

การศึกษาทัศนคติของผู้ปักครองที่มีต่อการเรียนภาษาเกาหลี: กรณีศึกษาศูนย์ภาษาฯ มหาวิทยาลัยเกษตรศาสตร์ วิทยาเขต

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บทคัดย่อ

งานวิจัยนี้มีจุดประสงค์เพื่อค้นหาความคาดหวังและระดับการสนับสนุนของผู้ปักครองของผู้เรียนที่กำลังศึกษาภาษาเกาหลีที่ศูนย์ภาษาฯ คณะมนุษยศาสตร์ มหาวิทยาลัยเกษตรศาสตร์ และพิสูจน์ว่าทัศนคติของผู้ปักครองที่สนับสนุนการเรียนภาษาเกาหลีสัมพันธ์กับโอกาสทางด้านอาชีพหรือไม่ งานวิจัยนี้มุ่งแสดงผลจากทัศนคติของผู้ปักครองที่สนับสนุนผู้เรียนภาษาเกาหลีที่ศูนย์ภาษาฯ และเปรียบเทียบกับทัศนคติของผู้ปักครองของผู้เรียนในสถานศึกษาของรัฐ โดยแบ่งขั้นตอนการวิจัยออกเป็นสองส่วนคือ 1) การวิจัยเชิงปริมาณ ใช้แบบสอบถามเป็นเครื่องมือในการเก็บข้อมูล และวิเคราะห์ผล 2) การวิจัยเชิงคุณภาพ ผู้วิจัยสัมภาษณ์เชิงลึกกับผู้ปักครองและนักเรียน และนำข้อมูลที่วิเคราะห์ได้มาใช้ในการพัฒนาการเรียนการสอนภาษาเกาหลีในศูนย์ภาษาฯ คณะมนุษยศาสตร์มหาวิทยาลัยเกษตรศาสตร์ให้ตอบสนองกับความคาดหวังของผู้ปักครองและผู้เรียนต่อไป

คำสำคัญ: เรียนภาษาเกาหลี; เรียนภาษาต่างประเทศ; ทัศนคติผู้ปักครอง

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Parents' Attitudes towards Studying Korean Language: A Case Study of the Language Centre, Kasetsart University, Bangkhen Campus

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Abstract

The purposes of this study are to find out to which degree that Thai parents support their children to study Korean language at KU Language Centre, to find out the expectation of parents towards studying Korean language at the KU Language Centre, and to explore the attitudes of parents who support their children to study Korean language at the KU Language Centre, in order to adjust Korean language teaching in response to the actual expectations. In this study, a comparison is made between the Thai students who are studying in the KU Language Centre and the mainstream language education so that the shared attitudes of the parents can be highlighted. Both quantitative and qualitative research methods are used in this research and the data is collected using questionnaires and in-depth interviews.

Key words: Korean language study; foreign language study; parents' attitudes

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1. Introduction and Review of Relevant Literature

Since the year 2000, popularity for Korean culture has been prominent as Korea Wave has constantly been accepted and embraced. Such phenomenon reflects through Korean series and TV shows in Thai channels and other possible media. This trend gradually converts itself into certain influences on young Thai people, especially students who become strongly interested in Korean culture and language. The demand for studying Korean language has been rising and many educational institutes responded to such demand by providing Korean language courses. From The Office of the Basic Education Commission's report, there are currently over 70 schools in Thailand providing Korean language courses for over 20,000 students.¹ Furthermore, in 2018, Ministry of Education introduced the Professional Aptitude Test for Korean language or PAT 7.7, which is a criterion for the selection used in entrance exam. The needs for Korean language study in Thailand, therefore, became evident.

From the meeting between H.E. Mr. Noh Kwang-IL, Ambassador of the Republic of Korea to Thailand and Gen. Dapong Ratanasuvan, Ministry of Education, held in Thailand on 9 March 2016, one of the important agendas is to seek the coordination to launch Korean language in Thai University admission test or "Professional and Academic Aptitude Test (PAT)." According to the statistics of PAT 7 (Language) in 2018, PAT 7.7 Korean was registered and

¹ Thipthida Sakulthongaram, Amornrat krathavee and wanvisa baithong (2018) Korean language Lecturers, School of Humanities and Applied Arts, University of Thai Chamber of Commerce, Thailand had conducted a study on "Motivation in learning Korean Language: The case study of Korean language major student at University of Thai Chamber of Commerce, Thailand"

used for admission exam by 4,087 students.² The mentioned meeting reflects that Korean government has a serious ambition to improve Korean language study in Thailand.

