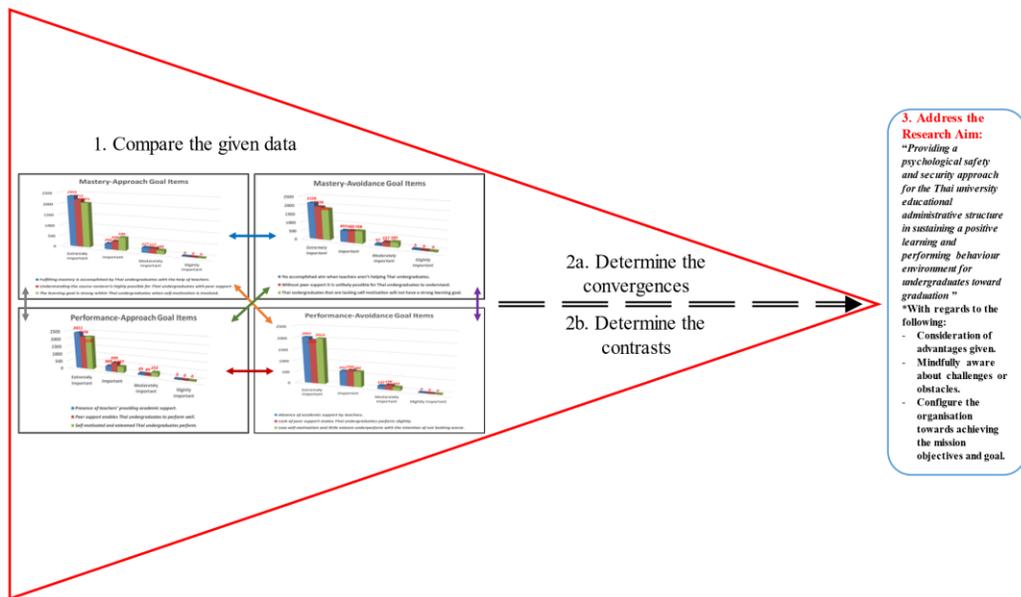


Figure 5 Data triangulation with questionnaire results to address the research aim

Figure 5 shows the results from the questionnaires being aligned in a format for data triangulation. In the first step,

the data results from the subject of Mastery Approach, Mastery Avoidance, Performance Approach, and

Performance Avoidance have all been compared with each other based on their respondent figures in the category teachers' assistance, peer support, and self-motivation. In the second step, data that shows similarity or convergence, as well as the ones that are contrast to each other are all highlighted for further analysis to address the research aim in step three. The final step is in providing

the theoretical findings and insights to convey the aim of this study by considering on the advantages given, being mindfully aware about the challenges or obstacles, and configuring the organisation towards achieving the mission objectives and goal. Based on the data triangulation process here is the analysis:

