



Mizzou
University of Missouri



INTERNATIONAL CONFERENCE

PROCEEDINGS

EDUCATION AND LEADERSHIP IN GLOCALIZATION

WHAT DOES "THINK GLOBALLY, ACT LOCALLY"
MEAN FOR EDUCATION AROUND THE WORLD?

ELGIC 2014 PHUKET, THAILAND MAY 21 - 24, 2014

ORGANIZED BY

FACULTY OF EDUCATION, PRINCE OF SONGKLA UNIVERSITY, PATTANI CAMPUS, THAILAND
AND COLLEGE OF EDUCATION, UNIVERSITY OF MISSOURI, U.S.A.



CONTACT INFORMATION

[HTTP://EDUIT.PN.PSU.AC.TH](http://EDUIT.PN.PSU.AC.TH)
[HTTP://WWW.PSU-MU2014.PSU.AC.TH](http://WWW.PSU-MU2014.PSU.AC.TH)

SUPPORTED BY



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Wuttichai	Niemted

Our Soul is for the Benefit of Mankind

2/10/20

Message from the President of Prince of Songkla University (PSU)

On behalf of Prince of Songkla University, it is my great honor and pleasure to welcome all participants to the International Conference on Education and Leadership in Globalization: What does “think globally, act locally” mean for education around the world? , co-organized by the PSU Faculty of Education, Pattani Campus, and University of Missouri, USA, from May 21-24, 2014.



The objective of the conference is to provide a forum that promotes the exchange of knowledge and ideas among international educators on the topic of globalization and to identify best practices for education in the increasingly diverse cultural context of the 21st century. It also provides an interdisciplinary forum for enthusiastic academicians, researchers and practitioners to present and discuss the most recent innovations, trends and concerns, as well as practical challenges encountered and solutions adopted in the fields of Education and Leadership.

On behalf of Prince of Songkla University, I would like to thank all participants who create this friendly academic network, and I wish the conference a great success.

Assoc. Prof. Dr. Chusak Limsakul

May
21-24
2014

ELGIC 2014 Phuket, Thailand

Education and Leadership in Glocalization :

What does “think globally, act locally” mean for education around the world?

Message from Vice-President of PSU Pattani Campus

Faculty of Education, Prince of Songkla University, Pattani Campus, has played an important role in producing teachers capable of Sciences, Mathematics, English, and Social Science and Humanities since 1968.

At present, many teachers graduated from the Faculty of Education have been international recognized for excellent teaching and research work.



The International Conference on “Education and Leadership in Glocalization : what dose “think globally, act locally” mean for education around the world?” organized by the Faculty of Education this year, has a significant purpose to provide an opportunity for researchers to present the research results and exchange ideas on education and leadership among the academics. This conference happens in a suitable time according to the current situation. Nowadays, education is being adjusted on teaching and learning methods for the most fruitful outcomes of knowledge, idea, ethics, and moral.

On behalf of the executives of Prince of Songkla University, Pattani Campus, I would like to express my thankful for the Faculty of Education in organizing this International conference, and many thanks for presenters and participants.

Lastly, I hope the conference will fulfill its purpose and serve to impress everyone attending.

Thank you.

Asst. Prof. Sompong Thongpong

Message from Dean of Faculty of Education, PSU

As Dean of the Faculty of Education, Pattani Campus, It is my great pleasure to welcome you to the 3rd International Conference on Education and Leadership in Globalization organized by the Faculty of Education, Prince of Songkla University, Pattani Campus, jointly with the College of Education, University of Missouri.



Our relationship with the University of Missouri began in 1979, forty years ago with a Memorandum of Understanding between the two Institutions. We have benefitted in many ways with this collaboration including the ongoing exchanges of programs, students and faculty. The third International Conference is one example of our continued relationship. It is a conference of scholars, researchers, educational leaders, administrators and other interested participants from across the world.

I challenge each of you, to use this conference to learn and share from each other. Take advantage of the enormous human knowledge and resources. Your participation can continue to build new knowledge and innovation that can help countries across the world solve many social and educational issues for a stronger future.

On behalf of Prince of Songkla University, I thank you for your participation in this exciting event. I wish you successful presentations and meaningful sharing and learning.

Asst. Prof Dr. Nathavit Portjanatanti

May
21-24
2014

ELGIC 2014 Phuket, Thailand

Education and Leadership in Glocalization :

What does “think globally, act locally” mean for education around the world?

Message from Dean of College of Education, University of Missouri, U.S.A.

It is a genuine honor to join Dean Nathavit Portjanatanti in welcoming all participants to the third International Conference, which is the result of ongoing collegiate collaboration between Prince of Songkla University and the University of Missouri.



In the thirty years since our institutions signed their first memorandum of understanding, our own countries and the world have witnessed dramatic change. Nations have been established, political regimes have risen and fallen, wars have been fought and peace treaties signed. Once deadly diseases have been eradicated and globalization has become an accepted reality. Regardless of the changes, the evident value of education as a catalyst for the betterment of the human condition remains unchallenged.

New technologies are opening the world to educational opportunities in ways we could never have imagined just ten years ago. As leaders in our field, we are entrusted with embracing new opportunities while ensuring the relevance of curriculum and pedagogy in increasingly diverse environments throughout the globe. Your participation in this conference is testament to your personal and professional commitment to share best practices, learn from peers, forge collaborations and carry on a tradition of continuous improvement in the way we educate children and prepare education leaders.

I trust the time you will spend critically examining Education and Leadership in Glocalization with peers from around the globe will enrich your understanding of education trends and issues around the world and inform your teaching, research and service for years to come.

I look forward to our interactions in the days to come,

Daniel L. Clay, Ph.D

MU College of Education

Dean

Joanne H. Hook Dean's Chair in Educational Renewal

**ELGIC 2014 INTERNATIONAL CONFERENCE PROGRAM
May 20-24, 2014 at Phuket Graceland Resort and Spa, Phuket,
Thailand**

Pre-conference 1: Special Lectures*

<u>May 20, 2014</u>	At Orchid Grand Ballroom
08:00-08:30 a.m.	Registration
08:30-08:00 a.m.	Opening Speech by Dr. RechaChoosuwan, Chair of Department of Education Administration, Faculty of Education, Prince of Songkla University
09:00-12:00 a.m.	☑ Lecture I: "How to Write a Dissertation: Productive Processes for Outstanding Research" (Prof. Dr. Jeffrey S. Brooks, Chair of the Department of Leadership & Counseling, University of Idaho, U.S.A. & Asst. Prof. Dr. Melanie C. Brooks, Departments of Curriculum and Instruction and Leadership and Counseling, University of Idaho, U.S.A.)
12:00-13:00 p.m.	Lunch Break
13:00-16:00 p.m.	☑ Lecture II: "Leadership for Social Justice: Translating Theory to Practice" (Prof. Dr. Anthony H. Normore, Professor of Educational Leadership, Graduate Education Division, Chair, Special Education; & Co-Chair, Teacher Education Division, College of Education, California State University Dominguez Hills, U.S.A.)

*Special lectures open for graduate students, scholars, researchers, faculties, and practitioners in educational leadership, educational administration and related areas. (Limited seats: 200)

Pre-Conference 2: Meeting and Workshop

May 21, 2014

Program 1:

08:00-08:30 a.m.

09:00-09:15 a.m.

09:15-11:00 a.m.

Program 2:

11:00-12:00 p.m.

At Orchid Grand Ballroom

Registration

Opening Ceremony and
Welcome Speech by Assoc.

Prof.Dr.ChusakLimsakul,
President of Prince of Songkla
University (PSU)

Dean Think Tanks: Meeting of
Deans of Faculty of Education
from Thailand and Other
Countries on “Challenges and
Opportunities for Higher
Education in Asia in the Era of
Glocalization: Case of
Internationalization
Development of Thailand’s
Higher Education”

At Orchid Grand Ballroom Education for

Internationalization (In
Collaboration with the Office of
the Higher Education
Commission (OHEC) of
Thailand, Fulbright Thailand, the
Embassy of the United States
Bangkok and Thailand
Education Deans Council
(TEDC).)

Program 3:
09:00-12:00 a.m.

**Pre-Conference Workshops
At Dalah 1**

☐ **Workshop I:** "Writing for Publication: A Guide for Emerging Scholars" (Prof. Dr. Jeffrey S. Brooks, Chair of the Department of Leadership & Counseling, University of Idaho, U.S.A & Prof. Dr. Anthony H. Normore, Professor of Educational Leadership, Graduate Education Division, Chair, Special Education; & Co-Chair, Teacher Education Division, College of Education, California State University Dominguez Hills, U.S.A.)

At Dalah 2

☐ **Workshop II:** "Flipping The Classroom In The Global Context, Promoting 3Ps : Practice, Publish and Promote In The 21st Century Skills (TFCS) " (Assoc. Prof. Dr. Rozinah Jamaludin, Centre for Instructional Technology and Multimedia (PTPM) & Miss Siti Zuraidah binti Md Osman, Universiti Sains, Malaysia)

At Dalah 3

☐ **Workshop III:** "Leading with Integrity: Challenges and Perspectives on Ethical School Leadership in the 21st Century" (Asst. Prof. Dr. Emily Crawford, ELPA, College of Education, University of Missouri, U.S.A.)

At Bu-nga

☒ **Workshop VIII:** "Pushing Beyond Holidays and Heroes: Multicultural Education in a Globalizing World" (Asst. Prof. Dr. Melanie C. Brooks, Department of Curriculum and Instruction/ Department of Leadership and Counseling, University of Idaho, U.S.A.)

13:00-16:00 p.m.

At Dalah 1

☒ **Workshop IV:** "Developing Citizenship and Character Education: An International Perspective" (Prof. Dr. Anthony H. Normore, Professor of Educational Leadership, Graduate Education Division, Chair, Special Education; & Co-Chair, Teacher Education Division, College of Education, California State University Dominguez Hills, U.S.A.)

At Dalah 2

☒ **Workshop V:** "Lesson Planning for Language Teachers" (Asst. Prof. Dr. Nikki Ashcraft, Department of Learning, Teaching and Curriculum, (LTC), College of Education, University of Missouri, U.S.A.)

At Dalah 3

☒ **Workshop VI:** "Reciprocal Learning and Mutualism in Cross National Educational Collaborations" (Mrs. KalaiSelvi, Deputy Principal Vidyashilp Academy, India & Dr. Gabrielle Malfatti, Director, International and Intercultural Initiatives, College of Education, University of Missouri, U.S.A.)

At Bu-nga

☒ **Workshop VII:** "Viewing Online Communication by NodeXL" (Prof. Dr. Yoshida Masami, Chiba University, Japan) (Participants must bring their own laptop for the workshop)

Conference Day 1: May 22, 2014

08:00-09:30 a.m.
09:30-10:00 a.m.

10:00-11:00 a.m.
11:00-12:00 a.m.

12:00-13:00

At Orchid Grand Ballroom

Registration
Video Presentation and Welcome Speech by Assoc. Prof. Dr. Chusak Limsakul, President of Prince of Songkla University (PSU)
Opening Ceremony
Keynote Address I (Mr. Abhisit Vejjajiva: Democrat Party Leader and Former Prime Minister), "Quality Education Management in Globalization: Political and Educational Perspectives"
(Refreshments in the Meeting Room)
Lunch

May
21-24
2014

ELGIC 2014 Phuket, Thailand

Education and Leadership in Globalization :

What does “think globally, act locally” mean for education around the world?

13:00-16:45	Paper Presentation I (at Dalah1-3 and Bu-nga) (Refreshments in the Meeting Room)
18:30-21:00	Welcome Dinner Hosted by Prince of Songkla University at Orchid Grand Ballroom (Business Casual Dress is Welcome)

Conference Day 2: May 23, 2014

At Orchid Grand Ballroom

08:30-09:30 a.m.	Keynote Address II (Dr. Gwang-Chol- Chang: Chief of Education Policy and Reform Unit, UNESCO Bangkok), "Learning to Live Together in ASEAN and Beyond"
09:30-10:30 a.m.	Keynote Address III (Prof. Dr. Daniel Clay: Dean of College of Education, University of Missouri, U.S.A.), "Continuous Quality Improvement in Education"
10:30-11:00 a.m.	Keynote Address IV (Pol. Col. ThaweeSodsong: Secretary-General of Southern Border Provinces Administrative Centre (SBPAC)), “Education for Stability and Sustainable Development: Challenging Roles of the Southern Border Provinces Administrative Centre (SBPAC)
11:00-12:00 a.m.	Paper Presentation II (at Dalah1-3 and Bu-nga)
12:00-13:00 p.m.	Lunch
13:00-16.00	Paper Presentation III (at Dalah1-3 and Bu-nga)

16:00-18:00 p.m. Poster Presentation (at the Hallway)(Presenters Must Display Posters in the Morning and Show up 15 Minutes before the Presentation)

Conference Day 3: May 24, 2014

At Orchid Grand Ballroom

08:30-09:30 a.m. Keynote Address V (Prof. Dr. Jeffrey S. Brooks: Chair of the Department of Leadership & Counseling, University of Idaho, U.S.A.), "Educational Leadership in the Age of Glocalization"

09:30-10:30 a.m. Keynote Address VI (Mrs. KalaiSelvi: Deputy Principal Vidyashilp Academy, India), "A Glocal Dimension in the K-12 School Curriculum"
(Refreshments in the Meeting Room)

10:30-12:00 a.m. Paper Presentation IV (at Dalah1-3 and Bu-nga)

12:00-13:00 Lunch

13:00 Tours: (Please Contact Agencies)

ELGIC2014 Presentation Schedule

DATE/TIME	DALAH1	DALAH2	DALAH3	BU-NGA
May 22 Oral Presentation 1 13.00-16.45 13.00-13.20	Day1: May 22, 2014 Beliefs and Practices of School Principals in Illinois State of USA (151* :AzharMahmood, MahekArshad)	Perception of Secondary School Teachers Regarding Relationship of Pre- Service Education and Professional life Demands in Pakistan (15: AmnaNadeem, TanveerIqbal, MumtazAkhter)	Internationalizing Hatyai University – A Case of Thinking Globally and Acting Internationally (150: Victor Charnwit)	Through Culture to Collaboration (13: Jerome Banks)
13.20-13.40	The Study of Teacher Leadership Components of World-Class Standard School (115: KalayaratMathewerawong, JaruanPloyduangrat)	Assessing the Psychometric Properties of Teachers’ Competency in Action Research (TCAR) (26: Ismail Raob)	Creative Thinking and Writing Abilities in Learning Classroom Research of Students in Faculty of Education, SilpakornUniversity (154: WanaweeBoonkum)	Continuing Bonds and Psychological Experiences of Widows from the Unrest in Southern Border Provinces (162:HarirakKaewkabthong)
13.40-14.00	Situational Leadership practices by University Administration in Punjab Pakistan (127:AmnaAwan, N.B Jumani)	Improving Cognitive Engagement Through Open-Ended Experiential Learning Cases (Empirical Evidence in Yogyakarta State University-Indonesia) (23: Ismani, Andian Ari Istiningrum, AnnisaRatnasari, AdengPustikaningsih)	Problems and Guidelines on Supervision for Pre-service Teachers’ Professional Experiences of Supervisors of Prince of Songkla University Working in the Three Southern (55: WeahasonWeahama)	Learning Disabilities and Dyslexia Early Diagnosis and Teaching Strategies in Italy (44: NicolinaPastena)
14.00-14.20	The Shifting on the Pedagogical Conceptual Model of M-Learning (4: DwiSulisworo)	Perceptions of Teachers Regarding English-medium Instruction at Secondary Education in Punjab Province of Pakistan (16: TanveerIqbal,AmnaNadeem, MumtazAkhtia)	A Factor Analysis of Innovative Leadership for Institute of Physical Education Administrators. (89: PitakThipwaree, WasanAtisabda, ChidchanokChurngchow, SuntipongPlungsuwan)	A Needs Analysis for Interpersonal Communication Skills of Undergraduate Students in Bachelor of Education Program (32: AnchaleeSuknaitsith)

¹ The number in front of the presenter is the ID Number. The total presentation is 20 minutes (15 for presentation and 5 for questions and comments.)

DATE/TIME	DALAH1	DALAH2	DALAH3	BU-NGA
14.20-14.40	A Case Study of Work Integrated Learning for Science and Engineering Undergraduates at KMUTT (134: Chotika Viriyarattanasak, Thanapa Kijpinyopong, Papapit Hirunisirisawat, Prapassorn Wongdee, Montira Nopharatana)	The Impact of Leadership and Personality on the Relationship of Job Design and Creativity among Teachers (34: Sabarani Ghazali, Husna Johari)	The Development of Local Museum to Enhance Creative Education; Jipataphansatan Ban Khubua, Ratchaburi Province (157: Jittra Makaphol)	Flipped Classroom and Traditional Classroom: Lecturer and Students Perception between Two Learning Culture a Case Study at Malaysian Polytechnic (93: Siti Zuraidah Md. Osman, Rozimah Jamaludin, Nur Eliza Mokhtar)
14.40-15.00	Towards Collaboration between Higher Education Institution and International Research Consortiums: A study of Shared Functions (5: Rauno Pirinen)	Factors Affecting Servant Leadership of Basic School Teachers in Thailand (39: Jaruwan Ployduangrat)	A Thorough Study on Technical and Vocational Training and its Role in the Development of Industry (7: Roghayeh M. Hosainy, Aarghavan Asaadi)	The Participatory Learning Process for Developing the Health Promoting School in the Southern Border Provinces (125: Pornpen Pataranutaporn, Somkiat Suknantapong, Thinadda Pimpoung, Awatip Ware, Wichet Bamrungrummai)
15.00-15.20	Contemporary Expression in a Traditional Education Environment (47: Des Powell)	Incorporating Global Thinking Behaviours and Values in a Postgraduate Programme: A Case Study (40: Shu Sim Tam, Vahid Nimehchisalem)	Primary School Teachers' Perceptions toward Administrators' Job Performance on Education Reform in the Second Decade (2009 – 2018): A Case Study of Southern Thailand (118: Ekkarin Sungtong, Theerapong Intasaro)	Investigating Photo Recognition Capacity Using Photo Hunt Games with Hearing Impaired Learners. (14: Piyaporn Techarueangrong, James H. Baden, Wacheerapan Kaewprapan, Surachai Suksakulchai)
15.20-15.40	Predictors of Self-efficacy Beliefs in Online Teaching (6: Naraphol Deechuay, Sorakrich Maneewan)	Why Are There Dropouts Among University Students? Experiences in a Thai University (30: Ruthaychonnee Sittichai)	Characteristic Leadership of the Educational Basic School Administrators for the Relationship Base on Education Reform under the Region of the Three Southern Border Provinces. (59: Naowarat Atreepai boon)	An Economic Approach to Teacher Retention in the Bhutanese Education System (106: Karma Tamang)

DATE/TIME	DALAH1	DALAH2	DALAH3	BU-NGA
15.40-16.00	EFL Teachers Practices Reflecting Glocalisation (22: Sandra Ximena Bonilla)	Messianic Aspects of the School Curriculum Approach to the Philosophy of Education Expected (19: MitraFarhang)	Students Speak Globally with Local Support (42: Suparuthai It-ngam)	Teachers' Roles towards Integration Ethics and Moral Values in Instruction Process in Islamic Private Secondary Schools, Southernmost Provinces of Thailand (141: SolihahHayeesama-ae)
16.00-16.20	Development Model of Learning Innovation Process for Sustainable Development of Local Scholar's in Southern Thailand. (69: ThaneeChukammerd, ThithimadeeArphattananon, Marutdamchaom, EkkarinSungdong)	How to Design and the Results for Student-centered Learning (109: RatthayanaphitPhalasuk, UthoompornDulyakasame, ChutimaRagbanglearn, YupawanThongtanunam)	A Needs Analysis for Interpersonal Communication Skills of Undergraduate Students in Bachelor of Education Program. (32: AnchaleeSuknaisith)	The Multilevel Causal Factors of University Development Towards an Integrated Multi-Dimensional High Performance Organization : A Case Study of Walailak University, Thaksin University and Prince of Songkla University (31: SasiratPrasatkaew, IdsarattRinthisong)
16.20-16.40	23 Tensions between Globalization and Local Demands in EFL in Colombian Rural Areas Ferney CruzArcila	Pair Programming as a Tool in Programming Courses' Strategies for Thai Students (35: SirpornMikum, James Baden, SurachaiSuksakulchai, SettachaiChaisanit)	The Opinion on Active Learning to Learning Outcomes Based on Thai Qualifications Framework Level (136: UthoompornDulyakasem)	Work Identification: Exploring the Impact of Quality of Work Life and Need Satisfaction of Indian Engineers Engaged in Academics (110: AmirulHasan Ansari, Shehla Malik)
Day 2: May 23, 2014				
May 23 Oral Presentation 2 11.00-12.00	A Survey of Role School Education on Training Character's Citizenship of Sight Teachers and Students Period High School in Shahr-e kord Town City (20: Abbas Raisi)	Does Short Training Have Effect on E-Learning Adoption in Learning Process? (75: MahendraAdhiNugroho)	Development of 21th Century Skills for Future Food Engineers in Thailand via Work-integrated Learning Approach of Food Engineering Practice School (130: SuvalukAsavasanti, MontiraNopharatana, PapapitHirunsirisawat, ChotikaViriyarattanasak)	Effects of an Integration of Critical Thinking Instruction into Ordinary Instruction on Critical Thinking Abilities of Undergraduate Students. (153: TheeraphongKaenin)
11.00-11.20				
11.20-11.40	Volunteer Hive Computing and Virtualization in Botswana's Web Based Edification Techniques (43: Suresh Shammugasundaram, Divyapreya Chidambaram)	Assessment Glocalisation: A Global Online Assessment with a Local Flavor (46: Mark Butler)	Exploring Pre-service Teachers' Awareness of Teaching English in Multicultural Education (10: VaravejhisYossiri)	Development of Innovative Learning (iLearning) to Enhance Smart Teachers and Smart Students (152: JeenaUmal, NaiyanaKaewbandon)
11.40-12.00	The Development of Web Based Instruction Using Problem Based	Competency Factors for Information and Communication	An Environmental Media Making as a Technological Effect: An Actor	Perspectives on ICT Integrated Approach for Technical

What does “think globally, act locally” mean for education around the world?

DATE/TIME	DALAH1	DALAH2	DALAH3	BU-NGA
	Learning on System Analysis and Design Course (111: OrananChaopanich)	Technology of School Administrators in Satun Primary Educational Service Area Office (113: SuriyaMardthing)	Network-Theory Interpretation (86: SunisaKongprasit)	Education(67: WilaiwanWongjinda)
Oral Presentation 3 13.00-16.00 13.00-13.20	Rational Use of Major Information Reservoirs for Teaching and Learning Arabic Language (21:Kebir Benaissa)	A Design and Development Training Course on Learning Centre using of Inventive Problems Theory Combine with Iconic Mining for Support Sufficiency Economy (28: KhammapunKhantapoka)	Comparison Self-Regulated learning Among Normal and Gifted Students in Yazd (132: Mohammad Akbarnezhad, Ahmad Karami)	The Development of the Creative Scientific Invention Course Based on Constructionism for Ninth Grade Students (25: PaisanWongkraso, SomsongSitti, Araya Piyakun)
13.20-13.40	Observed Discrepancy of In-service Training for Media Information Literacy between Local and International (87: Masami Yoshida, ThapaneeThammetar)	A Model for Improving Teaching Effectiveness with Specific Reference to Technical Writing for Business (48: Tsze Sun Li)	The Potentials for Integrated Environmental Education in Thailand's Southernmost Provinces (33: Hsin Hsiang Pang)	Effects of Creative Art Activities for the Treatment of Psychiatric Patients (131: NattakarnAnantrawan)
13.40-14.00	The Study of the Effectiveness of Applying the Constructural Approach in Materializing the Goals of the Curriculum of the Intelligent Schools (76: SeyyedAbdollahHojjati, ElhamTamjiddash Tamjiddash)	Importance of Preparation Process on Readiness of Students in Work-Integrated Learning (WIL) Program at KMUTT (143: PapapitHirunrisawat, PrapassornWongdee, ThanapaKijinyopong, HatairatThangvaravut, SuttipornThanglerattanab, ChotikaViriyarattanasak, MontiraNopharatana)	The Community Participatory Process for the Elderly Care (120: RattayanaphitPhalasuek, KasornPintubtim, LugsanumDechboon)	Development Model for Knowledge Management and Innovation Competencies of Academic Resources and Information Technology Center Rajabhat University (57: MudchaliniPholkla, WhatsanAtisubda, Chitchanok Chengchow, ImjittLertpongsoombat)
14.00-14.20	The Relationships between Positive Psychological Capital and Work Performance Satisfaction of Nursing Instructors in Boromarajonani College of Nursing, Nakhon Sing (139: PakamonSongloed, NisarattNorasing)	Karl Marx on the 21st Century Trade Unionism: A Discourse on Their Past, Present and Future (155: ThulaniZengele, Victor Pitsoe)	Private and Public: Digital Media Ethics and Information in Global and Local Perspectives (119: Twyla Gibson)	A Study of Relationship between Citizenship Behavior and Social Order among Female High School Students in Kerman (146:Mahmoud HamzehNejad)
14.40-15.00	The Relationship between Adversity Quotient, Self – Efficacy and Emotional Quotient in Nursing	Results of Delivery Training Program for Preparing on Birth in Muslim Pregnant Woman	Rational Use of Major Information Reservoirs for Teaching and Learning Arabic language	A Design and Development Training Course on Learning Centre using of Inventive Problems Theory

DATE/TIME	DALAH1	DALAH2	DALAH3	BU-NGA
15.00-15.20	Student (138: PawadeeHamtanon) A Needs Analysis for Interpersonal Communication Skills of Undergraduate Students in Bachelor of Education Program. (32: AnchaleeSuknaith)	(137: JatupornTantanokij, UthoompornDulyaka, BenjawanLahukarn) Causal Relationship of Factors Affecting the Living Together Ability of Cultural Diversity Student in Thailand. (9: Chuanpoblaosanurak, SumaleeChanchalor)	(21: KebirBenaissa) The Study of a Creative Leadership for Teachers (145: ViriyaPokapunt, JaruwanPloyduangrat)	Combine with Iconic Mining for Support Sufficiency Economy (28: KhammapunKhandanapoka) Ethical Decision-making of Hospitality and Tourism Students (Effect of Type of Dilemma, Gender, Education, and Work Experience) (12: MoradNazari, NareeVeerakit)
15.20-15.40	Localization Learning Process for Human Resources Development: Case Study of Project Support the Local Community in Order to Restore the Southern Border (95: Nat Luxchaigul)	Ram Wong WiamKrook (122: Nakhonsithammarat College of Dramatic Arts)	Cultivation the Public-Minded Conscientness: A model for Nursing Students (158: RattayanaphitPhalasuek, PhakamolThonglears)	Perceptions on the Curriculum Design in the Education Department of Senac São Paulo: Experience with the “Team Academy” and “Bridge School” Methodology (107: Patricia LuissaMasmó, RosirisDomingues, Fernanda Yamamoto)
15.40-16.00	Cultivating the Public Mind: A Model for Nursing Students (116: RattayanaphitPhalasuek, PhakamolThonglears)	Results of Behaviors Modification and Drug Administration During Ramadan in Thai Muslim Patients with Diabetes Type 2 (108: WaranyaJitbantad, RattayanaphitPhalasuek, SupatraSahairak)	Development of Essential Skills of KMUTT Undergraduates via WiL Program (142: PrapassornWongdee, PapapitHirunsirisawat, ThanapaKijjinyopong, ChotikaViriyarattanasak, MontiraNopharatana)	The Effects of Standard-based School Policies on the Teachers’ Student-centered Instruction in Thailand (53: TheeraHaruthaitanasan)
16.00-18.00	Poster Session (at Hallway): Please display your poster in the morning and show up 15 minutes before the presentation time.			

Day 3: May 24, 2014			
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		A Model for Improving Teaching Effectiveness with Specific Reference to Technical Writing for Business. (48: Tsze Sun Li)	
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10.50-11.10	Observed Discrepancy of In-service Training for Media Information Literacy between Local and International (87: Masami Yoshida, ThapaneeThammetar)		

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INTERNATIONAL CONFERENCE

EDUCATION AND LEADERSHIP IN GLOCALIZATION

Curriculum Vitae

Name	Abhisit Vejjajiva	
Present Position	Leader of the Democrat Party	
Date of Birth	August 3, 1964	
Age	49 years old	
Place of Birth	The United Kingdom	
Marital Status	Married with Asst.Dr.Pimpen (Sakuntabhai) Vejjajiva	
Children	One daughter (Prang) and one son (Pannasit)	
Educational Background	Bachelor's degree (first class honours) in Philosophy , Politics and Economics , Oxford University., the United Kingdom. Master's degree in Economics, Oxford University, the United Kingdom. Bachelor's degree in Law, Ramkhamhaeng University. Honorary Doctorate in Law, Ramkhamhaeng University Honorary Doctorate of Philosophy in English, Ramkhamhaeng University	
Political Experience		
1990	Lecturer at Faculty of Economics, Thammasat University	
March 1992	First Democrat MP. , Bangkok.	
1992-1994	Government Spokesman in Chuan Government	
1995-1997	Democrat Spokesman	
Early 1995	Deputy-Secretary to the Prime Minister for Political Affairs (DPM .Supachai Panitchpakdi)	
1995-1996	Chairman of House Education Affairs Committee, Parliament.	
1997-2001	Minister to the PM's Office	
1999-2005	Deputy Leader of the Democrat Party	
2005-2006 / 2008	Leader of the Opposition, the House of Representatives	

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Education and Leadership in Glocalization :

What does “**think globally, act locally**” mean for education around the world?

2005-present Leader of the Democrat Party
Dec 2008-Aug 2011 The Prime Minister
2011-2013 Leader of the Opposition, the House of
Representatives



Gwang-Chol Chang is Chief of Education Policy and Reform Unit (EPR) at UNESCO Bangkok (Asia and Pacific Regional Bureau for Education) since May 2010. He coordinates UNESCO’s regional programme for research, capacity development and knowledge management in education policy and reform, especially in areas of sector-wide policy, planning, management, financing and governance. He also oversees several other regional education portfolios such as secondary education, technical and vocational education and training, quality of education (with particular emphasis on curriculum, pedagogy and learning assessment), as well as education research and foresight, the increasing focus of which is the learning processes and outcomes for the 21st century in the Asia-Pacific region.

From 1996 to 2010, he worked at various units of UNESCO’s Education Sector in Paris, supporting diverse programmes, especially education policy analysis, planning and finance, including in post-conflict and post disaster situations (PCPD). He provided technical and capacity development support for dozens of developing and transition countries across all regions (Africa, Asia, Arab States region, Europe and Latin America). During this tenure in UNESCO Paris, he played a key role in the conceptualization and implementation of a number of UNESCO tools and networks, such as Education Policy and Strategy Simulation model (EPSSim), Open Education Management Information System (OpenEMIS), UNESCO National Education Support Strategy (UNESS), Virtual Network for Education Planning and Management (EMAP) and

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Interagency Network on Education Simulation Models (INESM).
Before joining UNESCO in 1996, he worked at the Planning
Department of the DPR Korea Ministry of Education.

Gwang-Chol Chang holds a Doctorate in Education (Ed.D) from
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Dr. Daniel Clay is currently professor and dean of the MU College of Education and the Joanne Hunt Hook Dean's Chair in Educational Renewal. Dr. Clay received his bachelor's degree at the College of St. Scholastica in Duluth, Minnesota and both his master's degree and doctorate in counseling psychology from the University of Missouri-Columbia. He also earned a certificate in Higher Education Administration from the Harvard Graduate School of Education.

As dean of the college, he provides leadership and vision to five academic departments and many auxiliary units. In particular, he has led the college in pioneering the development of online K-12 curriculum to bring the highest quality K-12 curriculum to a global audience. This curriculum integrates the latest research on technology-enhanced learning to improve learning outcomes. In addition, the college is training teachers, administrators and counselors to continually enhance the quality and effectiveness of online teaching and learning.

Dr. Clay has held faculty and leadership positions at the University of Iowa and Auburn University before returning to Mizzou. He is a nationally recognized scholar and a fellow of the American Educational Research Association and the American Psychological Association. He authored the national award-winning book entitled *Helping Schoolchildren with Chronic Health Conditions: A Practical Guide*.

