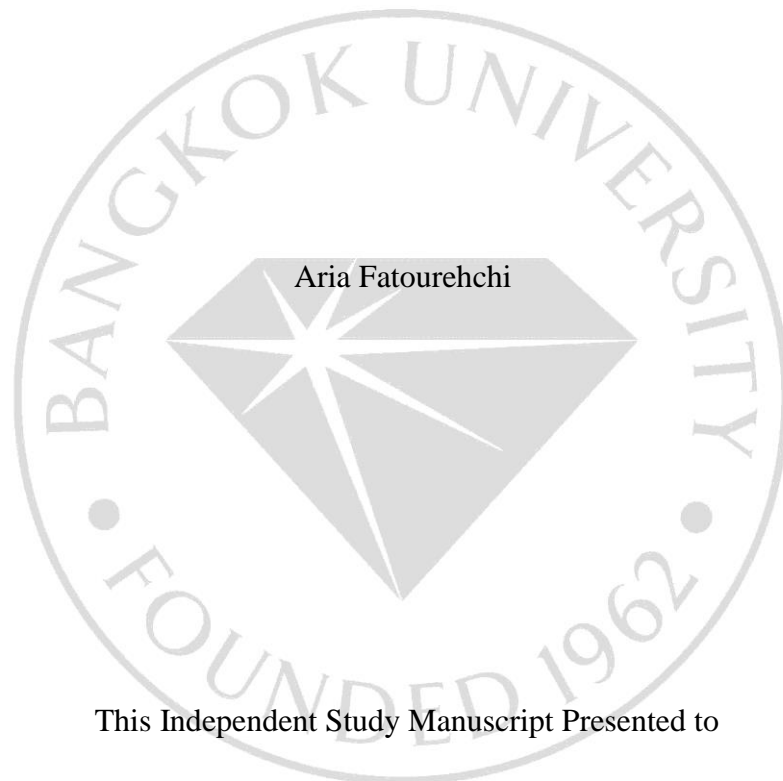


THE FACTORS OF EDUCATION, NECESSITY, ACCESS TOWARD RECENT
THAI BUSINESS GRADUATES' PERCEPTION OF CONTRACT
MANAGEMENT



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The Factors of Education, Necessity, Access Toward Recent Thai Business School

Graduates' Perception of Contract Management (73 pp.)

Advisor: Assoc. Prof. Suthinan Pomsuwan, Ph.D.

ABSTRACT

The research involves a study on the current perception of contract law knowledge among recent business graduates. The study discusses three dependent variables argued to determine the “perception” of contract law knowledge among recent business graduates in Thailand. The first dependent variable involves education and its factors namely self- study/ training options, course enrolment, and University. The second dependent variable involves necessity and it has captured the factors of entrepreneurship, career life, and everyday activities as defining the necessity of contract law knowledge. The third independent variable involves the issue of access and it has captured the aspects of free and paid university study materials as determining the level of student perception. In ascertaining the effect of necessity, education, and access on graduates' perception of contract law, the research has applied a descriptive case study that involved a focus on social platforms with recent Thailand business graduates. Self- administered questionnaires were used as data collection tools and the findings were coded and analysed using frequencies measures and multiple regression.

Based on the findings, the factors of necessity and education were identified to significantly affect the recent Thai business graduates' perception of contract law knowledge. Access factor did not affect the perception level of most graduates. The

discussion part of the research involves a comparative discussion of the named findings as related to the empirical and theoretical evidence used in the study. Ultimately, the discussion section suggested recommendations based on the findings to help future researchers and as well help higher education system development agendas in Thailand higher education delivery system.

Keywords: Contract management, Contract law, Contract perceptions in Thailand



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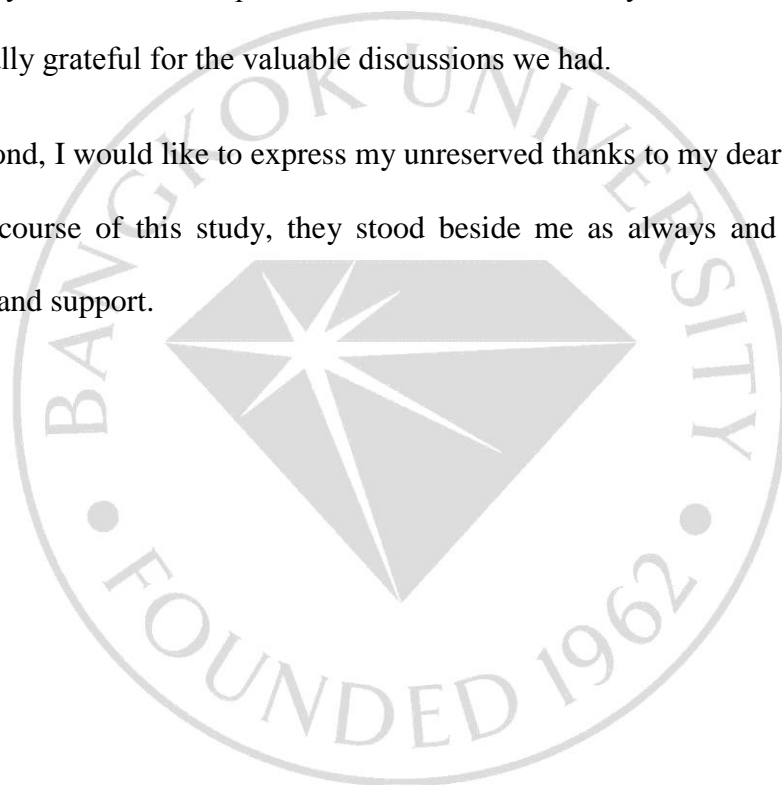


TABLE OF CONTENTS

ABSTRACT.....	v
ACKNOWLEDGMENT.....	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER 1: INTRODUCTION	1
1.1 Background.....	1
1.2 Statement of the Problem.....	7
1.3 Purpose of the Study	8
1.4 Scope of the Research.....	8
1.5 Contribution of the Research	10
CHAPTER 2: LITERATURE REVIEW	12
2.1 Empirical Review.....	12
2.1.1 Education.....	12
2.1.2 Necessity.....	13
2.1.3 Factor of Access to Knowledge.....	14
2.1.4 Perception of Contract Law.....	15
2.2 Perception Theories	17
2.2.1. Cognitive Dissonance Theory	17
2.2.2 The efferent Readiness Theories	18
2.2.3 Gibson’s Direct Visual perception Theory.....	19
2.3 Study Objectives	20
2.4 Hypotheses	20
2.5 Study Framework.....	21
2.6 Definition of Terms.....	22
CHAPTER 3: METHODOLOGY	23
3.0 Research Design.....	23
3.1 Population	23
3.2 Sampling Technique	24
3.2.1 Sample size	25

TABLE OF CONTENTS (Continued)

3.4 Tools and statistics	26
3.5: Research Instrument	26
3.6 Content Validity and reliability Tests	27
CHAPTER 4: RESEARCH FINDINGS AND DATA ANALYSIS	31
4.1 Sample used for Data Analysis	31
4.2 The Analysis of the Demographic Data of the Samples	32
4.3 The Analysis of Education and Its Impact on Perception of Contract Law.....	33
4.4 Analysis of Necessity and its Impact on the Perception of Contract Law	38
4.5 Analysis of Access and its Impact on Perception of Contract Law	43
4.6 Hypotheses Testing	44
CHAPTER 5: DISCUSSION AND RECOMMENDATION.....	48
5.1 Discussion	48
5.1.1 Education.....	48
5.1.2 Necessity.....	51
5.1.3 Access.....	53
5.2 Recommendation on Thai Higher Education Sector	53
5.3 Recommendation to Future Researchers	54
BIBLIOGRAPHY	57
Appendix 1: Averages Mean (M) and Standard deviations SDs table	62
Appendix 2: Krejcie and Morgan's (1970) table	63
Appendix 3: Sample Questionnaires.....	65
BIODATA.....	73

LIST OF TABLES

Table 1: Gross enrolment rate in Thailand schools from 2006 to 2016.....	2
Table 2: Summary of the sample size selection.....	266
Table 3: Demographics on Frequency and Percentage Representation based on Gender.....	332
Table 4: Demographic Data Classified on Different Education Levels of the Participants.....	332
Table 5: Institution Representation and the Number of Participants from Each institution	33
Table 6: Frequency and Percentage Representation of Participants Understanding of Contract Law	36
Table 7: Frequency and Percentage on How Respondents learnt Contract Law and the reasons thereof	36
Table 8: Reasons on change of Perceptions.....	38
Table 9: Respondent Data on Perceived Current Struggles.....	41
Table 10: Self- ratings on Understanding the Necessity of Education	42
Table 11: Findings on Perceptions of Contractual Law.....	42
Table 12: Rating on options of the participants perception of contract law in college and after college.....	43
Table 13: Multiple Regression Model Measure Metrics	45

LIST OF FIGURES

Figure 1: Relationship of Education, Necessity and Access to perception of Contract management Knowledge Among recent Thai Business School Graduates ..21



CHAPTER 1

INTRODUCTION

This chapter discusses about background study, the problem statement and the key purpose of the study. Also, in relation to the identified discussions, the chapter will define the study scope and also narrates the key contributions of this research to different affected parties or implied beneficiaries.

1.1 Background

The increase of value recognition of education has led to the rise in school enrolment levels. The actual estimate in earlier years, 1987 to 2006, was a bit lower on post and undergraduate education levels. However, the gross enrolment ratio increased over the years in all constitutes education levels and has shown the growing significance of education in Thailand. According to the UNESCO Institute for Statistics (2016) data, the gross enrolment level in 2015 was 49% of the maximum value of 52 in 2011. However, the decrease is projected to increase according to World Bank estimates on economic effects as determined with Thailand's GDP growth measure metrics of 2018, 2019, and 2020 (World Bank, 2019). This decline is also identified to link to demographic decline in Thailand records an increase in the aging population. These issues implies critical issues in Thailand education processes that need a considerable look at the present. The gross enrolment rate in Thailand Schools from 2006 to 2016 is shown in the table below.

