Cultural Diversity and Performance among the Lecturer in Thailand, Bangkok: A Moderated Mediation Model of Engagement and Passion

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Abstract

The performance of a lecturer is significant towards learners to indicate and support the learners to receive the 21st Century Skills and realize how 3R8C are the key to challenge in the globalization circumstance. The globalization has made the world smallest but every people have to deal with the biggest challenges from this situation. However, the surviving and challenging based on these conditions might require a lecturer to engage and passionate to perform their tasks and willing to involve several people especially the foreigner to perform as the team that leads to the highest degree of performance to the learners with the highest quality efficiently and effectively. Accordingly, the cultural diversity, engagement and passion among the teacher as the important sources to explain their performance to perform as the role model and produce the good quality of learners in the industry. The moderated mediation model is considered to explain this phenomenon.

Key Words: Cultural diversity, Engagement, Passion, Performance, Moderated mediation
1. Introduction

21st Century Skills is the important topics especially in the education area in Thailand that mentions in the education development plan of Thailand which required the basic and higher education to concern and apply in their curriculums (Ministry of Education, 2019; Vicheanpant et al., 2015). 3R8C as the components within 21st Century Skills that lead to enhancing the performance of learner in the present era and the key person that performed the role of transformation the policy to the leaners is a teacher or a lecturer (Jatuporn, 2018; Ministry of Education, 2019). The role of a lecturer has to perform the role of a facilitator rather than an instructor to demonstrate and encourage the learners to achieve the requirement of 3R8C (Jatuporn, 2018; Vicheanpant et al., 2015). Hence, the performance of a lecturer is significant towards learners to indicate and support the learners to receive the 21st Century Skills and realize how 3R8C are the key to challenge in the globalization circumstance. The globalization has made the world smallest but every people have to deal with the biggest challenges from this situation.

Challenging among the education industry in Thailand also become the intense competition when compared the ratio between the number of student and schools or university, in others words the learners have a high bargaining power to select the place and channel to educate while the schools and university have to complete to each other (Campus-star, 2019; Techsauce, 2019). Therefore, the branching extensions of education brand and curriculums as one of several ways to challenge and survive, particularly, the extending to the other countries or sent the system as the franchisor to sell the curriculum to the franchisee. Furthermore, a teacher has several choices to change their work easily if they perceived other firms quite fit rather than the current place (talk.mthai, 2017).

However, the surviving and challenging based on these conditions might require a lecturer to engage and passionate to perform their tasks and willing to involve several people especially the foreigner to perform as the team that leads to the highest degree of performance to the learners with the highest quality efficiently and effectively (Srisakun & Intuluck; 2018). Accordingly, the cultural diversity, engagement and passion among the teacher as the important sources to explain their performance to perform as the role model and produce the good quality of learners in the industry in this phenomenon.

This investigation contributes to explain performance based on cultural diversity, engagement, and passion by employing the moderated mediation model. The engagement is considered as the role of the mediator variable while the passion performed the roles as the moderator variable. The total effect moderation model is employed to explain the performance of the lecturer in Bangkok, Thailand context.
2. Literature Review

2.1 Cultural Diversity

Hofstede et al. (2010) cited that the cultural diversity or cultural differences according to gender, generation, religion, and region as the factor which related to differentiate of national culture and people need to apply into differences within the country. For instance, the difference of gender may encourage to describe some country that a men’s culture which differs from a culture of women which related to the way to perform the task, while generation differences refers to the symbols and values which represented the evident of people (Hofstede et al., 2010). Furthermore, the determinants that mentions by Hofstede et al. (2010) contributed to the investigation of Hofstede (2011) also proposed the six dimensions to explain the cultural diversity including:

- **Power Distance** refers to the inequality of authorization;
- **Uncertainty Avoidance** represents the degree of stress to deal with the unpredictable situation;
- **Individualism versus Collectivism** stated to the situation that among of people prefers to work alone or as a team;
- **Masculinity versus Femininity** implies to the role that society tended to favor a male or female;
- **Long Term versus Short Term Orientation** represents the situation that people’s effort to focus the goal based on the period of time and
- **Indulgence versus Restraint** refers to the circumstance that people enjoy or control their feeling based on the basic human desires (Hofstede, 2011).

Thus, the six dimensions of Hofstede (2011) as the important factor which represented the degree of cultural diversity.

2.2 Organizational Performance

Organizational performance has been investigated as dependent variable of interest for researchers concerned particular in the management field (Richard et al. 2009). Moreover, organizational performance has become a major component of empirical research especially in the field of business policy (Dess & Robinson, 1984). When researchers or practitioners studied about organizational performance, majority they defined that performance as a dependent variable for seek the variable that effect on performance, and organizational performance has been interested in the organizational strategy field that defined organizational performance as its primary focus but for the only performance is to be predicted, understood, and shaped is ordinary all over the field (March & Sutton, 1997). Furthermore, organizational performance has been considered by several scholars who attempted to identify and develop the best definition and measurement of the organizational performance concept (Kieu, 2010).