Name Pol.Col. Tawee Sodsong

Date of Birth September 23, 1959

Education

1991 Master of Social Development,
Kasetsart University

1984 B.P.A. (Police) Royal Police
Cadet Academy



Working Experience

2011 Secretary-General of Southern Border Provinces
Administrative Center

2009 Deputy Secretary-General, Ministry of Justice

2008 Director General of Department of Special
Investigation

2007 Deputy Secretary-General, Office of the Narcotics
Control Board

2004 Deputy Director General, Department of Special
Investigation

2002 Deputy Commander, Crime Suppression Division ,
Central Investigation Bureau, Royal Thai Police

2000 Superintendent, Crime Suppression Division 2,
Central Investigation Bureau, Royal Thai Police

1999 Superintendent, Crime Suppression Division 1,
Central Investigation Bureau, Royal Thai Police

1998 Assistant Personal Secretary to Assistant Director-
General, Office of Assistant Director-General, Royal
Thai Police

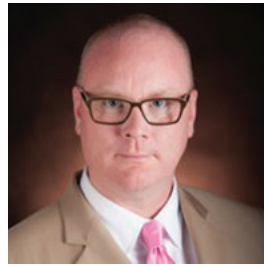
- 1996 Deputy Superintendent, Crime Suppression Division 1, Central Investigation Bureau, Royal Thai Police
- 1995 Inspector, Section 2, Crime Suppression Division 1, Central Investigation Bureau, Royal Thai Police
- 1992 Inspector, Section 4, Crime Suppression Division 1, Central Investigation Bureau, Royal Thai Police
- 1991 Inspector (prevention & suppression), Muang District Police Station, Kanchanaburi Provincial Police
- 1989 Assistant Personal Secretary to Administration General Commander, Police Cadet Academy
- 1987 Chief of Company 4, Police Cadet Academy
- 1986 Deputy Inspector (investigation), Nang-Learng Police Station, Metropolitan Police Bureau
- 1984 Deputy Inspector (investigation), Ta-Mai District Police Station, Chanthaburi Provincial Police

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2014

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Education and Leadership in Globalization :

What does “think globally, act locally” mean for education around the world?



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- Ph.D. Educational Leadership and Policy Analysis, University of Missouri-Columbia, May 2003
- M.Ed. Curriculum and Instruction (English Education), University of Missouri-Columbia, May 1999
- B.A. English Literature, University of Missouri-Columbia, May 1995

Jeffrey S. Brooks is Professor and Chair of the Department of Leadership & Counseling at the University of Idaho. He is a J. William Fulbright Senior Scholar alumnus who has conducted studies in the United States and the Philippines. His research focuses broadly on educational leadership, and he examines the way leaders

influence (and are influenced by) dynamics such as racism, globalization, distributed leadership, social justice and school reform.

Dr. Brooks is author of two full-length books based on his research: *The Dark Side of School Reform: Teaching in the Space between Reality and Utopia* and *Black School, White School: Racism and Educational (Mis)leadership*. He is also co-editor of five other volumes, including *What Every Principal Needs to Know to Create Equitable and Excellent and Bigotry and Isolation and Anti-Racist School Leadership: Toward Equity in Education for America’s Students*. Dr. Brooks has written many peer-reviewed articles in leading educational research journals such as *Teachers College Record*, *Journal of School Leadership*, *Educational Administration Quarterly*, *Educational Policy*, and the *Journal of Educational Administration*. He has also contributed chapters and entries to several scholarly edited volumes and reference works. Dr. Brooks is Series Editor for the *Educational Leadership for Social Justice* book series and has served in several leadership positions in universities and educational research organizations. For more information, see his web site.



Ms Kalai Selvi
Deputy Principal- Vidyashilp Academy

Believing in walking with people, Ms KalaiSelvi’s strength lies in understanding and maintaining positive group dynamics through reflections & proactive thinking. Listening without judgment is one of her key strengths perhaps explaining why empathy runs high in her personality. Selvi’s rich & vital contribution lies in conflict management and building effective communication ties among teachers, parents & students. At the end of the day, her matured aura manages to draw many a smile.

Being associated with Vidyashilp Academy since its inception, Selvi has moved through different portfolios. Currently the Deputy Principal of the Institution, her challenges includes Curriculum planning based on development of conceptual understanding besides establishing cross curriculum interfaces with real life relevance. Greatly concerned by what lies ahead for the children of today to meet the ever demanding world of tomorrow, she works relentlessly to ensure education provides a strong base to nurture students with life & higher order cognitive skills.

Selvi’s ongoing interests include providing professional training to in service teachers and facilitating students’ higher education.

Drawing experience from humanities background and equipped with a Masters training from CIE, Selvi has harnessed maximum opportunity to empower herself attending varied workshops and conferences related to education both in India and abroad.

Consequently her urge to grow & explore various avenues to learning is endless.



Anthony H. Normore (Tony), holds a Ph.D. from University of Toronto and MA from Université Laval (Quebec, Canada). Fluent in both English and French, Tony brings 30+ years in education as a school teacher, administrator, and professor of educational leadership at urban higher education institutions (e.g., Miami, Los Angeles, New York, and Seoul).

His experiences have taken him throughout North America, South Central Asia, Eastern Asia, UK, Continental Europe, and South Pacific. His research, publication, conference presentations, teaching, and speaking engagements/ keynotes focus primarily on organizational and leadership development and training in the context of ethics and social justice.

Within this context, he facilitates curriculum design, program evaluation, presentation skills, teaching, motivation, diversity, inclusivity, and principles of andragogy. These include leadership academies, universities, school districts, and correctional facilities.

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Ashcraft, N. and Ali, S. (2013). A course on continuing professional development. In J. Edge and S. Mann (Eds.) *Innovations in Pre-Service Education and Training for English Language Teachers* (pp. 147-162). London: British Council. Available http://englishagenda.britishcouncil.org/sites/ec/files/C442_Innovations_PRESETT_FINAL_WEB%20ONLY_v2.pdf

Ashcraft, N. and Tran, A. (Eds.) (2010). *Teaching listening: Voices from the field*. Alexandria, Virginia: TESOL International Association.



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Education and Leadership in Globalization :

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ORAL PRESENTATION

A case study of work integrated learning for science and engineering undergraduates at KMUTT

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Abstract

This study reported the new model of Work Integrated Learning (WIL) programs for science and engineering undergraduates at King Mongkut's University of Technology Thonburi (KMUTT). The objectives of this new WIL program were to enhance student soft skills required in an industry and to provide knowledge transfer between KMUTT and an industry. This WIL program differed from other industrial trainings, such as internships and cooperative education programs in that the program places emphasis on an intensive selection of industrial problems and project-based learning during industrial training. Prior to a training session at the industry placement, the students spent one week for training in working skills including presentation and teamwork skills. At the placement, the students spent at least four months working in a team for solving industrial problems under the supervision of placement engineers, university advisors, and facilitators assigned to work full-time at the placement for training and evaluating the students in soft skills. In order to assess the achievement of this new WIL model, an evaluation of the students' soft skills was

performed during the industrial training. Moreover, the impact of the students' project on economic and academic aspects was evaluated by the placement director.

Keywords: Work Integrated Learning, project-based learning, facilitator, undergraduates

1. Introduction

King Mongkut's University of Technology Thonburi (KMUTT) has recognized Work Integrated Learning (WIL) programs as an important mechanism to develop professional engineers who possess strong technical knowledge, theory application, teamwork, effective communication, and problem solving (Ku & Thonglek, 2011; Thonglek et al., 2011). KMUTT initiated “Science and Engineering Practice School program” for Master's degree in Chemical Engineering, Food Engineering, and Starch Engineering and Process Optimization (Ku et al., 2005).

During the first year of the curriculum of the practice school, students study basic knowledge in a related field, and also get experience with problem-based learning (PBL). In the second year, one

semester is for doing thesis research, and another is for learning at an industrial site. During the practice site, students work in a team for solving industrial problems under the supervision of placement engineers, and university advisors working full-time at the placement. Student preparation and the presence of university advisors working full-time at the placement are the key issues/factors which enhance the skills of the students and make the KMUTT-practice school different from other WIL programs such as internships and co-operative education programs.

According to the concept of practice school, the new WIL program has been established for undergraduates since 2013. The objective of this new WIL program was to develop ready-to-work graduates, who possess problem solving skills, communicative skills, teamwork skills and management skills in science, technology and engineering. In the KMUTT-WIL model, undergraduates spent one semester (or at least four months) for project-based learning at an industrial site under the supervision of placement engineers, university advisors, and facilitators assigned to develop learning skills of students at the placement. This internship replaces the research thesis found in a general Bachelor’s degree program.

The aim of this paper was to reveal the structure of the KMUTT-WIL model for undergraduates and to discuss enhancement of the student soft skills during training at the industrial placement.

2. Structure and process of the KMUTT-WIL model for undergraduates

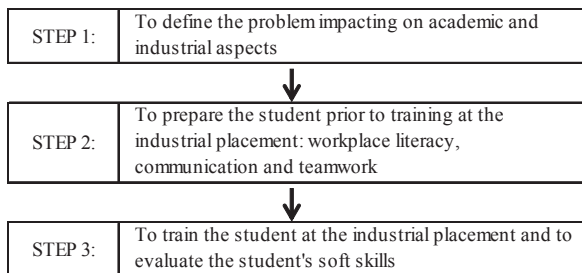


Figure 1. Process flow of KMUTT-WIL model for undergraduates

There are three main steps for conducting the KMUTT-WIL model; defining the industrial problem, preparing the student, and training in the industrial site (Fig. 1). Firstly, the problems impacting on academic and industrial aspects are defined by executives and employers of both university and industrial side. In order to define the problem, university advisors have to visit the placement and have a meeting with placement engineers. It is believed that solving the problems impacting on academic and industrial aspects makes the students become professionals who can adapt theoretical

knowledge to the workplace, and increases opportunities for technology transfer between university and industrial site.

Prior to entering the workplace, the students have to be ready to learn under problem-based concepts in the industrial site. Therefore, they are trained in three main aspects, viz. workplace literacy, communication and teamwork via an activity-based camp. This preparation camp consists of a lecture about workplace literacy by the HR personnel from the host company, presentation workshop, and teamwork-learning activity.

Doing project-based learning at the industrial site for at least four months (one semester) is vital to the success of a practice school to ensure that students are trained to solve real-life problems, sometimes with limited data and many constraints. At the industrial site, the students work in a team for solving industrial problems under the supervision of placement engineers, university advisors, and facilitators assigned to work full-time at the placement for training and evaluating student’s soft skills (Fig. 2). At least once a week, there is the meeting among the students, placement engineers, and facilitators. Moreover, at least once a month, there is the meeting among the students, university advisors, placement engineers, and facilitators. The meeting is one of the methods in monitoring and enhancing the student’s soft skills. During training, the students have to give the progress presentation intermittently to the executives and advisors of an industrial site, and university advisors and committee.

One key factor in an enhancement of the student’s soft skills is the role of the facilitators assigned to work full-time at the placement for training and evaluating student’s soft skills. The important activities of facilitators during the practice site are coaching the student through on-the-job training method and meeting, formative assessment (e.g., evaluating and giving a feedback) of the student’s soft skill, and coordinating the meeting between supervisors and student. After evaluation, the facilitators give a feedback to the students; therefore, the students can realize and improve their soft skills.

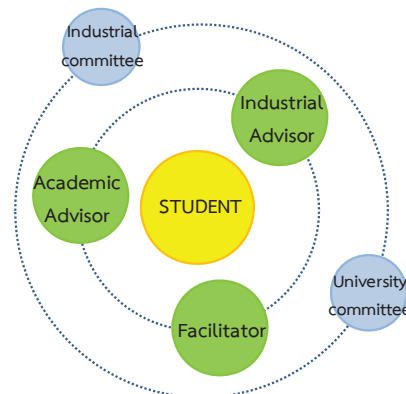


Figure 2. The essential components of the WIL-KMUTT model

3. Student evaluation

The program was initially implemented to 21 fourth-year students from the Faculty of Science and the Faculty of Engineering. There were two industrial placements including a cooked chicken product factory and an animal feed factory. The training period was 4-6 months. The students worked with only two people in a team under the supervision of placement engineers and university advisors who have an expertise in the problem solving of the specific issue assigned. On the other hand, there were two facilitators working full-time at the placement for training all 21 students.

In order to determine outcome, the student's soft skills are evaluated by placement engineers and facilitators. The essential skills consist of seven components in response to internship and problem-based learning; namely, data management, problem solving, working attitude, working discipline, planning, communication, and teamwork. The response was indicated by using 4 point rubric score with 1 equivalent to “not developed/need improvement”, 2 equivalent to “developed/satisfactory”, 3 equivalent to “quite developed/good”, and 4 equivalents to “strongly developed/very good”.

4. Data analysis and discussion

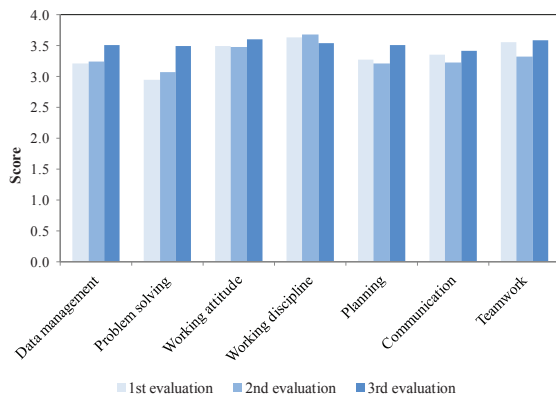


Figure 3. Learning outcomes of the students training in the industrial placement for six months.

The average evaluation score of the student's soft skills during training at the industrial placement was shown in Fig. 3. Overall skills of the students improved after completing the program; especially, data management, problem solving, and planning skills. Nevertheless, the score of working discipline was almost constant.

Average score of 3rd evaluation for each essential skill was around 3.5. It implied that there was a potential gap for improvement of the student's

soft skills. The understanding of the factors and/or mechanism influencing the student outcomes should therefore be studied afterwards.

5. Conclusion

According to the concept of practice school, the new WIL program has been established to develop ready-to-work graduates, who possess problem solving, communication, team-work, and management skills in science, technology and engineering. There are three main steps in conducting the KMUTT-WIL model. That is 1) defining the industrial problem impacting on both industrial and academic aspects, 2) preparing the student to be ready to learn under problem-based concept in the industrial site, and 3) training at the industrial site. One key factor in an enhancement of the student's soft skills was the role of facilitators assigned to work full-time at the placement for training and evaluating student's soft skills.

In order to assess the achievement of this new WIL model, evaluation of student's soft skills was performed during the industrial training. The obtained results showed that although overall skills of the students improved after completing the program, there was a potential gap for improvement of the student's soft skills. The understanding of the factors and/or mechanism influencing the student outcomes should therefore be studied.

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A Design and Development Training Course on Learning Centre using of Inventive Problems Theory Combine with Iconic Mining for Support Sufficiency Economy

Khammapun Khantanapoka

This research is experimental research. We compare two learning methods with two techniques in a household inventions base on Sufficiency Economy. 1) Classroom learning together with brainstorming techniques which is the traditional method. 2) E-learning in learning center together with iconic mining. Several tools will create think point for compensate thinking concerted team. It was a valuable learning outside the classroom. We design activity learning base on active learning. It supports to creative skill for make invention in household and small community business. This model will create think point to learner and synthetic become to innovation project. This model combines knowledge of east world (Sufficiency Economy) and west world (TRIZ theory and Bruner learning theory). Result of this experiment, Samples by student in multimedia technology, computer science and Information technology 48 learner in CRU University which believe in modern technology more than local technology. We are study effective of e-Learning course on learning centre. Result of experimental E1 / E2 is 91.11/91.33 which according to the defined criteria is 90/90. The evaluation from proposal project, we found that learner on e-learning (TRIZ) group have a higher competency invention than classroom & brainstorming) group.

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A Factor Analysis of Innovative Leadership for Institute of Physical Education Administrators.

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Abstract

The objectives of this research were to analyze factors for Innovative Leadership for Institute of Physical Education Administrators.

The research was divided into an analytical process of finding factors for Innovative Leadership for Institute of Physical Education Administrators. Nine hundred thirty-four questionnaires were sent to sampling groups who were teachers and administrators in Institute of Physical Education. Eight hundred seventeen were responded. Then exploratory factor analysis and confirm factor analysis was conducted. The research results as follows;

Innovative Leadership for Institute of Physical Education Administrators factors consisted of ten factors: 1) The able to Social; Personality and Skill 2) The team leadership 3) The exemplary 4) The idea leadership 5) The reinforcement 6) The trust 7) The learning

atmosphere 8) The administration 9) The support and 10) The participation.

Keyword: Leadership, Innovation, Innovative Leadership

Introduction

The innovation leadership usually awareness on innovations and try to combination with skills, knowledge and attitude in the organization to create in task. Therefore the leader must be summarize all knowledge from his company to make the innovation in the organization for more advantage and individual characteristic. (Faculty of commerce and accountancy; 2009) The application with the new knowledge and the new innovations that be impact for necessary of the organization to be growth and made the different from the others and grow up by the adjust and development with continuation some of innovations might be different in products or services, or process, new thought especially the approve of ideal,

strategies of challenge in works whit that include with technology and creativity for innovation in the organization (Pasu Decharin. 2004. and Faculty of commerce and accountancy. 2009) and if we consideration of the meaning we will found that innovation is refer with the new (new services, new products, new managements, new organizations, and new skills), the condition in working is from knowledge and the creativity that made use full for the economic and sociality (National Innovation office, 2004)

The organization ought to have the innovations to be the result of the production and processing the problem solving process in the organization or the association process between the organization and the others connection by cooperation or learning process, in and outside of the organization there for, the knowledge and the learning in the organization made the development continuous, and if which the organization can creation and develop the innovation first, that could be the best. Every organizations try to develop there innovations to be progressivity for the advantage by created the innovation part for seek the way that suitable with the organization include to develop the innovation leader (Supawadee Charoensethamaha, 2008; And On-Anong Rochvatanaboon, 2011).

The institute of physical education is task on management with the higher

educational with 17 campuses, which the development of the knowledge and open wide to the republic now a day that have an impact on the physical education institute should be change their role an example, from the chairperson of the physical education department identify future changes for 21st century physical education departments driving the department towards those changes or acting as obstacles against the change. The future changes are change their department names, technology mediated instruction will affect teaching styles and learning processes, and degree focus will encompass the total life span, taget health promotion and create more certificate. (Paulette, 1998).

The leadership behavior that suitable with the role of the innovative leadership must be the leader of changing and development for the personnel in the organization, the good type for the exception of all people, to be the best team leader and cooperation, to be the creator atmosphere of learning in the organization and facility for the developing in creation of the innovation and administration in the institute

The characteristic of the innovation leader for the institute of physical education administrators must be this, the personal characteristic, the skill characteristic and the social characteristic for example, the thinking leader, and a good example, the team leader or

the participation leader, the facilitator and give the rewards for all. The character by social, for example, risker, brave to change, open mind and visions of change, the ability in learning, the ability in encourage; The social characteristic for example, the ability for emotional, the ability on communication, maturity, the responsibility, for all factors that made the researcher have an interesting on factor analysis of innovative leadership for institute of physical education administrators.

The Objective of the research

The objectives of this research were to factor analysis for innovative leadership for institute of physical education administrators.

The research framework

The factor analysis of innovative leadership for institute of physical education administrators.

1. The study and analysis of the concept for innovative leadership for institute of physical education administrators in 3 scope 1) the study of the role of the innovative leadership 2) the study of the behaviors of the innovative leadership and 3) the study of the trait of the innovative leadership.

2. The study and factor analysis of innovative leadership for institute of physical education administrators by the questionnaire that made from the study of the role, the behaviors and the trait of the

innovative leadership, then analysis by the exploratory factor analysis and confirmatory factor analysis to focus the factor and factor loading of the innovative leadership for institute of physical education administrators. The respondents were population that are working in physical education 17 campus, there for the administrators were 241 and 693 teachers include were 934 population.

Scope of the research

1. The study and factor analysis of innovative leadership for institute of physical education administrators focus on

1.1 To study of the role of the innovative leadership

1.2 To study of the behaviors of the innovative leadership and

1.3 To study of the trait of the innovative leadership.

2. The population were the personnel that work in physical education institute 17 campus that divided in 241 administrators and 693 teacher include 943 population.

Definitions

1. Leadership are refer to the influences to lead the other to be successful of the aims or the ability of the emotion to lead the other to the new purpose.

2. Innovative leadership are refer to the character of the administrators that lead the other in the organization can creation a new product for the quality and quantity of the

educational in organization the result that were production, process and service, there were the role of innovative leadership, the behavior of innovative leadership and the trait of the innovative leadership.

The research methods

Step1. To study and analysis the thought, the theory of the innovation leadership for institute of physical education administrators on 3 factors, there for the role of innovation leadership, the behavior of innovation leadership and the trait of innovative leadership that be the primary resource to study and factor analysis of innovative leadership for institute of physical education administrators.

Step 2. The factor analysis were depend on

1. The Population were the personnel that work in physical education institute 17 campus that divided in 241 administrators and 693 teacher include 943 population. The feedback of the questionnaire were 817 and divided in 2 groups. The first group were 408 responded mention on exploratory factor analysis (EFA) and second group were 409 responded mention on conform factor analysis (CFA).

The Research Tools

The tools of the research were the checklist questionnaire with rating scale in 5 levels, the quality of the tools consideration by

construct validity and content validity which consideration the items that have the suitable index with 0.5 up and the reliability of the checklist was .990 and the reliability of the role factor of the innovative leadership was .960, the reliability of the behavior factor of the innovative leadership was .978 and the reliability of the trait factor of the innovative leadership was .978.

The Data Analysis

1. The result of factor analysis of innovative leadership for institute of physical education administrators and take to be the 109 variations and analysis by the factor analysis then divided the factors with the principal component analysis: PC gather with the oblique rotation with Promax. The criterion eigenvalue must be begin by 1.00, and each variations in the factor start with .30 of factor loading

2. The results of the analysis the correlation by Pearson’s Product Moment Correlation Coefficient. Found that the correlation coefficient was significantly at .05 levels. Ranged from .05 to .89. Variables most correlated at a moderate level and the direction is positive. Indicator that there is a relationship. Exploratory factor analysis can be applied and Bartlett’s Test of Sphericity of all the observed variables was Bartlett’s Test of Sphericity = 36452.840, df = 5886 and p-value less than .00. The correlation matrix

shows that the matches of the observed variables not the identity matrix (Bartlett, 1947), Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) = .968 greater than .50 indicated are relationship between variables is large enough to be factor analysis (Kaiser and Rice, 1974)

3.The results of the exploratory factor analysis of Innovative Leadership for Institute of physical education administrators was 16 factor but on factor loading start with .30 and indicator of at least 3 was 10 factor and can determine the name of the each factor on table 1.

table 1. The results of the exploratory factor analysis of innovative leadership for institute of physical education administrators.

No.	Factor Name	No indicator
1	The able to Social; Personality and Skill	32
2	The team leadership	22
3	The exemplary	7
4	The idea leadership	6
5	The reinforcement	3
6	The trust	5
7	The learning atmosphere	4
8	The administration	4
9	The support	5
10	The participation	3
sum		91

From Table 1 it was found that the exploratory factor analysis (EFA) consists of 10 factors 91 indicator, factor 1 that are most indicative with a total of 32 indicator followed by the factors 2, 3, 4, 6, 9, 7, 8, 5 and 10

4. Confirmatory factor analysis found that the model was fitted with empirical data. The results of the model validation indicated the Chi-square, df, P-value, GFI, AGFI and RMR

The results of the Confirmatory factor analysis of Innovative Leadership for institute of physical education administrators.

Factor 1. The able to social; personality and skill. The results of the model validation indicated the Chi-Square = 316.45, df = 241, P-value = 0.00078, RMSEA = 0.028, GFI = 0.96, CFI = 1.00, AGFI = 0.90 Consists of 32 indicator, Factor Loading = .641- .865 and $R^2 = .411 - .749$. They have shown that the model was properly in agreement with the empirical data and can be verify from 32 indicator was significantly at .05 levels.

Factor 2. The team leadership. The results of the model validation indicated the Chi-Square = 245.82, df = 130, P-value = 0.0000, RMSEA = 0.047, GFI = 0.950, CFI = 0.996, AGFI = 0.902. Consists of 22 indicator, Factor Loading = .486 - .832 and $R^2 = .236 - .692$. They have shown that the model was properly in agreement with the empirical data

and can be verify from 22 indicator was significantly at .05 levels.

Factor 3. The exemplary. The results of the model validation indicated the Chi-Square = 0.08, $df = 3$, P-value = 0.99369, RMSEA = 0.000, GFI = 1.00, CFI = 1.000, AGFI = 0.999. Consists of 7 indicator, Factor Loading = .799 - 1.000 and $R^2 = .639 - 1.000$. They have shown that the model was properly in agreement with the empirical data and can be verify from 7 indicator was significantly at .05 levels.

Factor 4. The idea leadership. The results of the model validation indicated the Chi-Square = 1.23, $df = 2$, P-value = 0.53981, RMSEA = 0.000, GFI = 0.999, CFI = 1.000, AGFI = 0.999. Consists of 6 indicator, Factor Loading = .662 - .938 and $R^2 = .438 - .880$. They have shown that the model was properly in agreement with the empirical data and can be verify from 6 indicator was significantly at .05 levels.

Factor 5. The reinforcement. The results of the model validation indicated the Chi-Square = 0.00, $df = 0$, P-value = 1.00000, RMSEA = 0.000. Consists of 3 indicator, Factor Loading = .793 - .970 and $R^2 = .629 - .941$. They have shown that the model was properly in agreement with the empirical data and can be verify from 3 indicator was significantly at .05 levels.

Factor 6. The trust. The results of the model validation indicated the Chi-Square = 3.76, $df = 4$, P-value = 0.43900, RMSEA = 0.000, GFI = 0.996, CFI = 1.000, AGFI = 0.986. Consists of 5 indicator, Factor Loading = .451 - .838 and $R^2 = .203 - .703$. They have shown that the model was properly in agreement with the empirical data and can be verify from 5 indicator was significantly at .05 levels.

Factor 7. The learning atmosphere. The results of the model validation indicated the Chi-Square = 0.03, $df = 1$, P-value = 0.86437, RMSEA = 0.000, GFI = 1.000, CFI = 1.000, AGFI = 1.000. Consists of 4 indicator, Factor Loading = .515 - .968 and $R^2 = .266 - .936$. They have shown that the model was properly in agreement with the empirical data and can be verify from 4 indicator was significantly at .05 levels.

Factor 8. The administration. The results of the model validation indicated the Chi-Square = 0.88, $df = 1$, P-value = 0.34753, RMSEA = 0.000, GFI = 0.999, CFI = 1.000, AGFI = 0.989. Consists of 4 indicator, Factor Loading = .653 - .954 and $R^2 = .426 - .910$. They have shown that the model was properly in agreement with the empirical data and can be verify from 4 indicator was significantly at .05 levels.

Factor 9. The support. The results of the model validation indicated the Chi-Square = 7.31, $df = 4$, P-value = 0.12041, RMSEA = 0.045, GFI = 0.993, CFI = 0.998, AGFI = 0.973. Consists of 5 indicator, Factor Loading = .653 - .954 and $R^2 = .426 - .910$. They have shown that the model was properly in agreement with the empirical data and can be verify from 5 indicator was significantly at .05 levels.

Factor 10. The participation. The results of the model validation indicated the Chi-Square = 0.00, $df = 0$, P-value = 1.00000, RMSEA = 0.000. Consists of 3 indicator, Factor Loading = .648 - .916 and $R^2 = .419 - .839$. They have shown that the model was properly in agreement with the empirical data and can be verify from 3 indicator was significantly at .05 levels.

Discussion

Innovative leadership for institute of physical education administrators factors consisted of ten factors: 1) The able to Social; Personality and Skill, 2) the team leadership, 3) the exemplary, 4) the idea leadership, 5) the reinforcement, 6) the trust, 7) the learning atmosphere, 8) the administration, 9) the support and 10) the participation. They have consistent with the research of Supa Awagulsuthi, (2009). The researcher investigating the roles, behaviors, and leadership traits. The rubrics of 4 aspects

were: administrative, academic, personality and image, and moral, ethical and professional deportment. On-Anong Rochvatanaboon. (2011). The guide line to develop innovative leader that consist of external and internal context of organization that affected to innovative leader and constituted characteristic of innovative leader. There are 4 main constitutes 1) personality, 2) capability, 3) function and 4) social approach, all of which constituting characteristic of innovative leader to provide guideline in developing the leaders. The appropriately organization profile is an organization profile of team work across line of work; The human resource development system that has a good management and has a trainer system to train a worker, to assign a working project, authorize in working is a positive system that result to develop an innovative leader and the leader to emphasize more developing an innovation by oriented and strategy that lead organization.

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A Local Education Strategy for Global Communities:
The Rice University Jones Graduate School Capstone Program
(2012 Finalist for the MBA Roundtable Innovators Award)

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Abstract

Globalization is a leading topic in MBA programs; yet, emerging business executives know local communities and markets are core to their business’s performance and growth. Rice University’s Jones Graduate School of Business’s Capstone program immerses MBA students in glocalization by developing comprehensive, mission-critical strategies and detailed, actionable plans for community organizations that wrestle with global social issues in Houston, Texas. Since 2008, Capstone has worked with ~100 organizations across many causes – education, healthcare, human trafficking, food security, homelessness, etc. – and taught over 900 professional/executive MBA students, many of whom bring global business experience. Professors work closely with student teams to help complete five academically-rigorous assignments that result in strategic, pragmatic deliverables - comparable to professional consulting products. Students find Capstone a challenging, stimulating learning experience in applying core management principles to real-world problems and an immersion into the social challenges that impact our world today. Many stay connected to their community organizations after graduation. Their work has had an impact – 100% of community organizations implement most, if not some, of the students’ recommendations (Bourne-Marth, 2012). This paper describes the program and its results with the hope that it can be replicated with other Universities to benefit global communities.

A Local Education Strategy for Global Communities:

The Rice University Jones Graduate School Capstone Program

Globalization is a leading topic in MBA programs; yet, emerging business executives know local communities and markets are core to their business’s performance and growth. Rice University’s Jones Graduate School of Business’s Capstone program immerses MBA students in glocalization by developing comprehensive, mission-critical strategies and detailed, actionable plans for community organizations that wrestle with global social issues in Houston, Texas.

The Jones Graduate School of Business (JGSB) at Rice University received its initial funding in 1974 through a major gift from the Houston Endowment Inc., a philanthropic foundation established by Jesse Jones and his wife, Mary Gibbs Jones. Today, the JGSB is a top 20 MBA program offering full-time MBA, MBA for Professionals, and MBA for Executives degree programs, as well as a Ph.D. program, undergraduate Business Minor, and full range of non-degree executive education or customized business courses. Its mission statement is even rooted in glocalization: “We excel at developing principled, innovative thought leaders in global communities.”

In 2008, full time MBA students enjoyed an Action Learning Program (ALP) that provided consulting project experience with for-profit corporate partners. JGSB leaders recognized a need for a comprehensive applied-learning/capstone-type experience for the Professional and Executive MBA students, but were reluctant to implement ALP in these programs due to potential conflicts of interest between current student employers and ALP companies. At the same time, community organizations just steps away from the JGSB campus struggled with how to find affordable, mission-critical strategic help to address global social

issues. School leaders asked, “We live in the fourth-largest, most-diverse city in the nation with a large global presence through the energy and healthcare industries. How do we (the JGSB family) use this opportunity to not just be *in* the Houston community, but rather have a recognizable impact *on* the local community as principled, innovative Houston community leaders?” The answer was the Rice Capstone program, pairing working student teams with nonprofit organizations who needed solutions to strategic challenges.

Capstone quickly grew into a semester-long, core curriculum course that today teaches almost 250 students and serves over 25 community organizations annually. Since its launch in 2008, the program has served almost 100 community organizations with several participating in multiple years. They represent a broad spectrum of global social causes that include education, healthcare, human trafficking, food security, homelessness, conservation, poverty, and unemployment, to name just a few. The Capstone program’s reputation in the community has quickly grown demand to exceed the annual supply of student teams, which has led to an application/selection process to determine each year’s portfolio of community organizations and cases.

Capstone is Different

Capstone is an innovative melding of the academic, professional consulting, and non-profit worlds. This program is distinctive to other national and international action-based, consulting-like MBA programming in several ways, including:

- Exclusive use of not-for-profit community organizations as ‘laboratories’ for projects – these organizations are slightly different environments than the business ones that are familiar to students, though they have very similar strategic and management problems. This makes concept application more challenging. However, in a broader context, the

social community can and should be an integral part of MBA education. Business leaders should strive to be community leaders, where the ‘community’ integrates business, non-profit, and public worlds. The business world should address the global/local societal issues that have such a large impact on business, and this must be done by leaders with experience in all three of these worlds. Non-profit community organizations offer students a chance to sharpen management disciplines, strong role models to demonstrate world-class leadership, and unlimited opportunities to begin experiencing this part of the community. They are unique in that all of these learning opportunities are also avenues for service that directly provides an impact payback to the community and global issues.