Table 1: Gross enrolment rate in Thailand schools from 2006 to 2016

Year	Gross Enrolment Rate (%)
2005	44.58
2006	44.86
2007	49.03
2008	48.67
2009	49.40
2010	50.37
2011	52.26
2012	50.68
2013	49.85
2014	50.18
2016	49.29

Source: (World Bank, 2019; UNESCO Institute for Statistics, 2016)

Despite the identified current issues and projects, Thailand's higher education sector has improved its education delivery processes to ensure that it meets different training objectives. Some of the key transformations in Thailand's higher education system includes consistent training career reforms to restructure a tutoring career to increase education's significance in Thailand's future development (Salihi, 2020). Notably, the importance of Thailand's university education is changing with the current change in career preferences. The higher education learning process is employing measures to include a reflection of economic career changes. This higher education system adjustment aims to improve graduates' work- life relationships and experiences (Civera, Meoli, & Vismara, 2020). The changes also aim to orient graduates to adjust to different career shocks due to drastic economic changes (Pimpa, 2011). The university training process has majored in improving creativity, innovativeness, and economic awareness of graduates by ensuring all critical aspects of career creation and acquisition are covered in college studies.

The study of commercial law is growing significantly recognizable in all career fields. As Liu (2018) states, the understanding of law is essential in educational planning and economic development. Zhang (2016) also identifies the knowledge on commercial law as a crucial element in experiential learning systems that are currently evolving to edict the university learning systems. Therefore, the exclusion of law study in the education systems implicates the regulation boundaries in business ideas implementation and work- life demands that define different stakeholders' involvement in a business life cycle. Commercial law involvement in an education system promotes graduates' innovativeness and creativity, thus developing

business ideas. It also helps define the structure of work- life relationships, thus improving the workflow sequence in an economy.

Consequently, the exercise of commercial law relies on education systems. The significance of new Thailand higher education reforms is to change student perceptions of critical work- life issues (Lao, 2015). The change of perception depends on the internal training consistencies employed by different universities. Fry & Bi (2013) state that education reforms on training and/ or tutoring approaches are expect to improve experiential learning approaches that involves orientation of student cognitions on the reasoning to understanding commercial law issues.

The change of cognition consists of the shift in perceptions of key study aspects trained in universities. Education reforms aim to improve the efficiency and effectiveness of applying university education in actual work life and business life (Burford, Koompraphant, & Jirathanapiwat, 2018).

The transition of learning to work- life experience involves measuring the internal higher education training approaches and the change in different economic demands that define the work- life experiences. Sandri, Holdsworth, and Thomas (2018) argue that internal training approaches involve the university reforms that improve learners' learning effectiveness. These reforms involve the laid- out strategies that ease learner resources accessibility. Although, the reforms are different, as identified with each university and they are employed to improve learners' learning process and meet the effectual outcome on learners' improved cognitions on study concepts and their ability to apply the concepts in actual work- life instances (Fry & Bi, 2013). Therefore, different graduates experience different

levels of interactions in other college tutoring processes. The interactions affect their perception of different critical concepts identified with higher education reforms.

Besides, the experience of applying the learned concepts is identified with the necessity of critical learning elements. Thailand's higher educational reforms aim to integrate the work- life needs in the education learning process in different colleges. The integration of the learning process issues is assumed to improve the learners' ways of perceptions. A complete transition of a graduate to career life requires ready, well informed, skilled and creative workforces that will work in a changing economic environment (Sotiriadou, Logan, Daly, & Guest, 2019). The need for higher education is to meet such demands. Thus, improvising consistent reforms that will meet the changing requirement in the work- life scenarios. It assumed that non-inclusion of the learning process issues renders the higher education learning approaches ineffective in improving learner cognitions on different work- life problems.

An ineffective higher education system does not meet the demands of work life. Graduates from inefficient higher education learning process are expected to have little cognition on some necessary life experiences. Khaosaard and Pimsawan (2018) state that weak education systems result in graduates' academic shocks in the job markets and, in return, forces graduates to search for other extra study means to learn the uncovered aspects in their college educations. Some of the options involves enrolling in different colleges for short- term courses or doing personal lessons to learn various work- life aspects. Sotiriou, Logan, Daly, and Guest (2020) argue that ineffective higher education systems do not change learners' perceptions. As a result, graduates experience difficulties actualizing the education aspects of their career

lives. This education system's ineffectiveness may be linked to the failure of the reforms employed in higher education to improve learner perceptions of crucial learning aspects.

The current perception of contract law knowledge among recent Thailand University Business graduates evaluation is lopsided to one section of university business graduates groups. Such contradictory perceptions shows a likelihood of existing ineffectiveness in higher education system in providing output of the same work mentalities. The ineffectiveness can be linked to the education reforms involving resource usage, tutoring reforms, and educational structure changes that define learners' perception and cognition of different learned concepts in a single institution. The ultimate measure of this ineffectiveness is also determined with the graduate's actual life interactions measured with the significance or necessity of studying commercial law.

As implied from the discussion, real- life interactions may compel graduates to seek extra know- how on different work- life aspects; thus, there is a possibility that many graduates may decide to enrol in various short- term courses or self- study to understand some critical issues in commercial law as a result of post- college life experiences. There is also a possibility that some of the graduates ignorantly makes business decisions that compel them to long- term work- life consequences unknowingly. This possibilities may relate to the reason to why the consultation survives industry have a remarkable record of graduates seeking services to understand the critical elements of their work- life that involves commercial law.

1.2 Statement of the Problem

Recent Thailand business graduates show little knowledge on employment contracts. Although there is increased significance of higher education in Thailand, there is relatively effectual effect that the higher education output quality does not meet the market demands. In the quench to meet the job market demands. The mismatch is linked to the current upsurge demand for vocational colleges. Currently, there are different Thailand higher education reforms aimed to improve learners' way of cognitions and train them into actual work- life aspects as demanded by the current career economic changes (Lao 2015).

The identified education reforms are still yet to yield effective changes that will ensure the higher education approaches orient students to job market demands and reduces the options of student taking short- term courses in different vocational colleges. The lack of proper knowledge is most likely related to Thailand's ineffective higher education system which provides graduates with different cognition on job market demands. The effect causes mismatch of graduates college acquired skills with job market demands and once employed, such graduates enrolled for short- term courses to upkeep their understanding on the current changing job market demands.

For the above reasons, the current perception on contract Law knowledge among recent Thailand business graduates is linked to the higher education tutoring approaches. This approaches are defined with the education reforms in higher education which have not ensured that graduates have develop the required skills to meet the changing work demands. As a result of the low understanding levels, most business graduates opt to enrol in different short term courses to develop a new understanding as a result of demanding needs in their career choice option to

understand commercial law issues. Therefore, the correlation of the above issues can be described as; different Thailand business graduates need to understand commercial law is linked to other aspects that involve the necessity of commercial law to their current career life choices, the study environment policies of access of study material that may affected their university learning of contract law and the educational effect as deemed with the current options on learning commercial law.

1.3 Purpose of the Study

The study's purpose is to investigate the following aspects' impact on Thailand Business graduates' perception of contract law's significance.

- The effect of education as defined with university studies, self- study choices and short- term training or courses
- The impact of the necessity of understanding contract law as identified in post- college career life encounters
- The effect of accessibility to learning resources as defined with university education changes

1.4 Scope of the Research

The study only looks at three critical aspects: education, necessity, and accessibility and how they affect Thailand's recent business graduates' perception of contract law importance. The variable on education will only include three options: the student's university learning processes, the self- choice study effects, and the individual choice of student to enrol in different trainings to understand the concept of contract law. As identified with the study problem, the current has employed essential work- life aspects to enable students to make sound decisions in their career lives. Notably, graduates are seeking self- knowledge self- study options, including

enrolment in short courses to study commercial law. The study aims to determine if this issue changes their perception about commercial law, and in return, it determines the effectiveness of the university learning system.

The aspect of necessity will look on the post- college life experiences. Post- life experiences will involve graduates' career life decisions. Post- college life experiences assessment will study the risks of lack of contract law knowledge, the growing significance of contract law knowledge identified with career choices, entrepreneurial decisions, and business everyday actions. Besides, the accessibility aspect will evaluate the learning process on the current higher education reforms on student accessibility to learning resources. In this case, the variable on accessibility will only be evaluated on the availability of paid and different learning materials in other learning institutions. The study will determine if such options affected their perception of contract law.

Recent business graduate timeline limits will be for students who have graduated not more than ten years ago. The time frame will help create space for more experiential responses from Thailand graduates with enough years of post- life career choice experiences. The type of graduates specified for this research will only involve students who graduated from universities and colleges based in Thailand. However, there is no limit for students who graduated in Thailand, worked in Thailand, and pursued post- graduate degrees at foreign universities. The qualification will only be related to all universities and colleges within Thailand and the work- life experiences within Thailand. All the study process will be performed within the study timeframe.

1.5 Contribution of the Research

The study's findings are essential in building academic awareness of employment contract law's current perception by most graduates. The knowledge will benefit different stakeholders in different capacities. Foremost, Thailand business graduates will open up to understanding contract law and other commercial law facets in their career lives. The understanding is essential in determining the day-to-day decision-making process in starting, creating, and working in different business formations. Notably, graduate understanding also will link to current University students' regard and perception of studying commercial laws. Increase awareness of the importance of commercial law will make current undergraduate students increase the concern on studying commercial law by identifying the significance of their careers in post-graduate life experiences.

Moreover, the concern with the significance and effectiveness of Thailand education is increasing. This concern is linked to different changes in the economy and the broader political environment. As Civera, Meoli, and Vismara (2020) argue, changes in the more general business environment demand consistent reforms in the education sector to meet the education demands' objectives. Therefore, the research will open up an insight into the current variance of the economic needs and impacts of the higher education learning process on the labour market and thus provides a suggestion to improve the current situation identified in the Thailand higher education sector.