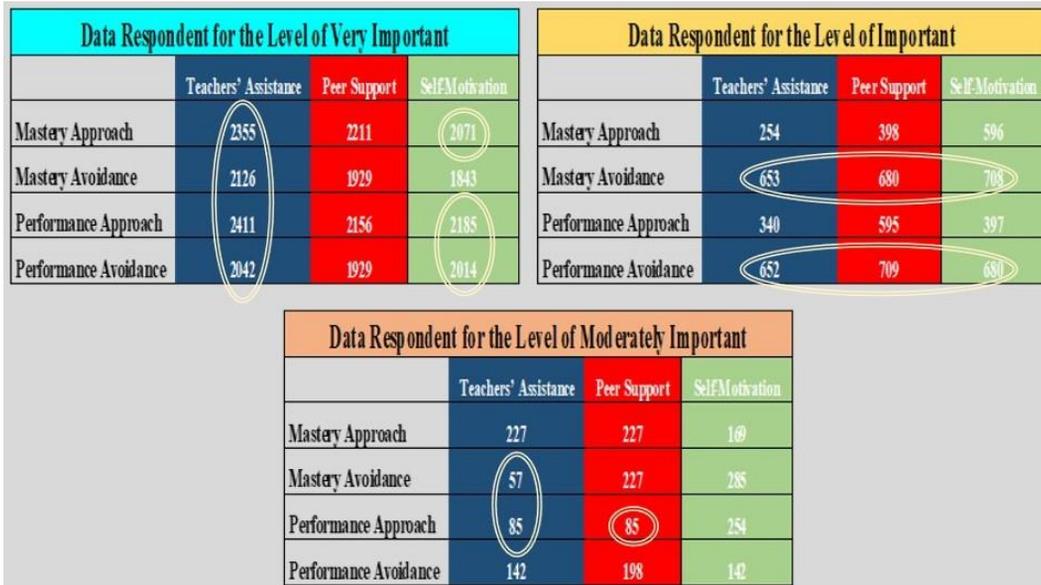


Figure 6 Data triangulation comparison and determining the convergences & contrasts

In the figure above, the data from each four theory are compared by the ranking level from the respondents in order to determine where the data is converging and contrasting to. With no participants checking in the ranking level of 'slightly important' it is safe to convergently assume that the Thai undergraduates perceived the issue of teachers' assistance, peer support, and self-motivation carrying a degree of significance and impact to a certain

extent on their approach in learning and performing in academic studies. Also, the subject on teachers' assistance is considered as being highly important overall in developing the mastery approach/learning and performance on the part of Thai undergraduates as they are coming towards the final years of their studies. These group of students are greatly fond of teachers providing them with help to learn better and perform with excellence, which help them achieve



their goals. But without any assistance from the teachers, they will suffer greatly, thus it's a must for teachers to provide the assistance with their academic learning and performance. Moreover, another significant point to know from the data triangulation is that the topic of being self-motivated does play a role in getting students to master the course lessons as much as they can, especially when they are undergoing performance to achieve their best; a lack of self-motivation will get them in the mental state of performance avoidance which would only derail them from getting the proper grading score to graduate on time. However, mastery avoidance seems to be just a bit below then the other three theories for taking the matter a bit more seriously. Meanwhile, the three topics are given some importance when assistance, support, and the will are lacking to provide the undergraduates a better opportunity to overcome the struggles of surviving through the academic semester. The number of respondents at the level of moderately important is relatively much lower for teachers' assistance in regards to mastery avoidance and performance approach, with peer support also similar to the latter, thus indicating that the two theories have a greater impact on students preventing from losing their aims to accomplish the mastery and achieving excellence over other students due to teachers' assistance, and doing well with their studies from peers providing the care. In contrast, peer support is considered a factor that enables the student to learn and perform in their academic environment, but does not seem to be a great deal of concern for addressing its importance when fellow classmates instigate an avoidance climate

in mastery and performance for individual learners who are trying to achieve their goals. In addition, teachers' assistance, peer support, and self-motivation varies at the level of importance in the approach on mastery, while peer support is given just a bit more consideration on performance approach. Besides, there are a couple of respondents that think it is moderately important for the trio beliefs of having an impact on setting their aims, understanding the contents, and developing their mental fortitude, as well as going through the emotions of avoiding to look bad in front of their peers. With the results from converging and contrasting the next section addresses the research aim on providing a psychological safety and security approach for the Thai university educational administrative structure in sustaining a positive learning and performing behaviour environment for undergraduates toward graduation.

A Psychological Safety & Security Approach for the Educational Administrative Structure to Sustain Positive Learning and Performing Behaviour Environment

For the educational administrative structure of Thai universities, sustaining a learning and performing behaviour environment begins with the academic instructors who need to implement a balanced degree of competency and capability that assist their Thai undergraduates to focus on their studies and feel much more motivated to be the best amongst their peers. In addition, the issue of Thai undergraduates being self-motivated should be taking as a highly important matter for getting them to strive towards the learning goal and give



it all their best in the spirit of performing better than their contemporaries. Also, the subject of peer support should be given important consideration as it does have an impact with Thai learners to understand the course content and feeling that it's good to do well when being compared in the same group. Avoidance in mastery and performance by Thai students is a concerning issue when there's a lack of peer support and self-motivation, and hardly any assistance from the teachers. It's difficult for those who want to achieve their learning and performance goals when they have no bridges that offer teaching/peer assistance and become caught up in the emotions of just trying to survive through the semester.