- Consistent, professional-grade excellence in the assignments/deliverables – expectations are set high for the assignments, but the students are also guided through templates, examples, and instructor coaching that reflects their professional experience. This program successfully competes against local and national professional consulting organizations for Capstone community organizations each year – not other university action-learning programs. This reflects how high the program’s level of quality is. And, this level of performance is achieved across the full-range of MBA students in each class, as opposed to a self-selecting elective group with an affinity/experience in strategy consulting.
- Comprehensive solutions grounded in the reality of the social challenge: strategic recommendations, detailed designs, and actionable plans – many action-learning projects focus on only one of these three components or only on functional issues. Capstone provides an end-to-end solution, preceded by an intense assessment phase that immerses the students in the cause, the community organization, and the external factors that impact both, so that they are grounded and competent to deliver the mission-critical solutions that

Capstone offers. As David VanHorn, Adjunct Professor of Management and lead for the Capstone program comments, “We do not shy away from tough problems; instead, we purposefully take them on. Capstone was not developed to focus on the narrow or tactical – it was developed to tackle the big and strategic, and to make us a change engine in our community.”

Overview of the Capstone Program

The Capstone program depends upon the success of four interdependent components: 1) cases and community organizations; 2) the students; 3) the assignments; and 4) instruction, faculty, and learning opportunities. To be successful, each of these components needs to run smoothly in an environment which supports critical needs for all parties involved: community organizations integrate it into their strategic planning; students must pass to graduate and want to maximize their learning opportunities; and the Jones School must maintain its reputation in the community and with corporations who have Board members at the organizations. Thus, a formal risk management plan and process also supports the components to detect and address issues as early as possible.

Capstone Participants: The Players in Glocalization

Capstone has a Broad Portfolio of Causes and Community Organizations. The program’s portfolio of cases each year balances different types of causes and types of cases; for example, growth strategies, stabilization strategies, turnarounds, replication, and new major program strategies. Student non-profit start-up ideas have also been built into cases. Capstone works with small- and mid-sized organizations or a division of a large organization (one that is over \$25 million in annual budget). Like Rice University, the organization must be Houston-

based. (See Appendix A for details on Capstone causes addressed and for examples of organizations served.)

Capstone faculty work directly with potential organizations to develop cases that meet organization needs and are complex, enterprise wide strategic challenges to support the course. A standardized, 8-10 page written case document with detailed background and the problem statement is created to quickly educate the teams about the organizations at the start of the semester. However, no organization that applies is left behind – if not selected, they are deferred for a year or immediate support is arranged through local consulting organizations (for example, United Way).

Working Students Bring a Business Perspective to Global Social Issues. Capstone students are currently-employed, highly-motivated, and bright professionals with an average of five to ten years of working experience and represent a wide range of companies - many with global operations. Although most students have had little to no experience working with a particular cause or nonprofit organizations, they bring a global perspective – both from experience at their current companies, from the Jones School curriculum, and from their international classmates. Profiles for the Capstone class of 2015 are included in Appendix B.

The program is team-based with 4-6 students working together on one case for the entire semester. Uniquely, 2-3 teams are assigned to each case to solve it independently. Diversity of team interests allows assignment of their first or second case choice approximately 80-85% of the time and teams from different programs may work the same case. The community organizations love this part of the program, since they get 2-3 different solutions and find value in both the commonalities and differences across the solutions. The teams work closely and collaboratively with their community partners and Capstone instructors through individual

interviews, focus groups, workshops, market/customer research, and field observation like Board meetings and site visits. Capstone teams pour their heart and countless hours into their projects; David VanHorn observes, “We spark something in January with each team that turns into a blazing fire in them to make a difference with their community partner, to learn by doing, and naturally to win the competition! It’s exciting and extremely fulfilling to go on this journey with each team and organization each year.”

Real World and Traditional Faculty Collaborate For Success. The quality and quantity of instruction is also a differentiating factor for the Capstone program. Capstone is taught by a faculty team. Faculty members have two roles: professor and consulting firm partner. The Lead Capstone professor manages and administers the overall course, delivers lectures, and serves as case instructor. The instructor team working with the Lead Professor is comprised of adjunct faculty with executive or strategy consulting experience, over fifteen years of business experience, and some non-profit experience. Full-time JGSB faculty members are used as subject matter experts. This brings the real-world, practical experience from the adjuncts, while allowing full-time faculty to focus on their area of deep expertise and frees their time to fulfill their research and core course teaching demands.

The Materials: Capstone’s Assignments Build a Comprehensive Strategic Solution

The course has five graded assignments (see Appendix C for more detailed descriptions assignments) that are built through the course of the semester. Students are provided templates and best practice examples from previous years to accelerate their work. The templates show high-level deliverable structure, so teams focus their time and creativity on content development and organizations see consistent, professional consulting firm-quality deliverables. The examples

stimulate student thinking with best practices for content needs, analyses, presentation styles, and design.

The two-pronged strategy outlined in Appendix D uses broad-based instruction through lectures and focused team-based instruction. Both approaches have their advantages, but the team-based instruction is especially impactful with the students. Each Capstone instructor takes lead on a specific case to allow them the time to immerse themselves in the specifics of the case and potential solutions. Naturally, that instructor will also take lead in working with the student teams assigned to that case. The optimal ratio is 5-6 teams (2 cases) per Capstone instructor. In addition, the case instructor will also maintain regular contact with the community organizations throughout the semester to manage the ‘client’ relationship and help facilitate the process, as needed.

Active identification and follow-through on each student’s set of learning objectives in the course is embedded directly into the program. All students will experience a core set of learning opportunities, such as application of core curriculum concepts and theories spanning the range of business school disciplines. However, the Capstone program’s content is so diverse that students can choose to emphasize specific areas, in addition to the core set, that are critical to their professional growth and careers; e.g., project management and leadership, organization design, change management, market and competitor research, risk identification and mitigation, financial analysis and pro forma design, implementation planning, business case/value proposition design, services design and pricing, marketing planning and design, governance, development/fundraising, communications, operations & supply chain management, leadership capabilities assessment, organization lifecycle analysis, and others. Student’s unique learning objectives are formally identified and incorporated into the Research & Work Plan assignment.

Though students are not specifically graded against these objectives, Capstone instructors informally follow-up with them throughout the semester to confirm their progress and implicitly drive assurance of learning against them.

Capstone Results: Making an Impact on Global Social Issues - Locally

The Capstone program was designed to provide value to three important constituents: the students, the school, and the community. Program founders believe that serving all three constituents builds long-lasting relationships which flourish in a self-fulfilling virtuous circle and the program has achieved impressive results to-date with all three.

Real World Curriculum Makes a Difference for Student Teams

Unlike other Capstone programs that provide real world applications for students to practice what they have learned in their MBA classes, the Rice Capstone program also provides student appreciation and respect for philanthropy. Because students have the opportunity to select which community organization – and cause – that they will work on, students often become so connected to and passionate about their clients that a large percentage of them choose to continue their involvement long after the course concludes. This involvement has ranged from becoming employed by the organization, to serving on the Board of Directors, to volunteering for events and becoming regular contributors and donors. And, Capstone impact is growing with a compounding effect as each year a new group of life-long community leaders – in the form of Capstone alumni - are produced.

Students also give the course itself very high marks. Each year, a survey is administered to students on the last day of the course, and Capstone has ranked in the top quartile of all JGSB courses for the past 4 years (Van Horn, 2013).

Capstone Has a Positive Impact on the Jones Graduate School of Business

According to Bill Glick, Dean of the Jones Graduate School of Business, the Capstone program shows, through principle and practice, two important things that can impact the field of MBA education (VanHorn, 2013):

- ‘Applied management’ is a critical academic discipline that should be actively taught in MBA programs. It connects traditional core disciplines to the real-world. The experiential component of the discipline must be rigorous and complemented with principles and methodologies. Strength in this capability is critical to recruiters and accelerating students’ professional careers.
- The non-profit community can be an integral part of MBA education. Business leaders should strive to be community leaders, where the ‘community’ integrates business, non-profit, and public worlds. The business world should address the global/local societal issues that have such a large impact on business, and this must be done by leaders with experience in all three of these worlds. Non-profit organizations offer students a chance to sharpen management disciplines, strong role models to demonstrate world-class leadership, and unlimited opportunities to begin experiencing this part of the community. They are unique in that all of these learning opportunities are also avenues for service that directly provides an impact payback to the Jones School community: the city of Houston and surrounding areas.

Capstone Provides Mission-Accelerating Support to Community Organizations

The impact of the Capstone course on the community organizations it serves can be measured in financial terms, through the results from a survey of participants conducted in 2012

(Bourne-Marth, 2012), and by looking at the performance of the organizations themselves post Capstone.

The estimated annual “open-market” value of Capstone consulting services provided through the course is \$10 - \$12 million annually.

A survey of 2010-2012 Capstone participants (Bourne-Marth, 2012) yielded impressive insights. For example, 100% of those surveyed agreed with this statement: “The Rice Capstone provided my organization with valuable strategic insights which will make an impact on achieving our mission”; 25% implemented “Most” recommendations and 75% implemented “Some” of the recommendations.” Among the 2012 participants who had just received student recommendations, 73% were “Very Likely” to implement student recommendations.

Additionally, several organizations have already done multiple Capstone projects in back-to-back years; and more have expressed interest for a 3-4 year re-engagement. Last but not least, Capstone has received multiple recognitions and awards from the community organizations themselves - for example, Big Brothers Big Sisters named Rice University as one of its Key Community Partners in 2012.

And, the success of the program can be seen through the words of Capstone community partners:

- “During KIPP Houston’s participation with the Rice MBA Capstone Program, we found that the MBA student teams made {KIPP’s} same commitment to excellence as they sought the best solutions to our fast-paced, ever-changing, and growing organization. With their fresh vantage point and structured approach, the teams addressed our projects in ways that were both innovative and practical such that we could implement their

recommendations directly,” stated Mike Feinberg, KIPP Co-Founder and Superintendent of KIPP Houston.

- According to Dr. Aijaz Ali Khowaja, Chief Executive Officer, Ibn Sina Foundation, “The Rice MBA Capstone student teams understood the spirit of {our} mission and crafted growth strategies and associated implementation plans that not only provided an actionable blueprint for our expansion plans but also provided professional presentation materials that we used to procure a sizable funding grant from Houston Endowment.”
- “The Capstone teams provided us with great information. It was good to have confirmation of our intuition of direction. We had an external consultant come in to assess one of the key recommendations made by the students. Their recommendation was affirmed and our board paid for its implementation,” stated Carol Shattuck, President, Collaborative for Children.

But perhaps the strongest evidence of the power of Capstone to influence global social issues lies in the examination of post-Capstone performance of a few of the organizations which have implemented most or all of Capstone student recommendations.

Example: Friends of the Houston Public Library (Fake, K, 2014). With the adoption of new technology, organizational changes and a fresh infusion of volunteers - including several up-and-coming Houston executives - all as a result of the implementation of Capstone recommendations - The Friends of the Houston Public Library is one such example. This organization post-Capstone is now better positioned to fulfill its mission of “fostering wider recognition, use and support of the Houston Public Library System.”

The Friends’ primary challenge was the year-over-year decline of the size of annual grant that they raised for the Houston Public Library through sales of new and used books, CDs, DVDs

and other materials it receives in donations. Operational issues included an overwhelmed, inefficient, and volunteer-intensive system and warehouse, as well as difficulties consistently growing a small volunteer base with fresh talent and perspectives. More broadly, the Friends were falling far short of fulfilling its mission of “fostering wider recognition, use, and support of the Houston Public Library.” Their brand awareness and interaction in the community was extremely low due to minimal marketing and outreach. With technology changing how the public accesses and uses information, the Friends could play a critical role in connecting the public to how the Houston Public Library is changing its delivery of its mission and plays a key part in a community’s life.

Two Capstone student teams, with professional backgrounds ranging from a Dean of Students, a technology transfer associate, and healthcare advisory associate to a grain merchandiser, a financial planning analyst, and offshore oil company advisor, proposed recommendations that were implemented over a one year period.

The “sort-by-hand” system the nonprofit utilized to sort and process books for resale was replaced by Neatoscan For Libraries, a software scanning system. The Friends' annual revenues from online book sales are estimated to increase from \$12,000 to \$150,000 as a result of this change alone.

Next, the board canceled its annual book sale, which was very expensive and had a relatively modest revenue and community impact, and replaced it – at the recommendation of students – with four, community book sales. Holding multiple, smaller sales within different communities provided a great opportunity to market the organization, and the first of the four community sales alone netted over half of the revenue the canceled sale had produced annually.

As a result of these and other student-recommended improvements which increased volunteers and the strength of the Board, in 2013, The Friends donated more than \$147,000 to the Houston Public Library System to support children's reading and after-school programs, programming, and employee recognition, recruitment, training and development - furthering its mission in a huge way.

Example: Fort Bend Education Foundation (FBEF). A second example of Capstone success can be found in the post-Capstone performance of the Fort Bend Education Foundation (FBEF). The Foundation operates exclusively in the Fort Bend Independent School District (FBISD), the seventh largest public school system in the state of Texas and third largest within the Houston–Sugar Land–Baytown Metropolitan Area. FBEF’s mission is to provide opportunities to enrich and enhance the quality of education for all Fort Bend ISD students through grants programs.

FBEF participated in the Capstone program in 2012, seeking a strategic growth plan. Student teams assigned to FBEF were also from quite diverse backgrounds – ranging from rising school leaders, to engineers, to global project managers and a non-profit director for an international arts organization. Capstone students quickly identified a key barrier to achieving the organization’s mission: although the organization had indeed served all schools with at least one grant award over its 20+ year history, teachers at economically disadvantaged schools were not applying for grants at the same rate as teachers in wealthier schools. Additionally, because this segment of the market had been growing faster than other segments, the gap had been increasing – and was projected to increase at a greater rate – over time.

Capstone students surveyed teachers, principals, and FBEF Board members to assess the situation, and conducted multiple interviews with stakeholders. Surveys revealed over-worked

teachers in the under-served market segment – many who had low to no awareness of the Foundation help available to them, and others who simply did not have time to complete a burdensome grant process.

A second challenge for the organization that students uncovered was the Foundation’s reliance on labor-intensive fundraising events for over 70% of revenue. These events not only consumed the majority of hours contributed by Board Directors and volunteers, but they also diverted the Executive Director’s time away from development activities and marketing the benefits of the grants to teachers and school leaders.

To address these challenges, students recommended streamlining the grant application process and taking it online so that busy teachers could start, save for later, then submit their grant application – which would also result in better metrics and reporting for FBEF decision making (the previous process was manual and paper driven.) They recommended staffing changes – adding an events and marketing coordinator - and provided a marketing plan designed to increase revenues and engagement from FBEF’s for - profit, corporate neighbors, while raising awareness of FBEF in underserved school campuses.

Two years after Capstone, FBEF is in the final stages of implementing the student recommendation that took the longest to deploy – moving grant applications online. Meanwhile, hiring an additional staff member to handle events and marketing freed up the Executive Director to target grant application training to economically disadvantaged campuses, resulting, in combination with streamlining the application itself, in a 43% increase in the number of these campuses who received grants in 2013.

Increased training for the Executive Director in development practices (also recommended by Capstone students) and more time focusing on strengthening relationships with

local corporations has also paid off. The Foundation recently announced a \$15.7 million grant funded by Schlumberger, which makes a district high school one of two schools in the country that will be part of a pilot program to assist students in STEM (science, technology, engineering and math) labs. In addition to a new computer lab using exclusive software which supports the study of petroleum, earth science and science, these high school students will also benefit from working with a college-level intern and engineers throughout the school year. And this is just one of several new grants that have come to the Foundation from this enhanced Executive Director focus – Fluor Daniels and Texas Solar Outfitters teamed up to donate time, training and solar panels to fully power another high school using solar energy, and to educate students in the science, math and computer departments in its principles and use, and there are several other grants in progress that have not yet been announced.

Best of all, FBEF revenue has grown from approximately half a million dollars before Capstone to a projected \$750,000 for the fiscal year ending June 2014 – an increase of 50% - which will allow FBEF to significantly increase its 2014 grant dollar pool. All of this has amplified FBEF progress toward its mission, which will ultimately impact favorably the quality of an FBISD education for district students.

Conclusion

In conclusion, the Capstone Program at the Jesse H. Jones Graduate School of Business provides tremendous benefits for its three main constituents: providing comprehensive, mission-critical strategies and detailed, actionable plans for community organizations that wrestle with global social issues in Houston, Texas; immersing MBA students in globalization as they create and develop these plans and prepare to serve their future communities as principled, innovative leaders; and providing the Jones Graduate School of Business with the opportunity to make a

recognizable impact on Houston. Imagine the difference the Capstone Program at the Jesse H. Jones Graduate School of Business could make if replicated across other university business schools located in large, urban communities – throughout the United States, and potentially, throughout the world. It is the hope of school leaders and the authors of this paper to make that vision a reality in coming years by spreading the word about Capstone through conferences such as this one.

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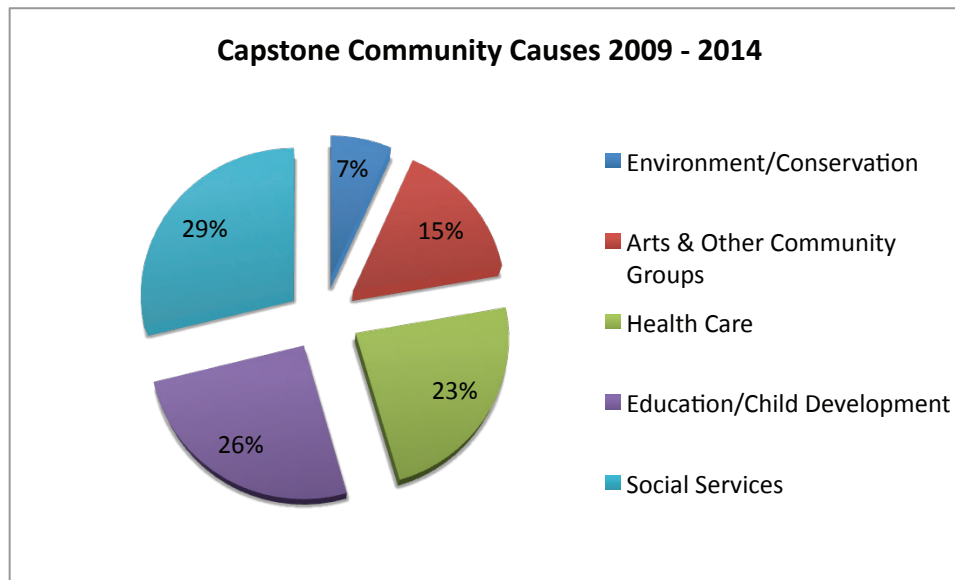
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VanHorn, D. (2009 - 2013, May) Rice MBA Capstone Student Survey Results.

Appendix A

Capstone Community Causes



Examples of Organizations Served by Category:

Environment/Conservation:

- Houston Zoo, Shell Center for Sustainability, Historic Houston

Arts & Other Community Groups:

- Orange Show for Visionary Art, Friends of Houston Public Library, Houston Holocaust Museum

Health Care:

- Texas Children’s Hospital, DePelchin Childrens Center, Doctors for Change

Education/Child Development:

- KIPP, Writers in the Schools, Fort Bend Education Foundation

Social Services:

- Big Brothers Big Sisters, Star of Hope, Redeemed Ministries

Appendix B

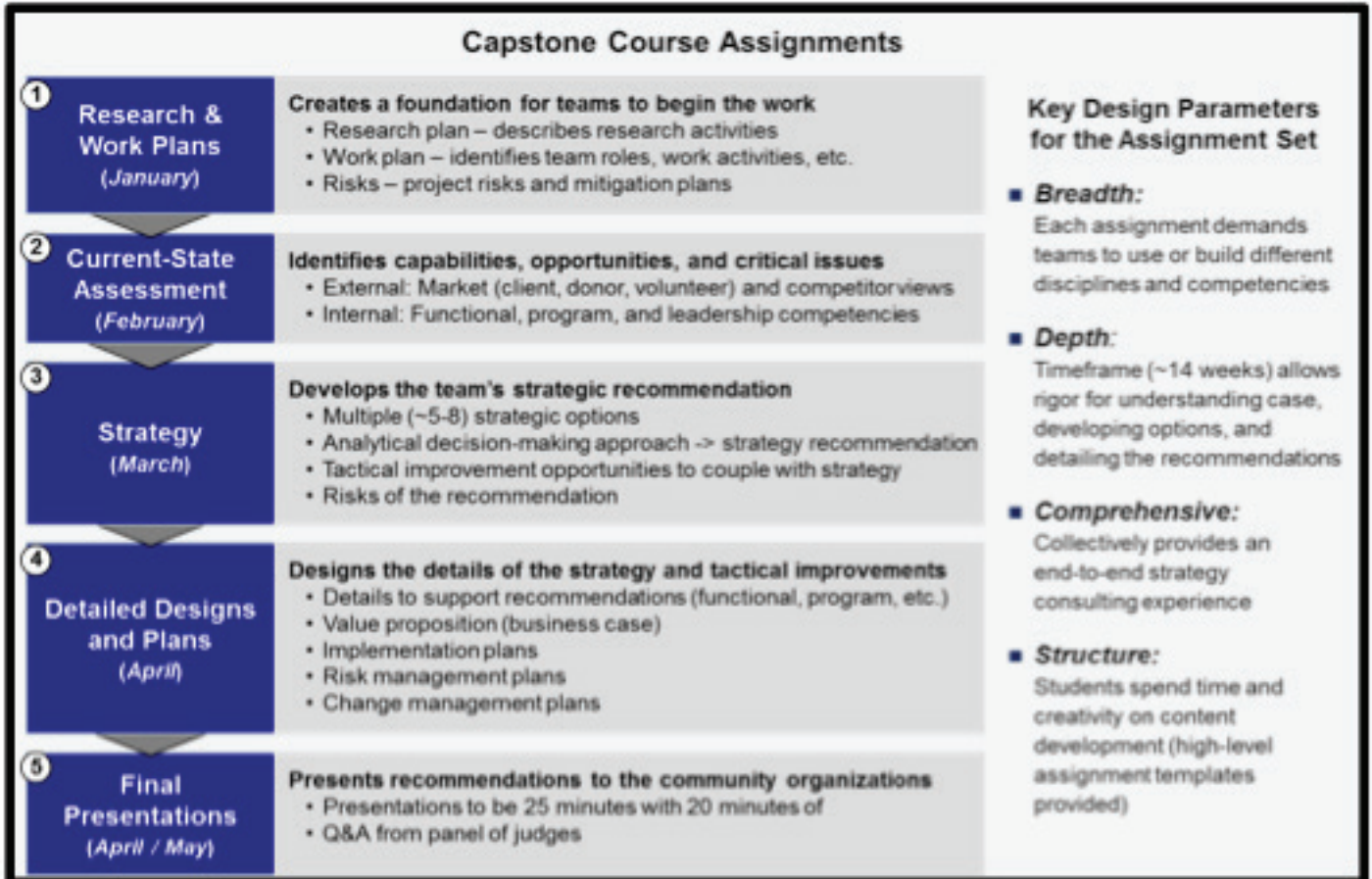
Table B1

Student Profiles: Class of 2015 Rice Capstone Students

Category	MBA for Professionals	Executive MBA Students
Number of Students:	134	45
Average GPA (4 point scale)	3.3	
Average Work Experience	5.2 years	14 years
Average Salary	\$82,500	\$157,000
Average GMAT	626	
Median GMAT	620	
Women	22%	
International Citizenship	16%	20%
With Advanced Degrees	16%	49%
Number of Companies Represented	103	39

Appendix C

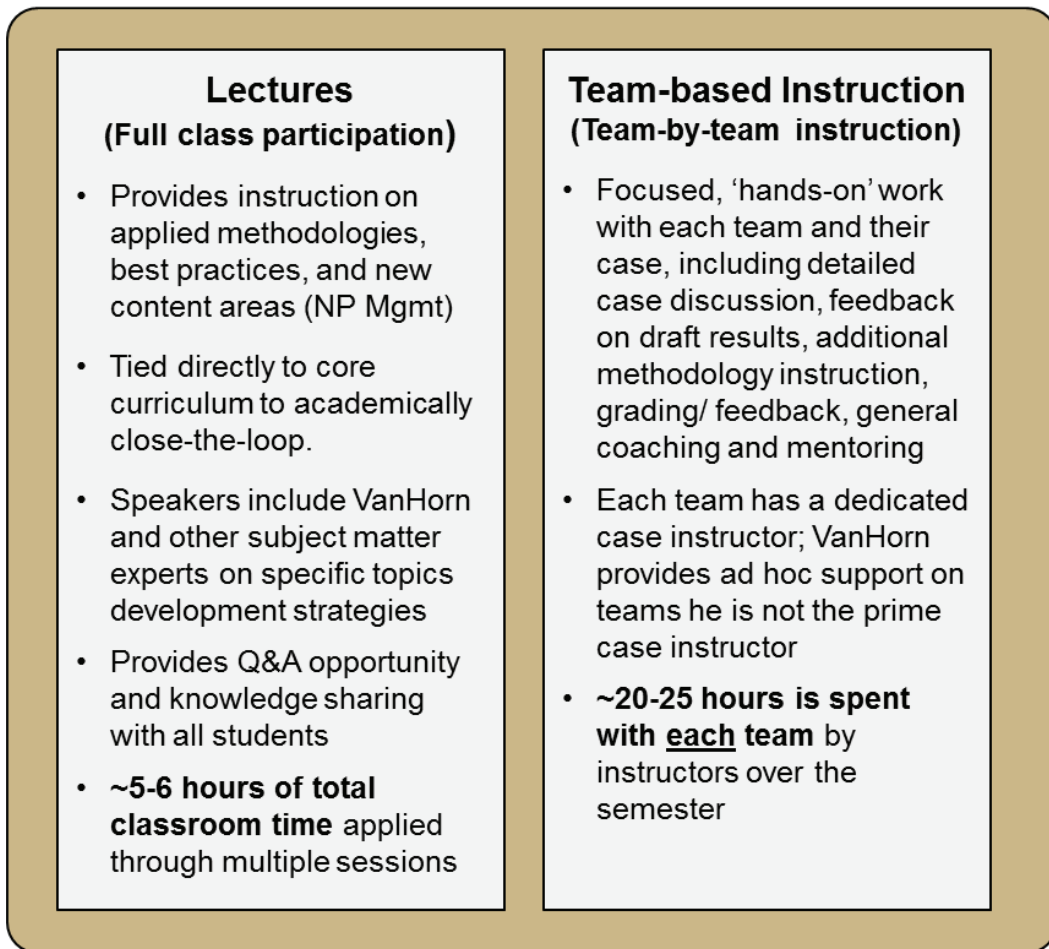
Overview of Capstone Course Assignments



Appendix D

Capstone Course Instruction Approach

Two-Pronged Instruction Approach



A MODEL FOR IMPROVING TEACHING EFFECTIVENESS WITH SPECIFIC REFERENCE TO TECHNICAL WRITING FOR BUSINESS

Abstract

This paper presents a model for improving teaching effectiveness, with specific reference to the subject of Technical Writing for Business (TWB). The model is adapted from the classical model of communication, analyzing seven components: (1) The message--the subject of TWB. (2) The receiver—the students. (3) The sender—the teachers. (4) The channels—approaches and pedagogies to inform teaching TWB, including faculty research, language teaching pedagogies, preparation of learning materials, student self-directed learning, and engaging students in instrumental discourse. (5) Feedback—adopting learning-oriented assessment as feedback strategy. (6) The sources—the information sources all over the place. (7) The noise—barriers to teaching communication.

Keywords

Teaching effectiveness, Technical Writing for Business, pedagogies, textual-rhetorical discourse, instrumental discourse

INTRODUCTION

The purpose of this paper is to propose a model for improving teaching effectiveness with

specific reference to the subject of Technical Writing for Business (TBW). A model, interpreted simply, is a paradigm good enough to provide a holistic frame of reference for investigation.

Common sense informs us that teaching effectiveness is not simply relating to the teachers, but affected by many conditions, among which the act of teaching is an important one, which is subject to many other influences. The cause-effect issue on teaching effectiveness is complex, and needs to be evaluated carefully in context with a holistic frame of reference.

Therefore, trying to answer the following questions of universal and yet specific disciplinary concerns would be meaningful:

What are the conditions under which teaching is likely to be effective for Technical Writing for Business? Is there a model for improving teaching effectiveness for that subject?

In the next sections, I will demystify the concept of teaching effectiveness, followed by a brief justification of method use for this scholarly inquiry.

Demystifying Concept of Teaching Effectiveness

Teaching effectiveness is a murky term in education with various connotations. In general, the term is defined as “the effects of teaching on student learning.” (Seidel & Shavelson, 2007) A common practice in colleges and universities is to gauge teaching effectiveness by student course evaluations. That is, the degree of effectiveness is indicated by the positive or negative intensity of the students’ assessments. Simply put, if the students say the teacher is effective, the teacher is “effective.” Often, this is a measurement of “likeness,” or “favoritism,” i.e. how much the students like the teachers. Obviously, this understanding of teaching effectiveness is simplified if not problematic. Another common approach is to measure the degree of student learning in terms of course objectives achievement, most likely using “scientific” methodology such as experimental and quasi-experimental intervention designs to investigate in-depth processes of knowledge building and its facilitation by teaching. (Seidel & Shavelson, 2007) For example, the teacher uses a control group and an experimental group to measure effectiveness of teaching business report writing, at the end of the experiment, if the student can write a good business report, the teaching is effective. This simple “you (the teacher) get what (the subject matter objective) you want” kind of conceptualization of teaching

effectiveness appears to be reasonable. Nevertheless, what about if the student does not know how to write the report, or he/she writes a “barely acceptable” report with “poor” sentence structures? Is the teaching ineffective? An educated guess would be “perhaps,” particularly to that individual student because there are many other factors and conditions intermingling with the cause.

I heard a news story, which was revealing and analogous to how we may understand teaching effectiveness. A 14-year-old boy, studying Grade 8, was laughed at by his peers at school, because the barber did not cut his hair above the ears, and the principal ordered him to go back to the barber’s to cut it. He did. When he returned to the school, again he was laughed at by his peers because his hair was still too long; feeling furious, the principal shouted at him: “You have broken the school regulations twice.” The other day a newspaper reported that the boy had committed suicide by plunging himself into a river. Is the school teaching ineffective? Who should be blamed?

Similarly, as teaching effectiveness of TWB is concerned, the student who can barely write a business report is subject to many other factors and conditions intermingling with the result, as for instance, his or her mastery of basic writing skills, higher level of thinking skills, and the

state of mind at the particular moment of writing.

[Teaching and learning are undoubtedly interrelated. From the learning perspective, the concept of teaching effectiveness is also problematic. What is learning after all? Is it the subject matter, and defined by the teacher? Is it the final grade? What about motivational development, character development, short-term and/or long term “learning” and so forth?]

Reviewing teaching effectiveness research in the past decades, it was found that the effects of teaching on student learning were diverse and complex. (Seidel & Shavelson, 2007) I would draw an analogy to a classical definition of news in journalism studies—when you see it (the news), you know it is (news); when you “see” the teaching, you know it is effective or not. Teaching effectiveness must be interpreted in context with a holistic frame of reference. ?? For the purpose of this paper, a clear-cut definition of teaching effectiveness is not necessary, and it is better not to define it, just like not to define “technical writing,” (Allen, 1990) in order to accommodate the widest scope of learning, including the three cognitive, affective, and psychomotor domains Bloom, et al. (1956) originally propounded and further

elaborated by others. The model in this paper, therefore, is to be viewed as one for teaching quality improvement.

Brief Review of Scholarship of Teaching and Learning

Due to different inherited cultures, university teachers and researchers engaged themselves in “pedagogical solitude.” (Shulman, 1993) In 2004, when the International Society for the Scholarship of Teaching & Learning was established, a movement called “scholarship of teaching and learning” (SoTL) began in higher education, engaging faculty and researchers of various disciplines who cared about teaching and learning as serious intellectual work. The goal of the movement is improving the quality of teaching, i.e. good teaching or teaching effectiveness by means of scholarly inquiry into the teaching practices.