Apart from the Korean language courses normally provided by secondary schools or university level, many language centers (the non-mainstream) in Bangkok also open the courses catered for general people. A study entitled “Parents’ Attitudes towards Studying Korean as a Second Language at Secondary School in Bangkok, Thailand” (Thanapiboonroj, 2018) shows that there is an increase of Korean language study conducted by both within the mainstream and outside of the mainstream. There are different institutes such as Universities Language Centers under Chulalongkorn University, Ramkhamheng University, Kasetsart University.

An example of other institutes founded by Korean government is Korean Cultural Center in Thailand (KCC). Even though it is challenging to find out the accurate number of students in all institutions, due to the confidentiality among competitors, an increase in types of courses currently open can be an evidence that there is significant development in Korean language study in all institutions. For instance, Korean courses are not only limited to Korean for Beginner, but extend to Korean for Immediate Level as well as Korean for TOPIK Exam (Minthita Thanapiboonroj, 2008, pp. 33-38). It is very likely that in the near future various language centers will consider opening a Korean language course specific for PAT7.7. Furthermore, there are private institutions that open Korean language course in Bangkok as commonly noticed in different department stores,

² Foundation statistics of student participation in GAT/PAT Exam 2018 (February). Retrieved October, 2019

Education zones. From the primary investigation, the course fees range between 4,500 to 5,500 Baht.

Since Korean language has become a steady trend in Bangkok, KU Language Centre aims to develop the society by enhancing human resources, particularly on linguistic competency and necessary skills for education and career purposes. KU Language Centre opens for all groups of people, whether they be general people, personnel in universities, current university students, and individuals seeking to acquire proficiency in Korean language. The outstanding features of KU Language Centre are teams of reliable and experienced teachers, who are the lecturers of Kasetsart University. Korean courses are designed to cater for learners who are able to study in a comparatively shorter period of time, when compared with the mainstream courses. It is time-manageable and the learners acquire practical skills enabling them to communicate in Korean language.

Interestingly, there is only a small number of studies related to parents' attitudes towards studying Korean language. In 2018, a study was conducted to explore the attitudes of parents towards Korean language study in the mainstream education system; high schools, in Bangkok, Thailand. Since the demand for Korean language study has been constantly rising, it is also necessary to find out the parents' attitudes towards Korean language study in the non-mainstream system in order to find out what would be the factors that affect the parents' decision to support their children to study Korean language and what would the parents expect from their investments either in terms of time and

money. Kasikorn Bank research (KResearch)³ found that the investment in education nowadays is relatively high and 64% is concerned with cash flow during Back-to-school season during 2018, coupled with the fact that there is a decrease in number of children in families due to the declining birth rate in Thailand⁴. These circumstances have led to parents having an active influence over their children study plan.

2. Conducting the research

The research objectives are to find out to which degree that Thai parents support their children to study Korean language at KU Language Centre. To find out the expectation of parents towards studying Korean language at the KU Language Centre and to explore the attitudes of parents who support their children to study Korean language at the KU Language Centre, in order to adjust Korean language teaching in response to the actual expectations, which is future career-oriented. The research questions are RQ1: What are the actual expectations that the parents have when they support their children to study Korean language? and RQ2: Are the parents' attitudes towards studying Korean language at the KU Language Centre positive? If so, to what extent and why is it?