Equally, on the issue of reforms, there are other critical stakeholders involved who will similarly benefit from these research findings. Some of the vital stakeholders involve university tutors tasked with ensuring experiential learning is

implemented in different higher institutions. The research findings in this study are essential in defining new tutoring methods to help all tutors have a proper conception of the existing inconsistency in employing learning concepts by graduates in work life. Teaching and tutoring approaches will improve the current situation and notably provide better, well informed future Thailand business graduates. In line with the changes, other aspects of necessity on commercial law, accessibility of study materials will help develop better study approaches that benefit learners improved cognition on business issues and tutors a better system in achieving learning objectives.

Ultimately, the study benefits other research. The research approach opens up a wide re- way of study the issues in the education sector related to other concerns in Thailand's higher education. The future researchers will also employ this approach in study and to look at other topics of concern in business law or different study topics that affect graduates' decisions on career life.

CHAPTER 2

LITERATURE REVIEW

This chapter provides a detailed empirical review on the study variables of education, necessity, access and perception of contract law among recent Thai Business school graduates. Also, the chapter defines a theoretical stance of the study by applying three study theories. Other key subsections included in this chapter involves the definition of the study objectives, the study hypotheses and the study framework.

2.1 Empirical Review

2.1.1 Education

Education is defined to include a common trend of learning that involves a student knowledge acquisition process on the study of science and other diverse disciplines of knowledge. As Schaffar (2014) argues, education system involves a student knowledge acquisition process on the study of science and other diverse disciplines of knowledge. The perceived learning process involves different intervention procedures that apply methods of teaching to enhance quality and effectiveness measured on student understanding and comprehensions of learned concepts and their applications (Wittekk & Kvernbekk, 2011). Therefore, the quality of education gauges on the ultimate application and use of the shared knowledge of learners in actual life experiences. This ultimate measure on quality education involves the effect of higher education delivery on graduates' success.

According to Spanjaard, Hall and Stegemann (2018), graduates' underlying expectations in different higher institutions are to achieve different career demands.

This objective is claimed to overrule the end goals of the study determined by graduate grades. Rhein (2017) research showed that the current educational and economic changes had increased the competitive entry- level of graduates in the market. The increase in career market competition has triggered employers to regard graduate quality levels compared to college grade qualifications. Lao (2015) states that the change in the current career market has altered the education delivery systems, thus changing different graduate perceptions of various study issues.

The change in the education system has equally affected the different graduate's perceptions of Commercial Law. According to Allen and Kraakman (2016), knowledge of commercial Law is growing to be essential in the current education systems that aim to produce innovative and business- oriented graduates. Equally, the sensitivity to employment issues has altered employers' behavior to demand well- known graduates (Rhein, 2017). This new demand is linked to a productive corporate relationship that has redefined the roles of different communities to involve the return value of their existence as a measure with the impact created by firms in the community. Thus, as Marginson (2016) argues, education is turning to incorporate a study system that will turn students into graduates which are well informed on how to meet the changing demands in the market.

2.1.2 Necessity

The definition of the necessity of education measures the application of the knowledge garnered in education systems in post- learning life demands. The determinant of "necessity" defines the needed education quality levels. As Saffarieh (2016) argues, the learning process implicate the reason of learning and how it relates to the application of the knowledge in real life, business ideas development, and other

career- related fields as implied in the social structures. Therefore, the demands of necessity are identified with the current changes in the job markets. Othman and Asiar (2019) research findings showed that 65% or more graduates from different Thailand Universities are likely to engage in entrepreneurial activities.

According to Rochanasak and Chakkaew (2015), the intensification of job market competition due to the increased number of graduates has changed graduate intentions from becoming self- dependent employees. Ferguson (2018) argues this change has altered the education learning process. Higher education institutions are currently changing their teaching approaches to involve the new job market demands (Rochanasak & Chakkaew, 2015). These changes have not affected the necessity of any knowledge, implying that commercial law knowledge is equally significant to all aspects. Allen and Kraakman's (2016) study findings argued that the necessity of understanding commercial Law affects all areas of career life, including a student with views to be entrepreneur and those seeking employment. The new interaction of different graduates has not ranked the necessity of commercial Law only to involve career- related areas.

2.1.3 Factor of Access to Knowledge

The view on the variable “Access” in the context of this research is defined to involve the factors within the learning process that improves the learning process by increasing the accessibility to learning material. Therefore, the Factor of access to knowledge involves the reformation and change of education systems that allows student access to learning materials. Romero- Rodríguez et al., (2020) identifies such accessibility to define the learner knowledge level and thus influencing the level of innovations as defined with the application of knowledge garnered. As argued by

Power (2015), Thailand's higher education reformation is projected to involve student accessibility to resources by improving the learning system to increase student knowledge. As Ngampornchai and Adams (2016) state, the factor on access to materials is a determinant of education quality, and thus it influences student perception on critical aspects of learning. The learning environment determines the significance of education subject on career life issues. The current change and increased importance of law studies in business areas have influenced students to focus more on increasing resources related to commercial Law (Chienwattanasook & Jernsittiparsert, 2019). Ngampornchai & Adams (2016) argues that the accessibility of resources is currently improved due to integrated library technology that has increased different ways of resource accessibility in various institutions.

2.1.4 Perception of Contract Law

Perception of the contract law is defined to include a set of beliefs, attitudes, philosophies that explains the change of preferences on the significance of contracts' application in post –college life activities. The preferences include the change of graduates' behaviours to studying contract law as defined with other factors within the study and work environment. As Akareem and Hossain (2016) argue, the determinants of factors that influence graduates' perception involve the school environment that defines education quality and the lifelong experiences that attach to the significance of learning contract law. Thai, De Wever, and Valcke (2017) argue that most graduates change their perception of different aspects studied in school and takes a different stand on those aspects based on their need and application in their various career lives. Iwu, Ezeuduji, Iwu, Ikebuaku, and Tengeh (2018) study on Thailand's change of perceptions showed that some disciplines studied in different

institutions become less significant in real career life. This change suggests that the education system transforms and includes adoptive subjects beneficial for student career development. Also, considering the variability of the Job Market, Education is taking a new stance, and different graduates that have enrolled in other programs are changing to varying careers due to less demand for their degrees in the market.

Likewise, as Rhein, Westernisation, and the Thai higher education system: past and present (2016) argues, the competition in Thailand's Job market has shaped the recruitment system. This change of recruitment system has changed different employers perceptions, According to Rochanasak and Chakkaew (2015), different employers are looking for intellectuals and thus prefer both education and everyday life intellectual abilities from students. Employers are changing graduates by regarding studies and grades as essential in improving their competitive ability in the job market. In that regard, students are looking to access quality education that builds them to understand different life concepts. This change of instances in education type and career demands should determine whether student perceptions contrast with the true significance of learned concepts and their application in real career life (Chienwattanasook & Jermisittiparsert, 2019). Thus, the relationship proves that the factors of necessity, as determined with the application of commercial Law in different career choices, the education quality, and the reformation that influences education quality such as access to resources are critical in determining student perception of contract law.

2.2 Perception Theories

As Hoffman (2018) argues, different perception theories have built on interactive, experiential learning that involves sensory information to understand the

environments. The theories involved organizational social learning processes that form critical information that changes the atmosphere's human perception based on the environmental interactions and significance of the knowledge gained.

2.2.1. Cognitive Dissonance Theory

The cognitive dissonance theory builds on the conflicting beliefs, stimulated feelings, and changes to different beliefs. This theory's relationship to this study is that it defines the learning processes and the developed beliefs and contract law. These beliefs, as Hinojosa, Gardner, Walker, Cogliser, and Gullifor (2017) state, are changed through conflicting experiences, which as well involve different learning experiences that result in conflicting beliefs. The changes lead to new ways of understanding. As defined by Harmon- Jones and Mills (2019), the new forms of performance create or generate different forms of beliefs. Scheerens (2016) argues that an ineffective learning process builds up conflicting beliefs that do not merge with career life demands, thus changing student perceptions.

Based on this theory, the student's tendency to not study commercial Law and probably know its significance in their career life is a state described as cognitive dissonance (Hinojosa, Gardner, Walker, Cogliser, & Gullifor, 2017). After- school life experiences alter their understanding of commercial Law's significance. Thus, students are compelled to change their perception of true knowledge of Commercial Law. Therefore, in this study case, the focus on education involved defining the school factors that determine education and different forms that affect the education process. Each factor that relates to the learning process implicates student perception of the significance of contract law. Equally, the first belief tend to change their

behavior to studying commercial law. Thus, some opt to enrol in commercial law courses and use other options to do a self- study to attain commercial law knowledge.

2.2.2 The efferent Readiness Theories

As Briscoe and Grush (2015) states, efferent perception theories argues on an object's sight appearance and elicits behaviors adjustable to the object features. In other words, the perceived significance of contract law in school defines student behaviors in studying or not studying commercial Law. The modest readiness theory that links to efferent readiness theory illustrates inference by using the cover motor preparations and its influence on the ways people perceive an object's spatial attributes. Briscoe and Grush (2015) argue by giving another critical example on efferent readiness theory named as Bold readiness theory, which taking by contrast that people to develop perception on object spatial properties influence them to prepare and act concerning the object in different manners.

Inference readiness theories build a model that can argue on the recent graduate perception of contract law knowledge. Based on this theory, the initial perception of graduates' contract law knowledge while in Universities defined their way of behaviour towards learning contract law. In this case, the initial perception relates to the influence of the teaching method on students to perceive contract law's significance. Depending on this influence, students are expected to change their behaviour, which involves a desire to learn more about contract law. Notably, the career life interaction is expected equally to alter their perception of the significance of contract law. The change of “behaviour” in the learning process will involve other factors such as student accessibility to the learning materials.