The scope of the SoTL inquiry has been so wide that it covers almost everything, ranging from traditional educational research, classroom and program assessment, action research, reflective practices, peer review of teaching, to faculty development strategies. While many research findings have contributed to the improvement of teaching, some studies such as correlational surveys were proved to have little value for teaching and learning. (Seidel & Shavelson, 2007) How to capture the true effect of teaching

on learning therefore has remained the ultimate concern of all faculty and researchers involved in the movement.

Purpose and Method of Inquiry

As a whole, there have been plenty of isolated research projects and findings in the SoTL literature, but a model of improving teaching effectiveness in Technical Writing for Business is not yet available in the literature. Therefore, to fill this niche, this paper aims at proposing a model inspired by the classical model of communication in communication studies because teaching itself is also a communication process.

The method of this scholarly inquiry is analytical exposition, which is a way of presenting rhetorical arguments based on expert sources as evidence to support the arguments, i.e. in this case, research findings and educational theories, in addition to educated common sense and insights. Thus analytical exposition is sound as a secondary research methodology.

Review of the Classical Model of

Communication

Lasswell (1948) propounded the Dance Model of communication with a classical question:

Who says what, in which channel, to whom, with what effect?

Shortly afterwards, focusing on mechanical communication, Shannon and Weaver (1949)

published the first basic model of communication, indicating communication is a process of sending and receiving messages from one part (sender) to another (receiver). These notions of communication were later expanded by Berlo (1960), who created the Sender-Message-Channel-Receiver (SMCR) model of communication, where communication is viewed as a regulated process that allows the participants to negotiate with their living environment. Although Berlo (1960) modified the model, it was still a linear model of communication. When a vital element of feedback was added to the model, an interactive model was basically complete. This interactive model highlights the essence of communication, which is a two-way rather than one-way process. It also considers the “field of experience,” which includes culture, background, personal experiences and so forth. Till then, it can be said that the communication model is applicable to other areas of human communication including the process of teaching. The following are the model components:

1. The sources: the information sources from society
2. The sender: the transmitter, the speaker, or encoder
3. The channels: the media (the form a message takes, e.g., PowerPoint slides, lecture

notes), and systems (e.g., method, face-to-face conversations, the Internet) able to send messages

4. The receiver: the receiver of messages / information, or decoder
5. The message: something (information, concept, etc.) to be transmitted
6. Feedback: the message the receiver sends back to the sender
7. The noise: barriers to communication effectiveness

In the following sections, I will analyze the seven components of the communication model with specific reference to Technical Writing for Business—the message (the course and key objectives), the receiver (the students), and the sender (the teachers), feedback, and channels, which is interpreted as “method”, “approach”, “strategies,” and “pedagogies” in which teaching is carried out, in addition to the sources (information sources) and the noise (barriers to the teaching-learning process). Let me first start with the “message.”

MESSAGE—THE SUBJECT OF TECHNICAL WRITING FOR BUSINESS

Technical Writing for Business is a common 3-credit advanced level university writing course. The following are the course description and goals.

Course Description

Technical Writing for Business provides the student with a basic understanding of the types and styles of rhetorical approaches used in international technical and business communication situations. This course is the third in a sequence of three BCOM courses designed to develop skills in oral and written English. Course assignments include definitions, descriptions of mechanisms, instructions, formal and informal business proposals and reports.

Course Goals

This course introduces theoretical concepts of technical and business document construction. Course assignments are intended to develop effective communication formats which can be applied in a variety of technical and business situations. Key elements include the recognition of the audience’s purpose, and writing business genres clearly, concisely and correctly. Course assignments, class exercises, and tests are intended to improve critical thinking, problem-solving skills, and presentation techniques to communicate complex information effectively and efficiently in workplace situations.

Based on the above description and goals, two major objectives relating to the crucial element of technical business writing are derived—one mainly textual-rhetorical and the other

instrumental, the functions of which will be differentiated after presenting the course objectives.

Course Objectives

At the end of the semester, students are expected to:

1. write clear, concise, and correct business genres such as informal proposals and reports, based on given situations and factual information.
2. create professionally acceptable technical documents such as formal proposals or reports in a workplace setting, which involves researching the subject, collaborative writing, and other skills and knowledge.

The first objective focuses on textual-rhetorical discourse in which the emphasis is on good writing, i.e. textual representation of persuasive arguments in proposals or reports in pretend context where the task-based situation and basic information are provided for writing. The second objective includes both textual-rhetorical and instrument discourses. Other than utilizing textual-rhetorical discursive skills, the participants must learn to possess many other skills and knowledge including, but not limited to, researching the subject, collaborative writing, proofreading and editing; the deliverable is a formal proposal or recommendation report.

Fundamental Differences between the Two

Discourses

The two discourses differ fundamentally in purpose and function. The purpose of textual-rhetorical discourse is to persuade, whereas instrumental discourse is to meet certain needs such as governance, guidance, control, or execution of human activities.

As for function, textual-rhetorical discourse involves producing the genres with textual and rhetorical features in the form of persuasive arguments, whereas besides the above function, actors of instrumental discourse are to achieve workplace purposes directly, often without the need to give additional “reasons” or “supporting arguments.” (Moore, 1997)

THE RECEIVER—STUDENTS WHO TAKE THE COURSE

It is obvious that a person who has not learned basic mathematics will not be able to understand calculus. Therefore, there must be student requirements for taking the advanced writing course.

Pre-requisites for Course Enrollment

Pre-requisites refer to the student readiness to take a higher level course. If the target learners are mostly bilingual, or as Fueyo (2006) called “language-minority” students, and are taking the course in English, which is their second or even third language, basic English proficiency is required.

Other than utilizing the results of international English standardized tests such as TOEFL and IELTS, universities should have their own reference-based criteria to screen students. Those who possess English proficiency at the school level are allowed to enroll in the course, which means they must possess both surface fluency and cognitive language proficiency. (Fueyo, 2006)

Surface Fluency. According to Cummins (1983), surface fluency refers to the language skills used in conversational, undemanding communication, examples of which are social conversations with peers, and following simple directions in the classroom. The thinking skills required are at a lower level of mental operations that require the simple recall of knowledge such as recalling, gathering and processing information (Kellough, 2002)

Cognitive language proficiency. Cognitive language proficiency refers to the ability to use more challenging, complex language for critical thinking or problem-solving tasks. Language proficiency at this level is less evident and takes longer to develop. (Cummins, 1984) At this level, students can use English for complex thinking skills such as perspective taking, summarizing information or hypothesizing. Ideally, a sound school education should instill in the learners this level of cognitive language proficiency.

However, this proficiency must not be interpreted as an ability that can be generalized to all situations and “once learned will never forgo”; it has to be constantly enriched at the university.

THE “SENDER”—TEACHERS WHO DELIVER THE MESSAGE

In Chinese traditional education and strategic thinking, there is a concept “yin cai shi jiao,” (Chinese pinyin) meaning teaching according to the students’ existing caliber (e.g., knowledge and background). There is also a notion “zhi bi zhi ji, bai zhang bai sheng,” meaning “whoever understands others and himself or herself will win in a strategic situation.” Therefore, understanding the students is of paramount important, by whatever means—be a need analysis or a personal interview, or daily conversation.

Understanding the Students

The main purpose is to find out what and how the students would like to learn the subject. For example, what they would like to learn--application letter, resume, report, proposal, writing for the web, etc.? How would they like the lessons to be taught--straight lectures (with teacher talking and students listening all over the lesson), use of the discussion method involving both parties in a two-way communication mode, or combination of both, etc.? Would they like to

prefer the textbook method (using the textbook in the classroom), or the use of teacher’s designed PowerPoint slides focusing on key learning points? And so forth. Under heavy studies pressure, students may tend to favor the easy option; however, as a teacher, this effort is worthwhile because communication tends to be ineffective when the recipients are not willing or not ready to receive the information.

Similar to the condition of student preparedness mentioned above, the teachers must also be academically and professionally prepared. That is why universal recruitment efforts emphasize on the faculty’s qualifications and experience. For writing courses, the issue of teacher-writer identity is of major concern.

Teacher-Writer Identity

The issue of writer identity has been raised in professional writing discourse. Fairclough (2003) corresponds “identity” to “style”, e.g., the style of a particular type of manager--his or her way of using language for self-identifying. On this issue, Flowerdew (2007) quotes Fairclough (2003) as follows:

Styles are the discursive aspect of ways of being, identities. Who you are is partly of how you speak, how you write, as well as a matter of embodiment—how you look, how you hold yourself, how you move, and so forth. Styles are

linked to identification...how people identify themselves and are identified by others.

In short, it is important to have teachers with professional writing qualifications and experience as well as the scholarship of teaching and learning. It is often said that teachers are the role model for students. Research has supported that student perception of teachers’ capabilities and qualifications effect student learning. (Etuk, Afangideh, & Uya, 2013; Shaw, 2011) Therefore, effective teaching is also embedded underneath the surface of the teaching process.

In the world today, teachers as the knowledge workers must frequently update their skills and knowledge. In the following sections, I will focus on the “channel”— approaches, strategies, and pedagogies TWB teachers may utilize for teaching quality improvement.

THE “CHANNELS”—APPROCHES, STRATEGIES AND PEDAGOGIES

TWB teachers need to update themselves by doing research, which is a strategy for teaching quality improvement in the form of self professional development.

Research as a Strategy for Teaching Quality Improvement

Knowledge can be obtained from secondary or primary research. Secondary research refers to making use of what is already available in the

existing literature. In light of informing the teacher on how to teach students to achieve objective #1, there are ample research findings the teacher can borrow from, as for example, the grammatical-lexical approach.

The word “grammar” refers to the set of rules that describe the structure of a language and control the way that sentences are formed, whereas the term “lexical” describes something concerning words or vocabulary. As students are learning writing in a foreign language, mastery of sufficient vocabulary is a necessary (though not sufficient) condition for written expression.

On this approach, Lewis (1994) contends that the ability to understand and produce lexical phrases as chunks is an important part of learning a foreign language, and students can perceive patterns of language and have meaningful usage of words at their disposal when they are taught with the grammatical-lexical approach.

Nevertheless, a vital question emerges--which grammatical-lexical items (i.e. parts of speech, and natural units of chunks and set phrases) relevant to the TWBC course should be taught? If existing literature is lacking, primary research is needed.

Regarding technical business writing, the common engagement is corpus-based research, which utilizes a corpus--a collection of authentic

texts from the workplace stored on computer and used for language research. When studying the specific corpora, concordances are frequently used to:

- compare different usages of the same word;
- analyze keywords;
- analyze word frequencies; and
- find and analyze phrases.

For example, Ward (2009) studied an engineering corpus of 250,000 words (randomly selected from 25 engineering textbooks) and offered an original solution to the students’ basic lexical problem. In addition to discovering common grammatical-lexical problems (e.g., use of –ing form such as following, assuming, and operating, etc.), Ward compiled a list of 299 commonly used words with these 10 words on top of the list: pressure, velocity, stress, load, body, moment, fluid, beam, shear, and equilibrium. For learners with a low level of English, this approach is fruitful as the ability to read and write depends on adequate linguistic, especially lexical, knowledge. (Alderson, 1984)

Another type of research is genres analysis. A genre is a specific text type with a particular style that can be recognized by certain features. Genres analysis is strategic in nature because university teachers position themselves on high ground by arming themselves with undisputable disciplinary knowledge and insights. The

following is a business case report example that shows the richness of information such an analysis can yield.

The Business Case Report: An Example of Genre Analysis

In order to support the development of pedagogical practice in the teaching of case report writing, Nathan (2012) conducted a genre-based study of a corpus of 53 marketing and marketing management case reports written by postgraduate students at a UK university, and compared the results with 16 business case reports from the British Academic Written English (BAWE) Corpus, which are very informative, e.g., the sample structural component of rhetorical moves in business case reports presented in the table below.

Table
Rhetorical moves in business case reports

Rhetorical move	Obligatory (OB) or optional (OPT)	Sample structural components that have been obligatory in the role of university teachers today is not merely teaching in the classroom, but providing their students
Orientation	OB	Transmission of materials for learning, among other things, objectives
Methodology	OPT	A critique of NPV (MMA) (2013a; 2013b) published a series of books in business and (PM) Porter's
Analytical	OB	SWOT (MMA) book in business and (PM) Porter's five forces (MMA) book in business and (PM) Porter's
Options and alternatives	OPT	Options analysis (MMA) at management strategy (MMA) writing practices. The task-based approach
Advisory	OB	Marketing supplement (MMA) the (MMA) text that focuses

Summary and consolidation	OPT	Conclusions
Supplementary supporting information	OPT	Appendices, references, b
Reflection	OPT	Annex (PM) lessons learnt (M)

(Bracketed letters indicate identification or prevalence in particular

specialism. M=Marketing, MM=Management, PM=Project Management, and MA=Management Accounting.)

In short, the study identified common features of case reports including the presence of explicit structure, impersonal style and business specialism-dependent lexis, in addition to the three obligatory broad rhetorical moves and the five optional moves.

Preparation of Learning Materials as Supplementary Strategy for Teaching and Student Self Directed Learning

on theory and concepts. In addition, this kind of supplementary books is more appropriate to be used as self-directed learning aids because they are written in plain English easier for L2 learners to comprehend and cover the business genres comprehensively. More importantly, these supplementary materials can expose the students to much more “culturally appropriate” task-based writing situations, which are written to remedy the two weaknesses often found in Technical Communication textbooks written by Western (predominantly American) authors, but for both Western and Asian / Middle East students:

1. They (Western textbooks) are loaded with wordy explanations of “theory” of writing, paying insufficient attention to practical examples of writing per se. It is evident that only a few examples are included in these textbooks; moreover, these examples are not intended to be the main part of the reading materials as they are presented in smaller font size and are difficult to read. A smart learner would grumble: “Shun wordiness; show me how to write through writing examples.”

2. These scarce writing examples are culturally bound to Western situations, with little reference to the concern and practicality of other societies such as the Middle East or China. The weakness, therefore, is lack of contextual commonality

appropriate to non-Western societies. (Author, 2013b)

Self-Directed Learning as Supplementary Teaching Strategy

According to active learning theory, the teacher is a designer, a steward and a facilitator of student learning, responsible for constructing an environment suitable for learning so that the students can continually expand their abilities.

(Polin, 2008) This notion fits well in the concept of self-directed learning (SDL).

SDL is not something new. It is also called “auto-didacticism,” meaning “self-education,” or “learning on one’s own,” and can be traced back to centuries ago, e.g., during the Renaissance in Europe, Leonardo da Vinci, the well-known painter and scientist, was one of the best well-known autodidacts. Self-taught learning is also practiced in law education, and is called the Vicarious Learning/Self-Teaching Model, in which law students learn by themselves the basic legal-analytical reasoning skills. Although the SDL method has not been proved particularly effective and efficient in law education, it has been claimed that about 20% of the students can benefit from it. (Schwartz, 2001)

As a supplementary teaching strategy for the TWBC course, SDL can be viewed as “throwing the learners into the sea and seeing them swim.” With the provision of genres exemplars and

writing practice tasks, some students are likely to benefit from reading, appreciating, and imitating the exemplars. The power of imitation in SDL should not be underestimated. As the popular Chinese conventional wisdom shows: “After reading three hundred Tang poems thoroughly, the reader would know how to imitate others’ poetic works even though he or she may not be able to write poetry as a whole.”

Adopting Learning-Oriented Assessment as Teaching and Feedback Strategy

According to Carless (2003), the purpose of learning-oriented assessment (LOA) is to emphasize assessment explicitly--assessment is to enhance learning. It is to contribute to student learning through provision of information about student performance. (York, 2003) The Assessment Reform Group (2002) described the LOA process as:

A process of seeking and interpreting evidence for use by learners and their teachers to determine where the learners are in their learning, where they need to go and how best to get there.

When adopting LOA as a teaching and feedback strategy, Carless (2007) summed up three principles:

1. *Assessment tasks should be designed to stimulate sound learning practices amongst*

students.

2. *Assessment should involve students actively in engaging with criteria, quality, their own and/or peers’ performance.*

3. *Feedback should be timely and forward-looking so as to support current and future student learning.*

Strategic and well-planned use of feedback is key to promoting learning. (Ellery, 2008)

According to assessment research, good feedback enhances learning in various ways:

1. Peer feedback is useful when students work with a more capable peer. (Vygotsky, 1978; Boud & Sampson, 2001; Carless, 2003; Lee, 2007)

2. Good feedback includes high quality information about learning, and opportunities for students to improve. (Carless, 2003; Nicol and Macfarlane-Dick, 2006; Weaver, 2006; Lee, 2007)

3. Timely delivery of feedback has been proved to be crucial to student learning (Falchikov, 1995 & 2001; Higgins, Hartley and Skelton, 2002; Rust, O’Donovan and Price., 2005)

Similarly, according to Williams (2005), effective feedback is focused, stimulates thinking, consists of comments only, refers explicitly to success criteria, and provides concrete guidance on how to improve.

Engaging Students in Instrumental Discourse as Pedagogy

Students need to be provided with instrumental discursive learning opportunities to foster their comprehensive capabilities for problem-solving.

Understanding the meaning of instrumental discourse by teachers and students is important.

Understanding Instrumental Discourse.

Instrumental discourse is mainly non-persuasive, informing the user how to perform a task, how to access a function or some data, or how to manage resources such as time and money.

Beale (1987) said, the purpose of instrumental discourse is the governance, guidance, control, or execution of human activities. Instrumental uses of language are those utterances that are supposed to achieve their purpose directly, without the need to produce any additional “reasons” or “supporting arguments.” (Toulmin, Rieke & Janik, 1984)

According to Moore (1997), there are four major characteristics of the instrumental discourse, which I paraphrase as follows:

1. *Managing resources.* People engaging in instrumental discourse such as an online project must do much more than writing. As resources are often scarce in the workplace, they must make decisions on how to utilize resources. The following are some questions likely to be raised in the process:

- What are the resources available for completing the task?
- What skills do I and my team members have?
- How much time do I / we have (to complete the task)?
- How much money do I / we need (to complete the task)?
- What technology or tools are available?
- Shall I / we have extra resources (support) in the near future? Will the support be timely?

2. *Managing suitability.* People engaging in instrumental discourse such as preparing a product user-guide must consider whether or not the guide will suit the need of the users. For example, if the product is to sell to a foreign country whose native language is not English, it is not suitable to produce the guide in English only. If the product is to be used by ordinary people, plain language high in readability is more suitable. So in instrumental discourse managing suitability, to the specific context (specific cultures, institutions, groups, tasks, etc.) is very important.

3. *Managing accessibility.* Accessibility means establishing connections among people, technology, and data so that a user can input (e.g., feedback) or output (e.g., retrieve) data

from a source of information. For the print publication, standard accessibility techniques include tables of contents, indexes, headings, lists, colors, typographical emphasis and white space. For the computer screen, many more techniques are necessary, as for example, use of graphics, and direct manipulation.

4. *Managing readability.* Readability means how easy the target user understands a communication. As the world is complex with different cultural contexts, the issue of readability can be complex. For example, color and gestures tend to have different connotative meanings according to cultures—to say someone wears a “green cap” is insulting in the Chinese culture, but it is not in Oman (even the Sultan wears a green turban, particularly on festive seasons), and nodding the head can mean “no” in one culture but “yes” in another. People engaging in instrumental discourse therefore must exercise sound judgment in managing readability.

The following is an example of instrumental assignments intended to foster multiple skills and capabilities beyond that of textual-rhetorical discourse.

Situation

Form groups of 4 members each. Brainstorm for a meaningful topic to conduct a survey research. Then write a formal report to the Dean of your

College.

You should divide your work equally among yourselves. Each of you should have a role to play in the research process and have a part of the report to write. You should collaborative draft, proofread, and edit your report before you can claim the task is completed.

Engaging in the above activity, students are given a chance to acquire or develop knowledge or skills in at least eight areas:

1. Forming groups – understanding personality differences, conflicts and/or conflict resolution (managing human relationships)
2. Brainstorming – understanding the technique used to come up with ideas (managing technique)
3. Selecting an appropriate topic -- knowing what is meaningful or suitable for pursuit (for writing a report) in the context of a particular college (managing suitability)
4. Surveying (what) – how to design and write a questionnaire (managing readability)
5. Surveying (whom) – knowing who will furnish the kind of information needed (managing accessibility)
6. Writing a formal report – mastering knowledge and textual-rhetorical skills (utilizing textual-rhetorical skills)
7. Writing and editing collaboratively – mastering the technology of communication

collaboration such as Tracking function of MS Word, Wiki or Cloud technology (managing technology)

8. Completing the task on time – working within the constraints of time and human resources (managing resources)

From the above assignment example, it's evident that instrumental discourse is task-oriented, involving many qualities associated with general education--possessing much general knowledge, refining one's judgment, developing one's ability to learn and re-learn, etc., which helps a person work productively and creatively through the complexity of the rapidly changing workplace. More importantly, the design of instrumental discourse assignments is underpinned with educational theories and pedagogies including active learning, the “techne” concept, and social constructivism.

THE SOURCES—INFORMATION

SOURCES FROM SOCIETY

In the information age, all kinds of information sources co-exist to impact the teaching process. These sources may exert positive or negative effects. For example, employers' expectations on graduates regarding necessary knowledge and skills will affect the students' perceptions and universities' strategic planning; a tutorial school which a student attends may positively affect his/her studies, resulting in “teaching

effectiveness.” On the other hand, a parent's voice or value on education and frequent expressions on the “usefulness of schooling” may affect his/her child's motivation to learning. Unless in an authoritarian or closed society, information is omnipotent, penetrating into everyone's heads and minds from every corner of the society. The sources, therefore, should be an important consideration when evaluating teaching effectiveness.

THE NOISE—BARRIERS TO TEACHING EFFECTIVENESS

Unlike the sources mentioned above, the noise represents barriers that are likely to block or distort messages before, during, or after the teaching process.

These barriers can be broadly grouped into four categories:

1. Noise and distractions. Noise and distractions can be internal and external. Internal distractions are thoughts and emotions that prevent the student from focusing on the teacher's instructions in the classroom. The teacher teaching too much (information overload) may also cause teaching ineffectiveness. External distractions are plentiful, e.g., crowded classrooms, construction work nearby, and instant messages unrelated to teaching that pop up from the computer screen while teaching with the Internet.

2. *Competing messages.* As mentioned in the component of sources above, competing messages are coming from all over the place in the information age, and the teacher may find it difficult to have the student’s undivided attention in the classroom, and the student may obtain information or lecture notes from a friend of another class taught by another teacher.

3. *Channel breakdowns.* The classroom computer or projector may suddenly stop functioning. The teacher may be ill or absent from class. The PowerPoint delivery method may not be effective any more due to over-use and/or preference of a particular group of students.

4. *Filters.* Filters are interventions—technological or human, between the teacher and the student. They can be implanted intentionally or unintentionally. The teacher’s state of mind (due to cultural background and upbringing) is already a kind of filters that would affect teaching. In addition, the university structure and culture can also inhibit information flow, thus resulting in less effective teaching.

CONCLUSIONS

I have suggested that a model of teaching effectiveness can be derived from the classical model of communication, with specific reference to Technical Writing for Business. This model

comprises seven components:

1. The message—the subject of Technical Writing for Business. Analysis begins with the course description, goals and objectives, which are two-fold in terms of discursive functions—one textual-rhetorical and the other instrumental. Major differences between the two discourses are elaborated.

2. The receiver—students, including the student preparedness such as having met English proficiency pre-requisites.

3. The sender—teachers, including understanding the students, the importance of teacher-writer identity and teachers’ qualifications and experience.

4. The channels—teaching approaches, strategies, and pedagogies, including (a) research as a strategy for teaching quality improvement, (b) preparation of learning materials as supplementary strategy for teaching and student self-directed learning, (c) self-directed learning as supplementary teaching strategy, (d) adopting learning-oriented assessment as teaching and feedback strategy, and (e) engaging students in instrumental discourse as pedagogy.

5. Feedback—feedback to students. Informed by LOA theory, teachers may adopt a quality feedback strategy to enhance student learning in TBW.

6. The sources—information sources, which will

inevitably affect the teaching process.

7. Noise—barriers to teaching effectiveness, which can block or distort messages before, during, or after the teaching process, including noise and distractions, competing messages, channel breakdowns, and filters.

In short, it is necessary to study the issue of improving teaching effectiveness within a holistic framework, taking into account the conditions of the each of the seven components and their interactive dynamism.

DISCUSSION

I must admit that there are weaknesses in this model because it is basically a linear model of taxonomic organization. Using a mapping metaphor, Rude (2009) argued, unlike a map, taxonomies are not good at showing spatial relationships and social-control mechanisms inextricably linked to power and authorities situated in organizations and society at large. Nevertheless, when considering this complex issue of teaching effectiveness, with this model, we will no longer hold simplistic views e.g., an either-or view—if teaching fails, it must be the fault of the teachers, and if it succeeds, it must be their great “achievement.” It is necessary to evaluate teaching effectiveness in context, considering all the components and their inter-relationships. Only with such a holistic frame of reference, we can do justice and

fairness to all participants in the complex education process, particularly to the teachers and students involved. With this model, further studies on these components and their interactive dynamism would be fruitful for long-term teaching quality improvement.

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A Needs Analysis for Interpersonal Communication Skills of Undergraduate Students in Bachelor of Education Program

Anchalee Suknaisith

This research aims to analyze needs for Interpersonal Communication Skills of undergraduate student teachers. The samples were 500 undergraduate students in Bachelor of Education Program enrolling in the second semester of 2013. Data was collected through a questionnaire of 40 questions on Interpersonal Communication Skills Inventory which was categorized into 4 topics: Sending Clear Messages, Listening, Giving and Getting Feedback, and Handling Emotional Interactions. The data will analyze using descriptive statistics, inferential statistics, and Modified Priority Needs Index (PNImodified)

The Communication Skills Inventory was found to be qualified by 3 domains: 1) all of items had content validity; 2) discrimination index between 0.3 – 0.7; and 3) the reliability index was 0.89. This research is in the process of data collection and will be complete in March 2014.

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A Study of Relationship Between Citizenship Behavior and Social order Among Female High School Students in Kerman

Mahmoud Hamzeh Nejad

The present research aims to study relationship between citizenship behavior and social order among female students of high schools in kerman. Its method is of correlative type and statistical sample include all female students of high schools in 1391-92 which was equals to 5065 persons. Statistical size equals to (361) persons based on Morgan table .Multi-cluster sampling was used .Due to statistical sample size of each educational districts of kerman, statistical sample selected randomly. Two questionnaires of citizenship behavior and social order consisted our tools which their reliability and validity proved. To study main and secondary hypothesis, statistical methods including single-variable test, to study relationship between each citizenship behavior and social order components, correlative coefficient of Pearson and for share anticipation of each components ,multi regression were used. Findings show that observed t was significant in $p < 0.05$ level .So ,responsibility, participation ,legality, patriotism, fault-finding and knowledge orient and order components are more than average level. Based on results, there is no significant relationship between citizenship behavior and social order regarding income amount .Also, there is a same relationship among responsibility, participation, legality, patriotism, and knowledge orient, fault-finding and social order regarding educational level of student fathers.

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A Survey of Role School Education on Training Character’s Citizenship of Sight Teachers and Students Period High School in Shahr-e Kord Town City

Abbas Raisi

This study investigated the role of school education in fostering features of citizenship from the view of teachers and students of high school career in Shahr-e-Kord city, which is a descriptive survey was conducted. The study population included all students and teachers of high school in Shahr-e-Kord city. The Sample size was determined according to Morgan table (n =377) for students and (n =274) for teachers and the sampling was done randomly. The two researcher-made questionnaires comprising 40 questions were used for collecting data. To determine the validity of comments it was used of some pundits and experts and to determine the reliability of each questionnaire, each one was performed separately on a sample size of 30 persons who was not belong to sample size, reliability coefficient with use of formula of Cronbach for questionnaire of students were 93 percent and 91 percent for teachers' questionnaire. For examination the relationship between variables and test questions it was used of correlation coefficient and t-tests and descriptive statistics. The results indicated that from the views of teachers between school education and knowledge of the law , citizenship skills, commitment to the practice of law, business and promotion of national identity, respect the rights of others, seeking to acquire a spirit of partnership, citizenship, business attitude, business spirit of responsibility, promotion of political science and environmental protection are effective in students but from the perspective of students, only recognizing and respecting the rights of others involved in school education and have no role in other components. There was no significant difference from the view of demographic between the factors of gender, literacy level and work length in the questionnaire of teachers, and gender, location of school, grade of education and field of education in the questionnaire of students.

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A Study of Teacher Leadership Components of World-Class Standard School

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Abstract

The objective of this research was to study the teacher leadership components of world-class standard school. 650 purposive random samplings accumulated for data collection were school directors, deputy director of academic administration, chief of subject areas, and teachers of world-class standard schools that had been selected as role model intensive school. Research methodologies were questionnaire validated by content validity index (CVI) and reliability calculation using Cronbach's alpha coefficient method; the validity index is .96.

The result was found that the 3 main components – teacher's trait, teacher's behavior, and teacher's leader – are the 3 most important components of teacher leadership of world-class standard school. The components are prioritized in order from most important to least important: teacher's behavior (1.08), teacher's trait (0.93) and teacher's leader (0.89), respectively. The three main components must operate through 11 sub-components and 68 leadership indicators. The indicators are divided as follows: 22 indicators for trait; 27 indicators for behavior; 19 indicators for leadership. All 68 indicators have shown that the mean of appropriateness value of leadership indicator of world-class standard school is between 3.72 and 4.56.

Keywords : teacher leadership, world-class standard school, indicators.

1. Introduction

The idea of human learning development in the 21st Century is aimed at developing 3 imperative skills: life and work skills; learning and innovation skills; information, media and technology skills. Such 21st Century skills are intended on creating valuable figures, able to live and work in the 21st Century (Worapoj Wongkijrungruang & Athip Jittakrit. 2011: 34-39). The people of the 21st Century must be equipped with necessary knowledge, competencies and skills as well as other supportive learning factors. Therefore, teachers are obliged to revolutionized learning methods in conformed to such idea. Despite continuous strategic and development planning, the result of learner's quality is unsatisfactory. World-class standard school is an education management

innovation adopted by the Office of Basic Education Commission of Thailand (OBEC) as an urgent measure in enhancing education management quality, be tantamount to international standards, and able to cooperate as well as compete internationally (High School Educational Administration. 2013:8). The hope of such endeavor is to equipped teachers with knowledge, competency, and specialized skills; able to handle foreign languages and electronic media for communication, for measurement and evaluation, and for publication; and able to exchange teaching management experience with international countries; and must make use of research, media, innovation frequently to development learner's ability.

Teacher leadership is mentioned in foreign countries for over 30 years and is extensively researched in the United States, United Kingdom, Australia, and Canada. Most research are delved upon in 4 aspects: leadership, roles, traits, and obstacles (Dinham; Aubusson; & Brady. 2006:4). The statement conforms with the concept by Northouse (Northouse, P.G. 2012, referenced in Sarayuth Kanlong. 2012: online) who concluded the concept of leadership into trait approach, behavior approach, situational approach, contingency theory, relational approach, “new leadership” approaches, and emerging leadership approaches. New leadership has been studied in the 21st Century such as the study of real leadership or “authentic leadership”; the study of how leaders employ value and emotions in building membership and motivation to followers or “spiritual leadership”; the study that leaders act as the servant catering to the demands of the followers and allow them to be free and knowledgeable and also servants based on caring principle or “servant leadership”. Group discussions involving experts and specialists all unanimously agreed that teacher leadership should be vied in 3 components which are teacher's traits, teacher's behavior, and teacher's leader. This shows that teacher leadership of world-class standard school is the key to move forward the operation of the world-class standard school towards success.

From the importance of the issue and study of concept and theory aforementioned, the researcher thus become interest in studying the components of teacher leadership of world-class standard school,

and determined to find a pathway to develop teacher leadership. This is to make preparations for the upcoming ASEAN Community in 2015 and provide support for development of schools in Thailand into becoming world-class standard school with quality and effectiveness.

2. Research Objective

To study the components of teacher leadership of world-class standard school.