The organisational structure should uphold standards and quality assessments that concentrates on measuring areas for helping instructors to continuously develop and improve their aptitudes on providing Thai students a limited opportunity to excel in their studies by themselves or with their fellow classmates. From a psychological safety perspective, it is a structure that is open to questions and criticism that may make them feel underachieving in all their efforts but willing to listen and embrace the facts, as well as making the necessary changes for sustaining a positive learning and performing behaviour environment not just for the students, but for the academic instructors themselves. A balance of receiving information that praises the good deeds and pointing out concerning issues without any repercussions on individuals who are accountable/responsible should keep things honest and in gratitude along the mission path towards achieving excellence on part of the university itself.

As an institution, the advantage that Thai universities have in creating a mindset for teachers getting involved in a healthy academic relationship with their students' learning and performance initiative is the policy that sets the expectation and requirements to make it sustainable. Such a policy can be on being evaluation of teacher's performance whereas the feedbacks are utilised for identifying the best practices in enabling Thai undergraduates to fulfill their aim of mastering the class lessons and accomplish their goal/objectives with excellence over their colleagues. In order to determine what are the key factors that stimulates self-motivation amongst students to be vigorously studious and to be at the top of their group, as well as being intrigued on what constitutes a proper peer support that occurs informally for individuals to learn the course contents better and aiming high over other learners, the policy should allow for a questionnaire or survey to be filled out by the students that pinpoints on areas that can be managed realistically and relevant to resources that are available. This is the type of policy that helps in designing workshops for academic instructors to reflect on the facts and help them acquire the mastery needed in helping Thai undergraduates to be heavily focused on their learning and performance goals while also letting themselves be equipped on instilling a sense within the students to be self-motivated with their learning and performing goals, and encouraging students to support each other. However, the administrative structure should also be aware that not all academic instructors will quickly adapt to this approach as some of them have gone through a learning and performing process that



mainly emphasised on rote learning, and feeling that this is typically normal to do in a Thai classroom learning environment. The policy can only be so effective as the staff spearheading the leadership to makes it all possible. The proactive intentions of sustaining a positive learning and performing behaviour environment will not always be perfect for some academic instructors to integrate with their classroom lessons probably due to their own attitude, time management, and ambiguity that circulates and builds up a loss of confidence which eventually have them default to the old habits instantly. Should this be the case, the administrative structure will need to demonstrate patience and understanding with instructors who are yet to adapt to the philosophical idea. Nevertheless, the structure needs to make it psychologically safe for teachers to explain their reasons for lacking the effort in assisting their students, developing the learners' self-motivation, and promoting peer support in the classroom. Safety refers to preventing any mental distress spiraling down to depression by restoring hope for a second chance to do well. It's also about helping them to embrace on the self-improvement along the journey instead of being scolded for not complying with the status quo. Also, time is permitted to learn through the changes without being immediately forced at a certain period of time for the sake of the administrative demands. Furthermore, it's much safer when the individual is allowed to present the facts and verified on them to explain the reasons that make it challenging for them to achieve without any signs of receiving swift punishment in the assumption of slacking off, nor being

reprimanded for not staying silent and carrying out the orders as required. In a way, the teachers need to go through a mastery of self-discovery on their own to make progress without having to be monitored and reminded of the consequences that await them in a form that could make them feel humiliated in front of their own teaching colleagues, which would send a negative atmosphere that it is psychologically unsafe for one to go against the wishes of the institution.