2.2.3 Gibson's Direct Visual perception Theory

This theory defines the relationship of the sensory receptors in interpreting environmental information to develop a different conceptualization of a trend on the significance of a particular aspect within an environment. Wagman and Blau (2019) argued this theory to build on the physical elements that affect the sensory receptors. It thus creates a piece of environmental- based evidence that physical environmental factors can lead to stimulating a different desire that affects a learner's way of perception on various issues. Relating the theory to the hypothetical approach in this study, the biological receptors in the learning environment involve the sounds which define the teaching approaches that improve student perception on the significance of studying contract law.

Likewise, the presence of resources can build the student's perception of a particular study subject and thus influence the graduate's behavior towards regarding and making significance to issues most emphasized in the learning environment. Nonetheless, the aspect of sensory receptor functions does not support a consistent way of change of perception in the case of understanding that can help ascertain that all student will have similar perception towards a subject of study. The receptor functioning depends on different brain functions, and it forms up different interpretations that do not exclusively build towards a similar way of perception.

2.3 Study Objectives

The study aims

- a) To determine the importance of contract law knowledge in the current economy and why it should have high regard in Thailand higher education learning reforms.
- b) To define the reasons that affect most graduates way of perception of contract law as related to binding employment contracts.
- c) To define the current Thailand level of Contract law perception among Thailand business graduates on specific facts on contract law.
- d) To define the benefits of contact law in student excellence in career life and entrepreneurial decisions.
- e) To assess and identify the danger and risk of lacking enough knowledge on contract law by Thailand Business graduates.

2.4 Hypotheses

Based on the facts by researchers (e.g., Akareem and Hossain (2016); Rhein, Westernisation, and the Thai higher education system: past and present (2016); Rochanasak and Chakkaew (2015) and other findings by different researchers on the relationship, the following hypotheses can be developed of education, necessity, and access to recent business graduates' perception of contract law in Thailand.

Hypothesis 1: Education influences business graduates' perception of contract law significance life.

Hypothesis 2: Realizing the necessity of contract law in life by understanding its application in day-to-day life, career works, and entrepreneurial development influences recent business graduates perception on contract law.

Hypothesis 3: Access to reading materials (Education tools) influences business graduates' perception of contract law.

Hypothesis 4: Perception of contract law significance is influenced by different factors including the significance attached in the teaching process to create awareness of its necessity, the learning environment that promotes access to materials, and also the education systems/ options utilized to gunner knowledge on contract law by different business graduates.

2.5 Study Framework

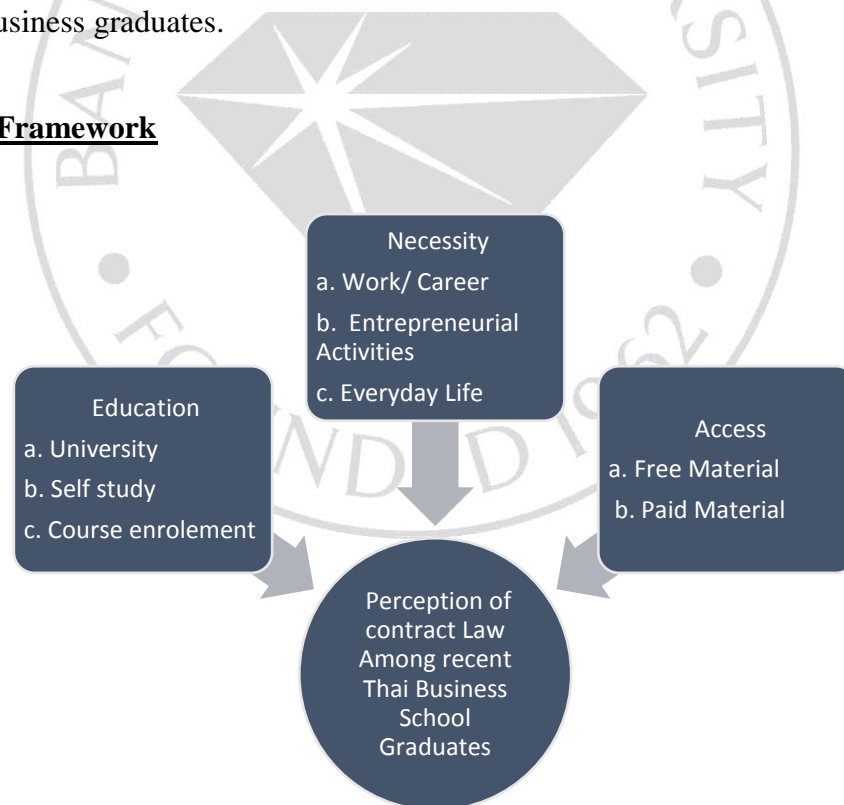


Figure 1: Relationship of Education Necessity and Access to perception of Contract

Management Knowledge Among recent Thai Business School Graduates

2.6 Definition of Terms

- **Contract law**- this is discipline in the study of commercial law that involve a body of law provisions that governs, interprets and reinforces different forms of agreement. The contextual formation of the study involved the study of employment contract which was definitively and influential factor that affected recent business graduates in their career life.
- **Necessity**- this word was used to imply measure of value that attributed to the study of contract law based on recent business graduate experiential interaction in realizing the necessity of studying contract law. The option offered on necessity were the application of necessity on work life/ career choices, everyday endeavours and in setting entrepreneurial businesses.
- **Access**- this word was used to define the ease with access of the study materials as dictated by different university policies. Access comprehensively represented university situation as defined with employed university measures and how they implicated student perception on a studying contract law.
- **Perception of Contract Law**- this phrase implied the ultimate measure of student understanding and cognition of the significance of study of commercial law as determined with the set factors of necessity, education and access.
- **Education** – this word defined the options of learning processes most available for students in studying contract law. The variable consider the issue of course enrolment, university studied and self- study as influential education factors that determined student perception of contract law.

CHAPTER 3

METHODOLOGY

This chapter involves a discussion on the research design, the target population for the research, the sampling method, technique and size, the selection and definitions of the participants, the tools and statistics applied for the research and the research instruments. The chapter has also described on method to assess the content validity and reliability of the questionnaire as the key tool that was used in data collection. Ultimately, the chapter has provided definitions of the terms that relate to the research approach design applied in the study.

3.0 Research Design

The research design involved a descriptive case study of Thailand graduates' perception of contract law knowledge. The research approach involved an online survey of recent Thailand business school graduates and those who work as employers owning businesses (Self- made entrepreneurs) and the unemployed. The use of online eases the vast population more efficiently and effectively (McInroy, 2016). The cost was less, and to access data and the targeted population was easier and it was attained through an online survey approach.

3.1 Population

The research targeted individual law firms' employees that offer Law consultant services such as developing employment contracts to different groups of firms and individuals in Thailand. Also, all recent business school graduates were targeted. Graduate participants eligible for the study were required to have graduated in most recent years (Not more than 5 – 10 years), from Thailand Universities. The

number of recent business graduates in Thailand was unlimited; however, at least 50 graduates were required to participate in the survey exercise. A total of 10 law firms were targeted. And at least 1 employee from each law firm were selected to participate in the research.

3.2 Sampling Technique

The research adopted a mixed random sampling technique that applied Krejcie and Morgan Sampling Method. This sampling method eased the selection criteria of narrowing down the responses from the fast online populations (Rahi, 2017). Using a table, in a total of 10 law firms, all the firms were selected since all had met the merit as the most experienced law firms in contract law issues. The legal firms were identified from the 500- Legal listing list. The law firms selected included Charin & Associates, DFDL Legal & Tax, Deloitte Touche Tohmatsu Jaiyos Advisory Co Ltd, BH2I, Baker McKenzie, DLA Piper, International Legal Counsellors Thailand, Kudun & Partners, ACTI international consultancy, JTJB International Lawyers Co Ltd and Law Plus Ltd. One employee (Recent accountant or finance officer employed) was selected.

There were also identified over ten social groups. Two groups were randomly selected on the merits of the number of participants in the groups. Preferences on groups were made based on the population of business graduates that were identified in each group. The first 30 member were randomly selected (15 from each) based on year of graduation, 28 individuals were picked. This selection used Krejcie and Morgan (1970) table to ease the difficulties in assessing sample characteristics and the inefficiencies with random selection (Rahi, Alnaser & AbdGhani, 2019). Group members were asked to respond individually on professional courses, and groups

were ranked on the number of respondents. If a group had less than 15 responses on the inquiry of courses pursued, a preference was made for more options on responses in the identified group to raise the number to at least 30 people so as to make the sample size of 28 people.

Moreover, a total of ten associate groups were also randomly picked and based on Krejcie and Morgan's (1970) table, all groups were eligible for the research. The selection of the groups was based on how easy to access participants in each group on a friendly basis. Two individuals were required to participate from each group. Also, to ensure equal representation, at least one associate group of the top ten universities in Thailand (Based on UniRank 2021) data was picked. Some of the university groups that were picked include BM Chaing Mai University class of 2019 associate groups. Therefore, in the ten groups, two person totalling to 20 individuals from top 10 universities/ colleges in Thailand were picked. The selection was optional; lack of two participants in a group led to reselection of more than two members in one group thus other universities and colleges had more members represented in the sample size. The 20 Identified members led to a sample representation of 19 people based on Krejcie and Morgan's (1970) table (Appendix 1).

3.2.1 Sample size

More than 50 university graduates were targeted from different university associate groups. 47 were selected from social pages and 10 employees (Also graduates with experience) were targeted from law firms working on business related functions (Accountants and finance officers). The social groups involve groups formed in different online social platforms such as telegram and Facebook associate pages. This social groups were named of students of different year of graduation, for

instance, Bachelor in Business Management, Class of 2020 Khon Kaen University.

The sample size was determined as 57 participants.

Table 2: Summary of the sample size selection.

Targeted population Coverage		
Sample Size		57 participants
Law firms	10 (One employee each)	10 employees
Social groups	1 (first 30 responses)	28 participants
University associate groups	10 (2 from each)	19 participants

3.3 Participants Definition

The selection only focused on individuals that will offer substantive opinions on the question of preference of knowledge on contract law by recent Thailand business graduates.