3. Methodologies

Stage 1 : Content Analysis

The researcher applied theoretical frameworks and related studies as follows : 1) Theoretical frameworks related to teachers' leadership 2) Concepts of conducting to be a world-class school 3) Teachers' abilities of South East Asia in the 21st century 4) Thai teachers' characters towards learning arrangement about Asian Economic Community 5) Learning arrangement to be international standardized intuition in other countries 6) Teachers' development in countries among AEC's members 7) Principles and concepts in abilities in teachers' leadership 8) Concepts from 26th ASEAN Teacher Association conference at Philippine, 27th ASEAN Teacher Association conference at Brunei Darussalam, and 28th ASEAN Teacher Association conference at Indonesia

Stage 2 : Group discussion focusing group on scholars practitioners After obtaining data from the content analysis at stage 1 , the researcher used the data to be a basic information as an indicator leading to group discussion about factors of teachers' leadership in World-Class standard school. 11 experts who are both scholars and practitioners with experience in teacher leadership development of world-class standard school. participated in focus group. Variables used in the study of teacher leadership of world-class standard school from educational theories and researches. Were used to establish a framework for research. composed of, teacher's trait, teacher's behavior, and teacher's leader

Stage 3 : After obtaining data from the content analysis at stage 1-2. The researcher constructs 68 Questionnaires for comments about the teacher leadership of World-class standard school

Population and sample

School directors, deputy directors of academic administration, chief of subject areas, and teachers of world-class standard schools that had been selected as role model intensive schools of 8,326 from 65 schools; 650 group samples are selected from purposive random sampling.

4. Research Instruments

A questionnaire is divided into 2 parts:

Part 1 Personal Data Questionnaire with fill in the blanks and multiple choices;

Part 2 Questionnaire on Teacher Leadership formed through the integration of educationalists and through group discussions of 11 experts who are both scholars and practitioners with experience in teacher leadership development of world-class standard school. The questionnaire is on the scale of 5 levels. This instrument is validated by 10 experts using content validity index, and conformed and acceptable by experts at 0.80 and above. After revision based on comments by experts, 68 finalized version questionnaire are produced for trial with 50 group samples who are school principals, deputy director of academic administration, chief of subject areas, and teachers of world-class standard schools. The data collected are analyzed for validity using Cronbach's Alpha Coefficient; the validity index is .96.

5. Data Collection

The researcher collected data authorized by the Graduate School of Srinakharinwirot University and received cooperation from coordinators of 65 world-class standard schools where 65 questionnaires were distributed through them. The questionnaires were returned via post mail and all 650 questionnaires were in perfect condition to be analyzed.

6. Data Analysis

The researcher used frequency distribution based on concepts, principles, and content analysis retrieved from focus group. Afterwards, the teacher leadership of world-class standard school indicators were synthesized and used fundamental statistic analysis per percentage of standard deviation to verify their appropriateness.

7. Conclusion

Personal data analysis found that out of 650 respondents' status, through statistical analysis of frequency, percentage, mean, standard deviation, and appropriateness level, majority are female (410 samples or 73 percent) and above 50 years old (302 samples or 59.39 percent). Following that number is samples ages between 40 and 50 whom majority graduated Master's Degree (346 samples or 67.8 percent). Next below is those who graduate Bachelor's Degree (279 samples or 30.6 percent).

Teacher leadership of world-class standard school based on the opinions of group samples comprises of 68 questions with significance mean average between 3.72 and 4.56. The questions with highest mean average have 3 indicators namely responsibility towards student's learning ($X=4.56$; $S.D. = .580$), role model in moral and ethical for students ($X=4.51$; $S.D.= .580$), encourage students to work with others ($X=4.50$; $S.D.=.572$).

Components of teacher leadership of world-class standard school consist of 3 aspects: teacher's traits, teacher's behavior, and teacher's leader. The 3 aspects are translated into questions as seen in table

Table 1 Means of Standard Deviation and Appropriateness Level of Teacher Leadership Indicator of World-Class Standard School

Main Components/ Sub-Components/ Indicators	\bar{X}	S.D.	Appropriateness Value
Component 1 Teacher's Trait			
1.1 Sub-Component - Knowledge			
1) Knowledge and understanding in education management to fulfill the Declaration of Education for All: Learning to know, learning to do, learning to be, and learning to live together	4.20	0.70	High
2) Knowledge in skill development of the 21st Century; able to apply theory into practical use both intentionally and locally	4.12	0.70	High
3) Knowledge and understanding in developing international curriculum and learning management	4.25	0.70	High
4) Knowledge in learning techniques that respond to student's learning pattern; able to adapt into international learning activities	4.22	0.70	High
5) Knowledge in action research linked with classrooms	4.12	0.70	High
6) Knowledge in measuring and evaluating actual results with diverse instruments, and use such results to improve and develop student learning	4.24	0.64	High
7) Knowledge in development students to become citizen's of the world, that is, excellence in academic, communicate in at least two languages, innovative mind, produce creative work, and responsible to world society	4.23	0.71	High
1.2 Sub-Component - skill			
8) Skillful in learning management on par with international standard to support new curriculum and learning in the modern world	4.12	0.71	High

Main Components/ Sub-Components/ Indicators	\bar{X}	S.D.	Appropriateness Value
9) Skillful in using critical development tools of students as well as development of teaching techniques and learning innovation	4.12	0.70	High
10) Skill in using English for communication	3.77	0.90	High
11) Skill in using English for international learning management	3.73	0.93	High
12) Skill in creativity, analytical, synthesizing, and thinking attentively	4.22	0.64	High
13) Skill in building network of sharing and learning	4.14	0.68	High
14) Skill in searching and using data for development knowledge	4.30	0.66	High
15) Skill in administration for quality classroom	4.23	0.66	High
1.3 Sub-Component - attribute			
16) Spirit and ideal in developing national education	4.44	0.61	High
17) Thinking process based on continuous learning development	4.39	0.60	High
18) Role model on moral and ethical conduct to students	4.54	0.60	Highest
19) Psychological-minded in learning and student development management	4.39	0.60	High
20) Responsible for student's learning	4.56	0.58	Highest
21) Self-development to prepare for changes and meet international standards	4.41	0.62	High
22) Role model on eager to learn and lifetime self-development	4.45	0.59	High
Component 2 Teacher's Behavior			
2.1 Sub-Component - Learning Design			
23) Able to design learning patterns conformed with the development of students to become citizens of the world	4.24	0.60	High
24) Learning design towards necessary subsistence skills namely	4.10	0.64	High

Main Components/ Sub-Components/ Indicators	\bar{X}	S.D.	Appropriateness Value	Main Components/ Sub-Components/ Indicators	\bar{X}	S.D.	Appropriateness Value
digital-age literacy, inventive thinking, effective communication, and high productivity				35)Able to develop students systematically in physical, emotional, intellectual, and social areas	4.42	0.59	High
25)Set up activities that allow students to learn from hands-on experience, real-life practice, and know how to think and act	4.27	0.63	High	36)Instill moral and ethical conduct into students	4.51	0.58	Highest
26)Set up activities that encourage students to love reading and non-stop eagerness to learn	4.28	0.64	High	37)Build learning atmosphere physically and spiritually	4.43	0.60	High
27)Set up atmosphere and environment, learning media, and facilitations that supports student’s learning	4.31	0.63	High	38)Prepare students with potential to become citizens of the world and into the world of work and competition in the future	4.34	0.62	High
2.2 Building a Learning Society				39)Determine to develop students in knowledge, skills, and attitude towards learning and life	4.44	0.60	High
28)Knowledge distribution and promote parents’ and community participation as stakeholders and support of education	4.12	0.71	High	40)Able to develop students with cognitive skills in analytically, synthetically and with discretion	4.33	0.62	High
29)Built cooperative networks among world-class standard schools on curriculum development, evaluation on development, learning environment, and information technology	4.10	0.67	High	2.4 Sub-Component - Student Assistant			
30)Reinforce good relationship and cooperation with community and local organization on curriculum development, evaluation, and student development	4.08	0.71	High	41)Know each student individually; create database of each grade level for problem solving and student development	4.39	0.62	High
31)Able to work with every sector in diverse culture and multicultural environment	4.15	0.69	High	42)Student screening process based on data analysis collected from individual background	4.33	0.65	High
32)Able to exchange experience in learning management domestically and internationally, especially ASEAN member states	4.01	0.80	High	43)Promotes student development into high-quality individuals with self-pride	4.41	0.57	High
2.3 Sub-Component- Learning Development				44)Protect and solve issues by way of caring of students equally	4.40	0.60	High
33)Promotes student participation in learning activities	4.44	0.61	High	45)Pass on students to specialists for them to receive suitable and instant development and support	4.18	0.65	High
34)Promotes cooperative working	4.50	0.57	Highest	2.5 Sub-Component -Self- and Colleague Development			
				46)Able to exchange ideas and create network of sharing experience to self-development	4.24	0.66	High
				47)Development of self to create change in teaching; create working environment that leads toward academic excellence	4.26	0.62	High

Main Components/ Sub-Components/ Indicators	\bar{X}	S.D.	Appropriateness Value
48)Development of self and colleges continuously to enrich student quality and prepare for the upcoming ASEAN and World Community	4.24	0.64	High
49)Leadership in development of colleague into professional teachers	4.14	0.69	High
Component 3 Teacher’s Leader			
3.1 Sub-Component - Creativity			
50)Able to build innovation beneficial to learning management	4.20	0.64	High
51)Multi-dimensional thinking, positive thinking and profound thinking that are practical and accomplish the objectives	4.22	0.64	High
52)Creativity-driven; search new ideas and knowledge to create new concept that will change and develop world-class standard school	4.24	0.66	High
53)Adjustability and flexibility toward different situations	4.34	0.59	High
54)Positive thinking and Optimism	4.32	0.60	High
3.2 Sub-Component - Body of Knowledge Leadership			
55)Build body of knowledge and development innovation for schools to become learning communities and teacher professional development	4.25	0.67	High
56)Leadership in sharing ideas toward educational management in world-class standard school	4.20	0.69	High
57)Leadership in seeking knowledge and analytical/synthetic training, and building of body of knowledge	4.17	0.69	High
58)Develop students on how to transfer knowledge, ideas, and body of knowledge using suitable, diverse and effective methods	4.24	0.62	High

Main Components/ Sub-Components/ Indicators	\bar{X}	S.D.	Appropriateness Value
59)Develop students to be able to apply or adapt the knowledge into practical use and for social welfare	4.26	0.64	High
3.3 Sub-Component -Servant Leadership			
60)Good listener and ready to listen to others wholeheartedly	4.43	0.59	High
61)Put effort in understanding others	4.44	0.59	High
62)Able to alert and be supportive	4.40	0.61	High
63)Awareness surroundings at all time	4.41	0.60	High
64)Able to persuade or invite others to agree and act accordingly in developing world-class standard school	4.21	0.69	High
65)Have a holistic perspective and foresee future occurrences	4.27	0.65	High
66)Responsibility towards organization, students, and colleagues	4.42	0.62	High
67)Prioritized growth and development of others and organization	4.39	0.63	High
68)Create working environment in school that resembles a development community	4.37	0.62	High

8. Summary

From the study of related documents and research and groups discussions of experts resulted in 3 main components: teacher’s trait, teacher’s behavior, and teacher’s leader. Afterwards, indicators were analyzed and synthesized to find the content validity index; 68 indicators with more than .80 index were chosen. The researcher modified the indicators into questionnaire with rating scale of 5 and 68 questions in accordance with processed indicators under Part 1. The questionnaires were put to trial on group samples. 50 that were not group samples produced a reliability of questionnaire at .96.

Questionnaire result of group samples on appropriateness of 68 indicators found that appropriateness value of teacher leadership indicator of world-class standard school is between 3.72 and 4.56. The question with the highest value is responsibility towards student learning. The question with the lowest appropriateness value is English proficiency application for international standard learning. Result of appropriateness mean average of teacher leadership indicator of world-class standard school in each component is as follows:

Teacher leadership indicator of world-class standard school on teacher trait, the question with the highest mean is responsibility towards students. Following is moral and ethical role model for students. The question with the lowest mean is English proficiency application for international standard learning. Despite being lowest in the appropriateness value but is also the highest in the appropriateness level.

Appropriateness value on behavior of teacher leadership indicator of world-class standard school, the question with the highest value is moral and ethical code nurturing and desired traits to students. Following is promoting students to be able to work with others. The lowest value is sharing experience in education management inside and outside of the country, especially ASEAN member states. Despite being the lowest, nonetheless its mean is the high.

Appropriateness value on teacher leadership of teacher leadership indicator of world-class standard school, the question with the highest value is empathy towards other. Following is adjustability and flexibility towards constant changing circumstances. The lowest mean is leaders seek knowledge and undertake analytical and synthetic training, and building body of knowledge. Despite being the lowest, nonetheless its mean is the high.

9. Discussion

Research results on studying component of teacher leadership in world-class standard school consist of 3 main discussion points:

1. From analytical conduct on the opinions of 11 experts on components of teacher leadership in world-class standard school, it was found that the suggestions of the experts conformed to the principles, concepts, theories the researcher has studied. According to the suggestions by the experts, there are 3 main components of leadership in world-class standard school: teacher's traits, teacher's behavior and teacher's leader. Such statement conformed to the research idea and hypothesis, conformed to the idea, theory, and researches related to the variables that indicates teacher leadership in world-class standard school consist of 3 components, 11 sub-components, 68 indicators. This shows that teacher leadership in world-class standard school is the key to move forward the operation of the world-class standard school towards success. That is, it aims to develop students with potential to become citizens of the world - excellence in academic, communicate in at least two languages, innovative mind, produce creative work, and responsible to world society. The traits of teachers of world-class standard school must possess knowledge, skills and attributes. This notion conformed to the ideas of Pornpimol Prasongporn (2009:13-14) that teachers should possess content knowledge, general pedagogical knowledge, curriculum knowledge, and knowledge of learners. Teachers must have skills in learning management,

able to use learner development tools, communicate in at least two languages, innovative, analytical, and synthetic mind, able to build network of sharing, possess skills in seeking and using data information in developing knowledge and skills in administration to create a quality classroom.

Furthermore, teachers of world-class standard school must possess individual traits such as spiritual and idealistic efforts on developing national education; thinking process based on continuous learning development; role models on moral and ethical conduct to students; psychologically capable of learning management and learner development; responsibility towards student learning; capable of self-development in preparing for changes and for international standard; role models on learning enthusiasm and lifetime self-development. The teacher leadership of world-class standard school is an imperative component. Day and Harris (Day; & Harris. 2003:724) proposed that teacher leadership is born from the mentality “teacher as leader”; in schools, it is widely regarded and acknowledged as being a part of school leadership. Teacher leadership is influential towards the group as it acts as the mobilize, inspirer, synergizer, motivator, and energizer to reach desired goals. (Krisana Kitilap. 2013: Online). Therefore teachers are supposed to be creative. That is, they must be able to build innovation beneficial to learning management; be multi-dimensional; optimistic and profound thinking to practical use and achieve set goals; constantly innovative by seeking new knowledge to build a base for new ideas and for developing world-class standard schools; able to adjust and flexible towards situations that are always changing; and optimism by turning crisis into opportunity (Muangkasem. 2001).

World-class standard school teachers must be the leader in building body of knowledge and innovation in order to develop schools into community of learning and pedagogical development; leader in sharing experiences; leader in seeking knowledge and analytical and synthetic training; develop students to be able to use their knowledge to transfer/community meaning/ideas, data and body of knowledge in suitable, diverse, and effective methods; able to develop students to be able to bring or adapt the body of knowledge into practicality or for social welfare; be service-minded leader and good listener; put effort in understanding others; able to incite and support others; aware of surroundings at all time; able to persuade or invite others to agree and act accordingly in developing world-class standard school; have a holistic perspective and foresee future occurrences; responsibility towards organization, students, and colleagues; prioritized growth and development of others and organization; and create working environment in school that resembles a development community (Pasu Decharin. 2006:67-66).

Apart from traits and leadership, learning design is necessary for teachers of world-class standard

school and must correlate with developing students into becoming citizens of the world, and earned necessary skills for livelihood. Activities must also be set up for students to learn from hands-on experience; and know how to think and act; set up activities that encourage students to love reading and non-stop eagerness to learn; set up atmosphere and environment, learning media, and facilitations that supports student's learning in accordance with High School Educational Administration (2012:23). Teachers must partake in building community of learning by giving importance to community in broadcasting knowledge. Teachers must take up the role of facilitator, building cooperation and relationship, and able to share experiences and work with all sectors in multi-cultural settings. Such statement is conformed to the idea of Burke (Burke, 1999:76-79) who said that the purpose of building network of learning is to exchange information; be the centre of support in order to benefit from different experiences; to be a channel for funding sources; be the means of reinforce potential and support power and expanding channels for education services within the community. Teachers must develop students by letting them work with others, instilling moral and ethical conduct; determined to prepare students with potential to become citizens of the world and into the world of work and competition in the future. Students will receive support individually and able to screen students one by one in order to develop, protect, and transfer students to be developed further (High School Educational Administration (2013:53-54)

Therefore, the 3 main components of teacher leadership of world-class standard school are important components of teacher leadership of world-class standard school.

10. Suggestions for future research

The researcher suggested the following guidelines for future projects related to components of teacher leadership of world-class standard school:

1. Research results found that teacher leadership indicator of world-class standard school consist of 68 indicators. Therefore, future researches should build measurement and evaluation system of all 68 teacher leadership indicators of world-class standard school. The system will be used as tools to measure teacher leadership of world-class standard school, and for administrators to use such tools to development learning management in world-class standard schools;

2. All 68 indicators and 3 sub-components are crucial for teacher leadership of world-class standard school. Therefore, future researches should put all 68 indicators to real-life trials in world-class standard schools and conduct a follow up on the application in the form of action research.

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A Thorough Study on Technical and Vocational Training and ITS Role in the Development of Industry

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Due to rapid progress in technologies, and new phenomenon of globalization in the last three decades of the twentieth century, especially in the 1990s, the importance of technical and vocational training and its role in the development of industry in different countries has been asserted. Thus, the main principal is to prepare the ground for the students to enter the marketplace and work in businesses related to their field of study and which must be defined in the same ground. Since countries are different with regard to their social, cultural, and economical systems, it is necessary that human resource development plans of countries be different with each other. Therefore, we are trying to analyze development of technical and vocational training with its 5 layers of planning, management, necessity assessment, achieving, and analyzing in 4 countries of Iran, Japan, the United States, and Germany. We will concentrate on relationships of technical and vocational training and human resource development as skilled workforce, especially in leading industries of developed countries and developing countries.

The findings of analyzing technical and vocational systems in the aforementioned countries suggest that there is a systematic relationship between industry and different divisions of technical and vocational systems. The principals of this strategic target need taking special precautions to distinguish real necessities of the marketplace, especially in the industries, and in attracting cooperation of ministries and other governmental and non-governmental subdivisions. It is necessary to make each of them act in different divisions or even in one division of the mentioned layers and assist the development of the society. Here, taking part, management, learning, and development of more skills is of a vital importance. We are trying to study the importance of cooperation of relevant organizations to unify technical and vocational training in human resource development in this paper.

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Active Learning Strategies toward Learning Outcomes Based on Thai Qualifications Framework Level: The Nursing Students’ Perspectives

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Abstract

The purpose of this research was to study the Nursing students’ perspectives on Active Learning towards Learning Outcomes based on Thai Qualifications Framework Level in Maternal and Newborn Nursing and Midwifery I course. Population were 137 third - year nursing students from Boromrajonnani College of Nursing, Nakhon Si Thammarat. The questionnaire was adequately validated by three experts and reliability was acceptable with Cronbach’s alpha coefficient at 0.98. Data were analyzed using descriptive statistic.

The results revealed that the Nursing students at the Boromrajonnani College of Nursing, Nakhon Si Thammarat have the view that the Active learning Approach, on the whole of Assignment technique, Case study technique, Small group discussion technique, Concept mapping technique, and Demonstration and Return demonstration technique could produce learning outcomes at the high level especially, in the areas of moral and ethical outcomes, Interpersonal Skills and Responsibilities as well as Knowledge then Cognitive skills and Numerical Analysis, Communication and Information Technology Skills respectively. Moreover, the students’ view that the

Assignment technique and Demonstration & Return Demonstration technique could help them to have more Knowledge and Cognitive skills than other techniques. Thus, the instruction should be mixed in didactic strategies and head of academic administration should persuade instructors to use active learning in didactics for improving the students’ Learning Outcomes.

Introduction

It is strongly argued, in modern educational theory that human-being is an active - being, also is consequently held that learning process must be an active learning. The active learning implies that learning must be participatory, interactive, integrated and the relationship between the teacher and learners must be horizontal. This assumption leads to a logical conclusion that in order to help a learner to effectively learn, learner’s center approach must be emphasized. The Boromrajonnani College of Nursing, Nakhon Si Thammarat has therefore adopted this learning process approach to help facilitate the learning process of the nursing students, However, before the learning outcomes of this approach is empirically tested. We would like to know, what the students, who are directly participating in the

class of Maternity and Newborn Nursing and Midwifery I course, which employs an Active learning approach, think about the effectiveness of the approach with regard to the learning outcomes.

Objective

To study the Nursing students’ perspectives on the Active Learning Approach in relation to Learning Outcomes Based on Thai Qualifications Framework Level in Maternal and Newborn Nursing and Midwifery I course.

Methodology

Population: 137 Nursing students in the Maternity and Newborn Nursing and Midwifery I course at Boromrajonani College of Nursing, Nakhon Si Thammarat in 2013.

Data Collection Method: Structured questionnaire is used to collect the data from 137 Nursing students, who register in the Maternity and Newborn Nursing and Midwifery I course. The questionnaire consists of two parts. The first part aims to collect the profile information of the students. The second part aims to collect the perspectives of the students regarding the different dimensions of the learning outcomes that may be produced by the Active Learning Approach.

Findings

Background of the informants, among the 137 nursing students, their background may be categorized in terms of sex, age, experience in Active Learning approach and their GPA as shown in **Table 1**. From Table 1, it shows that the gender, of all the 137 informants, 94.20% were male and 5.80% were female. Age-wise, the informants’ ages are between 20 and 23. There are 108 informants (78.80 %), which are 21 years old. There is only one student, who is 23 years old (the oldest) and 13 students, who are 20 years old (the youngest). It is

quite clear that this group of informants belong to the same age group. Their GPAs are as follows: 48.20% fall in between 2.51-3.00 and 35.80 % fall in between 3.01-3.50. However, 16% of them had no information.

Table 1: Showing background information of the informants

General information	Numbers	Percentage
Sex		
Female	129	94.20
Male	8	5.80
Age		
20 Years old	13	9.50
21 Years old	108	78.80
22 Years old	15	10.90
23 Years old	1	.70
Experience with Active Learning Approach		
Yes	137	100
No	-	-
GPA		
2.51-3.00	66	48.20
3.01-3.50	49	35.80
No data	22	16.00

From the findings of all Active Learning Strategies towards Learning Outcomes, clearly show that the Nursing students at the Boromrajonnani College of Nursing, Nakhon Si Thammarat have the view that the Active Learning Approach, generally, could produce learning outcomes at the high level, especially, in the areas of moral and ethical outcomes, Interpersonal Skills and Responsibilities as well as Knowledge then Cognitive skills and Numerical Analysis, Communication and Information Technology Skills respectively. (**Table 2-6**)

Table 2: Perspectives on Active Learning Approach through Assignment

Dimensions of Learning Outcomes	\bar{X}	S.D.
1. Morals and Ethics	3.83	.52
2. Knowledge	3.61	.59
3. Cognitive skills	3.59	.57
4. Interpersonal Skills and Responsibilities	3.77	.63
5. Numerical Analysis, Communication And Information Technology Skills	3.57	.68

Table 3: Perspectives on Active Learning Approach through Case Study

Dimensions of Learning Outcomes	\bar{X}	S.D.
1. Morals and Ethics	3.88	.56
2. Knowledge	3.81	.55
3. Cognitive skills	3.78	.57
4. Interpersonal Skills and Responsibilities	3.83	.62
5. Numerical Analysis, Communication and Information Technology Skills	3.73	.65

Table 4: Perspectives of the students on the Active Learning through Small Group Discussion

Dimensions of Learning Outcomes	\bar{X}	S.D.
1. Morals and Ethics	3.87	.60
2. Knowledge	3.73	.60
3. Cognitive skills	3.70	.63
4. Interpersonal Skills and Responsibilities	3.80	.66
5. Numerical Analysis, Communication and Information Technology Skills	3.69	.74

Table 5: Perspectives on Active learning Approach through Concept Mapping

Dimensions of Learning Outcomes	\bar{X}	S.D.
1. Morals and Ethics	3.90	.60
2. Knowledge	3.79	.61
3. Cognitive skills	3.77	.60
4. Interpersonal Skills and Responsibilities	3.83	.69
5. Numerical Analysis, Communication and Information Technology Skills	3.70	.74

Table 6: Perspectives on Active learning Approach through Demonstration and Return Demonstration

Dimensions of Learning Outcomes	\bar{X}	S.D.
1. Morals and Ethics	3.92	.60
2. Knowledge	3.90	.56
3. Cognitive skills	3.87	.62
4. Interpersonal Skills and Responsibilities	3.91	.64
5. Numerical Analysis, Communication and Information Technology Skills	3.80	.68

Additionally, the students’ view that the Assignment technique and Demonstration & Return Demonstration technique could help them increase Knowledge and Cognitive skills more than other techniques.

Conclusion

These findings are of particularly important because the nursing profession, as a professional service provider, is required to have moral ethical and standards as well as the skill in building personal relations both with co-workers and patients. However, these findings are only the

reflection of the students who have little experience with the Active Learning Approach. In addition, each method may be employed with inexperienced instructors. It would be much more reliable and valid, when this approach is empirically tested by comparing this approach with other learning process approaches.

However, the high level of expectation of the students with regard to this learning process approach helps confirm the assumption that the active leaning approach is much more suitable for human learning.

Consequently, it is recommended that in order to improve the learning outcomes for the students, the active learning methods may be used at all levels of education in Thailand.

To effectively work and to live in harmony with nature for the 21st Century, the period which the rate changes are very rapid and

complex, new qualities and new skills are needed.

Additionally, the educational process needs to be changed or reformed radically in order to be able to produce the much desirable qualities and skills for the new generation of the students in all professions. One of the most foundations for humanity is moral and ethical standards. Whatever profession one is involved, a solid foundation in morality and ethics is required. Despite the fact that knowledge and skills are important for living; the life in the 21st Century, without strong moral and ethical standards, the society is bound to fail.

In conclusion, when the active learning approach shows that it could produce high level of moral and ethical outcomes, everyone engaged in educational activities should seriously take this approach and apply it in the educational institutions at all levels.

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An Economic Approach to Teacher Retention in the Bhutanese Educational System

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Abstracts

This paper aims to investigate underlying factors, other than retirement, why many public schools teachers leave teaching jobs in Bhutan. Almost every day in Bhutan, a government schoolteacher leaves the profession. Despite measures to retain them, about four percent of teachers in government schools leave the profession annually for various reasons, according to Annual Education Statistics, 2013. The study applies an economic approach to examine the behavior of current teachers in all 19 districts in Bhutan. The data were collected through questionnaires including questions on socio economic and four important variables, monetary incentives, workload, working conditions and attitude of the general public towards the teaching profession. More than 400 teachers in boarding and non-boarding public higher secondary schools in Bhutan were included in this sample. After descriptive analysis of the data, results were estimated using a logistic regression. The study found that gender, years of experiences, levels of professional qualification, monetary incentives, and working conditions are significant predictor for teachers' retention in Bhutan. Young teachers with fewer years of experiences are more likely to leave teaching jobs in Bhutan. Monetary incentives are found to be the significant predictors in both the types of school. There is general acceptance that the overall working conditions are not conducive in Bhutan. Workload is significant predictor for teacher retention in schools with boarding.

Key words: *Teacher Retention, Teacher Turnover, Boarding and Non-boarding schools, incentives, Workload, Working Condition, Attitude.*

1. Introduction

In Bhutan, the education system is divided into three structures, general education, monastic and non-formal education. However, general education is

by large the most dominant and is commonly the only education structure. The general education system was established in 1961. According to Annual Education Statistics, 2013, as of March, 2013, the Government school education system today has 521 schools, institute and centers with 160,386 students. The total number of teachers in Government schools as of March 2013 is 7,825 including 5% of expatriate who are recruited from India (AES, 2013). In the Government schools from pre-primary to senior high schools, almost 5% of the total teaching forces are expatriate hired from India (AES, 2013). Of these the majority teach at the higher secondary and middle secondary levels. Expatriate teachers make up 21% of the teachers in the public higher secondary schools.

Almost every day in Bhutan, a government schoolteacher leaves the profession. Despite measures to retain them, about four percent of teachers in government schools leave the profession annually for various reasons (AES, 2013). As of March, 2013 7,825 teachers work in government schools across the country. This means that, about 313 teachers (four percent of the total) every year, or 26 a month never return to schools.

The Annual Education Statistics, 2013 state that, between 2008 and 2013, 750 teachers voluntarily resigned from the profession; 207 left the teaching force upon contract expiration; 191 left due to “unfortunate events”, such as death or termination; 159 were superannuated, and 27 were compulsorily retired. According to data maintained by The Ministry of Education, between 2008 and 2013, the highest teacher turnover was seen among expatriate and national contract teachers, where 495 national contract teachers and 446 expatriate contract teachers left the teaching force. Similarly, over the same period, 344 regular teachers (civil servants) have also left the teaching profession.

The report also points out that the highest teacher turnover is seen at the primary level. “But, at the secondary level, higher secondary schools have seen the highest teacher turnover, with 338 teachers resigning in the last six years.” If the teacher attrition rate at higher secondary levels in Bhutan continues, the educational system will face severe problems in

staffing the higher classes. The report also states that although many factors go into making a successful school and educational system, the Ministry of Education believes that a high quality teaching force is the most important factor for the educational system's success.

In the light of the issue of teacher attrition, this study will investigate the contributing factors, other than retirement, why teachers leave the educational profession. This study will further try to examine levels of job satisfaction of those presently teaching to identify intrinsic and/or extrinsic factors that impact teacher decisions to leave the teaching profession.

The rest of the paper is arranged as follows: section II describes the literature review, section III discusses the data and research methodology, section IV shows the results and section V gives the study's conclusion and recommendations.

2. Literature Review

Teachers leaving the profession will contribute to high levels of shortages in the school and undermine the qualities of teaching in the classroom. It is too often assumed that teachers leave their positions for reasons such as salary, work load, working conditions, and social status.

More productive workers are more aware of salary in general because of a desire to be compensated for their quality. In education, this could mean that teachers who are “highly-effective” may be more sensitive to increases in compensation, since they better estimate their own worth and want to be compensated accordingly. This could be particularly true in a teacher labor market, where teachers are (most often) not compensated for their productivity within a school district and the primary way for them to increase their compensation is to transfer to a school district with a higher salary (Hough, 2012). In line with economic theory, salaries have been found to be an important determinant of entry and quit decisions for teachers (Murnane and Olsen 1989). Ingersoll (2002a) cites figures that state at least 50% of the teachers who leave do so due to job dissatisfaction. He defines job dissatisfaction as low salaries. Darling-Hammond (2003) found that when teachers' salaries are compared with any other professions that require similar education and training, teachers are getting approximately 20% below their counterparts. Black (2001) noted that low salaries are indicative of low socioeconomic status and as a result force teachers more often to just walk away to something better. Murnane, Singer and Willet (1989), in their study also found that teachers are likely to stay long in teaching if they earn more. Similarly, Dolton and Klaauw (1999) conducted an

econometric estimation which highlighted the importance of the wage and relative forgone earnings in turnover decisions also found that the higher the opportunity wage outside teaching the more likely teachers are to leave teaching for an alternative career.

Teachers perceive teaching as being an unusual profession in a number of ways. Teachers work load not only include the total duration that one spent in schools teaching its students, but it is also combinations of so many other attributes together. Teacher Workload Study, 2001 found teacher spent their significant time in carrying out other school activities apart from their actual class rooms teaching. Most beginning teachers find the work load more demanding than they expected during their practicum or in their initial years of teaching. Most beginning teachers leave teaching due to pressure from work load (Kyriacou & Kunc, 2007). Excessive paperwork, bureaucracy, administration tasks and other non teaching obligations were some of the factors which stressed teachers and generated more dissatisfaction in their work than the actual teaching activities (Barmby, 2006; Perrachione *et al* 2008).

Every day teachers are leaving their jobs that can be related to the conditions of the workplace. Darling-Hammond (2003), in her surveys of teachers has long shown that working conditions play a major role in teachers' decisions to switch schools or leave the profession. Teachers' feelings about administrative support, resources for teaching, and teacher input into decision making are strongly related to their plans to stay in teaching and to their reasons for leaving, (Ingersoll, 2001). The attitude and support of the employer, their superior's leadership quality, recognition of one's work, fair treatment, relationship with peers and general school climate serve as supplementary reasons for teachers developing positive or negative attitude towards their work (Saiti, 2007). Ladd (2011), besides the quality of the leaders in his study found that inadequate facilities and resources are also likely to reduce a teacher's willingness to stay in a school. Certo & Fox, 2002, found that teachers not only feel a lack of support from school level administrators, but also due to a lack of supplies, textbooks, staff development opportunities, or not having a voice in district wide decision making, makes them to leave their job.

