



The Learning of Cultural Quotient in Higher Education: A Case Study of SuanSunandha Rajabhat University Student, NakornPathom Campus

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Abstract- Post-modernization era, the society becomes more diverser. People travels freely and always bring their norms, values and culture with them. Hence, it is vital learning different cultures in order to better understand others. This study aims to assess factors affecting cultural learning of undergraduate students in hospitality, tourism, airline business and international business program. The questionnaires were administered in collecting the data from second year students. The ANOVA and structural equation modelling were conducted to compare and investigate the causal relationship of the factors affecting cultural learning. The result found three important determinants affecting cultural learning including: self-experienced confronting different culture in other parts of the country, students' own interest to learn other cultures, and a part-time job allow students to meet and interact with various people from multi-cultures both national and international. The recommendations, therefore, the university should integrate work-based learning, or activity -based learning allow students to face with various people from various parts of the world. As well as, providing appropriate technology tools, and times for student to search, to learn other cultures in accordance to their own interest.

Keywords: Human Capital, Learning, Cultural Intelligence, Hospitality, SSRUIC

I. INTRODUCTION

Thailand's economy, precisely, relies on export, tourism and hospitality industry (Udomratchatawanich, 2020 Jan 23). This is because of its geographical location, tropical climate, natural and beautiful sceneries, the exotic food and unique cultures attracting the tourists. Bangkok was ranked number one most visiting city in the world for two consecutive years from 2018 to 2019. As in 2019, there were around 22.7 million international visitors visiting Bangkok (Talty, 2019 Sep 04). Besides, there were plenty of foreigners living and working as both white and blue collars in every part of the country. Thus, the society and workplaces become more diverser. Withal, the social media is also one of the platforms that individual has a chance to communicate with others from every part of the globe. It allows people to interact with intercultural (Liu & Zhang, 2020). According to Hlepas (2013) stated that the globalization has augmented the cultural and tribal diversity which leads to negative impact on social, governance quality, economic and human development. Hence, it is essential to cultivate the diversity of cultural for students. So that, they can adapt themselves in the workplace, and to serve the customer from other countries effectively. In addition, the new generations are the intellectual capital of the country living in the diverse post-modern era, where the society is diverse, technology make people socially closer, the personal characters, value, belief instantly share quickly by clicking. Along this line, knowing and being a professional intellectual capital must have a cultural intelligence (CQ) skill set. There were multiple studies on cultural intelligence such as Johnson & Buko (2013) examined the cross-cultural transfer in Ukraine; O'Keefe, Bourgeois & Davis (2017) evaluated CQ in the Canadian armed forces; Fang et al. (2018) have reviewed the CQ research, many scholars studied on the cultural intelligence scale measurements, the development approaches of cultural intelligence, the effect of CQ both direct and indirect to firm performance, and some studied on cultural intelligence related to personality, like Ang, Dyne & Koh (2006) researched the correlation between CQ model with big five personality. Whereas, some scholars studied CQ on specific student group such as Short, St. Peters, Almonroeder, Bolomope & Daller (2020) studied cultural competence of occupational therapy doctor students; as well as, Chang, Guo & Lin (2017) evaluated the cultural learning competence of health students. It is barely to find the article of scholars measure the factors affecting students cultural learning related to service industry, such as tourism, hospitality, airline business. Since, these group of students need to be guided for adapting to the diverse cultures in their future endeavors. Even though, the University provides cultural awareness course for all

programs including; hotel and hospitality, tourism, airline business, restaurant business and international business program to prepare students both cultural knowledge and skills set. Thus, this study is to assess the factors that affecting students of learning culture to be more effective.

Aim of Study

To investigate the factors affecting cultural learning of students in hospitality, tourism, airline business and international business program. The finding would be beneficial in augmenting the cultural learning to be more effective, preparing students for their future encountering cultural diversity, and preventing the cultural shock.

II. METHODS

A quantitative research was applied using SPSS for descriptive analysis, F-test ANOVA, and structural equation modeling (SEM) to analyze the relationship between the factors and the cultural learning. The goodness of fit GFI, CFI, NFI, CMIN, and RMSEA have been tested. The sample comprises of 291 second-year students at College of Hospitality Industry Management; Suan Sunandha Rajabhat University. The target groups study in airline business, tourism, hospitality, restaurant business and international business program. This sample group has finished ASEAN studies course, and English camp. The questionnaire was used as a tool to collect the data with Likert's Scale rating. Cronbach's Alpha was tested with the reliability score at 0.95. Due to the number of students is less than 400 at the acceptance level 0.05 respective to a significant level of (Yamane, 1967), thus all existing 291 second-year students were asked to participate this study. Then, the total sampling separate by program of study includes; 201 students from airlines business program, 17 students from tourism program, 26 students from hotel and hospitality program, 10 students from restaurant business program, and 37 students from international business program. The independent variables affecting to cultural learning were collect from literature and focus group. The purposive sampling was employed for focus group interview of students from five programs.