From a psychological viewpoint, the challenge for the administrative structure is to validate any decisions and actions in assuring that the idea of teachers getting involved in developing Thai undergraduates' learning and performance behaviour will be more rewarding and successful than the heartaches and setbacks. With the academic instructors at the forefront of performance in influencing Thai undergraduates to achieve their learning goals and exerting their effort to be the best, getting the plans to co-function effectively and efficiently so that results are achieved and resources have been soundly invested and not seen as being wasted whatsoever will be a challenge. With data illustrating on the high importance of receiving assistance by the teachers, learners having self-motivation, and classmates supporting each other, it provides an incentive for the university's administration department to set the standards in higher learning and to be more focused on their mission aims. Although there were a minor number of Thai students thinking that the three issues were not a big deal for consideration, it's important to be aware that even a small number of different attitudes floating lingering around can build up to prevent the positive flow of



learning and performing to make a breakthrough. Such a minor quantity of negative beliefs could sway others to quickly doubt and criticise as if the philosophy was already hopeless from the start. Most importantly, the organisational working culture, under the leadership of the administration, must be the configuring foundation in getting people to buy into and be engaged with the idea of what the institution wants to achieve itself. Academic instructors need to maintain a trust with their administration department that everyone is firmly devoted on the undertaking of sustaining a learning and performing working behaviour that is focused on getting students to academically outshine their peers, uphold their self-esteem against the odds, and encouraging other students to help each other. There needs to be a sense of affirmation and strong belief in an organisation that has set the structure for the execution of things to attain the outcome or goal that everyone has agreed on. The way that the work is designed should indicate the amount of freedom for teachers to make changes or decisions with the course contents that enable classmates to work closely together with mutual respect for one another. Establishing a two-way communication process with teachers for taking proactive measures in discovering new teaching techniques or reflecting on lesson management concepts would help their students to meet their learning needs. Delegation of authority should be defined as allowing for teachers to provide assigned tasks that reinforce the Thai students' self-motivation to have an epiphany on their strengths and to resolve their shortcomings. Also, delegation of authority should allow the academic instructors to apply practical learning and

performing methods to get the few underachieving Thai students who are in avoidance mode to make a gradual change in their attitude and behaviour in becoming more academic goal orientated. Instead of having a chain of command in the hierarchy structure, the power should be shared between the administration and teachers with the issue of learning and performing so that mission is leading towards the goal. Sustaining a positive learning and performing behaviour environment is a strategy that is placed for the long term and further beyond, thus there is a call for relearning and unlearning with certain practical policies that need to be updated for value maximisation or discarded due to being unproductive.

Discussion and conclusion

The impact of teachers' assistance, peer support, and self-motivation on Thai undergraduates' leaning and performance behaviour has set the precedent for how the administrative structure should set about their organisational goals and to work closely with their academic instructors in developing resources for helping Thai students do much better in their studies. Based on the literature review with psychological safety and security with the learning and performance behaviour, the results do indicate a strong support for the idea to be implemented as a complement to the curriculum to help the undergraduates achieve. The behaviour of most Thai undergraduates will become fragile should they be exposed to an environment that doesn't encourage them to make any continuous improvement.



Thus, the administrative structure in the university would need to make assessments with their academic operations that takes the safety and security parameters into consideration to address the learners' progress. From the literature perspective with mastery approach and avoidance, the extent of Thai undergraduates taking an initiative to learn at the highest level is highly interdependent of the amount of support that they receive from their academic instructors. For the reason that teachers have the power to determine who will pass with the highest marks or need to repeat the course the study asserts that one of the ways that a teacher can have an impact on students' learning capabilities is on taking the role of transformational leadership. In this role teachers can help students take on challenges as a good learning experience that goes beyond the grade point average needed to graduate on time and equips the students be prepared for the future to take on situations without any fear or doubt in their skills. While the literature of performance approach and avoidance mentioned of the mental fortitude of students to do well, the findings from the results indicate that Thai undergraduates are interdependent of others to accomplish things. The academic environment is dynamic on its own as each person, whether it's the instructor or students, adapts with the circumstances that can sometime clash with the values of others. Therefore, it's not possible to guarantee or make any promises that all will go well throughout the course because emotions are unpredictable and individuals handle problems differently from others. Helping Thai undergraduates to develop a positive attitude in performance would enable