The status of teaching is an important factor in both attracting and retaining teachers. Teachers view their role in society as being very important and noble. Watson and Hatton (2002) in their study found that the most negative item for teachers in terms of job satisfaction was that status of teachers in society. Similarly, Spear *et al* (2000) also found that the major factors of job dissatisfaction for teachers are

the perceptions of how they are viewed by the society. The attitude of the general public combined frequently with the media’s unfavorable representation of teachers’ work has to some degree tainted the reputation of teaching as a career choice (Kyriacou & Kunc, 2007; Watt & Richardson, 2008). The modern society which places weight on prestige and status has much to do with fresh university students not opting for teaching profession. This would lead to beginning teachers’ dissatisfaction once they join teaching and discover that the perception of society in general does not have a constructive view towards teaching. Barmby (2006) also found that society’s view as important factor to motivate teachers to be in the job. In his finding, he found that more than 80% teachers perceived that improved society’s view on teachers will encourage them to stay in jobs.

3. Data and Research Methodology

3.1. Data Collection

The data to analyze the retention of teachers in Bhutanese educational system was gathered through a survey. The data comprised a sample survey of 406 teachers teaching in higher secondary schools from 19 districts in Bhutan. There are 240 male and 166 female teachers in the sample. The primary data was collected through administered survey questionnaire. The main variables of interest related to teacher retention include, gender, level of professional qualification, years of experiences, monetary incentives, workload, working condition and attitude of general public. The survey was entirely based on the information provided by the teachers in Bhutan in the academic year, 2013.

3.2. Data Methodology

The data analysis includes two stages. During the first stage of analysis, data collected was analyzed using descriptive statistics. Descriptive statistics explained the mean, median, minimum, maximum and standard deviation of the data. Examination of the characteristics of sample was carried out, which shows that gender, years of experience, level professional qualification, were significant predictors for teacher decision to leave their job. The findings from the descriptive analysis are consistent to previous work. Teachers were also not satisfied with the present monetary incentives structures and working condition. These two variables are also very significant predictor of teachers leaving the job. The next stage was to run the multiple regressions using logit model and reporting the marginal effect, which is common in logit regression. The following equation will be estimated:

$$\begin{aligned} \text{Logit}[\text{Pr}(Y = 1)] = & \beta_0 + \beta_1 \text{Gender} \\ & + \beta_2 \text{EduMaster} + \beta_3 \text{EduPgDE} \\ & + \beta_4 \text{EduPgCE} \\ & + \beta_5 \text{YearsofExperience} \\ & + \beta_6 \text{Incentives} + \beta_7 \text{Workload} \\ & + \beta_8 \text{WConditions} + \beta_9 \text{Attitude} \\ & + \varepsilon \end{aligned}$$

The variables that will be used for analyzing the teachers’ retention in Bhutanese educational system are as tabulated in Table I.

3.2 1 Descriptive Statistics

Descriptive statistics explains the mean, standard deviation, minimum and maximum of data series. The table interprets the mean years of experience for teachers in the sample are 9.12 years. The teachers in Bhutan are lowly satisfied with their monetary incentive at 2.83 out of 5. The satisfaction level about their workload, working conditions and their perception about the general people attitude are moderate. The mean score are 2.83, 2.82, and 2.89, respectively.

Table 1 Summary Statistics

Variable	Mean	SD	Min	Max
School Type	0.38	0.49	0.00	1.00
Gender	0.41	0.49	0.00	1.00
EduMaster	0.11	0.32	0.00	1.00
EduPgDE	0.27	0.45	0.00	1.00
EduPgCE	0.18	0.38	0.00	1.00
Years of Experience	9.12	7.27	1.00	40.00
Incentives	2.39	0.87	1.00	5.00
Work load	2.83	0.79	1.00	5.00
Working Conditions	2.82	0.86	1.00	5.00
Attitude of General Public	2.89	0.76	1.00	5.00

3.2.2 Estimated result from logit regression and marginal effects.

Table II shows the estimated logistic regression result. The dependent variable Plantoleave (Y) is a binary dummy variable, 1=Yes, a teacher will leave his current teaching job, and 0-No, otherwise. The independent variables are gender, EduMaster, EduPgDE, EduPgCE, years of experience, monetary incentives, workload, working conditions and attitude of general public.

Age and years of experiences were highly correlated. Therefore, age is dropped from the regression equation.

Table 2 Logit Estimation

Plan to leave	Overall Coefficient	Boarding Coefficient	Non-Boarding Coefficient
School-Type+	0.23 (0.05)
Gender+	-0.86*** (-0.20)***	-0.44 (-0.10)	-1.75*** (-0.40)***
EduMaster+	0.41 (0.09)	-0.26 (-0.06)	1.18* (0.25)**
EduPgDE+	0.65* (0.14)*	1.13*** (0.22)**	-0.95 (-0.23)
EduPgCE+	0.65** (0.14)**	0.97** (0.18)***	0.11 (0.03)
Years of Experience	-0.10*** (-0.02)***	-0.08** (-0.02)***	-0.14*** (-0.03)***
Incentives	-0.71*** (-0.16)***	-0.48** (-0.10)***	-1.36*** (-0.32)***
Workload	-0.22 (-0.05)	-0.61** (-0.13)**	0.34 (-0.05)
Working Conditions Attitude	-0.34* (-0.09)*	-0.41 (-0.09)	-0.22 (0.36)
Constant	0.06 (0.01)	0.30 (0.07)	-0.56 (-0.13)
Pseudo R2	4.57	0.30	7.47
Count R2	0.21	0.20	0.34
	0.76	0.75	0.79

+ is Binary dummy variable

***, **, * indicates significance level at 99%, 95% and 90% confidence level respectively

The values in the parenthesis are the Marginal effects at mean

The table describes the estimated results of the teacher's retention in Bhutanese educational system. Gender is negatively significantly related to the teachers' decision to leave the job. This means, the probability of female teachers leaving the teaching job is 20 percent less than the male teacher in Bhutan. EduPgDE and EduPgCE both have the positive and significant relationship with the teachers' decision to leave the job. It indicates that the teachers with an additional qualification are more likely to leave the profession. Both PgDE and PgCE teachers with one year of additional qualification are more likely to leave the teaching job by 14 percent compared to base teachers with Bachelor in education. The effect of years of experience to teachers' decision to leave the job is negative and significant. This means that, with an increase in year of teaching experience will reduce the probability of leaving the profession by 2 percent. The empirical analysis on teachers monetary incentives are negatively significantly related to teachers' decision

to leave the job. This implies that the monetary incentives structure for teachers in Bhutan is not satisfactory. If the overall monetary incentives for teachers in Bhutan are increased, the likelihood of teachers leaving the job will be decrease by 16 percent. The relationship between working conditions and intended leavers are significantly negatively related. It implies that the working conditions in Bhutan are a clear predictor of teachers leaving the job. If working conditions in the school is improved, the likelihood of teachers leaving their job decreases by 8 percent. Workload does not predict the likelihood of teachers' turnover as the result is insignificant. However, the negative coefficient indicates that teachers' with more workload are more likely to leave their profession.

In boarding schools, teachers with PgDE and PgCE are more likely to leave the job comparing to others type of teachers. Apart from years of experience and monetary incentives, workload is significantly negative in boarding school. Teachers in boarding schools are 13 percent more likely to leave the job, if workload is not reduced. In non-boarding schools, gender is negatively significant. It indicates that male teachers are 40 percent more likely to leave the current job than female teachers. Teachers with master degree are positively significant. They are more likely to leave the job in non-boarding school compared to others type of teachers in Bhutan.

The logit model correctly predicts 76 percent of the values and the rest are misclassified. The McFadden's pseudo R2 is 0.21. R2 indicates how well the regression line fits the data and how well the future outcomes can be predicted by the model. The result shows that the explanatory variables are explaining 21 percent of the variations in the dependent variable. The overall significance test (Prob>chi2) is significant (0.000).

4. Conclusion

The study empirically analyzed the significant predictor to retain teachers in Bhutanese educational system in Bhutan by constructing an econometric model to study the effect of various factors such as gender, years of experiences, professional qualification, monetary incentive, workload, working condition and attitude of general public. Monetary incentives and years of experiences are found to be very significant predictor for teachers' retention in Bhutan. Improving the working conditions for teachers in Bhutan can significantly improve the retention rate in Bhutan. Teachers' with higher professional qualification are more likely to leave job comparing to teachers with bachelor degree. Male teachers are more likely to leave the profession in Bhutan compared to its female counter

part. Workload in boarding school is significant predictor for teachers to leave the job. If the retention rate in boarding has to be improved, the concern agencies should either reduced their work load or compensates them for their extra work.

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Assessing the Psychometric Properties of Teachers’ Competency in Action Research (TCAR)

Ismail Raob

This paper is done to assess the psychometric properties of teachers’ competency in action research (TCAR). This paper employs survey research design to evaluate the TCAR instrument psychometric traits. The paper involves sample of graduate diploma program in teaching profession. The sample size is 200 teachers. The data is analyzed using Rasch Model to validate the TCAR instrument. The analysis covers Category Fit, Item Polarity, Item Fit, Unidimensionality, Reliability, Item-Person Map. The paper has validated the TCAR instrument to be employed to measure the teachers’ competency level. All the response scale possesses good quality to evaluate the respondents’ answers. Apart of the items in each construct successfully evaluate the construct that is being measured based on Rasch analysis and expert validation. Based on the analysis carried out, each construct exhibits unidimensionality properties. The analysis finds that the individual ability and item difficulty distribution approaching mean logit value 0 that is fixed for item.

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Assessment Globalisation

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Developing online assessments for different countries is not as easy as one may imagine. There are various technical issues to overcome as well as issues involving the assessment content. In the past few years, the Australian Council for Educational Research (ACER) has been offering many of its paper-based assessments online, and is therefore beginning to understand the issues faced and, more importantly, how to address them.

As part of its work on the International Benchmark Tests (IBT), ACER has been attempting to create a truly global test: one which includes the same content for all countries, and which functions in the same way for everybody. However, a number of schools in the countries in which we operate do not have the technological infrastructure to deliver online tests. Therefore, some of these schools have had to administer the paper-based versions of the tests. This leads to questions of equality.

To assess whether there was any difference between the way students approached the two different versions of the tests, ACER conducted a research study in South Africa. A large number of schools sat the paper-based tests, and a smaller number of schools sat the online tests. Analysis of the different schools' size, status and previous

academic achievement were taken into account to ensure that the two subgroups were comparable. The findings showed that there was no significant difference in the way the two subgroups performed on the test. This indicated that students were neither aided or hindered by sitting the tests online.

This result is not unusual. Since the IBT is a straightforward multiple-choice test, no writing is involved. Often we find that when students are required to write down answers, the difference between online and paper-based performance is more pronounced.

So the question of equality is addressed. There are, however, various technical issues to consider.

- Browser compatibility issues - Some schools have a preference for IE, Mozilla or Chrome. It is essential to ensure that the content displays the same in each browser. This also means ensuring that the content displays properly in the different versions of the browsers.
- Bandwidth problems - Because of poor internet connections, some schools' networks have problems handling large amounts of internet data. To reduce the load on servers we did not use any video content, and all images were saved in an appropriate format to reduce file size.
- Internet server issues - In schools, particularly in remote areas, the internet connection sometimes drops out. The assessment can be downloaded locally and stored and administered from the schools server. This ensures that internet connectivity does not disrupt the assessment but the downside is that the full, real-time reporting (including international comparisons) is compromised.

Test content can be a tricky issue to deal with. The IBT tests comprise Maths, English and Science papers, all of which have similar curricula in different countries, so the main consideration is choosing suitable contexts to address the learning areas. Many of the text questions assess the application of knowledge (rather than just the knowledge itself) so the context is very important: choosing a context that is very unfamiliar to students from particular countries will undoubtedly disadvantage them. Of course, there will always be content that, for example, is assessed in Grade 7 in one country and Grade 8 in another country, so the "one size fits all" approach is never going to be perfect. We just have to do the best we can.

For other assessments we have worked on, such as the PISA Financial Literacy assessment 2012, the test content is a most serious issue. Since the banking systems vary widely from country to

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country, the test questions that reference these systems will be interpreted very differently by the students in the different countries. A lot of negotiation was needed between expert groups from each country to make sure the questions were workable. In France, for example, the credit card system is very different to the rest of the world (they don't really have credit cards per se) so questions about credit cards were avoided.

On top of this, there is the risk of offending some countries' peoples with contexts, wording, images, etc. that can only really be addressed by using local representatives to provide feedback. Experience in developing international tests is very useful when embarking on such a venture.

Beliefs and Practices of School Principals in Illinois State of USA

Azhar Mahmood, Mahek Arshad

The purpose of this study was to explore the goals, challenges and strategies of school leadership and teachers' perceptions of school leadership. This study was qualitative and quantitative in nature; interviews and survey questionnaires were used to gather information. The population for this study was comprised of public School principals and teachers in Illinois State of USA only. The findings were drawn after the descriptive analysis. Major goals of mostly principals' are professional development, stronger connection with community, social justice and positive environment. Principals are facing different problems and challenges but they are facing some common challenges such as deficit thinking, district policy, professional development, improving instructions, Weak curriculum and involving parents. Principals mostly used strategies of dialogue with teachers, conversation with the students and discussion with parents to improve student learning when students do not meet expectations. Mostly teachers used strategies of modifying their instructions and discussion with parents when students do not meet expectations. According to teachers opinions majority of the principals used collaborative and transformative style and mostly principals are trustworthy and approachable. According to teachers opinions about their own job mostly are quite successful and satisfied with their job.

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Causal Relationship of Factors Affecting the Living Together Ability of Cultural Diversity Student in Thailand.

Chuanpob Iaosanurak, Sumalee Chanchalor

The purpose of this study were; 1) to study the causal relationship (Causal model) of the variables that will related to living together ability of cultural diversity student. 2) to study the relationship between the structures of variables that affect to living together ability of cultural diversity student. Sample was 634 students in 8 provinces of eastern Thailand. The tool was a questionnaire. Data was analysed by Path Analysis. The results were.

1. Correlation coefficient of 10 predictive variables was studied. It was found to be positively associated with statistically significant for almost all variables. The correlation coefficient between the criteria variable and predictive variables and criterion variable showed the highest value between the living together ability and emotional quotient. The correlation coefficient between the relations with teachers, future orientation and self-control and understanding others ($r=.520, .312, .285, .283$) were lower respectively. The lowest correlation coefficient was between prosaically behaviour ($r=.233$).

2. Causal model which conform to empirical data was as:

2.1 Direct effect to the living together ability was emotional quotient and relations with teachers.

2.2 Affect both directly and indirectly to the living together of cultural diversity student is emotional quotient.

2.3 Variables that have an indirect impact on the living together of cultural diversity student are future orientation and self-control, relations with friends and student social contexts.

2.4 The highest total effect of variable to living together of cultural diversity student is emotional quotient.

3. Relationship model assumptions are not consistent with empirical data. Variables in a causal relationship which conform to the empirical data can explain about 95.6 percent of variance.

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Characteristic Leadership of the Educational Basic School Administrators for the Relationship between School and Community Base on Education Reform under the Region of the Three Southern Border Provinces.

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Abstract

This research is mixed- methods research. The purposes of this research were to study (1) the level of the characteristic leadership of the educational basic school administrators, (2) the level of the relationship between school and community, and (3) the guideline to develop the relationship between school and community base on education reform. The samples used in this research were 279 educational basic school administrators and 42 contributors from focus group discussion and 21 contributors from interviewing. The research instruments were questionnaire, focus group discussion and depth interviewed. The statistics for data analysis were percentage, mean, standard deviation and content analysis. The research findings were: the level of the characteristic leadership and the relationship between school and community of the educational basic school administrators base on education reform under the three southern border provinces were at the high level. The developing of the relationship between school and community were; the schools should include activities to strengthen community, encourage the members of school board to serve on the regulatory support monitoring and promoting the school activities.

Keywords: characteristic leadership, educational basic school administrators, the relationship between school and community

Introduction

Education is the agency with the attachment to build a good relationship with the community. It contributes to the understanding of creating a good feel for each other. And as a way for the community to participate in the development of educational institutions, the relationship between school and community so as to rely on each other.^[1] Many of today's leaders in education, business and community development are coming to realize schools alone cannot prepare our youth for productive adulthood. It is evident schools and communities should work closely with each other to meet their mutual goals. Schools can provide more support for students, families and staff when they are an integral part of the community. On the other hand, agencies can make services more accessible to

youth and families by linking with schools, and they can connect better with and have an impact on hard-to-reach clients.^[2] Appropriate and effective collaboration and teaming are seen as key factors to community development, learning and family self-sufficiency.^[3] Administrators in the education reform must have leadership attributes and can manage school goals effectively and this will benefit the highest educational leadership if school administrators will make the relationship between school and community very smooth.^[4] The leadership of school administrators is a key factor to allow people in schools and communities can smoothly that makes improving the quality of educational success. School administrators are responsible for providing ongoing professional development for teachers at their schools. Effective school administrators work hard to build staff capacity for leadership so that teachers not only grow and develop professionally, but they can assume more leadership responsibilities in the school.^[5]

The three southern border provinces of Yala, Pattani and Narathiwathas a population of 1,767,590 people which have greater effect of historical background and different characteristics about the diverse racial population, religious and cultural descendants. The results of the study about factors that affect the success and barriers to education in the three southern border provinces, found that the average academic achievement was lower than the national average, and the obstruction caused in part by unsafe, beliefs and values that are different and the understanding between the government and the community. These factors that affected the success of education in the three southern provinces, including the safety of life and property, quality of learning policies through the organization of education and religious leaders of local communities.^[6] Contributes to creating a better understanding between the schools and communities and regulatory agencies to improve the quality of efficient sustainable education in the three southern border provinces is very important.

Research Objectives

1.The level of the characteristic leadership of the educational basic school administrators for the relationship between school and community base on education reform under the region of the three southern border provinces.

2.The level of the educational basic school administrators’ relationship between school and community base on education reform under the region of the three southern border provinces

3.The guideline to develop the characteristic leadership of the educational basic school administrators for the relationship between school and community base on education reform under the region of the three southern border provinces.

Research Design and Methodology

1. Population and Sample

The samples used in this research were 279 educational basic school administrators in the first phase and 42 contributors from focus group discussion and 21 contributors from interviewing in the second phase. This research is the mixed methods, used quantitative and qualitative research (Creswell, & Clark, 2007)^[7], which divided into two phases:

Phase 1: quantitative research, the samples were 279 educational basic school administrators under the Primary Educational Service Area Office of the threesouthern border provinces, academic year 2555. The statistics for data analysis were percentage, mean and standard deviation.

Phase 2:qualitative research, data from interviewed and focused group on 4 December 2555, at Raya Meeting Room,Yala Primary Educational Service Area Office 1.

2.1 Focus Group discussion from 42 experts from 7 groups, such as, the director of administrators of educationalService Area office, director of school administrators or academics or experts, teachers, parents, community leaders, representatives from related local agencies and representatives from local citizens.

2.2 Depth interviewed from 21experts who had knowledge or experiences about developing leadership attributes of the management of basic education school and community in the area of the three southern border provinces, Yala, Pattani and Narathiwat.

2. Instruments

The research instruments were the questionnaire, focus group discussion and depth interviewed

2.1 Questionnaire:he questionnaire as whole has a Cronbach’s alpha of .95,included 3 parts,Part 1: general information of the respondents. Part 2: characteristic leadership of the educational basic school administrators of 6 aspects as a rating scale of 5 levels consist of 60 items and has a Cronbach’s alpha of .92., and Part 3: the relationship between school and community of 6 the overall as a rating scale of 5 levels consist of 60 itemsand has a Cronbach’s alpha of .95.

2.2Focus Group discussion and Depth interviewed forms to find the guideline to develop the characteristic leadership of the educational basic school administrators for the relationship between school and community base on education reform under the three southern border provinces.

Results and Discussion

Part 1: The demographic information of the respondent.

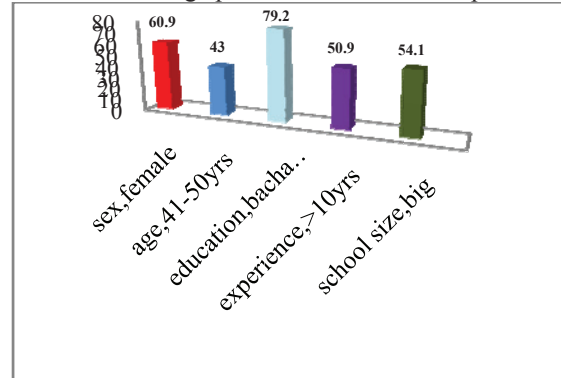


Figure 1The demographic information of the respondent.

Figure 1 shows the descriptive statistics of demographic variables were calculated. Of those educational basic school administrators under the Primary Educational Service Area Office of the three southernborder provinces, most respondent female consisted of 170 (60.90%) most respondent age ranged from 41 to 50 consisted of 120(43.00%)most respondent bachelor's degree,221 (79.20%), most respondent years of teaching experience more than 10 years, 142 (50.90%) and most respondent worked inbig school, 151 (54.10%)

Part 2 The level of characteristic leadership of administrators.

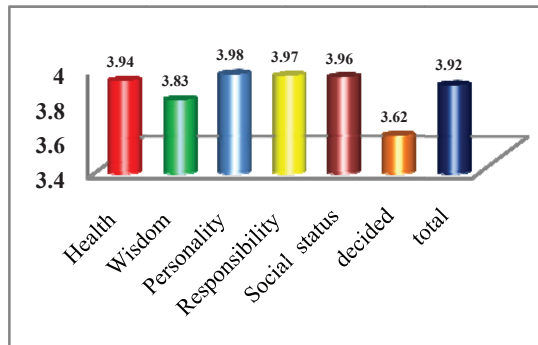


Figure 2 Characteristic leadership of administrators.

Figure 2 shows the level of the characteristic leadership aspects of the educational basic school administrators under the three southern border provinces. Among the 6 aspects analyzed, the mean of overall characteristic leadership aspects were high level (Mean=3.92), with the other aspects as followed: personality (Mean= 3.98), responsibility (Mean = 3.97), social status (Mean = 3.96), health (Mean = 3.94), decided (Mean = 3.83), and wisdom (Mean = 3.62). Consistent with the research results of PrakongRasameekeaw (2551).^[8] The results showed that the component of the quality characteristic leadership of of school administrators consists of four components, including, emotional intelligence, dominate, practice ability skills and nice personality. Magnuson (Prakong Rasameekeaw, 2551 refer to Magnuson, 1991: 78-79) have researched and found . Feature of executive success in management education consists (1) personal characteristics feature (i.e. knowledge, justice, easy to understand and sympathy) and (2) the professional features (i.e. good management, good planning)

Part 3 The level of the administrators performances on the relationship between school and community.

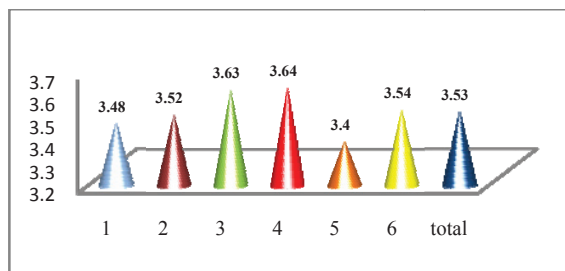


Figure 3 The level of the administrators performances on the relationship between school and community.

1=general affairs

2=public services

3=tasks of members of school board

4=assistance provided by the communities

5=establishment of clubs, association and foundations

6=promotion of relationship between the school and communities

Figure 3 shows the level of the administrators performances on the relationship between school and community. Among the 6 aspects analyzed, the mean of overall administrators performances on the relationship between school and community aspects were high level (Mean= 3.53). There were 2 middle level aspects such as The establishment of clubs, association and foundations (Mean = 3.40) and General affairs (Mean = 3.48). There were 4 high level aspects such as the assistance provided by the communities (Mean = 3.64), tasks of members of school board (Mean = 3.63), Promotion of relationship between the school and communities (Mean = 3.54) and Public services (Mean = 3.52). Consistent with KriengGuptinan (2545)^[9], the findings of the needs to engage in the relationship between school and community education under UdonThani Primary Educational Service Area Office were, strengthening the relationship with the community and other agencies, getting support of the community and the community service aspects.

Part 4 The guidelines to develop the characteristic leadership of administrators.

All of The contributors wanted to develop the personality of the characteristic leadership aspects of the educational basic school administrators under the three southern border provinces such as the field study, the training and the academic seminars. Consistent with SomchaiAmornrat (2549)^[10], who studied the desirable features of the school administrators of the school administrators Mahasarakam Primary Basic Education school Office Area 2 and found that there were all high level, the highest level of desirable features of the school administrators was personality and other features were as followed, Leadership, ability of management and academic respectively. And ThaleungsokSomthipand KrisdaPhongphithaya (2553)^[11], who have studied the component of the desirable characteristics and leadership behaviors. The results showed that the desirable leadership

characteristics with the personality of 6 components, including responsibility of officers competencies in the work, emotional leadership, leader relationship and the vision of the leader.

Part 5 Guidelines for developing the relationship between school and community, such as the schools should include activities to strengthen community, including organizing meetings, participation of local cultural traditions, preparation of media or documentation conventions, a coordination center. The selection school’s committee should be organized effectively, Encourage the committee to serve on the regulatory support monitoring and promote about the school activities, in addition, schools should facilitate the community in areas such as buildings, equipment, knowledge and personal, should allow communities to participate in the various schools activities and use community resources to benefit schools education. Consistent with the findings of SuwichaWiriyanuwong (2554) ^[12], he studied about the development of the school and community of basic education. The results showed that there were 4 factors of participation that institutions and communities are more involved: (1) the institutions attending to the community (i.e. a lecturer, a community committee and regularly consultant with their community and share a common vision and goals), (2) faith community institutions, faith of administrators and teacher to community (i.e. responsible, a good relationship with the community and human relations), (3) bringing the community into the institutions. (i.e. participating in the study) and (4) community service (i.e. the institutions support services to the community).

Conclusion

1. Personality was the highest level of characteristic leadership aspects of the educational basic school administrators under the three southern border provinces. There should be to study/workshops to develop leadership skills to enhance the personality of the basic administrators about the ideological self-confidence.

2. It is important to develop the wisdom characteristic of the educational basic school administrators under the three southern border because the tasks of school administrators is the

factor of school administrative success. There should be to study/workshops to develop leadership skills to enhance this professional performances such as the field study, the trainees and attending the academic seminars.

3. General affairs is very important for school administrators to build and sustain good community relationships to the well-being and culture of schools. Building relationships prepares the ground for effective consultation for creating partnerships and strength-hening the relationship with the community and other agencies.

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ครุศาสตร์มหาบัณฑิตสาขาการบริหารการศึกษาศาสนาบัณฑิตวิทยาลัย
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Comparison Self-Regulated Learning among Normal and Gifted Students in Yazd

Mohammad Akbarnezhad, Ahmad Karami

Background: the importance of progress and success in education, as one of the main objectives of the training programs are not covered by anyone. Many parents struggle to enhance their children's education, and many schools prepare and executed intensive curriculum for that.

Due to the importance of progress and success in education, for the families and educational institutions this necessity is felt to identify factors related to academic progress and success. So they have the ability to modify intervention strategies should be considered.

Methods: This study is a correlational study and aimed to investigate the differences between normal and gifted students in Self-Regulated learning. The purpose of the study population and the talents of all students in regular and brilliant high school boys and girls ($n = 925$ $n = 10137$ gifted and normal) who were studying in the academic year 91-1390. Simple random sampling was used to select the sample. Among them were randomly selected. In this study, the Motivational Strategies for Learning Questionnaire Pentrich et al (1991) was used.

Results: The results indicated that gifted students in Self-Regulated learning were significantly higher than their peers in general school (two-tailed test, $P < 0/0001$, $df = 706$, $t = 2/59$). The ratio of girls to boys Self-Regulated learning strategy have been better (two-tailed test, $P < 0/0001$, $df = 706$, $t = -3/745$).

Conclusion: The results showed that in Self-Regulated learning can be considered as an effective component on Achievement of gifted students by advantage of employ their mental abilities. It also can be expected that with proper training, Self-Regulated learning capacity with students in regular education helped them to improve their educational abilities.

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**Competency Factors for Information and
Communication Technology of School
Administrators in Satun Primary Educational
Service Area Office**

Suriya Mardthing

The purpose of this mixed method research was to identify the competency factors for information and communication technology (ICT) of school administrators in Satun Primary Educational Service Area Office. The procedure consisted of 3 steps: 1) study, analyze and synthesize the related literatures on ICT competency of school administrators. 2) taking the in-depth interview with 5 experts and 3) analyze the competency factors by exploratory factor analysis. A research instrument was the questionnaire dividing into 2 parts; 1) general information in multiple choices questions relating sex, age, education level, position, and amount of student in the school, and 2) significant level of 70 factors on school administrators' ICT competency in the rating scale questions. The population was 161 schools under the Satun Primary Educational Service Area Office. The key informants were administrators, deputy administrators, academic teacher and computer teacher. The result found that the competency factors for ICT of school administrators in special separate development zone in southern border provinces was divided into 2 aspects consisting 1) the basic competency with 4 factors; skill of basic computer program and internet use, skill of basic computer use, skill of document management and smart phone-based communication, and skill of email and social network use, and 2) the competency for school administration with 6 factors; skill of school data management and electronic office system use, skill of ICT integration for school administration, skill of applying internet for instruction and management in school, skill of promotion for learning and instruction through a tablet computer, skill of design and develop school information system, skill of vision formulation for efficient ICT use.

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Continuing Bonds and Psychological Experiences of Women Who Have Become Widows from the Unrest in the Southern Border Provinces

Harirak Kaewkabthong

The purpose of this research was to study continuing bonds and psychological experiences of women who have become widows as a result of unrest in Thailand’s southern border provinces using phenomenological qualitative research methodology. Key informants were ten widows between the ages of 37 and 54 who lost their spouse from the unrest in the southern border provinces. Data were collected using in-depth interviews, which were tape-recorded and transcribed verbatim. Content and context analysis was used for data analysis. Results were as follows: These widows’ continuing bonds with their partners could be classified as: 1) the feeling of their spouse’s presence, 2) the reminiscence of their spouse, and 3) adopting their spouse’s ways of living. The suffering experienced by these widows could be classified as: 1) grief and loss as manifested through confusion, lack of life direction, and mourning; 2) lack of life security as manifested in the sense of loneliness, depression, anxiety; and 3) lack of understanding from people around them as manifested through the frustration from those surrounding these widows. This study helps to enhance the understanding of the psychological experiences of women who have become widows as a result from the unrest in the southern border provinces. The research findings could be used as guidelines for psychological rehabilitation and support for women who have lost their spouse unexpectedly.

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Creative Thinking and Writing Abilities in Learning Classroom Research of Students in Faculty of Education, Silpakorn University

Wanawee Boonkoun

The objectives of this experimental research were to: 1) compare the ability of creative thinking and writing of students before and after the exercise thinking and writing skills; and 2) study satisfaction of the students after practicing skills. The samples of the study were 31 students in academic year 2011, selected by simple random sampling. Research instruments were 1) the skills and creative writing material which was developed by a researcher; 2) a test of thinking and creative writing skills; and 3) a questionnaire of students' satisfaction with the thinking and creative writing skill materials. Data were collected in August – September 2100, a total of three weeks for six sessions in order to try and collect the data manually into the classroom with a student sample.

Research findings were as follows:

1. Students' ability after practicing creative thinking and writing skills were higher than before practicing statistically significant at the .05 level.
2. Students' satisfaction of practicing creative thinking and writing skills were at the highest level.

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Cultivation the Public-Minded Consciousness: A model for Nursing Students

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Abstract

Nursing student’s attitude has shown gap of accuracy. This study aimed to cultivate the public mind in nursing students. A twenty-nursing student by purposive sampling of the Third year nursing student from Boromarajonani College of Nursing, Nakhon Si Thammarat. Three steps for cultivation in the nursing student public mind consisted of service mind capacity surveying, service mind capacity building, and network of service mind expanding. The results revealed that three components to develop the public mind are themselves, their families and society. A model for cultivated the public mind in nursing student involved three elements; the policy development, the strategic planning determination, and operational development. An approach to public awareness based on the opinion of the students including 1) pre-regard to collective, 2) regard to public awareness, 3) experiencing the Self-conscious, 4)experiencing the others-consciousness, and 5) experiencing the community-consciousness. This research proposes to establish the policy for remaining the student’s public mind, encouraging the institutions integrate the cultivation public mind in the lessons and activities, and creating collaboration with their parents to gain the nursing student’s public mind.