III. LITERATURE REVIEW

Culture is a way of life for a group of people, consisting of knowledge, experience, beliefs, values, traditions, customs, roles, which relate to the space, viewing the world, objects and geographic regions that individual live. Furthermore, the culture composes of three elements including: inner core which are the history that created specific culture, identity, beliefs, and values; intermediate level refers to activities and traditions, cultural expressions such as roles, religious ceremonies, customs, forms of communication, art; and last the outer level refers to the large cultural systems in economics, health, education, religion, family, and systems as a whole (Lui, Volcic & Gallois, 2015).

Whereas, Nahai (2017) cited that culture shadow the social norms, attitudes and belief of individual hold. Culture influences society perception, preferences and reacts. As above mentioned, people travel with their culture. On the other hand, one will share and learn culture from others at the same time. Moreover, Nahai referred to Hofstede's idea comparing the culture is like the mind's software that programmed mankind mind characterize a group of people from another. While, Metta (2016) added that the globalization has no boundary conditions where people traveling fast, and free. This allow people to migrant, cross-cultural marriage. As a consequence, resulting in an integrated cultural phenomenon, a half-blood identity, a marginalized concept including the third culture. More than that, the role and influence of new media affects social culture change in many ways, such as: the expression of individual identity, personality change, and demonstrating the expertise of individuals to be accepted. Some might create a history of one's own story that is deviated from the truth to get attention and acceptance of friends on the online network, which creates the values of deception and imitation according to the current trend.

However, the process of socialization occurs when one has to enter a new culture. It is learning to adapt to a new culture called 'acculturation'. That means an adjustment to enter a new culture, learn how to think, to feel and the ways of showing new patterns of behavior to match the host culture. When a person enter to a new culture requires adjustment, which often causes problems for example anxiety, stress, loneliness, uncertainty in communicating with people in that culture, and cause to cultural shock. The culture shock often occurs suddenly. It is a feeling of anxiety due to the loss of certain symbols that

are used to communicate or having social interactions for instance the posture, the facial expressions, traditions, and norms that people has innate (Metta, 2016). So, Gudykunst & Hammer (1984) proposed two methods for adapting oneself to new culture, including; decrease uncertainty by understanding other cultures, and attempts to cope with anxiety, avoid evaluating other culture negatively, and to be flexible and adjust to the situation.

Livermore (2011) defined cultural intelligence (CQ) is the ability to adapt effectively in a variety of cultural contexts (Ang & Van Dyne, 2008). The cultural intelligence is an overall performance that people can take with them anywhere that will benefit a person, even if they face other cultures for the first time. The cultural intelligence can be measured by dividing it into four parts. Those are motivation, cognition or knowledge, strategy or metacognition, and behavior. The motivation is the interest and confidence of an individual when face with diverse cultures. While, the cognition is a person's knowledge of cultural similarities and differences, and understanding of the differences in the core culture and the impact of culture on oneself and others. The later measurement is meta-cognition or strategy means a person having an understanding of the experience on cultural differences that is important to make decisions for people, work processes, or work plans that are culturally different. And last, behavior is how well the person's able to adapt to different culture, responding to various situations appropriately (Fang et al, 2018; Frias-Jamilena et al, 2018). The cultural intelligence scale (CQS) was pioneered by Early and Ang assessing the four facets of CQ capability that widely applied. The CQS consists of motivational, knowledge, strategy, and behavioral perspective. The motivational composes of a set of questions that a person enjoy living and interacting with different cultures, and confident on socializing with unfamiliar context. Whereas, the knowledge concerns with the recognition of general rules, norms, values, and arts. The strategy or metacognition is about the self-awareness of a person when interacting with people from other culture, and applying or adapting knowledge purposefully. Last, the behavior is a set of question consist of nonverbal, and verbal action in different culture situations (Johnson & Buko, 2013).