This research hypothesis are the parents who support their children to study Korean language at the KU Language Center tend to have positive attitude and

³ KResearch issue No. 2910 from Kasikorn Bank, Thailand conducted an economic analysis, under economics pressure, parents in Bangkok are expected to spent THB27.5 billion during 2018 back-to-school season (8 May 2018)

⁴ Updated World Bank Group (2019) Fertility rate, total (births per women) - Thailand

expect the outcome from studying Korean language in form of brighter future career related to Korean language. Parents who have an experience of engaging with Korean people, culture, food, entertainment, products or services tend to give more support their children to study Korean language at the Centre. This study focuses on the attitudes of parents and, where relevant, compares the two different groups of Thai parents who have their children studying Korean language in the mainstream and non-mainstream system. The results from the parents who support their children to study Korean language in the mainstream system are drawn from Thanapiboonroj's study entitled "Parents' Attitudes towards Studying Korean as a Second Language at Secondary School in Bangkok, Thailand" (2018). The attitudes of the other group of Thai parents are explored with those supporting their children to study Korean language at the Language Centre, Kasetsart University, Bangkhen Campus. The latter comprises of 80 parents and their children who have enrolled in Korean courses (Korean I, Korean II and Korean III) from January to May 2019.

To study comprises of 80 parents and their children who have enrolled in Korean courses (Korean I, Korean II and Korean III) from January to May 2019 at Language Centre, Kasetsart University, Bangkhen Campus. There are some specific definition or terms using in this research which are: Mainstream education system: the Thai mainstream education system can be divided into two levels: basic and higher education. Basic education in Thailand refers to six years of primary education, called Prathomsuksa or Prathom (P1 – P6), three years of lower secondary school which also called Mattayomsuksa or Mattayom

(M1 – M3), and another three years of upper secondary school (M4 – M6). Then these are followed by higher education.⁵

Non-mainstream education system: the education system that offers flexible goals and methods of study. The contents and programs must be suitable and relevant to the problems and needs of individuals and groups of people. The term Parent Group 1 (PG1): Parents who support their children to study Korean language at KU Language Centre and the term Parent Group 2 (PG2): Parents who support their children to study Korean language through the mainstream system, which means through high school curriculum.

This study employed the related theory of Kendra Cherry's article entitled "Attitudes and Behavior in Psychology,"⁶ attitudes are defined as "a learned tendency to evaluate things in a certain way. This can include evaluations of people, issues, objects, or events. Such evaluations are often positive or negative, but they can also be uncertain at times." Through Cherry's article, components of attitudes are explained as follows: The Components of Attitudes (CAB) can be divided into the Cognitive Component which means your thoughts and beliefs about the subject. The Affective Component which means how the object, person, issue, or event makes you feel. The Behavioral Component which means how the attitudes influences your behavior.

Cherry further proposes that attitudes can be formed and there are factors that can influence how and why attitudes are formed which are Experiences: attitudes are formed directly as a result of experience; direct

⁵ Thai Education system from Thai ACT1999 from access Bureau of International Cooperation Ministry of Education, Thailand

⁶ Kendra Chery (2019). from Verywellmind had comprised "Attitudes and Behavior in Psychology"

personal experience or observation. Social Factors: social roles and social norms relate to how people are expected to behave and what behaviors are considered appropriate and the last factor of Learning: attitudes can be learned in a variety of ways, e.g. television commercial. Certain imageries cause people to develop a particular attitude associated with a particular product or service

So the factors that Influence Attitude Strength of People are more likely to behave according to their attitudes under certain conditions which are When attitudes are the result of personal experience and When you are expert on the subject, When you expect a favorable outcome, When the attitudes are repeatedly expressed and When you stand to win or lose something due to the issue.

Another related theory is Motivation Theory, Suji Song⁷ and Derek Pornsima⁸ (2016) explain the term motivation, in the context of language learning, as defined by Gardner (1985), that it is “the extent to which a person strives to acquire a language because the desire to do so and the satisfaction derived from it.” Gardner (1985) also identified two motivational orientations: integrative and instrumental. Integrative motivation associates with positive attitude and the desire to become integrated into the target language community. Instrumental motivation involves the desire to learn a foreign language to achieve expected life goals such as developing a career opportunity, passing exams, or gaining promotion.