Keywords:Public-Mind, Cultivation, Nursing Students

1. Introduction

The public mind is consciousness or mental public. The layer of meaning is known as a similar meaning on consciousness and mind included the public consciousness, good conscience, and socialconsciousness. In Buddhism known as sacrifice energy,merciful mind and intelligence for the benefit of society and the happiness of others as a consequence of a spiritual happiness when good deeds

which filled with mental was calm, cool, and the forces to do good things. The public mind is the result of the evaluationto feature on attitudes, beliefs, values and interests of the individual comments that cover choosing, social responsibility, without monetary, and beyond basic obligations.

Volunteerism exists in human since people design to do goodness. However, human obstacles such as failure, disrespectful, and insult interrupt a volunteering behavior. Trained mind to overcome the barricade is imperative to empower the construction of a conscious mind that were applied for educational institutes.

A social cognitive learning theory explains that personal goals, in turn, enhance organizational attainments directly via the mediation of analytic strategies. As managers begin to form a self-schema of their efficacy through further experience, the performance system is regulated more strongly and intricately through their self-conceptions of managerial efficacy. Although the relative strength of the constituent influences changes with increasing experience, these influences operate together as a triadic reciprocal control system (Robert Wood and Albert Bandura, 2013).

As, the interactionism model is a popular theory that was universal recognized that set a point of view causes of behavioral expression in different dimensions such as cause of mind, cause of state, and cause of co-influence or interaction between characteristics of mind and state on human behavioral pattern (NongnapasThiengkamol. (2012). According to *public consciousness or public mind based on inspiration from insight is different* from motivation is doesn’t need any reward. Inspiration of public consciousness might occur due to appreciation of a role model or idle, impressive events, notable situations, impressive environment, and media perceived (Thiengkamol, 2009a, Thiengkamol, 2009b, Thiengkamol, 2011a, &Thiengkamol, 2011e).

Boromarajonani College of Nursing, Nakhon Si Thammarat, Thailand (BCNNST) must develop the graduates to achieve service mind—to provide friendly service with compassion, attention to the problems and suffering of clients and stakeholders, serving as problems and patient’s needs by deep listening. Thus, expansion student nurse’s prosocial behavior—social responsibility, equity, and reciprocity is the greatest of instructor’s mission to emphasize.

2. Objective

The objective was to develop the pattern of the public-mind consciousness in nursing students.

3. Methodology

The qualitative research design by applying step by step as follows:

3.1 The 20 purposive sampling from the 108 population were the Third year nursing students of BCNNST.

3.2 A three-step for cultivated the nursing student’s public mind covered;

3.2.1 Service mind capacity surveying aimed to study the understanding of the public consciousness in the students.

3.2.2 Service mind capacity building aimed to provide the students with a positive attitude towards the public consciousness.

3.2.3 Network of service mind expanding purposed to encourage how to build the social or public affection in the students.

3.3 The research instruments used to develop public-minded consciousness included three categories. The first type was learned with three model of the behavioral movies a cancer patient who taking care of 10 orphans, the piano’s caregiver had learned piano for 2 years for achieved herself instead the elderly deformed left arm be able to play piano, and group of volunteers training imitating natural sounds such as rain and frogs to storytelling for blindness heavenly perceived the voices. The second one was intuitive writing explored processes and results of reflective thinking or self-observation. It puts the sample thought to aware of a volunteerism clearly for giving reasons of public-minded consciousness. The last one was process of Appreciation Influence Control (AIC) for learning through the direct experience.

3.4 The data was gathered by in depth interviews in this study elicited detail information about volunteering behaviors. In depth interviews also explored details rising from the public-minded consciousness in terms of knowledge and understandings, the reason in making decisions of public-minded consciousness and the public-minded behaviors.

3.5 Analysis of data used were content analysis referred to research objective.

4. Results

4.1 Service mind capacity

Service mind capacity in nursing students refer to understand the public-minded consciousness with insight into two aspects as followed;

a) An integration of people who have public-mindedness done for public activities like helping other people or society and environmental conservation activities which occurred in various festivals. As the samples said;

"... any activities that help others such as cleaning the temple on a holy day..."

"... anyone can be a volunteer by kindness to others. Previously, thoughtful public activity as a volunteer camp that is a major projects..."

"... integration activities such as clubs, including any kind of a group activity in the festival. ..."

"... Joint effort with the leader"

b) Public-minded consciousness is the helpful behaviors expressing sacrifice for people or social without expecting rewards. As the samples said;

"... We have a heart to help others without being forced whether a little or bundles. This starts from myself before".

"... helping others is good because it is benefit others without expecting for return "

"... helping soul as it allows recipients to feel good. To help someone in a trouble or not is more benefit "

"... bringing the ability to help others".

After the sample watched the 3 modeling behavioral movies they clarify understanding the nature of public-minded consciousness is the idea of people that need to do for the benefit of others and social. Whether it cover maintenance activities in the public domain, helping people to benefit or to assist those who have suffered. By those actions do not expect for return. This public-minded consciousness is able to achieved to anyone, even though they didn’t used to think. The prototype also set the modeling to another one. Furthermore, people have found happiness with public-minded consciousness without expecting rewards. As the samples said;

"... anyone can be a volunteer by kindness to others".

"... public-minded consciousness is cultivated by oneself to do for others but not for themselves "

"... At first, I thought public-minded consciousness was be involved, but indeed that is the benefit to do for others".

4.2 Service mind capacity building

Nursing students learn public-minded consciousness as a process of thinking and attitude of helping others, a community, and social which reasonable reconstruction from the value realization of the action to the other party or context of the community and society without expecting rewards until succeed the individual confidence as the samples said;

“... developing personal public mind is changing attitude from shame of volunteering behavior to keep my spirit up”.

“...previously I thought, was that good to pick garbage up or not because most people didn't do. After I realized the media not only that maintain a courage of mind but also promote and develop my public mindedness”.

“... public-minded conscious was driven by to ensure that things are well done, it doesn't strange and I have found happiness with the thing I though and did for other people”.

“...just clear volunteering vision with the elderly's caregiver who invested to learn piano for play the piano as the other hand of the elder people was very impress me. I think it was unnecessary to do, but she attempt to do for the elder's happiness”.

In this study has found that individual public-minded consciousness is classified into 4 levels as followed;

Level 1 is social responsibility and respecting the other's right. This level people regard the right to life, liberty and security of people. They are endowed with reason and conscience and should act towards each other in their lifestyles without the intervention. So, that's very thoughtful of interaction.

Level 2 is hesitation. This level people are nervous, embarrassed or worried, so they have a pause before doing something or a feeling that they should not do it.

Level 3 is an idea to help others in appropriate environment or context. This level people contribute to the performance based on their interactions to the environments involved by equipment, atmosphere and duties to preserving environments.

Level 4 is an attempt to do something success. This level people unconditionally intent to assist another person or others what they are capable without expecting rewards. As the samples said;

“...difference level of mindedness behavior, the lowest level is based on social responsibility, avoiding physical punishment and respecting the others' rights; while, the second one is making decision to help. The thirdly is as acting for others' acceptance, and the highest is becomes the helpful behaviors expressing sacrifice and solving the terrible situation without return”.

4.3 Network of service mind expanding

After the samples care for the elderly and disabled people in the community by using AIC as the main mechanism. The results revealed that three components to developed the public mind were themselves, their families, community leader, educational institute, teacher's facilitate, and society. A model for cultivated the public mind in nursing student involved three elements; the policy development, the strategic planning determination, and operational development.

An approach to cultivated public awareness based on the nursing student's opinion included;

1) Pre-regard to collective responsibility is to create or adapt a positive attitude towards the public-minded consciousness by studying to clarify the understanding of the public consciousness situations. Using stories telling, movie, and video watching. This phase should be developed from the family.

2) Regard to public awareness is a changing process of ideas, beliefs, and values regarding to their abilities, and creativity. Include an expanding their ability to help others which is a positive thinking towards public-minded consciousness. This phase requires the reinforcement from other people and the contribution environment or context as peer groups.

3) Experiencing the Self-consciousness is determination to help others in uncomplicated situation until the event of a disaster. People have learning by doing and affect from the recipients. This phase is a moment for achieve a positive impression on their actions. The prototype developed in this phase to ensure concrete action.

4) Experiencing the others-consciousness is the accumulation of public mindedness and cultivate a positive attitude towards public awareness until becomes the identity.

5) Experiencing the community-consciousness is a period of expanding public awareness and building networks with communicate their experience to others. This phase requires vocal group activities for the benefit of the community. Lessons learned by the reflective thinking to create and cultivate a positive attitude towards the public consciousness to others. As the samples said;

“...public mind needs motivation, but not compulsion. So, it is important to understand what, how, where, and when to do. Public-mindedness cultivation need communication and repeating action”.

“...mindedness behavior must include; 1) have a good attitude, good thought and good practice, 2) peer group—friend and teacher agreed with the idea to help and learn together. 3) ensure that things are well done for making people happy”.

“...volunteer activities have to be able to do for real. The factors that encourage the public mindedness were cultivated by parents, teachers who have a good role model”.

4. Discussion

The finding indicated nursing student's opinion towards the nature of the public-minded consciousness is a process of thinking and attitude of before and after clarify understanding are different. This study found that public-minded consciousness is able to achieved with anyone which the component

includes 5 domains: 1) mental public or attitude 2) public activities 3) sacrifice behavior for others without rewards 4) public-minded consciousness modeling and 5) context that enabling mental public. Public-minded consciousness is classified into 4 levels as followed; Level 1 is a social responsibility and respecting the human rights. Level 2 is a hesitation. Level 3 is an idea to help others in appropriate environment or context. Level 4 is an attempt to do something success. An appropriate approach to cultivated public awareness based on the nursing students' opinion include; 1) Pre-regard to collective responsibility which should be developed from the family, 2) regard to public awareness that requires the reinforcement from other people and the contribution environment or context as peer groups, 3) experiencing the self-consciousness which the prototype developed in this phase to ensure concrete action, 4) experiencing the others-consciousness, and 5) experiencing the community-consciousness in this phase lessons learned by the reflective thinking to create and cultivate a positive attitude towards the public consciousness to others. The results coherent to various studies such as Siri Kaensa (2008), NongnapasThiengkamol (2012), Andrea Campbell & Nathaniel Persily, (2012), PhakawadeeLearsKarnchawat, (2011) and Constance Milbrath (2013).

5. Conclusion

Cultivation the Public-Minded Consciousness is the process changing in cognitive domain, affective domain, and volunteering behaviors to make the consciousness of benefit. Moreover, nursing student's learning processes based on interaction to the environment involved peer group, teachers, community by rights and ability. The recommendation towards sustainable development the public awareness by policies established, encouraging the institutions integrate the cultivation public mind in the lessons and activities, creating collaboration with their parents to gain the nursing student's public mind and enabling mental environment as peer groups for cultivation public-minded consciousness cover experiencing the others-consciousness and experiencing the community-consciousness.

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Dependency Level in Performing Activities of Daily Living of the Elderly People

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Abstract

Care needs have special importance to effectively plan for the long term care of elderly people. This survey research aimed to identify the number of older people in 3 groups, classified by the dependency level in performing activities of daily living which group 1 being the lowest and group 3 being the highest. The population was 517 older people residing in Tumbol Naphru, Phra-Phrom District in Nakhon Si Thammarat, Thailand. The instrument was the older People Dependency Screening Questionnaire developed by Linjong Phothipal et. al. The results revealed that the percentage of group 1, group 2, and group 3 was 87.3, 8.1 and 4.5, respectively in males and 83.8, 9.8 and 6.4, respectively in females. The percentage of older people who were dependent was 3.8% for feeding, 5.2% for dressing, 5.6% for bathing & grooming, 5.2 for toileting, 5.4% for mobility in house, 10.0% for cooking, 13.8% for house cleaning, 12.2% for out-of-house mobility, 8.3% for using money, and 13.2% for using public transport, respectively. The number of older people who were dependency was increasing with increasing age. The results will be used as basic information for effective and efficient intervention planning to improve the quality of life of the elderly.

Keywords: Elderly people, Activities of Daily Living, Dependency level

1. Introduction

A typology similarly differentiated several types, or causes, of dependency in old age: life-cycle dependency; physical and psychological dependency; political dependency; economic and financial dependency; and structural dependency that included economic, political, legal, psychological and emotional dependencies, each of which could be distinguished from dependency that arises from age-related ill health or frailty. (Gibson, 1998 and Walker, 1982 cited in Michael Fine & Caroline Glendinning, 2005) Dependency in performing activities of daily living (ADLs) is an age-related condition leading to poor quality of life, increased health-related care costs, and increased mortality. In the context of the needs for assistance that emerge from physical and ability to performing activities in daily living. Thai ageing society has increasing dependency rates and will continue to rise. Trend of burden ratio of population aging is significantly higher than that of children. In 2020, more than 700,000 older persons need some forms of long-term care, particularly of those who are over 80-year of age has contributed to the situation. (Linjong Phothipal et. al., 2010) In addition, individual older care needs and perspectives for caring are profoundly different to make decision from health personnel, health village volunteers and their caregivers.

Elder care in rural areas in Thailand had extremely changed in terms of family's structures, roles, and responsibilities from agricultural society to a more industrialized one. Linjong Phothipal et. al. (2010) found that Thai family still kept cultures and traditions on mutual care as well as maintained good relationship in the family as a tool for the dependent elderly care so they can live their lives properly.

That is why, the identification of dependency level in older people need to be clear for provide facts that lead to integrated service planning resulting in efficiency of service providing and management. Especially, in Tumbol Naphru, Phra-Phrom District where has the high number of older people in Nakhon Si Thammarat, Thailand (TNPNT). (Health Office, Nakhon Si Thammarat, 2013)

2. Objective

The objective was to identify the number of older people in 3 groups, classified by the dependency level in performing ADLs.

3. Methodology

This survey research design by applying step by step as follows:

3.1 The 517 elderly people of TNPNT was the population study.

3.2 The research instruments was the older People Dependency Screening Questionnaire developed by Linjong Phothipal et. al. in which was a survey of the activities in 10 points consisted of five basic activities (item 1-5) such as eating, bathing and grooming, dressing, toileting, and mobile in home. For advanced (item 6-10) include cooking, house cleaning, out-of-house mobility, using the money and using public transport. Each activity has three choices were independence, partially dependence, and totally dependence. The criteria for classified by 3 groups as followed; group 1 was independence for 5 basic activities (item 1-5) and 5 advanced activities (items 6-10). Group 2 performed 5 basic activities (item 1-5) but at least 1 item for partially dependence in advanced activities (items 6-10) and Group 3 was at least 1 item totally dependence in 5 basic activities (1-5) and totally dependence in 5 advanced activities (items 6-10). Content validity were determined by 8 experts, each content from .83 to 1.00 and totally 0.98. Construct validity by Spearman rho .71. Coefficient of consistency using Cronbach's alpha.91 which for basic activities .86 and .88 advanced activities.

3.3 The data was gathered by interviews and observation performing ADLs. The researchers trained 20 health village volunteers and they tried to checked 3 cases true before collected the data.

3.4 Analysis of data used were percentage and chi-square.

4. Results

4.1 The study population consisted of 517 subjects, of whom 57.3% were female, most of them have a 60 – 79 year of age, 61.30% married, 77.8% and 44.90% living with their children. 77.8% in primary education, 100% received allowance for the elderly, 54.16% no underlying disease. The prevalence of hypertension, diabetes, hypercholesterolemia, heart disease, musculo-skeletal problem, and allergy was 20.47%, 16.44%, 8.70%, 3.09%, 20.05% and 1.93%, respectively. The problem of urinary system was 16.44% partially urinary incontinence, and 5.80% totally urinary incontinence. The problem of digestive system was 15.60% totally fecal incontinence, and 12.38% partially fecal incontinence. (see table 1)

Table 1 Number and percentage of Characteristics (N=517)

Characteristic	Number	Percentage	
Gender	Male	221	42.70
	Female	296	57.30
Age	60-79	245	47.40
	80-89	179	34.60
	> 89	93	18.00
	Total	517	100.00
Education	Uneducated	94	18.20
	Primary school	402	77.80
	High school	16	3.10
	Bachelor's Degree	3	0.60
	Graduate	2	0.40
	Total	517	100.00
Marital status	Single	34	6.60
	Marriage	317	61.30
	Widow	160	30.90
	Divorce	6	1.20
	Total	517	100.00
Dwelling	Stay alone	37	7.20
	Stay with children	233	45.10
	Stay with parent	14	2.70
	Stay with spouse	317	61.30
	Stay with descendant	61	31.30

Table 1 Amount and percentage of demographic data (Cont.)

Characteristic	Number	Percentage
Disease		
Underlying	280	54.16
Hypertension	117	20.47
Diabetes	85	16.44
Hypercholesterolemia	45	8.70
Heart	16	3.09
Musculoskeletal	114	22.05
Allergy	10	1.93
Partially urinary incontinence	85	16.44
Totally urinary incontinence	30	5.80
Partially fecal incontinence	64	12.38
Totally fecal incontinence	82	15.86

4.2 The percentage of group 1, group 2, and group 3 was 87.3, 8.1 and 4.5, respectively in males and 83.8, 9.8 and 6.4, respectively in females. (see table 2)

Table 2 Number and percentage of dependency level identification by gender

Gender	Dependency level			P-value
	Group 1	Group 2	Group 3	
	Number	Number	Number	
	Percentage	Percentage	Percentage	
Male	193	18	10	.503
	87.30	8.10	4.50	
Female	248	29	19	
	83.80	9.80	6.40	
Total	441	47	29	
	85.30	9.10	5.60	

4.3 The percentage of group 1, group 2, and group 3 was 93.10, 5.30, and 1.60, respectively in 60-69 years of age, 65.60, 10.60, and 4.50, respectively in 69-79 years of age, and 65.60, 16.10 and 18.30, respectively, respectively in >89 years. (see table 3)

Table 3 Number and percentage of dependency level identification by age

Age	Dependency level			P-value
	Group 1	Group 2	Group 3	
	Number	Number	Number	
	Percentage	Percentage	Percentage	
60-69	228	13	4	.000
	93.10	5.30	1.60	
70-79	152	19	8	
	84.90	10.60	4.50	
>79	61	15	17	
	65.60	16.10	18.30	
Total	441	47	29	
	85.30	9.10	5.60	

4.4 The percentage of older people who were dependent was 3.8% for feeding, 5.2% for dressing, 5.6% for bathing & grooming, 5.2 for toileting, 5.4% for mobility in house, 10.0% for cooking, 13.8% for house cleaning, 12.2% for out-of-house mobility, 8.3% for using money, and 13.2% for using public transport, respectively. (see table 4)

Table 4 Number and percentage of elderly people identification by dependency level

Dependence activity	Dependency level		
	Male	Female	Total
	(221)	(296)	(517)
	Number	Number	Number
	Percentage	Percentage	Percentage
Feeding			
Group 1	214	283	497
	96.80	95.60	96.10
Group 2	4	5	9
	1.80	1.70	1.70
Group 3	3	8	11
	1.40	2.70	2.10
Dressing			
Group 1	212	278	490
	95.90	93.90	94.80
Group 2	4	4	8
	1.80	1.80	1.50
Group 3	5	14	19
	2.30	4.70	3.70
Bathing & grooming			
Group 1	210	278	488
	95.00	93.90	94.40
Group 2	0	0	0
	0	0	0
Group 3	11	18	29
	5.00	6.10	5.60

Table 4 Number and percentage of elderly people identification by dependency level (cont.)

Dependence activity	Dependency level		
	Male	Female	Total
	(221)	(296)	(517)
	Number	Number	Number
	Percentage	Percentage	Percentage
Toileting			
Group 1	211	279	490
	95.50	94.30	94.80
Group 2	0	2	2
	0	0.70	0.40
Group 3	10	15	25
	4.50	5.10	4.80
Mobility in house			
Group 1	211	278	489
	95.50	93.90	94.60
Group 2	1	3	4
	0.50	1.0	0.80
Group 3	9	15	24
	4.10	5.10	4.60
Cooking			
Group 1	201	264	465
	91.00	89.20	89.90
Group 2	0	1	1
	0	0.30	0.20
Group 3	20	31	51
	9.04	10.50	9.86
House cleaning			
Group 1	189	257	446
	85.50	86.80	86.30
Group 2	3	2	5
	1.40	0.60	1.0
Group 3	29	37	66
	13.10	12.50	12.80
out-of-house mobility			
Group 1	202	252	454
	91.40	85.10	87.80
Group 2	1	1	2
	0.50	0.30	0.40
Group 3	18	43	61
	8.10	14.50	11.80
using money			
Group 1	206	267	473
	93.20	90.50	91.70
Group 2	0	0	0
	0	0	0
Group 3	15	28	43
	6.80	9.50	8.30
using public transport			
Group 1	195	254	449
	88.20	85.80	86.80
Group 2	3	3	6
	1.40	1.0	1.20
Group 3	23	39	62
	10.40	13.20	12.00

5. Discussion

In our population-based study of people aged 60-69 and older were dependence in 1 or more ADLs at 6.9 - 34.40% of the population. Significantly, the number of older people who were dependency was increasing with increasing age both of male and female older. The dependence in performed advanced activities (8.30%-13.80%) which more than basic activities (3.80%-5.60%). These show that recognition of this trend forecasts for the next 3-5 years are consigned.

The dependence in such ADLs, especially advanced activities, believe that the complications of those remarkable restrictions on movement harsh other ADLs and their chronic diseases—hypertension, diabetes, hypercholesterolemia, heart, and musculo-skeletal problems that we should take the matter into consideration.

As we address to those vascular diseases in the elderly whenever vascular dementia is remembered. Wherewith, cross-sectional studies have consistently reported that dementia is a powerful contributor to functional disability in the elderly. Thus, dementia is the strongest determinant for developing functional disability and functional decline, independent of the presence of other chronic diseases. Moreover, because of the high frequency of dementia in the very old, half of the functional dependence developed was attributable to this debilitating condition. (Hedda Aguero et. al., 1998). In this study intent upon raise awareness of the situation in the population.

The study shows that family as a unit care for the dependent elderly in Thailand – most seniors live with their parents, including parents, spouses, children, and descendant, are presently ambitious the family potential for care and determine the dilemmatic caring. Particularly, increasing of healthy life expectancy is uncertain due to the possible interaction with chronic diseases and therapeutic progress for disease whether the family can provide and enquire older dependants have long-term care need.

6. Conclusion

The intervention of dependency as an individual attribute or a product of social relations particular the family care. The family system is the best one for holistic approach, consequently Thai society should recapitulate for reasonable in care of the older. Suitable information of dependency level should be done currently. As a while, professional nurse organization, nurse administrators, nurse provider,

and nursing academic should together determine standard and work to handle elderly situation people cover seniors all of group 1,2, and 3 emphasize upon to raise awareness of chronic disease caring system in the community. Especially, the care and rehabilitation of the elderly who have problems with mobility cover bathing, dressing, feeding, and toileting. Moreover, dependency has especial significance for older people living at particular stages of their life course that interact with and exacerbate the effects of age-related disabilities. In this respect, the local policy establishes attention to the welfare state should create and legitimise dependency amongst older adequate daily allowance and ADLs services support particularly using public transport, using public transport.

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Development Model for Knowledge Management and Innovation Competencies
of Academic Resources and Information Technology Center Rajabhat University

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Abstract

The purposes of this research were 1) to study the basis of knowledge management and innovation competencies, 2) to study the relationship between knowledge management and innovation competencies, and 3) to study the supportive factors for the models of knowledge management and innovation competencies of Academic Resources and Information Technology Center, Rajabhat Universities. The samples were collected from 40 Academic Resources and Information Technology Centers of Rajabhat universities. The methodology used in this research is the mixed methods between quantitative and qualitative methods. The study was divided into four phases. The first phase was to study the basis of knowledge management and innovation competencies, second phase was to study the relationship between knowledge management, innovation competencies, and the supportive factors. The third phase was to develop the model, while the fourth phase was to evaluate models of knowledge management and innovation competencies.

The research results obtained from first and second phases indicated that most of the organizations have conducted plans for knowledge management competencies with specific objectives and 3-4 years of operational times; within the organizations, the plans are managed by expert groups and supported with the sufficient funding. For innovation management, the research result showed that most of organizations do not have specific objective, personnel in charge of innovative management, and funding. All of the organizations have been employing the levels of knowledge management. However the organizations have plans for the levels of innovation management but they have not been employed. The study found that the relationship between knowledge management and innovation competencies is moderate. The relationships between supportive factors of knowledge management and knowledge management competencies, as well as between supportive factors of innovation and innovation competencies were found to be at moderate levels.

Keyword : Knowledge management, Innovation, Knowledge management competencies, Innovation competencies,

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1. Introduction

Knowledge management is the process of developing and effectively using knowledge of people and organizations. The process is important for the development of organizations expands capacity competencies of people in organizations using teamwork and learning together system.

The 21st century is the era that focuses on human resource development knowledge base. Knowledge management in organizations is a coupling process between management system and learning development processes. The management can be done through many processes: a process of knowledge identification, knowledge creation and acquisition, knowledge organization, knowledge codification and refinement, knowledge access, knowledge sharing and learning, which can be applied into the organization resulting in the circulation of knowledge across the organization. (Nonaka, 1991; Wiig, 1993; Wilkins, et al 1997; Milton et al., 1999; Ergazakis et al., 2004; Vichan Phanit, 2003; Office of The Public Sector Development Commission,2005)

Knowledge management facilitates interaction between people who work together both in the same organization and different organizations to improve working method, thus the organization can have a successful result (Vichan Phanit, 2003). and can use the concept of knowledge

management to lead cutting edge technology to build knowledge or innovation. To be a successful organization, the organization must encourage and build the relation between people within the organization, the employee must understand organization operation system and organization's vision. This will lead to achieve the purpose of the organization and to become innovative organization.

To be an innovative organization , the organizations must have the following basic principles: 1) determine objectives, a clear strategy to focus on the innovative organization, 2) create a culture within the organization to be the reinvention organization, 3) create the atmosphere in the organization to contribute the creation 4) the leader of the organization must build an organization to be a learning organization (Sasiprapa Chaiprasit, 2011).

This research was studied the performance of knowledge management with performance innovation, factors related to knowledge management, and innovation within the Library and Information Technology in Rajabhat University which consists of product innovation, process innovation and service innovation. This research also studied the factors that influence knowledge management and innovation. The questionnaire was used to study and evaluate the knowledge management system, innovation

competencies and the factors that affect the system of Academic Resources Center and Information Technology, Rajabhat University. The result will support and enhance the improvement of the knowledge management system and innovative competencies of the organization. Thus, the innovative and learning organization can be achieved.

2. Purpose of the Research

The purposes of this research were

- 1) To study the basis of knowledge management and innovation competencies.
- 2) To study the relationship between of knowledge management and innovation competencies.
- 3) To study the supportive factors and their effects on the models of knowledge management and innovation competencies
- 4) To present the model of knowledge management and innovation competencies of Academic Resources and Information Technology Center, Rajabhat Universities.

The samples were collected from 40 Academic Resources and Information Technology Centers of Rajabhat universities. The methodology used in this research is the mixed methods between quantitative and qualitative methods.

3. Research Methodology

The research method consisted of fourth phases.

Phase 1) The quantitative research was conducted to study the basis of knowledge management and innovation competencies. The

data were collected from 40 Academic Resources and Information Technology Centers of Rajabhat universities, 4 representative from each organization including a director of the centers and three officers using: 1) Questionnaires for knowledge management competency and its supportive factors and 2) Questionnaires for innovation competency and its supportive factors.

Phase 2) The qualitative research was conducted for 40 Academic Resources and Information Technology Centers of Rajabhat universities. The relationship between knowledge management, innovation competencies, and the supportive factors of the organizations were studied using the interview method

Phase 3) The model of knowledge management and innovation competencies was developed using both quantitative and qualitative data.

Phase 4) The models of knowledge management and innovation competencies was evaluated. The data were collected from 10 officers from each organization.

4. Research Results

The result shown in this section includes the results in Phase 1 which consists of the research objectives 1 to 3. The result is shown in Table 1.

Table 1 Analysis of knowledge management competencies in the organizational content.

KM Operations	Present		None	
	amount	mean	amount	mean
1 implementation plan	29	72.50	11	27.50
2 Top Priorities	25	62.50	15	37.50
3. The objective of organization development	38	95.00	2	5.00
4 Period of 3-4 years	25	62.50	-	-
5 KM's project	38	95.00	2	5.00
6 Responsible for KM.	25	62.50	15	37.50
7 KM's budget	22	55.00	18	45.00
8 KM's activity	32	80.00	8	20.00

The study in Table 1 shows that most of the organizations have conducted plans for knowledge management competencies with specific objectives and 3-4 years of operational times (62.50%). There are 29 organizations which consist of knowledge management plan (72.50%). There are 25 organizations which have established the knowledge management as a priority activity (62.50%). For the purpose of knowledge management is mainly found that the process of knowledge management was used in development of personnel in the Office of their Academic Resources to 38 universities (95.00 percent) There are structured implementation of knowledge management by organizing a project or specific activities of the organization to 38 universities (percentage 95.00) There are responsible for direct managing knowledge of 25 universities (62.50 percent) there are allocated

budget for knowledge management of the Academic Resources to 22 universities (55.00 percent) Finally , most organizations have organized events about knowledge management. Such as the exchange of learning The Community of Practice The knowledge management activities with persons or other organizations of 32 universities (80.00 percent)

Table 2 analysis of Innovation competencies organizational context.

Innovation Operations	present		None	
	amount	Mean	amount	Mean
1. implementation plan	16	40.00	24	60.00
2. Top Priorities	15	37.50	25	62.50
3. The objective are to develop the organization	25	62.50	15	37.50
4 Period of 1-2 years	12	30.00	-	-
5 Make a project	26	65.00	14	35.00
6 Responsible for INNO	13	32.50	27	67.50
7 INNO. budget	13	32.50	27	67.50
8 INNO. activity	15	37.50	25	62.50

The study in Table 2 shows that there are 12 organizations that have conducted plans for innovation competencies with specific objectives and 1-2 years of operational times (30.00%). There are 24 organizations that have not conducted innovation competency plan (60.00%). However, 25 organizations have not established the innovation plan into their action plan (62.50%). There are 25 organizations that have applied the plan for their organizations (62.50%). There are 26 organizations that have innovative structure plan (65.00%). However, most of organization do not

have in-charge person and support funding (67.50%). At last, there are 25 organizations which have not established the plan for innovative competencies (62.50%).

Table 3 Knowledge management competencies analysis for organizational level, leaders, and staff

KM Process	Organization	Leader	staff	Total operation
1.Knowledge Identification	3	3	3	3
2.Knowledge creation and acquisition	3	3	3	3
3.Knowledge organization	3	3	3	3
4.Knowledge codification	2	2	3	2
5.knowledge access	3	3	3	3
6.knowledge sharing	2	2	3	2
7.Learning	2	3	3	3
Total	3	3	3	3

Operational level * 4 = All division in an Organization
 3 = Almost all division 2 = Some division 1=Existing plan no action 0 = No plan no action

Table 3 shows that:

1) The result of knowledge management competencies level analysis for organizational level, leaders, and staff is in level 3 for Almost all division

Table 4 Analysis of innovation competencies

Innovation process	Mean		Total
	Have	None	
1. Product Innovation	24.37	75.63	100
2. Process Innovation	15.5	84.5	100
3. Service Innovation	30.62	69.38	100

The results in Table 4 show most of organizations do not have innovation competencies including production innovation, process innovation and service innovation.

Table 5 Innovation competencies

Innovation process for attribute	Operation level
1. Product Innovation	1
2. Process Innovation	1
3. Service Innovation	1
Total	1

Operational level * 4 = All division in an Organization
 3 = Almost all division 2 = Some division 1=Existing plan no action 0 = No plan no action

The results of this analysis show that most of Academic Resources and Information Technology Center, Rajabhat Universities have innovation competencies of level 1 no plan no action.

2.To study the relationship between of knowledge management and innovation competencies

Table 6 Relationship between knowledge management and innovation competencies

Knowledge Process	Innovation Process					
	Product Innovation		Process Innovation		Service Innovation	
	correlat ion	level	correlat ion	level	correlat ion	level
Organization	0.240	Very low	0.200	Very low	0.236	Very low
Leader	0.250	Very low	0.210	Very low	0.164	Very low
Staff	0.455	Low	0.409	Low	0.449	Low
Total	0.315	Low	0.273	Very low	0.283	Very low

The study result, Table 6, shows that the relationship between knowledge management and innovation competencies is very low with the correlation of 0.05. Considering the profile are result that The correlations between knowledge management and innovation competencies was very low.