Frias-Jamilena et al, (2018) concluded that a person who has high meta cognitive is able to think critically and culture consciousness, a person who has high cognitive is able to segregate, understand global culture comparison, a person who has high motivation is able to cope with the situation in various cultural set effectively, and a person who has high behavioral is more flexibility interaction with others. Hence, as a service provider, it is important to recognize cultural diversity, since the service receiver would form the quality of services related to their specific culture. For this reason, it discloses that tourist travel with their norms, values, beliefs, and expectation differently. Those who are in the hospitality, tourism, airlines industry, and international business should be flexible and enhancing themselves the cultural context. As the evidence study from Uelschy et al, (2004) found people from different countries perceive the service quality differently in dental service. Other scholars Cunningham & Young (2002) promulgated the perception of airline's passenger from different culture including American and Korean. These passengers highlighted the airline's service asymmetrically, such as American passengers prefer reliability, in-flight comfort, and connection. While, Korean passengers determine reliability, assurance, and risk factors. Meanwhile, Ladhari et al, (2011) found cultural differences, nationality, cultural dimension and customers' personal values stress the service quality separately.

To such a degree, it is important for human capital in service industry to recognize, aware, having cognition, and adaptability in various cultural contexts they confronting. As refers to Crowne (2008) found that a person who studied and worked abroad highly reflect to CQ and behavior. And researcher suggested the international organization should educate its workforce prior send them to work abroad. This is consistent to MacNab & Worthley (2012) revealed that the CQ related to the real experiences of a person who has a chance traveling, working, and studying abroad allow them to be more effective working with others, flexible, and better in task management. While, Thomas (2006) analyzed a person who has mindfulness would also has CQ. The researcher applied Buddhism concept of mindfulness which link between knowledge and behavioral processes. It is the principle of consciousness, proactive, self-adjustment in the learning process, creative, and always recruiting new perspectives.

Human capital, the words, derived from economic thought relate with the accumulated knowledge, skills, and expertise invested in human. The investing might be in the form of formal education, health care, experiences, training, seminar, and development that make people's future life better (Becker, 1933; Lauder et al., 2012; Kuchacikova et al., 2015). Thai scholar Chira (2012) proposed a good human capital needed should be talented capital compose of knowledge, skills, and good attitude. The development of talented capital includes; having an example or a good role-model, allow learners to have direct experience, and learn from experienced-person, education, learning environment for learners to share and express the idea, and evaluation. The other qualification of Thailand human capital should have is cultural capital. It is the knowledge, understanding and awareness of the importance of culture which is

the foundation of human life. It consists of customs, traditions, history, religion, way of life, wisdom, beliefs, and practices. This is an important identity of the country in creating value and adding value in a globalized society. In addition to cultural capital, one must understand the culture of other countries and be able to manage cultural differences.

Crawshaw, Budhwar & Davis (2014) defined the education is the activities that are designed and organized by one or more agents in order to result in changes in knowledge, skills, and characteristics of individual. The education is a systematic learning, with teachers to achieve goals, enhance knowledge, expertise, and moral values. The education is necessary for living and beneficial to society. It focusses on preparing people to be ready to work according to the needs of the organization in the future (Suchitra, 2014). One of the learning approaches for educating is the cone of experience of (Dale, 1970) analyzed the learning styles into three forms. Those are learning from direct experience, learning from the image, and symbol. Each type learning relates to specific action characteristics, such as direct experience, so it involves self-learning by the learners. If learners learn from practice and if taught to others, they will be able to remember more. The best method of teaching is teaching others and learning from actions, learners can apply knowledge, reasoning, and problem-solving skills namely problem-based learning (PBL) (Zabit, 2010). From the literature review, and focus group researcher conceptual the model for this study as shown in figure 1 below.

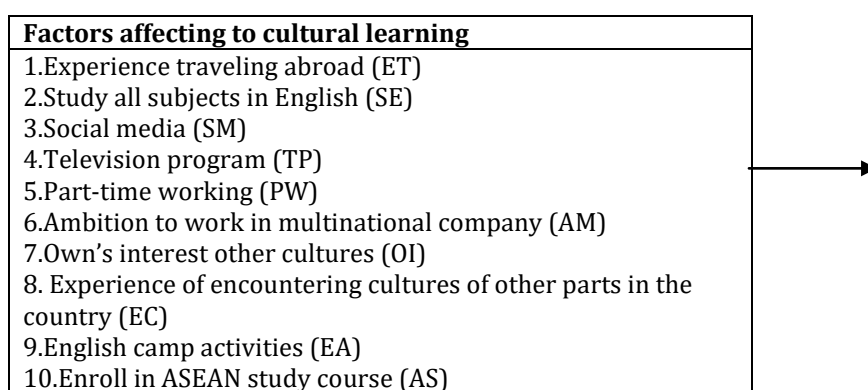


Figure1. Conceptual Framework

From the conceptual framework, the factor variables can be explained the relationship to the four issues of CQS including: motivation, knowledge, strategy, and behavior. As summarized in table 1 below