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Moreover, the Theory of Reasoned Action (TRA) was employed in this research. Kyung Ja Kim⁹ and Tae-Il Pae¹⁰'s article entitled "Social Psychological Theories and Sustainable Second Language Learning: A Model Comparison Approach" was conducted with a total of 614 South Korean high school learners of English with the objectives (1) to examine whether social psychological variables, such as attitude and subjective norm, can predict South Korean English as a foreign language high school students' intention to learn English, and (2) to identify the best social psychological model for sustainable second language learning in the context of South Korean English as a foreign language (EFL) learning. They further explain critical concept of socioeducational model detailed as follows:

The socioeducational model (SM) of L2 acquisition proposed by Gardner is derived from social psychological foundations in that it focuses on a complex of attitudinal, goal-directed, and motivational variables. According to the model, L2 achievement is a function of motivation and a set of attitudinal variables. Motivation is the core element of Gardner's model, and it operationally comprises three components (motivational intensity, desire to learn an L2, and attitudes toward learning an L2). This model has successfully been applied to explain L2

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¹⁰ Department of English Language Education, School of Education, Yeungnam University, Gyeongsan 38541, Korea.

acquisition for diverse learners [10,31], including Korean EFL learners [11].

The theories mentioned above are used to help understand and analyze the results of this study, which will be shown in the subsequent section.

The related academic researches towards this study are Thanapiboonroj (2018) conducted a study entitled “Parents’ Attitudes towards Studying Korean as a Second Language at Secondary School in Bangkok, Thailand” and found that parents have strong influence on and involve in decision-making process when selecting stream programs of study for their children as evidenced in the financial investment for tuition payment, which is generally done as the parents preferred (p.66) The results indicate that opportunity for scholarships related to Korean language is an influential factor that the parents consider for supporting their children to study Korean language in the mainstream schools. Also, when the parents perceive that the GPA of their children is improved after taking Korean program, it is highly probable that they gradually develop positive attitudes towards studying Korean language.

Song and Pornsima (2016) conducted a study entitled “Motivation for Learning among Thai Students Studying Korean as a Foreign Language in Thailand,” aiming to examine the degree of the two types of motivation: integrative and instrumental motivation. The study was conducted with 120 students in King Sejong Institute Foundation’s Bangkok training institute during the 2014 academic year. The study found a high degree of both integrative and instrumental motivation among the students. The findings showed that the scores for integrative motivation were slightly higher as a result of the interest in Korean popular culture. The high scores in instrumental motivation suggested that there

is a belief that studying Korean would help learners in their future career pursuits or earn other types of rewards.

Thaipublica's article entitled "*Parents' Support for Cram Schools*"¹¹ investigates and presents the current situation and motivation of Thai parents in regard to the support for their children to study in famous cram schools in Bangkok, Thailand. The article stresses the seriousness, dedication, and the expectation of the parents towards the efforts they make to put their children in various preparatory courses guiding them to the achievement of having seats in famous universities. A female interviewee admitted that the budget for tuition fees in cram schools has to be flexible or adjustable. Each course can cost 3,500-6,500 Baht for self-study style; learning from CDs and given materials, but the fee can raise as high as 20,000 Baht for live attendance. The interviewee reflected that, in doing this, most parents regard the future career of the children as the main priority. Another male interviewee, who is a father of 3 children, reported that the highest amount of the tuition fees for his children during a school break was nearly 100,000 Baht. For him, this responsibility is inevitable, but the ultimate goal is his children's future career.

In the conducting of this research acquires the data of the parents' attitudes towards having their children studied at KU Language Centre, quantitative and qualitative methods are used to collect data for analysis by conducting questionnaires and in-depth interviews. This research utilizes combinative approaches. The Populations and Locations of Research, this study employs **quantitative** research design, using constructed questionnaires distributed to the samples detailed as follow: At Language Centre, Kasetsart

¹¹ Thaipublica article entitled in Thai “หัวอกพ่อแม่ “ฝึกเรียนกว่าวิชา” ...อออกจากงาน เสียเวลา เสียรายได้ เท่าไหร่ก็ยอม”.

University, Bangkhen Campus Korean I – 48 students and their parents, Korean II – 20 students and their parents and Korean III – 12 students and their parents. The questionnaire consists of 4 main parts which are Part 1: Students' personal information, Part 2: Parents' personal information, Part 3: Parents' attitudes in regard to direct experiences with Korean language and culture and Part 4: Parents' opinions/expectation when selecting a second foreign language study for their children at KU Language Centre.