3.4 Tools and statistics

The survey used online questionnaires to collect data from the 57 participants. The collected qualitative data was kept confidential and was compiled and recorded in frequency tables. Frequency tables, means, interval measurement, significance level measurements and tables were used as statistical tools to analyse and interpret the data

collected. The statistical software that were selected from the research were SPSS and Excel.

3.5: Research Instrument

The research applied a self- administered questionnaire to collect data from the 57 participants. The questionnaire was structured into three sections that sought responses from all participants that were identified for the research (Appendix 2). The following issues were assessed using the questionnaire.

- a. Demographic Information
- b. Education impact on perception of contract law among recent Thai business school graduates
- c. Necessity impact on perception of contract law among recent Thai business school graduates
- d. Access impact on perception of contract law among recent Thai business school graduates
- e. The perception of contract law among recent business graduates

The determination of Ratings in the 7 point Likert scale Applied in the Questionnaire.

There were key options in the ratings applied in the Likert scale. After a review and assessment on the impact of education option on the contract law, the levels in the scale followed with a rating on assessing the level of agreeing to the options that were set on the Likert scale. The rating was provided on the option where contract law most applies based on individual understanding. Equally, after the inquiries the independent variable “Accessibility” the rating on current perception of

contract Law during college and after college was determined on the same rate as shown below.

The seven points in the Likert scale carries corresponding weight of the same point. i.e., option point 1 carries 1 point and option point 2 carries 2 points. The inclination on the options was based on the following participant preferences.

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither agree or disagree
- Somewhat agree
- Agree
- Strongly agree

For the analysis on the measurement options, the mean and interval classes were applied to determine the range of information in each option level. The interval class was set as the following;

$$\begin{aligned} \text{Interval Class} &= \{\text{Range (Max Value - Min Value)}\} / \text{Number of intervals} \\ &= (7-1)/7 = 0.9 \text{ (Rounded to one decimal place)} \end{aligned}$$

Interpretation of the average score was determined as follows;

Average score 6.11 - 7.00 referred to strongly agree on the selected condition

Average score 5.21 - 6.10 referred to agreeing

Average Score 4.31 - 5.20 referred to somewhat agreeing

Average Score 3.41 - 4.30 referred to neither agree nor disagreeing

Average Score 2.51 - 3.40 referred to somewhat disagreeing

Average Score 1.61 - 2.50 referred to disagreeing

Average Score 0.7 - 1.60 referred to strongly disagreeing

3.6 Content Validity and reliability Tests

Two tests were conducted on the questionnaires. Foremost, a group of experts on field research checked the questionnaires and developed opinion advice on the questionnaires' representational validity. IT experts will also conduct an online field test to check on the criterion- related validity of using the questionnaires and construction validity on using the questionnaires in the three sample groups.

Upon establishing the questionnaires, a pilot T- test was performed to confirm the questionnaires' internal consistency reliability. This test showed the extent to which the questionnaire items measured the same thing, subject to the study questions. Kuder- Richardson Formula 20 was used.

KR-20 formula=

$$KR-20 = n/(n-1)[1 - \text{Sum}(p_i q_i) / \text{Var}(X)]$$

N measured the total number of questionnaire items, Sum (p_iq_i) measured the Sum of the items of the alternative items, and Var(X)] measured the composite variance. K. 20 calculations were performed using research arithmetic software

Result of the 57 tests findings of the 57 questionnaires

Number of Items

30 items

Sum of Items of alternative Items= 6

$\text{Var}(X) = 0.92$

One questionnaire content Validity = 0.97(97%) of consistency



CHAPTER 4:

RESEARCH FINDINGS AND DATA ANALYSIS

This section includes a discussion on the research findings and the analysis of the results to help derive a correct supposition on the research findings. The section consists of five major parts namely, definition of samples used for the data analysis, the analysis on demographic data and samples, the analysis of education, the analysis on necessity, the analysis on access and hypotheses testing. Each part applied a mixed approach to analyse and measure the result findings. For qualitative data, a narrative analytical technique was applied along with quantitative findings that were corded using different statistical tools.

4.1 Sample used for Data Analysis

(M) Mean value from samples

(SD) standard deviation from samples

(n) Sample frequency

E (e_1, e_2, e_3) - Education Variable and its factors numbered

N (n_1, n_2, n_3) - Necessity variable and its factors numbered

A (a_1, a_2) – Access variable and its factors numbered

P- Perception of contract Law

T- Squire (the change of the estimated parameter measure from the normal value and the standard Euros)

Beta- Beta analysis estimates on independent variables standardized on the variance of one.

4.2 The analysis of the demographic Data of the Samples

Table 3: Demographics on Frequency and Percentage Representation based on Gender

Gender Type	Frequency	Percentage
Male	26	46%
Female	31	54%

The female population represented most respondents, with a percentage representation of 54% (31). The male participants were only 26 % of the total number of respondents with a frequency of 26.

Table 4: Demographic Data Classified on Different Education Levels of the Participants

Education Level	Frequency	Percentage
Postgraduate	27	47.4%
Undergraduate	21	36.8%
College/ Diploma	6	10.5%
Other	3	0.1%

Most of the participants were on their postgraduate education level. The postgraduate participants represented 47.4% of the total number of participants, implying that most participants had stayed a bit long after their undergraduate degree, thus having a little experience after college life demands. 36.8 % of the total sample were undergraduates, and 10.5 % were college or diploma holders. Those who had to pursue other course options not related to the business were only three.

4.3 The Analysis of Education and Its Impact on Perception of contract Law

Table 5: Institution Representation and the Number of Participants from Each Institution

University College	Number of complete responses	Sample	Population
University of Rouen	1	10	10
Burapha University	4	24	25
University Of Kent	1	10	10
Bangkok University	14	14	15
KasemBunditUniversity	2	10	10
Islamic Azad University	1	10	10

Table 5 (Continued): Institution Representation and the Number of Participants from
Each Institution

Ramkhamhaeng University	10	26	27
Siam University	5	14	15
Dhurakij Pundit University	1	10	10
Korean University	1	10	10
Seol Theological University	1	10	10
Sukhothai Thammathirat Open University	1	10	10
Thammasat University	2	10	10
Tribhuvan University	1	10	10
University of Kocaeli	1	10	10
Kasetsart University	1	6	6
Leister College of Technology	1	14	17
University of Thai Chamber of Commerce	1	10	10
Payap University	1	10	12

Table 5 (Continued): Institution Representation and the Number of Participants from
Each Institution

King MongKut's University	1	10	13
Nova Southeastern University	1	10	12
Chiang Mai University	1	10	10
University of Portsmouth	1	10	10
Instituto Superior Juan XXIII	1	10	10
Rangsit University	1	10	10

There was a total of 25 universities represented in the sample size. Bangkok University was the most represented with a frequency of 14 members who filled in questionnaires among the participants. The University was followed by Ramkhamhaeng University, which had 10, and Siam University, with Five, then Burapha University with 4 members. Other remaining universities had one representative each except Kasem Bundit University that had 2, and Thammasat University, which also had two representatives in the sample.

Table 6: Frequency and Percentage Representation of Participants Understanding of Contract Law

Option	Frequency	%
Number of Participants that Understood contract Law	41	71.9%
Number of Participants that didn't understand Contract Law	16	28.1%

41 respondents" among the sample of 57 understood contract law (71.9%).

The remaining 16 did not have a proper comprehension of contract law (28.1%).

These statistics implied that most recent graduates knew contract law. Nonetheless, the form of acquiring knowledge on contract law was determined on the options provided as self- study, during the university study course, and enrolment on different courses. The respondents stated different options on how they learned contract law.

Table 7: Frequency and percentage on How Respondents learnt Contract Law and the Reasons thereof

Option	Frequency	Percentage
During University	12	21%
Self- study	40	70.2%
Enrolment in a different course	1	1.8%
Unknown	4	7%

Table 7 (Continued): Frequency and percentage on How Respondents learnt Contract Law and the Reasons thereof

	Reasons	
Understanding the significance after school	14	24.6%
A desire to learn contract law	28	49.1%
Part of the university study program	7	12.3%
Unknown / Unfilled option	8	14.0%

70.2% of the respondents learned about contract law in their self-studies.

Those who learned contract law during their university time only represented 215 of the respondents. Those who opted to enrol in law- related courses were only one individual in this option selected. The result shows that university education approaches have little impact on business students on contract law issues. Thus most of the graduates learned contract law on their own either during their university times or after graduating from different universities or institutions.

On the review of the options on the factors that triggered the desire to study contract law, 28 respondents developed a desire to learn contract law, which implies that half of the graduates develop a desire to learn contract law. The university business course option only offers contract law training on minimal options since only 12.3% of the respondents cited that contract law studied as part of the course study programs. The second majority, 24.5% of the respondents, agreed they have learned the importance of contract law after college life. The common knowledge on the

significance of contract law, among others after college life, triggers most students to opt to study contract law.

Despite the majority of the respondents agreeing to have studied their contract law while other citing contract law as part of the university and college education, most respondents showed diverse views on their perception change. 40.3% of the respondents agreed that university education did not create any impact on their perception of contract law whereas, 36 of the respondents agreed that self- studied helped them change perception on the significance of contract law, citing different reasons as indicated below;

Table 8: Reasons on change of Perceptions

	Frequency	%
You didn't take it seriously in college	10	17.5
You had issues with your employment contract	8	14
Your employer asked you	0	0
You have changed your perception of contract law	11	19.2
You have no exact reason	13	22.8

Even with the diverse reasons among the participants, many of the participants did not identify a specific reason for the decision to study contract law. In

contrast, others agreed that they had changed their perception of contract law. None of the participants was asked by his/ her employer to study contract law. Other options were self- cited, including change of management position, seeking self- knowledge on employment terms, among other preferential reasons.

4.4 Analysis of Necessity and its impact on the perception of contract

Law

The analysis and interpretation of "necessity" and its impact on the change of perception on contract law were based on inquiry answers on different preferential reasons and the interpretation on different Likert scale rating. Based on the findings, 88% of the respondent (n=50) agreed that contract law was necessary for their career life.