Table 1. Independent variables related to the four CQ dimensions

Factors	CQ dimension definitions
1. ET	Enjoy living, confident interacting with people from other cultures
2. SE	confident interacting with people from other cultures
3. SM	Recognize norms, values, culture and arts, confident interacting with people from other cultures by connecting to technology
4. TP	Recognize norms, values, culture and arts, confident interacting with people from other cultures
5. PW	Self-awareness on interacting with people from different culture both verbal and nonverbal, confident interacting with people from other cultures
6. AM	Enjoy living, confident interacting with people from other cultures
7. OI	Recognize norms, values, culture and arts, confident interacting with people from other cultures, Self-awareness on interacting with people from different culture both verbal and nonverbal
8. EC	Enjoy living, confident interacting with people from other cultures, Self-awareness on interacting with people from different culture both verbal and nonverbal
9. EA	Enjoy living, confident interacting with people from other cultures
10. AS	Self-awareness on interacting with people from different culture both verbal and nonverbal

Then, the first model was initiated the linkage of 10 factors that relate to the cultural learning of student effectively, as shown in figure 2.

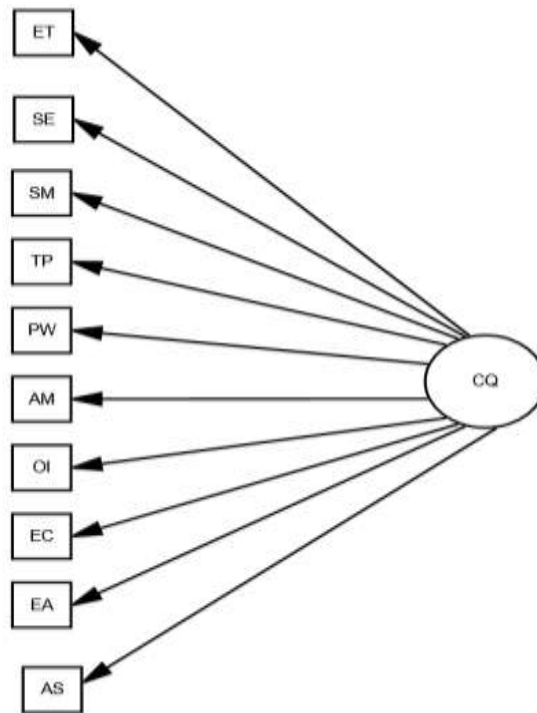


Figure 2 The causal model of factors affecting cultural learning

IV. RESULTS

The majority of respondents were female 72 per cent and male 28 per cent, aging 18-20 years old 68 per cent, 21-22 years old 32 per cent respectively. The highest number of sample group study in airline business program 69 per cent, international business 13 per cent, hotel and hospitality program 9 per cent, tourism 6 per cent, and restaurant business program 3 per cent. While, most of students accounted for 24, per cent, 48 per cent, and 25 per cent expressed the importance of cultural knowledge in globalization, and enhancing their future career at medium level, high level, and highest level respectively. The SPSS result on the factors affecting cultural learning ranked from the highest to lower mean score revealed that the studying all subjects in English (ET: $\bar{X} = 3.92$, $SD = 0.810$), the IT navigation from social media (SM: $\bar{X} = 3.87$, $SD = 0.779$), students' own interest of other culture (OI: $\bar{X} = 3.79$, $SD = 0.883$), part-time working (PW: $\bar{X} = 3.53$, $SD = 1.190$) that allow them to meet with various people from other countries and other parts of Thailand encouraging them to understand and a better learning of cultural awareness subject, and the experience of encountering cultures of other parts in the country (EC: $\bar{X} = 3.53$, $SD = 0.940$). The comparative of the students' perception toward the factor affecting cultural intelligence learning by using F-test. The result showed that there were no different among students from five program as shown in table 2 below.

Table 2 The comparative of students' perception toward CQ learning.

Factors	Source of variance	ss	df	Mean Square	F	Sig.
Factors affecting CQ learning	Between group	1.868	4	0.467	1.276	0.279
	Within group	104.635	286	0.366		
	Total	106.503	290			

Significant level 0.05

From table 2 the result found that the students in different program has the same perception toward the factor affecting cultural intelligence learning. Then, the confirmatory factor analysis was conducted to confirm the causal relation of the factors that has impact on cultural learning. The goodness of fit analysis of the structural model was tested as shown in table 3.