According to Richard et al., (2009) cited that the organizational performance surrounded in three specific areas of firm outcomes: (1) financial performance (profits, return on assets,
return on investment, etc.); (2) market performance (sales, market share, etc.); and (3) shareholder return (total shareholder return, economic value added, etc.). Hence, the organizational performance is the dependent variables that scholars and practitioners have been examined. Moreover, the organizational performance is outcomes of the firms that covered with three perspectives included financial, market, and shareholder return perspectives.

2.3 Engagement

Kahn (1990) introduced the term of engagement which refers to a persistent affective and cognitive, fulfilling and work-related state of mind in the positive direction includes vigor, dedication, and absorption to explain this terms (Ryan & Deci, 2000; Schaufeli & Bakker, 2004). Vigor is the term to explain the level of persistence when people surface the trouble or willingness to invest the energy to effort in the task, while the dedication employed to describe to the inspiration, pride, challenge, enthusiasm, and sense of significance towards a task, and the absorption represented the circumstance the employee focused to work with the positively feeling (Bakker & Demerouti, 2007; Schaufeli, Salanova, González-Romá & Bakker, 2002). Therefore, the engagement as the factor will encourage the positive experience of people in terms of persistence, pride, and attach towards their work.

2.4 Passion

Vallerand (2015) presented the concept of passion called the Dualistic model of passion (DMP) to categorize the types of passion includes the obsessive passion and harmonious passion. Furthermore, several scholars employed DMP to explain the passion among the participation in various context, for instance, in the hospital, university, sport, and E-Commerce (e.g., Birkeland & Buch, 2015; Bureau, Vallerand, Ntoumanis & Lafreniere, 2013). The assumption of DMP towards types of passion stated the obsessive passion employed to represent a controlled internalization process towards activity while the harmonious passion used to represent an autonomous internalization process (Vallerand, 2015). Moreover, the result of harmonious passion will generate the positive outcomes during and after activity engagement whereas the obsessive passion will indicates in terms of negative rather than positive (Vallerand, 2015; Verner-Filion, Lafrenière & Vallerand, 2012) Consequently, the passion is the concept which aims to explain the behavior among participants towards activity that they loves by willingness to do and pressuring to do through the harmonious and obsessive respectively.

2.5 Studies Related

Ahammad et al. (2016) investigated the cultural diversity in the boardroom and corporate social performance based on 1,447 companies found that the cultural diversity has a positive relationship with the performance in terms of challenge among the competitor in the industry and approached the consumers clearly. Nevertheless, if the degree of cultural diversity is too much, the impact of cultural diversity might hurt to the firm performance (Frijns et al., 2016).
Furthermore, the cultural diversity as the factor which related to the engagement as well, for instance, Kim (2015) and Li et al. (2019) employed the cultural diversity to explain the engagement in terms of politic and community the result indicates that the national identity has a positive impact on engagement, though they identified the different of nation but they engaged towards the community activity in the same direction. The engagement also indicates the evident to perform the role of independent variables and fully mediated between personal resources and performance. For instance, Bakker et al. (2015) indicates the result that when student contains the trait in terms of openness and followed their friend to tutorial session, the performance of student also increased. Lastly, Mills et al. (2019) considered the passion as the role of moderator to investigate a moderated-mediation model found that the harmonious and obsessive of passion moderated the a moderated-mediation model which the negative affect and life satisfaction as the independent variable while internet gaming disorder and coping with video games as the dependent variable and mediator variable respectively.

3. Methodology

3.1 Research Questions

There is the engagement perform the role as mediator while the passion moderate directly and indirectly?

3.2 Conceptual Framework and Propositions

![Conceptual Framework](image)

Proposition1: Cultural diversity has a positive effect on the organizational performance.
Proposition2: Cultural diversity has a positive effect on the engagement.
Proposition3: Engagement has a positive effect on the organizational performance.
Proposition4: Engagement is mediated between the relationship of cultural diversity and organizational performance.
Proposition5: Passion is moderated between cultural diversity and organizational performance directly and indirectly.
Proposaition6: Engagement is mediated the relationship between the cultural diversity and organizational performance for passion based on the moderated-mediation model.

3.3 Analytic Procedure

SPSS is employed to describe the frequency, mean and missing value while the moderated-mediation model is analyzed by the PROCESS of bootstrapping macro for SPSS with 5,000 resamples based on the concept of Preacher and Hayes (2004) to assess the direct and indirect paths among cultural diversity, engagement, organizational performance, and passion.

3.4 Participations

A teachers in private in University in Bangkok.

4. Expected Result

This investigation expected the end result related to the proposition which is proposed in the conceptual framework. To contribute the process to enhance the performance of university though the cultural diversity, engagement, and passion among the teachers based on the requirement of 21st Century Skills in the education context.

References


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