The scale interpretation of the averages was based on the following proportions.

Average score 6.11 - 7.00 referred to strongly agree on the selected condition.

Average score 5.21 - 6.10 referred to agreeing.

Average Score 4.31 - 5.20 referred to somewhat agreeing

Average Score 3.41 - 4.30 referred to neither agree nor disagree.

Average Score 2.51 - 3.40 referred to somewhat disagreeing

Average Score 1.61 - 2.50 referred to disagreeing

Average Score 0.7 - 1.60, referred to strongly disagreeing.

Each rating was equivalent to the weighted score on each measure, and the result has presented as table 9 in appendix 1.

Most of the respondents neither agreed nor disagreed with the contract law issue related to their employment contracts ($M=3.705$, $SD=1.23$). Subsequently, on the application of contract law in major areas, most respondents somewhat agreed that Contract law knowledge was critically applied in career life ($M= 4.4$, $SD= 1.63$). Equally, most respondents somewhat agreed that contract law was critically essential in entrepreneurial life ($M= 4.9$, $SD, 1.86$). However, most respondents somewhat disagreed on applying contract law to everyday life endeavors ($M= 3.1$, $SD= 1.22$). These level ratings on agreement showed that at least a graduate needed an understanding of contract law in individual career life and the decision to start entrepreneurial life.

Subsequently, other inquiries showed that the preferential agreement to the necessity of contract law knowledge in career life and entrepreneurial activities plus the indecision of the struggle of the respondent to note their issue with contract law, 23 respondents (40.3%) agreed to seek consultation on an employment contract in different law firms. However, the majority ($n=33$, 57.9%) had never sought consultation services from any law firm on the employment contract. Those who agree to seek consultation service cited the major reason as to include an understanding of employment contract ($n=11$), starting a business ($n= 11$), and to have general knowledge on contract law ($n=6$). Besides individual issues identified with the participants, some participants cited to know people with issues on their

employment contracts (n=21) and showed the need for knowing contract law to involve different level issues related to employment.

Notably, on assessing specific reason that attributed to the current struggle by many graduates on contract law, respondents agreed to the following options as shown in the frequency table below;

Table 9: Respondent Data on Perceived Current Struggles

	Yes(n)	No(n)
Thailand universities do not offer proper education on contract law	36	15
Students are less interested in learning contract law while at school	43	8
Thailand universities offer proper education on contract law	13	32
Students are very interested in learning contract law while at school	41	8
There is no correct perception developed on the significance of contract law right from universities education	40	11

The above sample ranks low Thailand University education level of influence on building student perception of contract law's significance. It also ranks high student commitment to studying contract law. This result shows that the education systems in Thailand Universities is ineffective. In contrast, the necessity of using

contract law knowledge increases among students, thus affecting their level of commitment to studying contract law.

Following the above queries, they rated themselves as to understanding the necessity of education as provided below;

Table 10: Self- ratings on Understanding the Necessity of Education

	Mean	SD	Interpretation
Level of understanding	4.32	1.51	Somewhat understanding

The rating showed that most of the students somewhat understood the necessity of contract law after college life. The majority (n=43) agreed that their level of understanding influenced their perception of contract law in their current life compared to college times.

4.5 Analysis of Access and its impact on Perception of Contract Law

Table 11: Findings on Perceptions of Contractual Law

Agreed to the option that	Frequency	Percentage
Current perception affected by access to free materials	25	44%
Current perception affected by paid materials in the university	30	52.6%
Access on no Access had nothing to do with the current perception of contract Law	41	71.9%

Based on this variable's findings, most respondents did not relate their understanding to current options on free access or paid access to free materials (n=71.9) to influence their current perception of contract law. 44% of the respondents agreed exclusively that the current perception of contract law was partly influenced by access to the free material. Correspondingly, 30% of the respondents agreed that University's current paid materials had influenced their perception of contract law. On average, access to material on the perception of contract law among residents was minimal but average on individual options.

4.6 Hypotheses Testing

This section represents the analysis of the hypothesis testing summarizing the effect of the education, access, and necessity on participant's perception of contract law.

Table 12: Rating on Option of the Participant Perception of Contract Law In College and After College

Options	Mean	SD	Interpretations
Perception While in College	4.91	1.89	Somewhat beneficial in career life
Perception after College	5.81	2.62	Beneficial in career life

Based on the above findings, most participants perceived contract law as somewhat essential/ beneficial in their career lives while in college ($M=4.91$, $SD=1.89$). The perception changed after college, and they perceived contract law as beneficial in their career life ($M= 5.81$, $SD= 2.62$)

Testing on the hypothesis in an assumed preference as described in the above rating, education is rated high, thus showing most participants to agree that it impacted their perception of contract law. The same level of preference is identified on necessity options. However, on the "access" variable, participants developed a somewhat inclination. Thus, wetting the preferences on the multiple regression model follows the following assumptions on the above averages;

Contract Law perception (P) = 5.81 Education (E) (Factors of education e1, e2, e3) X 5.81 Necessity (N) (Factors of necessity n1, n2, n3) X 4.91 Access (A) (Factors of Access a1, a2)

The regression model is developed based on the assumption that most participants learned contract law after college life. They attributed the same to the necessity of having contract law knowledge after school. Thus the mean of the two variables is comparably the same. On the same note, the variable on access measured only the situation during college, and based on other findings, most participants showed a somewhat inclination to "Access," affecting perception on contract law. Several factors with different mean valuations were studied to affect the perception of contract law in each variable. For instance, on education, the factor of self- study will record a high mean as related to other factors but ascertained mean/ average is associated to amount to the approximated mean value of 5.81.

Using the developed multiple regression model, the following measure metrics were developed to assess the Hypotheses of the research.

Table 13: Multiple Regression Model Measure Metrics

Factors	B	Beta	T	Sig
e ₁ - Self study	0.632	0.601	7.324	0.000
e ₂ - enrolment	0.431	0.391	5.398	0.023
e ₃ - University Course	0.584	0.531	6.234	0.001
n ₁ - Career	0.634	0.592	7.023	0.000
n ₂ - Entrepreneurial	0.586	0.536	7.012	0.000
n ₃ - Everyday	0.432	0.398	5.894	0.045
a ₁ - Free	0.431	0.389	5.821	0.0583
a ₂ - Paid	0.421	0.391	5.324	0.0571

Dependent variable- Perception of contract law, Adjusted R Square = 0.524, $p \leq 0.05$

According to the above table, it was evident that all education factors significantly affected the level of perception of contract law (all $n(s) = 0.000, 0.023, 0.001 \leq 0.05$). All the factors of necessity significantly affected the level of perception of contract law (All $e(s) = 0.000, 0.000, 0.045 \leq 0.05$). The "Access" factor did not have an effect on student perception of contract law ($a(s) = 0.0583, 0.0571 \leq 0.05$).



CHAPTER 5

DISCUSSION AND RECOMMENDATION

This chapter provides a discussion on the research findings in reference to the literature review. It also details a discussion that supports the research theories and builds evidence enough to support the hypothesis of the research as argued from different research models. The chapter also provides recommendations on the findings to help Thai Higher Education sector improve its research approach and also helps future researchers to fill other gaps unoccupied as a result of the research approach applied in the research.

5.1 Discussion

5.1.1 Education

Based on the findings, the process of education, the necessity of knowledge, and the availability of learning resources are identified to have different forms of impact on learners' changing perception. The findings irradiate the effect of education on the graduate perceptions, as Schaffar (2014) argued, to involve a knowledge acquisition process. Cognitive dissonance theory has identified the knowledge acquisition process to involve a wide range of factors starting from the influencers within the study environment to the determinants of student ability to cognize a studied concept. The identified influencers are associated to provide reasons for the student to select a studying method that improves personal knowledge level on a single studied concept.

The findings showed most recent business graduates in Thailand had opted for self- study; a trend that was associated with their beliefs on the essence of studying

contract law. Gardner, Walker, Coglisier, and Gullifor (2017), has associated such beliefs to involve several conflicting experiences that trigger the need to gain a new understanding. The belief in the essence of contract law knowledge influenced the preferential desire of Thai business graduates to take options for self- studies. Equally, such belief triggered the search for understanding of contract law knowledge. The same perception is triggered by the elicited behavioural tendency among graduation during their college life that determined the understanding of contract law.

As also indicated from the findings, the larger preference of students seeking self- study was a trend of behaviour that was characterized by the influencers during and after college life that influenced the graduate's desire to studying contract law. Based on Breiscoe and Grush's (2015) definition of efferent readiness theory, the student's decision to study contract law was significantly influenced by experiential interaction that created different mental cognitions on the essence of contract law. The research findings of Hall and Stegemann (2018) argue the aspect of student expectation to equally determine the student's attached significance of learning a concept that will improve his or her career life. But the realization of such an aspect is influenced by the education system. The result support such factors showing weak Thai education system that does not offer significance of studying commercial law. Students tended to realize the significance on their own and took seriously studies on commercial law to help them understand the issue of contract law.

Consequently, the above description of the aspects of education support that education can change the student perception of contract law. The rates from the findings show that education has a higher preference for influencing the student perception of contract law. Improves contract law knowledge among recent business

graduates in Thailand. The findings show an individual is shown to search for knowledge to understand contract law, thus showing the essentiality of education as argued by Rhein (2017) and Spanjaard, Hall, and Stegemann (2018) to involve the arch for learners to meet learning expectations as a result of current demands. These findings support Allen and Kraakman's (2016) argument on the essentiality of the growing significance of learning contract knowledge that triggers learners' need for more studies.

Even so, the above discussion defined desire to search for knowledge is linked to an experience that offers a different understanding of the essence of studying contract law. Again, the measure of the ultimate effect of learning contract law after education options (self- study, university learning, and enrolment in different courses) identified a new perception of the learners having a new comprehension of the issue of contract law and equally confirming the essence of studying contract law. This measure is after the learners supporting that the new perception after learning to change their thinking on contract law as compared to their times in college where they had not realized the significance of studying contract law. Therefore, there were supposedly higher intertwined effects of education on learner's perception of contract law but the ultimate effect showed that education had an issue to do with learner's way of perception of contract law.