Table 3 Goodness of fit analysis

	Acceptance level	Goodness of fit index		Acceptance level	Goodness of fit index
X ² (CMIN)		59.790	AGFI	> 0.8~0.9	0.950
d.f		51	CFI	> 0.9	0.969
p	< 3	0.177	RMSEA	< 0.05-0.08	0.020
CMIN/ d.f	> 0.8~0.9	1.182	RMR	< 0.05~0.08	0.020

Table 4 Result of confirmatory factor analysis

Factors	Standardized estimate	Non standardized estimate	S.E.	C.R.	SMC
Own's interest other cultures	0.641	1.281	0.268	4.771***	0.411
Ambition to work in multinational company	0.637	1.225	0.252	4.753***	0.405
Part-time working	0.601	1.072	0.278	5.476***	0.362
Social media/IT	0.553	0.919	0.202	4.542***	0.306
English camp activities	0.543	0.907	0.235	4.566***	0.295

*** = significant level <0.001

From table 4, it is confirmed that the student own's interest in other cultures has highest impact on their study the cultural awareness subject with the $\beta = 0.641$, C.R. = 4.771 ($p < 0.001$) and the significant statistic of explanation power at 41.1 per cent. The second factor is the ambition of student to work in multinational company with the $\beta = 0.637$, C.R. = 4.753 ($p < 0.001$) and the significant statistic power of explanation is 40.5 per cent. The third factor is a part-time working that allow students to interact with many people from different cultures with the $\beta = 0.601$, C.R. = 5.476 ($p < 0.001$) and the significant statistic of explanation power is 36.2 per cent. Whereas, the fourth factor is social media that has influence on student learning culture with the $\beta = 0.553$, C.R. = 4.542 ($p < 0.001$) and a significant statistic of explanation is 30.6 per cent. The last factor is joining English camp activities allow students to meet friends from other parts of the countries and abroad with the $\beta = 0.543$, C.R. = 4.566 ($p < 0.001$) and a significant statistic of explanation is 29.5 per cent accordingly. Thus, the second model of factors affecting the cultural learning has been corrected as shown in figure 3.

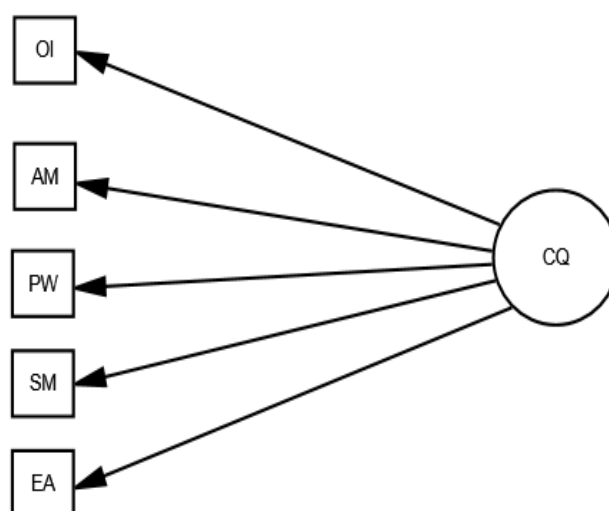


Figure 3 The factors affecting the cultural learning of SSRUIC's students

V. DISCUSSION AND CONCLUSIONS

From the comparison of students learning cultural awareness, there is no different perception of the factors affecting to their learning effectiveness. In addition, as the result of confirmatory factor analysis found that in teaching and learning cultural awareness preparing human capital for the diverse society is worth remarkable that the motive of learners is most important striving to success. Such as, the students' own interest of other cultures and the ambition to work in multinational company. As it will lead to the students' will and keen to learn, to search for more information. Hence, the lecturer roles should be as facilitator using the dialogue, or storyteller arousing students' motivation curious to know other cultures, allowing students to learn by using technology tools and applying a dialogue classroom to share the information. Meanwhile, the lecturer should act as facilitator by providing advice and sharing how the CQ would be beneficial for students' future career. The other issue to be considering is the teaching by cooperative-based learning that allow students to work as a team, learning from each other's. Another alternative method supporting CQ learning is project-based learning where students could confront with real people, real experiences that enhancing them to recognize and interact with people from different cultures as refers to (Dale, 1970) the cone of experience. What is more, the institution should encourage the memorandum of understanding (MOU) among other institutions to be effective for student ex-change program, or providing two degrees. As in Thailand, it is not common to find student international conference and seminar, in the meantime, the international conference for undergraduate students should be held more often. Since, the conference could enhance student learn to research systematically which will develop multi skills at the same time. The students' conference also allow student to meet and networking among them. Whereas, the English communication, presentation, and interpersonal skills will be developed as well.

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