The **qualitative** approach was conducted using in-depths interviews detailed as follow, the interviewees are 9 students and 9 parents from Language Centre, Kasetsart University, Bangkhen Campus. The samples are selected from various levels; from Korean I; 3 of students and their parents, Korean II: 3 of students and their parents, and Korean III: 3 of students and their parents. The In-depths Interview questions consist of 2 main parts which are Part 1: Students' motivations to study Korean language at KU Language Centre and Part 2: Parents' attitudes towards studying Korean language at KU Language Centre.

For the parents' attitudes of the students taking Korean language course as provided by Thai secondary school curriculum, the data were drawn from the author's previous research study entitled "Parents' Attitudes towards Studying Korean as a Second Language at Secondary School in Bangkok, Thailand" as the results are directly relevant and recent enough for this current study. As for the parents who support their children to study Korean courses in the non-mainstream program, the data were collected from the parents and the students who enrolled in Korean courses during January - May 2019 at the KU Language Center.

3. Parents' Attitudes towards Studying Korean Language at the Language Centre, Kasetsart University, Bangkhen Campus

From the Quantitative Findings reveals about the demographic data of the students and PG1 which are the majority of students (60%) enrolling Korean language courses at three different levels of performance Korean I to Korean III, between January and May 2019 at the Language Centre, Kasetsart University, Bangkhen Campus are 18–25 years old. Of these, 91.25% are female. Interestingly, nearly half are currently studying in the mainstream curriculum simultaneously while the other half are working.

For the parents who support their children to study Korean language at KU Language Centre (PG1), the majority (68.75%) are female. 55% of all parents are between 50 and 60 years old. 57.5% hold a bachelor degree and 37.5% are entrepreneurs. 38.75% responded that their monthly income is ranging from 15,000 to 35,000 TH Bath. Most of them (63.75%) have never visited Korea but are related to Korean language through Korean drama and entertainment (68.75%). Notably, 91.25% of the parents are consuming korean products and are food (85%). The information of financial support and preference in foreign language study as follow:

Table 1

Level of Parents' Agreement to Study Korean Language at KU Language Centre

Opinions	Percentage (%)
Strongly Agree	30% (24 parents)
Agree	42.5%

	(34 parents)
Indifference	18.75% (15 parents)
Disagree	7.5% (6 parents)
Strongly disagree	1.25% (1 parents)

The table above shows that the majority of PG1 positively agree to allow their children to study Korean language at 42.5% and strongly agree at 30%. Therefore, when combined, constituted to as high percentage as 72.5%.

Table 2

Payors for Korean Language course at KU Language Centre

Payors for Korean tuition fee	Percentage (%)
Students pay for all of tuition fee	50%
Parents pay for all of tuition fee	45%
Parents and students pay the tuition fee	5%

The table above shows a surprising result that half of the students pay their tuition fees themselves and this is probably due to their strong interest in Korean language and culture. 45% of the parents support their children financially to cover the tuition fees.

Table 3

Parents' preferred foreign language study at KU Centre surveyed in 2019

Foreign Language Option	Preferred Foreign language as 1st preferable option
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French	2.5% (2 parents)
German	1.25% (1 parent)
Chinese	58.75% (47 parents)
Japanese	11.39% (9 parents)
Arabic	2.5% (2 parents)
Pali	1.25% (1 parent)
Korean	22.5% (18 parents)

When asked about the preferred foreign language for their children to study, the majority of the parents place Chinese as their first rank of the preferred language (58.75%), followed by Korean (22.5%). Being the second most preferred second language suggests that Korean language is gaining popularity and is replacing other languages that were previously the second rank (Japanese). This, therefore, reflects positive attitudes of PG1 towards Korean language study. Next the motivation for studying Korean language study at KU Centre as follow:

Table 4

Parents' Motivation to Support Children to study Korean language at KU Centre

Parents' Motivational Factors	Strongly Agree
1.Korean language study can help to understand books, films, songs and other media.	38.75% (31 parents)
2.Korean language study giving ability to appreciate literatures and culture.	26.25% (21 parents)
3.Korean language study giving an opportunity to promote Thailand	20% (16 parents)
4.Korean language study giving an opportunity to learn system or innovation e.g. technology or for country development.	35% (28 parents)