The above realization was supportive of the evidence that the low perception after graduation was as a result of weak teaching approaches of commercial law that were applied by different higher education institutions. Such a measure may be as a result of the un- predetermined required change in the education system as a result of drastic changes within the job market. Such findings are evidenced by different

research findings (Allen & Kraakman, 2016; Rheins, 2017 and Marginson, 2016).

Nonetheless, in all other options of learning contract law, learners developed a new understanding which was significantly essential in their career lives.

5.1.2 Necessity

On the other hand, the findings measure that graduates' change perception to study contract law after school due to this education's necessity, as shown by Rochanasak and Chakkaew (2015) findings. According to Cognitive dissonance theory, the issue of necessity is expressive of the experience of different persons. As realized in determining the effect of education on learners' perception of contract law, the desire for recent graduates to go for the self- study option to understand commercial law was most likely triggered with the difficulties experienced in work life due to lack of proper understanding of commercial law. The fear is a measure of the necessity of why the student was required to study contract law.

Using the efferent readiness model, a different understanding is developed to help relate the fear of students to the necessity of education. According to the model, as applied in this research, the significance of studying contract law was built by their sight understanding of its significance (Briscoe & Grush, 2015). Most students showed a little conceptualization of the need to study commercial while in college. The perception changed as a result of post- college experiences which triggered their need to search for new understanding of contract law. The low perception on importance of commercial law in college results was most likely related to Thailand University's lack of a proper mechanism to build the significance of learning contract law. The mechanism was noted with the low ranking from the respondents and it is highly related to the current continual reforms in higher education (Pimpa, 2011; Lao,

2015). This insignificance can be related to Ferguson (2018) on change in demands of graduate job preferences. Thus the learning necessity of contract law after college changed student perception of contract law knowledge. It consequently triggered their search for low contract knowledge, which greatly improved their perception of contract law's necessity in their workplaces and after college life experiences.

Notably, it can be argued that the behavioural tendency to studying contract law changed and thus taking more preference for self- study options. This realization grew consistently with the attached preference of studying contract law to help in career life, the start of entrepreneurial business, or day to day activities. Visual Perception theory has defined such a relation to trigger the sensory receptors that influence the student's need to understand contract law Wagman and Blau (2019). Thus, the findings showed that the implied necessity of contract law to entrepreneurial activities, career life, and everyday activities had a significant relation to influencing the perception of recent graduates on knowledge of contract law.

Nonetheless, the significance with the level of understanding may change with the level of education. The result of graduates low perception on the significance of contract law was mostly identified among recent undergraduates and diploma level business population. However, the interactive nature after first education level showed student realization of the significance of contract law in other post degree levels. Based on the findings, at the time of post graduate degree levels, the experiential interactions may have shaped student to take options on self- study to understand contract law. This realization ranks experience to create a significant level and thus a higher likelihood that most post graduate degree holders possess a better perception of the significance on the study of contract law as compared to undergraduates.

5.1.3 Access

On the issue of Access, the findings showed that most respondents did not provide strong regard to factors of access to affecting their level of perception on contract law. This issue argues that the accessibility of study resources was not a measure issue that affects the recent measure on graduate's perception of contract law knowledge. In as much as the factors of free and paid access to university resources had an impact, the effect did not create any influence on recent Thailand business graduates' perception of contract law. Using the theoretical approach in cognitive dissonance theory, the issue of access to learning materials shows a changed belief of its significance in influencing the current student perception of contract law knowledge. Based on Hinojosa, Gardner, Walker, Coglisser, and Gullifor (2017) argument on student tendency to studying, access factor did not form up the number of beliefs that influenced the student way of learning and equally determining their level of perception on contract Law knowledge.

Therefore, based on the findings, access lacked much significance in changing graduate perception. As Romero- Rodríguez et al. (2020) argued, the accessibility altered the learning process, thus implicating knowledge acquisition, which did not measure to determining the level of influence on student perception when measured on the understanding of contract law. Thus, with the higher education reforms as shown by Power (2015) and also as indicated from the findings, this factor may have a little significance in changing graduate perception on knowledge of contract law.

5.2 Recommendation on Thai Higher Education Sector

According to the research findings, many key recommendations can be directed to Thailand's Higher Education sector to improve on different aspects that

affect graduate perception and low knowledge of different significant life issues. The recommendations identified are as follows;

5.2.1: Improving learning techniques to incorporate an efficient learning process that prepares graduates to meet the changing demands in job markets. The improvement should be towards developing a learning process that positively changes learner perception on specific learning issues essential in developing their after – college lives.

5.2.2: Incorporating the study of commercial law in all business- related causes to help all business graduates collect perception of contract law knowledge while on campus and reduce the number of students seeking self- study options to learn business law issues. The move will change student perception of the Higher education system and rate it positively.

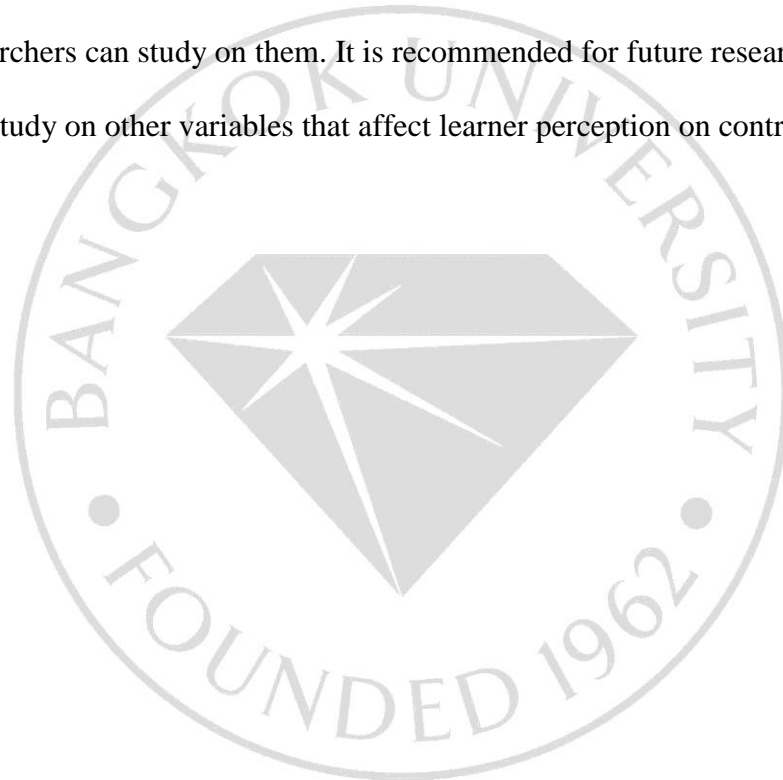
5.2.3: Consistently adjusting to the current knowledge change to produce graduate well- informed on diverse learning aspects.

5.3 Recommendation to Future Researchers

This research has developed a centralized approach on a few issues that implicate recent graduates' perception of contract law knowledge. There are other aspects essential in the study of commercial law that should be studied by future researchers. Equally, Future researchers can consider a different study approach that will involve the current measure of contract law's graduate knowledge. The new approach should help form a basis of the argument that will support the higher education system's delivery method as it relates to current demands and the graduate willingness to study some aspects while on campus. This approach will define the

learning culture in Thailand and how it improves students' perception and the effect it creates on their perception of different courses on different aspects.

Also, the research had not searched on a better teaching method that will improve the perception of the significance of contract law. Future researchers should study on better tutoring methods that may help change learner perception of contract law. Ultimately, this study has only considered few variables which do not provide a comprehensive conclusion on the findings as true. There may be other variables that future researchers can study on them. It is recommended for future researchers to consider a study on other variables that affect learner perception on contract law knowledge.





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Appendix 1: Averages Mean (M) and Standard deviations SDs table

	Mean	SD	Interpretation
Struggle with Law Issue Related to Employment Contract	3.705	1.23	Neither Agree Nor Disagree
Critical Areas do contract Law applies			
Career Life	4.4	1.63	Somewhat agreeing
Entrepreneurial Activities	4.9	1.86	Somewhat agreeing
Every Day	3.1	1.22	Somewhat disagreeing

Appendix 2: Krejcie and Morgan's (1970) table

<i>N</i>		<i>S</i>		<i>N</i>		<i>S</i>		<i>N</i>		<i>S</i>
10		10		220		140		1200		291
15		14		230		144		1300		297
20		19		240		148		1400		302
25		24		250		152		1500		306
30		28		260		155		1600		310
35		32		270		159		1700		313
40		36		280		162		1800		317
45		40		290		165		1900		320
50		44		300		169		2000		322
55		48		320		175		2200		327
60		52		340		181		2400		331
65		56		360		186		2600		335
70		59		380		191		2800		338
75		63		400		196		3000		341
80		66		420		201		3500		346
85		70		440		205		4000		351
90		73		460		210		4500		354

95		76		480		214		5000		357
100		80		500		217		6000		361
110		86		550		226		7000		364
120		92		600		234		8000		367
130		97		650		242		9000		368
140		103		700		248		10000		370
150		108		750		254		15000		375
160		113		800		260		20000		377
170		118		850		265		30000		379
180		123		900		269		40000		380
190		127		950		274		50000		381
200		132		1000		278		75000		382
210		136		1100		285		1000000		384

Source (Chuan & Penyelidikan, 2006)

Appendix 3: Questionnaires Type A: Questionnaire

Name of the Law Firm

To the participants: This questionnaire is provided to you as a staff member of the identified Law firm and in consultation with the firm management. However, the filling of the questions therein is out of your free will. Note that, all information provided will only be used for this research.

Instruction: Please check ☒ in front of the answer which is mostly related to your opinions.