them to get a better sense of things and look for many possible solutions that prevent them from getting into a rut should the same condition occur again in the future. The study is also aware that the culture does have a role in determining how the concept of the Thai students' learning and performance behaviour is managed by the administration. If the Thai culture is moderately dedicated in developing the future of the young generation through higher education, then it should be applauded for the effort. However, if the Thai culture has made their mind, soul, and spirit redundant from a system that only cares more about the quantity of hands holding a paper that states where they graduated from and what they majored in, then the essence of higher learning is shallow in its meaning. Therefore, a professional culture needs to be established within an institution that configures on operating with the given resources and policies to develop a trustworthy working climate committed to academic instructors who are doing their best in assisting Thai students to reach their academic goals. There will be mistakes and errors made along the way as teachers may have their own philosophical beliefs on helping students to understand the contents or providing them a learning environment for self-motivation and peer support. But whatever the outcome may be or should have not been, it is an opportunity for the administrative staff to reassess the working structure and determine what other factors should be given consideration to support the teachers how to learn and perform themselves that would truly benefit the Thai scholars to feel the growth, self-esteem, and appreciation of a teacher-student



relationship that would help them in life beyond graduation.

In conclusion, the facts building up to argue for providing a psychological safety and security approach within the structure of Thai universities should be incorporated into the academic working procedures and policies to make the learning journey for Thai undergraduates to be healthy and meaningful as they set out into the real world. While the study provides an idea of how to integrate the concept of psychological safety and security the practical implementations may not resonate with true intentions due to the cultural mindset and behaviour that is already rooted in history, custom values, and timely traditions. Therefore, this study admits that more work needs to be done for the sake of correcting the shortcomings to make the model be more idealistic in the practical field setting of the academic industry. To develop the credibility of this study the aim should be on exploring and examining the academic instructors themselves and the powers that be of the administrative structure to be more aware of what does it really take in sustaining a positive learning and performing behaviour environment for Thai undergraduates toward graduation, besides applying a psychological safety and security approach.

Research recommendation, limitation, and future research direction

The authors of this study recommend on doing a qualitative case study with the theoretical results to determine if there

are any actual practices at Thai universities that are actually applying a psychological safety and security approach and then measure the variables within the theory of mastery/performance approach and avoidance that would reveal the empirical facts for greater discussion. As this study took course during the Covid-19 period the limitation of this research was not being able to conduct a follow up feedback on the high frequency in the data to get a better insight on the best practices that make undergraduates become more effective in their mastery and performance approach and how they try to overcome the obstacles in experiencing avoidance in mastery and performance. For future research, a data collection from more Thai universities representing the northeastern, central, and southern region would suffice in validating the strength of this study. The collected data should be analyzed and to find out from the practices of each Thai universities on how the administrators managed to create a conducive academic environment, or are undergoing the process of doing so, or are under revision of organizing their resources to accomplish the objectives. With the idea on determining what really works and what does not, such a study should be grounded in nature and to let the key individuals present their findings to see what type of procedures and policies have been put into place that allowed them to reach their objectives or letting them explain their own operational model that could perhaps bring more understandings on what best constitutes in the practice of developing Thai undergraduates effective with their learning and performance behaviour.



Management implications of the study

The implications of this study are on how the administrative structure side of things will need to take a closer look at the scheme of things and asking themselves if the expected results are actually being directed towards the organization's goal and vision. The work provides a metaphor on thinking of undergraduates as important customers of a tourism business who are making a long educational journey towards graduation, and the resources that are provided will have to be adjusted or changed for the purpose of supporting a healthy academic environment for Thai undergraduates to progress in their learning and performance behaviour. When students do very well their parents and other close family members will be very satisfied in making the investment at

an institution that sets the standard for professional care to help their children succeed through their efforts. When the students do well, the university, in the perception of a business company, develops a brand reputation in getting learners to excel, which eventually makes the academic management of marketing their programs or recruiting the ideal candidates to enroll in one of their programs. Although an academic institution, such as a university, is not supposed to focus making profit the reality is that they still need to take care of the financial matters in order to keep their operation overhead costs in balance, and that comes from a registered intake of new undergraduates on a yearly basis. However, it's important to be highly recognised as a university that puts in a sincere effort with a working system that help students achieve by being confident and motivated to do so instead of falling into a sense of despair.

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