5.Korean language study giving an opportunity to exchange ideas	51.25% (41 parents)
6.Korean language study giving further study opportunity e.g. scholarships.	56.25% (45 parents)
7.Korean language study giving opportunity to communicate and business connection.	63.75% (51 parents)
8.Korean language study giving ability to pass on knowledge or helping community e.g. translate for tourists or other charity volunteer opportunities	45% (36 parents)
9.Korean language study giving an opportunity to translate books, publication or to be an interpreter.	42.5% (34 parents)
10.Korean language study giving an opportunity for future career	57.5% (46 parents)

The majority of PG1 (63.75%) view that studying Korean language widen communication and establish business connection with Korean people. Over half of PG1 (57.5%) regard Korean language study as the opportunity for their children to achieve brighter future career and 56.25% expect that studying Korean language will benefit their children in terms of education such as Korean-related scholarships.

The qualitative findings were collected from the students and their parents using in-depths interview. The data obtained were then analyzed and divided into 3 main categories. The first part is Parents' involvement in selecting Korean language study at KU by Interviewing with the students. All the students confirm that they personally decide to study Korean language as they enjoy Korean culture, pop singers, and drama series. The students expect that their Korean language skills will benefit their further education at the university level. Besides, they plan to utilize Korean language competency for their future career

as the third language. Most students reside in the vicinity of KU Language Centre and most of them are current students of Kasetsart University and graduated from the University. 4 students are recommended to study at KU Language Centre by their friends or relatives.

Half of the interviewed students have never studied Korean language and the other half have attempted to study on their own through textbooks and the internet. Those students who have experiences in studying Korean language have clearly expressed their intention to study at the KU Language Centre to their parents and they were supported by their parents. The level of negotiation is relatively low. Next is the Interviewing with the parents, all the parents involve in decision-making process and are attentive to the intention and reasons of their children for studying Korean language. Two parents have witnessed that their children had studied Chinese before and were dissatisfied with it. The parents then allow their children to take Korean language courses.

In the topic of the students' future career in related to Korean language study in the perspective of parents, the study reaveals that most parents did not specifically expect that studying Korean language study at KU Language Centre would be the passport for their children to work in Korean companies, and their children could communicate in Korean for future career purposes. Examples of career expectations are the ability to manage the preorder business and the communication skills for import-export business between Korea-Thailand. Furthermore, most parents viewed that studying Korean language was a worthwhile free-time activity in a way that their children can acquire the third language competency, which was advantageous for their children in the increasingly competitive society.

In the topic of the parents' attitudes towards studying Korean language, the study reveals that a certain number of the interviewed parents support their children to study Korean language because they enjoy Korean media and have positive attitudes towards the study. When their children express the preference in Korean culture, the parents are willing to support them. Though some parents did not fully support their children to study Korean language from the very beginning, they decided to support their children's choice after realizing that it is beneficial for their future career. Learning languages ultimately enhances the children's potential.

To discuss from the data above, the parents' expectations are based on the motivational factors leading the parents to support their children to study Korean language at KU Language Center, 63.75% viewed that studying Korean provides opportunity to communicate and establish business connection. 57.5% regarded opportunities of future career as the main priority, and 56.25% expected that studying Korean offers further relates to educational opportunity such as scholarship. Furthermore, the in-depths interview with the parents indicated that studying Korean will not only benefit their children in terms of working with Korean companies, but main purpose is the communication skills for future career. These are motivational factors enabling the parents form certain behaviors, in this case, to support their children in studying Korean language at KU Language Centre. In regard to motivation, Gardner (1985) proposes the socio-educational theory, which divides the motivation into two different goal orientation; integrative and instrumental.