For section one: Demographic Information

1. Tick below your age range
☐-18-25 ☐-26-30 ☐-31-40 ☐-41-50 ☐-50 and above
2. Tick below your gender type.
☐-Male ☐-Female

For section two: Education Impact on Perception of Contract Law

A. Individual Employee Assessment

3. Do you have undergraduate degree in law?
☐-Yes ☐-No
4. If no, name the institution(s) where you graduated with your higher education certificate and the course.

	Institution	Course/ Profession
i.		

5. Select an option below depending on your choices on undergraduate degree studied.

Question	Yes	No
You were taught Contract Law in details in college.		
You were partly taught contract law in college.		
You cannot express how much you were taught on contract law.		
You don't remember		

6. Also, depending on your choices above, please select a better option below?

Question	Yes	No
Your studied contract law on your own		
You are enrolled on a different course/ training to study Contract law.		

B. (In this section you will rate assessment in three/four/five Likert scale options to describe the assessment. Please check ☒ in front of the answer which is mostly related to your opinions.

Comparing your personal and working life experience

7. How will you assess the impact of university education on contract law on your current work life? (Rate your assessment in the 7 Likert scale below from 1 showing the lowest impact and 7 showing the highest level of the impact)

- ☐ -1 ☐ -2 ☐ -3 ☐ -4 ☐ -5 ☐ -6
- ☐ -7

8. How will you assess the effect of education on different graduates seeking consultation services in your firm? (Rate your assessment in the 7 Likert scale below from 1 showing the lowest impact and 7 showing the highest level of the impact)

- ☐ -1 ☐ -2 ☐ -3 ☐ -4 ☐ -5 ☐ -6
- ☐ -7

9. Depending on how long you have worked in the firm and also having the right knowledge and being at the right place to understand the current situation on graduate perception on contract law, how will you assess the present education effect on graduate perception on contract law? (Rate your assessment in the 7 Likert scale below from 1 showing the lowest effect and 7 showing the highest level of the effect/extreme level effect)

- ☐ -1 ☐ -2 ☐ -3 ☐ -4 ☐ -5 ☐ -6
- ☐ -7

10. Rate the following education learning options on their impact on graduate positive perception on education (Options 1 shows the lowest effect and 7 shows the extreme effect measure level)

University Learning							Training / Course							Self – Study						
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7

11. Give your professional statement on how you understand the effect of education on the graduate perception of contract law.

.....

For section three: Necessity

12. What do you think? Is knowledge of contract law essential in career life?

☐-Yes ☐-No

13. Based on your professional understanding/ experience, how difficult do student struggle with law issues related to an employment contract? (Rate your assessment in the 7 Likert scale below to show the extreme nature of their struggle. Option 1 shows less struggle an option 7 shows the high extreme of the struggle)

☐-1 ☐-2 ☐-3 ☐-4 ☐-5 ☐-6
☐-7

14. Which critical arrears in post- college life do contract law applies? (Rate the numbers of each areas in the Likert scale options to show the most applied options, 1 shows the least applied and its ascending order to 7 which shows the most applied options)

Career Life	1	2	3	4	5	6	7
Entrepreneur activities	1	2	3	4	5	6	7
Every day	1	2	3	4	5	6	7

15. Identify types of consultation most sought by graduates and/ or most performed by the firm as relates to the above post- college choices.

☐-To understand Employment contracts ☐-To start Entrepreneur Activities.
☐-To have a general knowledge.

16. Who is the most people who seek consultation services?

☐-Individual Graduates ☐-Corporations

17. Depending on the selected options in the question above, who are the most type of clients seeking services on issues related to contract law?

☐-Individual Graduates ☐-Corporations

18. Give an opinion on how individual graduates understand contract law based on the number of consultation you have performed on contract law issues. (This question will be filled with professional lawyers working with the identified firm)

.....

19. Do the following options matter based on your opinion?

	Yes	No
Thailand universities do no offer proper education on contract law.		
Students are less interested in learning contract law while at school.		
Thailand universities offer proper education on contract law.		
Students are very interested in learning contract law while at school.		
There is no correct perception developed on the significance of contract law right from universities education.		
There is correct perception develop on the significance of contract law right from universities education.		

20. Based on your professional/ experience and work opinion, how do understanding the necessity of contract by graduates in the post- college interaction and demands impact their college life perception on contract law knowledge and other related disciplines? (Rate your understanding in the scale below , 1 shows the lowest and 7 shows the extreme end of the impact created)

☐-1 ☐-2 ☐-3 ☐-4 ☐-5 ☐-6
☐-7

Explain in a few words

.....

For Section 4: Access

The above views would have provided different perspectives on the understanding and perception of contract law knowledge by different graduates. Based on the answer provided above;

21. Do you think the current perception of contract law has something to do with the lack of free study materials in universities?

☐-Yes ☐-No

22. Do you think the current perception of contract law has something to do with paid material?

☐-Yes ☐-No

23. If your answer is no in the above two questions, please state your reasons in a short description.

.....

24. If your answer is yes in Q 21 and Q22, do you think access to free study materials in universities will improve student willingness to study contract law?

☐-Yes ☐-No

25. Based on other answers in this section, is it right to assume that access has nothing to do with current student perception on contract Law?

☐-Yes ☐-No

For Section 5: Individual Perception of Contract law

26. Does student change their perception of contract law after graduating and seeking employment?

☐-Yes ☐-No

27. How can you rate graduate perception on contract law while in college? (Options 1 shows their perception of contract law as insignificant in their career path and option 7 shows that they perceived it as extremely beneficial)

☐ 1 ☐-2 ☐-3 ☐-4 ☐-5 ☐-6
☐ -7

28. How can you rate student perception on contract law after graduation? (Options 1 shows their perception of contract law impact as insignificant in their career path and option 7 shows that they perceive it as extremely beneficial)

☐-1 ☐-2 ☐-3 ☐-4 ☐-5 ☐-6
☐ -7

Type B Questionnaire

To the participants: You are invited at will to participate in this survey. The information shared will only be used in this research, and it will be treated with confidentiality.

Section 1: Demographics

1. Tick below your Gender type

☐ -Male ☐-Female

Section 2 Education

2. What is your education level?

☐-Postgraduate ☐-Undergraduate ☐-College/ diploma ☐-Other

3. Type your college name
4. Do you understand contract law?
☐-Yes ☐-No
5. How did you learn contract law?
☐-University ☐-Enrolled in a contract law course ☐-Self-study
6. If you are for any of the options in Q5, what made you chose to learn contract law.
☐-Understanding its significance after school ☐You had a desire to know it.
☐ It was part of your study program.

If there is no correct option in the table above, please state the reason here below.

-
-
7. If you learned contract law in your university (Option an in Q5), did it create any impacts on your perception of its importance while in college?
☐-Yes ☐-No
8. If you self-studied contract law, did you decide to learn about contract law after graduating?
☐-Yes ☐-No
9. What are the reasons?
☐You didn't take it seriously in college. ☐You had issues with your employment contract.
☐Your employer asked you ☐You have changed your perception of contract law.
☐You have no exact reason.
10. State another reason not captured in question No 9

Section 3: Necessity

11. What do you think? Is knowledge of contract law essential in career life?
☐-Yes ☐-No
12. How difficult do you struggle with law issues related to the employment contract? (Only those employed) Rate your answer to show the struggle level from the lowest (1) to the highest (7).
☐-1 ☐-2 ☐-3 ☐-4 ☐-5 ☐-6
☐ -7
13. In your view, which critical areas in post- college life do contract law applies?
☐Career Life ☐Entrepreneur activities ☐ Every day

14. Have you ever sought for consultation in any law firm on your employment contract?

☐-Yes ☐-No

15. If yes, select which options it relates to

☐-To understand your employment contract. ☐-To start a business
☐-To have a general knowledge.

16. Do you know any of your college mates with any issues with their employment contract?

☐-Yes ☐-No

17. Give your opinion on how you understand contract law based on the number of consultation you have sought for on contract law issues.

.....

18. Do you think the following options can also be the reason for your current struggle on contract law issues?

	Yes	No
Thailand universities do not offer proper education on contract law.		
Students are less interested in learning contract law while at school.		
Thailand universities offer proper education on contract law.		
Students are very interested in learning contract law while at school.		
There is no correct perception developed on the significance of contract law right from universities education.		
There is correct perception developed on the significance of contract law right from universities education.		

19. How do you understand the necessity of your employment contract? (Rate the level of understanding in the Likert scale below from 1 showing you the lowest level of understanding to 7 showing the highest level of understanding)

☐-1 ☐-2 ☐-3 ☐-4 ☐-5
☐-6 ☐-7

20. Has your understanding changed your perception of studying contract law when you compare to your college perception on contract law?

☐-Yes ☐-No

Section 4 Access

21. Do you think your current perception of contract law has something to do with the lack of free study materials in your university?

☐-Yes ☐-No

22. Do you think your current perception of contract law has something to do with paid material in your university?

☐-Yes ☐-No

23. If your answer is no in the above two questions, please state your reasons in a short description.

.....

24. If your answer is yes in Q 21 and Q22, do you think if you had access to free study materials in universities will improve your willingness to study contract law?

☐-Yes ☐-No

25. Explain your answer in Q24

.....

26. Based on other answers in this section, is it right to assume that your access or no access to materials had nothing to do your current perception on contract Law?

☐-Yes ☐-No

Section 5 Perception of Contract Law

27. Did your perception change on contract law after graduation?

☐-Yes ☐-No

28. Did your perception change on contract law after employment?

☐-Yes ☐-No

29. How can you rate your perception of contract law while in college? (Option 1 shows you had a perception of contract law as insignificant in your career path and option 7 shows that you perceived it as extremely beneficial)

☐-1 ☐-2 ☐-3 ☐-4 ☐-5 ☐-6
☐-7

30. How can you rate your perception of contract law after graduation? (Option 1 shows you had a perception of contract law as insignificant in your career path and option 7 shows that you perceived it as extremely beneficial)

☐-1 ☐-2 ☐-3 ☐-4 ☐-5 ☐-6
☐-7

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