The parents' expectations, based on the findings, are associated with instrumental motivation, which, as Gardner stated, "involves the desire to learn a foreign language to achieve expected life goals such as developing a career

opportunity, passing exams, or gaining promotion." Interestingly, this finding is in line with Song and Pornsima (2014), which found high degree of both integrative and instrumental motivation among Thai students who study Korean language at King Sejong Institute, Bangkok, Thailand. In this aspect, it can be seen that both students and parents develop instrumental motivation as they both consider future career pursuits highly important aspect. Also, instrumental motivation of parents who support their children to study Korean language in the mainstream system (PG2) is found in Thanapiboonroj (2018), in a way that PG2 support their children because they expect their children to obtain further educational opportunity such as scholarship. This study is, therefore, consistent with Thanapiboonroj (2018) as PG1 reflect strongly the instrumental motivation. Korean language, in this sense, serves as an instrument for the students and their parents to achieve their goals, which are communication skill, establishing business connection, and future career.

When considering demographic background of PG1, most of the parents are educated and own businesses. They are related to Korean language study through their direct experiences in Korean culture; foods, products, and services. These elements strengthen PG1's motivation to support the students to study Korean language as explained by Cherry that the attitudes can be strengthened when personal experiences are involved and when favorable outcomes are expected. In addition, there are certain similarities between PG1's demographic background and the one of the parents reported in Thaipublica's article that both groups of parents are supporting their children to engage in non-mainstream education system. Ultimately, both groups of parents expect their children's brighter future career from non-mainstream educational system.

To discuss about the parents' attitudes, the data reveals that the PG1 reflects positive attitudes towards studying Korean language at KU Centre. This finding can be illustrated by the fact that 72.5% (agree 42.5% and strongly agree 30%) of the PG1 select Korean courses of KU Language Centre for their children. Positive attitudes can be perceived through PG1's financial support for the tuition fees as the result showed that 45% of PG1 covered the overall costs. The trend of Korean language, ranked number 2 in the list of the preferred foreign language study provided at KU Language Centre by PG1, also confirms the positive attitudes towards Korean language study. It can be seen that, among 80 PG1, Korean has replaced other foreign languages (22.5%), except Chinese (58.75%). The in-depths interview with PG1 suggests that PG1 has positive attitudes although certain cases decide to support their children after realizing the benefits in terms of future career.

PG1's positive attitudes can be explained by Cherry's notion that there are factors that influence attitude strength. According to Cherry, attitudes are strengthened when they are the result of personal experience, when individuals are expert on the subject, when individuals expect a favorable outcome, when the attitudes are repeatedly expressed, and when individuals stand to win or lose something due to the issue. In this study, PG1's positive attitudes are linked with their personal experiences with Korean culture, products, and services, their expectation in favorable outcomes, are communicative skills and business connection. Other two factors are their children's willingness to study Korean language repeatedly contributing to the parents' positive attitudes and the parents themselves are the stakeholders of the effort and investment in studying Korean language. This last aspect reflects in the form of expectation in future career.

4. Conclusion

PG1's expectations, in supporting their children to study Korean language at KU Language Centre, are the ability to communicate in Korean and business connection with Korean people, followed by the opportunity for their children to achieve brighter future career, and the benefits in terms of future education such as Korean-related scholarships. Furthermore, the PG1 has positive attitudes towards studying Korean language at KU Language Centre as evidenced in the financial support for tuition fees, the opinion that Korean has become the second popular foreign language after Chinese, and the realization of the benefits in future career.

KU Language Centre can fulfil those expectations by meeting the demand of the students' needs for Korean language proficiency according to their input levels. Furthermore, the Centre responds to the needs of those who want to study in higher level such as the advanced course. When completed the advanced course, the learners are entitled to apply for universities in Korea or related to Korea and to apply for TOPIK test, the result of which is necessary for the application for scholarships and the requirements from the related Korean companies.

There are some limitations of the research which are the sample group, due to a sample selection of students attending Korean language study only at the Language Centre, Kasetsart University, Bangkhen Campus. For the recommendations of further study, this study is conducted at the Language Centre, Kasetsart University, Bangkhen campus, representing the non-mainstream education under the Ministry of Education, Thailand. Therefore, it is very worthwhile to explore the parents' attitudes from other non-mainstream

institutions that provide Korean language courses. It would be also interesting to find out what their actual needs are.

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Received: May 10, 2019

Revised: November 3, 2019

Accepted: November 29, 2019