3) To study the supportive factors for the models of knowledge management and innovation competencies.

Table 7 Analysis of the supportive factors for the knowledge management competencies.

supportive factors for knowledge management	Operation level
1. Management and planning factors	3
2. culture organization factors	3
3. Leadership factors	3
4. Information Technology factors	3
5. Measurement and Evaluation factors	2
Total	3

Operational level * 4 = All division in an Organization

3 = Almost all division 2 = Some division 1=Existing plan no action 0 = No plan no action

The results of analysis that the most of Academic Resources and Information Technology Center, Rajabhat Universities have supportive factors knowledge management competencies have level 3 is Almost all division . On their supportive factors for knowledge management in the Management and planning culture organization, Leadership and Technology have level 3 is almost all divisions. And Measurement and Evaluation have level 2 Some division.

Table 8 Analysis of The relationships between supportive factors of knowledge management and knowledge management competencies

supportive factors of knowledge management	Mean	Correlation	P-value
1. Management and planning factors with KM competencies	2.525	0.612	0.000*
2. culture organization factors with KM competencies	2.608	0.565	0.001*
3. Leadership factors with KM competencies	2.555	0.539	0.001*
4. Information Technology factors with KM competencies	2.504	0.514	0.004*
5. Measurement and Evaluation factors with KM competencies	2.379	0.474	0.002*
total	2.514	0.540	0.001*

The results in Table 8 show relationship between the supportive factors of knowledge management and knowledge management competencies respectively as the following: 1 factors of Knowledge management (0.612), 2 factors of organizational culture (0.565), 3 factors of leadership (0.539), 4 factors of technology (0.514) and 5 factors of evaluation (0.474). The relationship is in moderate level of 0.05.

Table 9 Analysis of the supportive factors for the models of innovation competencies.

supportive factors for innovation	Operation level
1. Leadership and organization factors	2
2. personal skill factors	2
3. The processes and tools factors	2
4. culture organization factors	2
Total	2

Operational level * 4 = All division in an Organization

3 = Almost all division 2 = Some division 1=Existing plan no action 0 = No plan no action

The results of analysis that the most of Academic Resources and Information Technology Center, Rajabhat Universities has supportive factors innovation competencies have level 2 Some division

Table 10 Analysis of The relationships between supportive factors of innovation and innovation competencies

supportive factors of innovation	Mean	Correlation	P-value
1. Leadership and organization factors and innovation competencies	1.609	0.708	0.000*
2. personal skill factors and innovation Competencies	1.511	0.655	0.000*
3. The processes and tools factors and innovation Competencies	1.572	0.629	0.000*
4. culture organization factors and innovation Competencies	1.534	0.596	0.000*
Total	1.556	0.647	0.000*

The results in Table 10 show relationship between the supportive factors of innovation and innovation competencies respectively as the following: 1 factors of leadership (0.708), 2 factors of personnel and their capabilities (0.655), 3 factors of process and equipment (0.629), 4 factors of culture (0.596). The relationship is in moderate level of 0.05.

5. Conclusion

1. Knowledge management and innovation competencies of Academic Resources and Information Technology Center, Rajabhat Universities. that most of the organizations have conducted plans for knowledge management competencies with specific objectives have budget and have Activities support knowledge management in organizations, knowledge management as a tool in development planning organization to be effective. Was used systematically. Writing a Business Plan Gather knowledge in libraries scattered in an individual. And document operational procedures to manage the system. Easy to find and A knowledge management committee, Policy makers act Strategic plan and implementation plan for the personnel to understand knowledge management system. And the knowledge to use the most cost effective. And Intended to apply knowledge management in organizations to develop and improve the knowledge of the personnel themselves. Using the event as a project such as Community of Practices, Knowledge sharing Forum, Cross-functional team. Have The budget

supports approximately 10,000 - 50,000 baht For of knowledge management activities

And innovation competencies of Academic Resources and Information Technology Center, Rajabhat Universities. that most of the organizations do not have action plan for innovation.

Has not been assigned to a mission critical enterprise innovation performance.

Because Researchers have studied the self-assessment report. The organization as a learning organization. So SWOT analysis Found that weaknesses in innovation. And is also available in a range of written work plan for the development of innovative practices in the organization, no concrete.

2. Analysis of knowledge management, organizational leader and personnel resources under the operational level of Academic Resources and Information Technology Center, Rajabhat Universities.

Analysis of knowledge management, organizational leader and personnel resources under the operational level of Academic Resources and Information Technology Center, Rajabhat Universities.

Knowledge management process	Organization	Leader	staff	Operational system	Operational level
1. Knowledge Identification	<ol style="list-style-type: none"> 1. Vision of Organization 2. Knowledge Identification 3. Knowledge location (person and place) 	<ol style="list-style-type: none"> 1. Identified a core of knowledge 2. Bring the potential from the personnel 3. Knowledge distribution 	<ol style="list-style-type: none"> 1. Specify the personnel's knowledge 2. Personnel's knowledge development 3. Other's knowledge identification 	<ol style="list-style-type: none"> 1. Determine the knowledge management system to be applied into the organization. 	Level 3 : Almost all division
2. Knowledge creation and acquisition	<ol style="list-style-type: none"> 1. Knowledge searching plan 2. Other source of knowledge 3. Un-useful knowledge elimination 4. Apply SECI Model 	<ol style="list-style-type: none"> 1. Conduct the knowledge management plan. 2. Integration between the old and new knowledge. 3. Conduct the committee for the knowledge management. 	<ol style="list-style-type: none"> 1. Aware and understand of the Knowledge creation and acquisition 2. The capability of Knowledge creation and acquisition 3. Development of Knowledge workers 	<ol style="list-style-type: none"> 1. Publication 2. Dissemination 3. Best Practices 	Level 3 : Almost all division
3. Knowledge organization	<ol style="list-style-type: none"> 1 Knowledge organization plan 2. Knowledge organization classification 3. Technology for Knowledge organization 	<ol style="list-style-type: none"> 1. Conduct Knowledge organization plan 2. Set up the organization committee 3. Design and develop the Knowledge organization system 	<ol style="list-style-type: none"> 1. An awareness in Knowledge organization 2. Skills in self Knowledge management 	<ol style="list-style-type: none"> 1. Knowledge-based online 2. Case-based online 3. Knowledge portal 4. Document management system 5. Intelligent agents 6. Expert online 	Level 3 : Almost all division

Knowledge management process	Organization	Leader	staff	Operational system	Operational level
4 Knowledge codification and refinement	<ol style="list-style-type: none"> 1. Knowledge codification and refinement plan 2. Evaluation and analysis of knowledge codification and refinement. 3. Establish the processing committee of Knowledge codification and refinement 	<ol style="list-style-type: none"> 1. Mapping process system knowledge. 2. Conduct processing knowledge plan 3. Set up standard terms used for Knowledge codification and refinement 	<ol style="list-style-type: none"> 1. An awareness in Knowledge codification and refinement. 2. Result selective skills 3. An academic writing knowledge skill. 	<ol style="list-style-type: none"> 1. Knowledge systems through audited. 2. Lean process 	Level 2 : some division
5. Knowledge Access	<ol style="list-style-type: none"> 1. Knowledge assessment plan 2. System design and creation for Knowledge access 3. Conduct the committee for the knowledge access 	<ol style="list-style-type: none"> 1. Set up the Knowledge Access plan 2. Knowledge assessment training. 3. Support the knowledge access technology 	<ol style="list-style-type: none"> 1. Recognize that knowledge access is important. 2. Training for Knowledge access. 3. Capability to access the knowledge system. 	<ol style="list-style-type: none"> 1. Document search 2. Data warehouse 3. Database 4. Internet 5. Social media 6. Center of excellence -CoE 	Level 3 : Almost all division
6. Knowledge sharing	<ol style="list-style-type: none"> 1. Knowledge sharing plan. 2. Conduct the committee for knowledge sharing 	<ol style="list-style-type: none"> 1. Setup the knowledge sharing plan for over all division in an organization 2. Funding support for the Knowledge sharing 	<ol style="list-style-type: none"> 1. An awareness and for the importance of knowledge sharing 2. The activities within the organization for knowledge sharing . 	<ol style="list-style-type: none"> 1. Knowledge portal 2. Community of Practices (CoP) 4. Job rotation 5. Story telling 6. Knowledge sharing Forum 7. Knowledge Market 	Level 2 : some division
7. Learning	<ol style="list-style-type: none"> 1. Organizational learning plan 2. Organization learning policy using the processes of adaptive learning, anticipatory learning and creative learning 	<ol style="list-style-type: none"> 1. Encourage each agency to learn how to learn method. 2. Encourage staff to learn from each other 3. New learning method instruction 	<ol style="list-style-type: none"> 1. An awareness, of Collaborative Learning 2. Eager to learn and mind opening 3. Receive training in a systematic of how to learn method. 	<ol style="list-style-type: none"> 1. show & share 2. Learn how to learn 3. Action Learning 4. Blended learning 5. Web blog learning 	Level 3 : Almost all division

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**Development of Model of Learning
Innovation Process for Sustainable
Development of Local Scholars in
Southern Thailand**

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Abstract

This qualitative research was to study the process of learning innovation, the factors related to the success of learning innovation process, and the development model of learning innovation process for sustainable development of local scholars in southern Thailand. The data were collected from nine key informants represented the local scholars in southern Thailand, and 27 people who were transferred the local wisdom by the local scholars. The study was divided into 3 phases: the document review, the field study, and the model development. The findings in phase 1 and phase 2 indicated that the process of learning innovation for sustainable development of the local

scholars consisted of the following steps : to review the source of local wisdom, to find out the new knowledge, to make a difference, to plan the procedures, to try out actively, to be responsive to the development, to find out the balance point, to be supportive sufficiently, to create the knowledge-based society, to apply for living, to share and extend to others, and to check out and screen. The factors affected the success of the learning innovation process for sustainable development consisted of: the leadership prototypes, to create share vision, the innovation adoption, the dynamic approach, the cyclical management, the friendly communication, to be close to sources of knowledge as well as local wisdom, both academic wisdom, to rely on appropriate technology, and to be socially acceptable. The finding in phase 3 are currently in the process of data analysis.

Keywords : Learning Innovation Process, Local Scholar, Thai Wisdom and Sustainable Development

1. Introduction

Local scholars are those who try to create a new alternative for the community on the basis of local wisdom and culture to generate immune against the severe pressure of capitalism. Traditional knowledge is collected in searching for the learning patterns that fit the local knowledge and the real needs of life. The model learned thus affects the quality of life and leads to sustainable learning.

The local scholars have developed the knowledge management process by using the existing knowledge to maximize benefits to the community through the process of creating, gathering, exchanging and using knowledge (Vicharn Phanit, 2006). Learning innovation of these local scholars is the creative process of thinking and learning that has gone through a procedure of development and application. It is a set of learning innovation to create new knowledge from the genuine understanding.

Local scholars can overcome problems and obstacles using the process of learning from local wisdom and create innovation to benefit both their own living and their society. They can successively transfer this knowledge as sustainable solutions to the villagers and the general public. The researcher is, therefore,

interested in investigating into the learning innovation process for sustainable development done by the local scholars in southern Thailand in the dimensions of creation, utilization and diffusion of the learning innovation as well as the factors related to success of this learning innovation process. The ultimate aim of the study is to develop a model of learning innovation for sustainable development that can be used as a guide for conveying further knowledge in formal, non-formal and convenient educational systems and to congregate the geo-social dimensions and the real needs of learners in different areas.

2. Purposes of the research

2.1 To study the learning innovation process of the local scholars in southern Thailand

2.2 To identify factors associated with the success of the learning innovation process of the local scholars in southern Thailand

2.3 To formulate a model in developing learning innovation for sustainable development of southern local scholars

3. Research Methods

This study is a qualitative research. The research procedure was divided into 3 phases as follows.

3.1 Phase 1: Documentary Study

Researching in this step is to study the documents from books, journals, research outreach and mass media related of southern folk philosophers so as to understand the concepts involved. The meaning and origin of knowledge, lifestyle patterns, body of knowledge, forms and methods of the learning process and the development of innovative learning for themselves and their communities to achieve sustainable development were reviewed.

3.2 Phase 2: Field Study

The field research comprises the sample selection, using the purposive sampling method. The 1-7th groups of local scholars, that were selected to receive the honorary reward from the Office of the Education Council as a teacher of wisdom in southern Thailand in 9 areas: agriculture, industry and crafts, Thai traditional medicine, natural resource and environmental management, funds and community business, arts, languages and literature, philosophy, religion and traditions and nutrition. One local scholar in each of these 9 areas and three successors adopting or learning from the scholar were included, making a total number of 36 research informants.

The field research comprises three steps as follows.

1 . Study related documents and media concerning or collected about the sample scholars to verify information from secondary resources in the first stage. These documents can be research reports, media documents and publications concerning the sample scholars in Southern Thailand, together with their learning innovation, production and dissemination of the innovative knowledge.

2 . Non-participatory observation was done by the searcher observing the application of learning innovation of the knowledge and how it was transferred by the scholar to their inherited successors of the innovation. The researcher observed and video tape recorded the stages of the process in knowledge dissemination, the learning activities and the innovation used to transfer the innovative knowledge.

3 . In-depth interview, the researcher conducted interviews with the key informants including local scholars and innovation recipients of knowledge to collect data on learning innovation process and the model of learning innovation for sustainable development of southern folk scholars.

3.3 Phase 3: Focus Group

Discussion

To develop a model of learning innovation process for sustainable development of southern folk scholars, the

researcher synthesized the core of the innovation process of learning to sustainable development performed by local scholars in the south, detected the patterns of learning innovation with the focus group discussion of the key informants in reviewing and revising the model. The developed model was then used to test its performance. Results from the trial implementation of the learning innovation process model for sustainable development of southern folk philosophers were used to update and complete the model.

4. Findings

The local scholars in southern Thailand employed the knowledge management in the process of using existing knowledge to maximize the benefits to the community. Through the process of collection, exchange and use of knowledge (Vicharn Phanit, 2006), which follows the principles of Nonaka and Takeuchi (1995), called the SECI model, as a process of knowledge transfer. The knowledge deeply embedded as tacit knowledge is transferred to explicit knowledge. Exchanges in learning leads to Socialization, resulting in Extraction of knowledge from involved people and brings about Combination of knowledge and Internalization of the knowledge. This process allows the exchange of knowledge

between known people and brings about new knowledge and innovation in learning new knowledge in various areas.

Philosophers, innovation and learning:

A process for sustainable development

An investigation into the learning innovation process for sustainable development done by the local scholars in southern Thailand in the dimensions of creation, utilization and diffusion of the learning innovation, certain stages were conducted as follows.

1. **Reviewing the Sources:** The local scholars reviewed roots, way of living, occupations, community culture, traditional wisdom, geosocial background, knowledge, talent of their own and promptness of community members, supporting factors as well as barriers to the creation and development of learning innovation. These sources of knowledge helped them learn about reality of the past, potential that is possible today and its tendency for the future and were considered in creation of knowledge, utilization of knowledge and knowledge diffusion to the community.

2. **Finding out Knowledge:** The local scholars always looked for the opportunities to learn, to develop and improve their own ability and potentials. Researching coupled with the development of knowledge to date can be applied to situations of social changes with incentives

to motivate others to have a need to learn all the time.

3. Making a Difference: They created different ways of thinking and approach in knowledge management and practices against the current approaches of consumerism resulting in the creation of innovation. Development of innovation was starting from appreciation of important factor of life in one’s own living situation based on self-reliance principles. Local scholars, therefore, used these different ways of thinking and approach to deal with the present limits and the future potentials.

4. Planning a Procedure: A sequence of knowledge management was a fundamental principle that the local scholars used as a guide in creating learning innovation. They had a plan for their thinking and working systems, resulting from the learned experience. Local scholars made a plan to establish core knowledge essential to life. They searched for the knowledge they needed, improved and adapted it to suit the work performance, exchanged and recorded learning and knowledge for further use.

Implementation of learning innovation of the local scholars consists of the steps as follows.

1. Try-out Actively: An active trial was a step- wise through reflection of the known learning innovation and then

decisions were made to comply with the new concept. Experiments were partially or completely done and the practice stage was only temporary adoption of innovation to see that the community should decide whether or not to accept it permanently. If the results were satisfactory, innovation adoption occurred and were transferred to the permanent learning innovation in the community.

2. Respond to Development: The local scholars discovered the innovation from experience in their workplace and in their living in nature. With the ability both at the individual and group levels, they began learning and understanding; innovation was then invented and applied for a better use. It can be said that local scholars learned from experience of their living environment and continue with indefinite development with a wisely use of knowledge management, they learned to solve problems and created innovations for a better living.

3. Set up the Balance: The local scholars made a balance use of academic knowledge, local wisdom and technology for innovative learning together with a wise use of principles for knowledge management and knowledge transference , they could use and transfer innovation of knowledge for a better living.

4. Support Sufficiently: Local scholars, public and private sectors and

community stakeholders learn to develop an effective learning community with appropriate and sufficient support when they have the sense of ownership. The proper support needed for the local scholars is intellectual capital, not the fiscal support that will be used up in due time. An enormous budget investment for community development is not an absolute solution. The prosperity occurs with the support of the treasure of knowledge, source of wisdom and consecutive development and the process of innovation diffusion of the knowledge to the next generation to solve the problem permanently is the key.

Diffusion of learning innovation by the local scholars consists of the steps as follows.

1. Create Knowledge-based Society: Key to strengthening community by the local scholars is through the process of building a network of learning communities including creating body of knowledge, putting it to work and disseminating it to the community. This process brings about the interaction within the network learning community, sharing of knowledge and ways of thinking, management and internalization of ideas. This process of intellectual sharing arising from learning together is a major force of immunity to local people to deal with their own life properly and happily.

2. Apply for Living: Living within local ethnic belief confirms the identity of the community. Meanwhile, the use of learning innovation of the local philosophers demonstrates the potential of self-reliance and vitality of the community that can exist. This is due to the way of thinking and management of knowledge and wisdom brought into application in the learning process to improve quality of life. With the modification of old wisdom with new knowledge to align with the changing era, local philosophers can solve problems and develop their own potential to be new and fashionable at all times.

3. Share and Extend Results: When the work of local scholars is recognized both locally and nationally, another important role of the philosopher is to transfer the knowledge and educate the society. The dedication of energy and intellects for the benefit of others is the main impression for the local scholars. If they discover ways to apply the knowledge for excellent management but they do not bring them to practice and share them with others, the knowledge is worthless. Therefore, giving education and knowledge transfer of their experiences through innovative built is the direct responsibility of local scholars. Creation of knowledge from real practice through the entire life of the local scholar is worthwhile when it is used for sharing the

benefits of society, and has been embraced as heritage of ancestral wisdom of sifting through improved and applied process over time to build on and develop.

4. Check out and Screen: The local scholars create and build up innovation through the process of trial and errors and it is then generalized through an intellectual process and developed in accordance with eco-social and intellectual circumstances of the community. Screening process to check the quality of innovation is actually happening to the state of the practice as the learning process for self-evaluation with a genuine understanding and awareness to the changes that occur. The evaluation stage includes the ability to analyze situations involving life under an atmosphere of reflection of experience and lessons of each other, leading to the use of learning innovation through practices to change ways of thinking and practice, making a community of self-directed learning that can be learned and developed over time.

**The factors contributing to success:
learning innovation process of local
scholars**

Local scholars are in capable of bringing knowledge to the public through innovation and use it as a driving force for social development. Innovation and knowledge generated can be inherited and

beneficial to communities with different circumstances. The factors that contribute to the success of the innovation diffusion process for sustainability consists of the following.

1. Leadership Prototypes: Local scholars are leaders of thoughts and practices of self-reliance. Through their practice as a role model in creative communications with reasons, philosophers set light of thoughts, generate expectations happening, dedicate to the community and believe in innovative ideas. The ability to stimulate and motivate learning process is a characteristic of a philosopher and is significant innovation for the learning community.

2. Creating Shared Vision: View of the expected future for the community must be a vision that every member of the community shares so as to encourage the practice in the same direction. Apparent shared vision with the challenges and reaction to changes in the community result in learning and innovative applications.

3. Innovation Adoption: With the ingenious ways of thinking of the local scholars in adaptation to changes and their insights that if you have innovative applications created to convey the wisdom of the community, it will help foster a creative learning process over time and become a force to generate a community

of learning in which people are aware of the collaboration in solving problems that may arise in the future.

4 . **Dynamic Approach:** Mutual knowledge transference within the community, coupled with the exchange of knowledge from outside is a factor contributing to the pursuit of excellent practices in dealing with the community development and the growth of a strong knowledge-based community to keep pace with the changes that take place over time. Creative and intellectual improvement of knowledge in accordance with the context of the community affected by changes in social environment and way of living makes the knowledge more dynamic.

5. **Cyclical Management:** Local scholars rely on the knowledge and knowledge management to handle the learning process in the community by building knowledge appropriately, presenting knowledge in a form that can be learned together, evaluating practices and storing knowledge. The final stage is exchange of learning to convey awareness to the application and the transference of knowledge, circulating and spreading it to the entire community and then the wider society.

6 . **Friendly Communication:** A mutual learning environment is created among people in the community and networks of other communities with the

goodwill and respect for the dignity and equality that all people can learn together. The mutual learning is aimed at creating a friendly atmosphere in living together, leading to innovation and the development of community solidarity and sustainability.

7. **Close to Sources of Knowledge and Wisdom:** The pursuit of self-learning, under the process of lifelong learning is essential in the society of learning. To bring oneself closer to learning resources available in the community and focusing on knowledge as wisdom which has been passed down from knowledgeable individual who know the local wisdom increases channels to new creative ideas differing from learning in the classroom.

8. **Both Academic and Wisdom:** The process of learning innovation of the community based on the application of local wisdom with scientific knowledge, technology and management as well as other knowledge is particularly useful to the application of knowledge as a precious gift of national social development either in the form of innovative technology and innovative learning community.

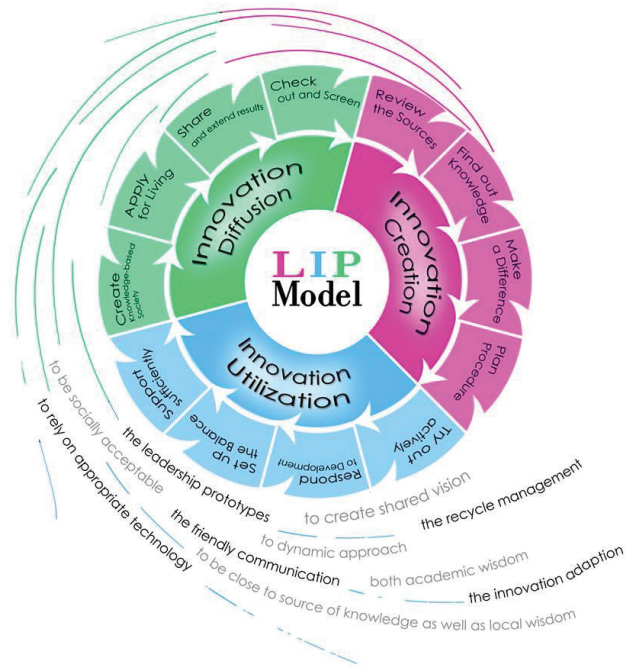
9. **Relying on Appropriate Technologies :** Successful learning innovation process is driven by the use of existing knowledge and technology wisely. Appropriate technology can be generated from the body of knowledge or technology that is available locally. This is an ideal

technology for the socio-cultural context and capabilities of the community. It is not the technology that comes along in globalization which may cause awkward and inappropriate use.

10.Socially Acceptable: Adoption of new knowledge, changes in the way of thinking and different ways of practice is not easy. Another important factor is the need to encourage the acceptance of society. An awareness of the network of relationships in social learning is important in creating innovation, bringing it to use and exchanging the learning innovation as a key intellectual capital of the community.

The Model : The likelihood of sustainability

Synthesis of the learning innovation process and the factors that affect the success of the innovation process were used to create a model for Learning Innovation Process (LIP Model) to contribute to the sustainability of the learning innovation created the local scholars in Southern Thailand as illustrated in the Figure below.



The LIP Model consists of three major consecutive process steps: Innovation Creation, Innovation Utilization, and Innovation Diffusion. These three steps are primary factors to transfer the local knowledge and wisdom of the wise folk south scholars. Results from the synthesis of the process, the innovation creation consists of the process of reviewing the sources, finding out knowledge, making a difference and planning a procedure. The process of innovations utilization comprises the steps of trying out actively, responding to development, setting up the balance and supporting sufficiently. The final stage is the process of innovation diffusion comprising the steps of creating knowledge-based society, applying for living, sharing and extending results and checking out and screening.

Such processes are driving the community towards sustainability. The factors that affect success include the leadership prototypes, creating shared vision, innovation adoption, dynamic approach, cyclical management, friendly communication, being close to sources of knowledge and local wisdom, relying on appropriate technology, and being socially acceptable. This cyclical process is like the wind that always blows in encouraging such innovative learning processes continuously.

5. Discussion of findings

While many countries are aiming to build a prosperous economy based on consumerism, there are groups of people in Thailand, led by local scholars who are dedicated to making the intellectual growth to occur in society. The current counteract is not an absolute refuse of consumerism. It, however, is a challenge to the ability to deal with economic pressures from outside the community, helping the community survive the materialism economy to that relying on the self -sustaining. This finding is in consistent with the study on the process of making folk scholars done by Utid Sungkarat (2010) stating that knowledge, concepts and ideology of each local philosopher is different from person to person, but each philosopher shares the

ideals of self-sufficient, self-reliant and conforms to natural environment in adapting the local wisdom in compellation with their lifestyle.

Based on the afore-mentioned concepts, the local scholars in the south of Thailand built up the learning innovation process from the local wisdom and the learning process complied from their direct experience. This innovation became the assets for the community as the community-driven knowledge management for solving the problems with the vision of sustainable collaboration.

The complied learning innovation process changes the typical community into the community of learning. People learned to adapt to changes, learn to use appropriate technology in knowledge management. The learning innovation process promotes creative thinking and instills ethical guidelines for living in a completely self-sufficient way in the community.

However, the learning innovation process created by local scholars is the process leading to a change for the better. The process, therefore, is for further development in the context of the eco-social setting and its local wisdom. The innovation has the potential to develop for the continuous improvement when people in the community learn to solve problems,

when they are ready to learn under the great atmosphere of friendliness, when they support each other and are supported with appropriate learning innovation. This created learning innovation process will bring about a happy and sustainable living for the people in the community.

6. Summary of the findings

The local scholars rely on the knowledge and various learning processes as the beginning of innovation, especially knowledge management in modern times to be set on the basis of truth. This is knowledge that is gained in the application of techniques, tools and methods that are consistent with scientific technology, together with goodness, esthetics and truth in the human mind. The local scholars have the ability to create innovative knowledge for use as power to drive the development of community that contributes to sustainability. The created knowledge and innovation provide different and thorough benefits to the community with the concept of balanced and sufficiency economy.

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Development of 21th Century Skills for Future Food Engineers in Thailand via Work-integrated Learning Approach of Food Engineering Practice School

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Due to globalization, rapid changes in the economies and technology advancement are posing new challenges in developing well-trained food engineers who are vital for competitive advantage of Thai food industry. The 21st century skills become essential for graduates to keep up with a challenging working environment. In 2001, Food Engineering Practice School (FEPS) was established by a group of Food Engineering's staffs at King Mongkut's University of Technology Thonburi (KMUTT). The FEPS program aims to revolutionize Food Engineering education in Thailand by applying a concept of work-integrated learning – “Learning by doing”. Unlike traditional master's degree programs, FEPS join forces with our industrial partners to provide an opportunity for students to spend 4-5 months during the 2nd year to acquaint themselves with Thai food industry. Under supervisions of a site director and factory advisors, students take roles as research engineers to give insights into root-causes of the problem and provide practical and profitable solutions to the host factory. To evaluate how practice site helps students develop 21th century skills, a rubric was developed for a site director and factory advisors to probe performance of 6 students in 3 phases during August – December 2013. Feedback was periodically provided to each student based on the evaluation results. Twenty-two competencies were evaluated and found that profound improvement was observed in teamwork, information management and problem solving categories. Students showed continuous improvement in planning and communication skills and developed a positive attitude toward their work, while maintained their work ethic.

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Development of Essential Skills of KMUTT Undergraduates via WiL Program

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Montira Nopharatana**

According to a massive demand of work-ready graduates from employers, work-integrated learning (WiL) programs have been emerged in universities worldwide. At King Mongkut's University of Technology Thonburi (KMUTT), WiL program has been developed and improved by implementing a concept of problem-based learning using companies' real-life problems. The students were fully facilitated by supervisors (i.e. facilitator, academic- and industrial advisors) at the workplace. The program was initially implemented to 21 undergraduates in 2013. The students were not only monitored for the improvement of their knowledge, but also their learning outcomes. The learning outcomes were assessed from 7 essential skills including data management, problem solving, working attitude, working discipline, planning, communication, and teamwork. The aims of this research are to assess essential skills of students trained under the KMUTT-WiL program and to study roles of supervisors in helping the students develop these skills. The result revealed two interesting findings. The first finding concluded from the supervisors' point of view indicated that overall skills of students were very good and significantly improved after completing the program. The top three improved skills were working attitude, teamwork, and planning, respectively. The second finding focused on roles of supervisors in assisting essential skills development from the students' point of view. The students indicated that a facilitator played a crucial role in enhancing 4 essential skills, i.e. data management, working attitude, planning and communication. Working discipline and teamwork skills were considered to be improved by the students themselves while an academic advisor contributed to an improvement of their problem solving skills.

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Development of Innovative Learning (iLearning) to Enhance Smart Teachers and Smart Students

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Abstract

Traditional Electronics Learning has limitations about the collaborating of teachers, students, and up-to-date learning media issues. Innovative Learning (iLearning) is developed for enhancement of students, teachers, and proposed instruction media. The approaches of Innovative Learning are 1) reform 2) modernizations 3) interactive 4) effective. The learning format is using the innovative technology and innovative teaching techniques. By the teacher is teaching both inside and outside the classroom, and students can learn and review the lessons at any time, including the interaction between the teachers and the students. The parts of Innovative Learning development are 1) infrastructure 2) LMS & applications 3) smart teachers and smart students 4) research and development 5) courseware & learning materials. The outcomes of Innovative Learning are quality of students and effective of teachers as smart teachers and smart students.

Keywords: Innovative Learning, Smart Teachers, Smart Students

1. Introduction

According to National Competition about technological advancement and the adaptation of connecting knowledge around the world, many teaching format and techniques are introduced to the current educational management system in order to develop better human resources. By using Information Technology and new communication techniques, we can manage new educational system that can be divided into many forms, such as learning from computer, Internet, and learning in a distance. By using Internet as media to connect between teachers and students, they can take class at anytime anywhere. These forms of learning can also create an equal opportunity for all students. Students can quickly exchange their knowledge and send messages or news to one another that electronically make a new learning community online [1][3].

The previous teaching management system used Learning Management system (LMS) known as “eClassroom” and found many problems:

1. The limitation of material files is uploaded.
2. Learning activities from the previous system was not interesting.
3. The limitation of the file formats for assignment submission makes the student bored and lacking off ambition.
4. The students cannot instantly ask any questions relating to the subject or topics that they are studying.
5. The students cannot check the record of their scores or grades from the previous eClassroom system.

According to important of teaching management which make the students to become learning center, this idea was recorded in national education registration in 1998 which is the same as the fundamental management and knowledge strategy [6]. This idea focus on the expectation of learners and faculties which is important to make any new strategies for provinces, States, national, and international (such as educational strategy plans of Hatyai University, new edition 2010). With the advantages of using iLearning system, it promotes many new learning activities, which effectively center the students. This technique allows them to utilize ICT tools by themselves, and also helps both teachers and students gain more experiences and promote teaching system respectively.

There is a new teaching style that integrates between the development of computer technology and traditional teaching method in order to increase learning productivity and efficiency. This technique called “Blended Learning” is an educational innovation that combines modules from many teaching and learning style. No matter in-class learning or outdoor learning, both instructors and students do not need to meet face-to-face, or they can use knowledge from multiple sources. An objective of learning process and activities that occurred from many kinds of teaching strategies is mainly the understanding of learners [2].

Teaching with blended learning technique, instructors can teach two or more ways. If they use

the combination of blended learning technique and computer technology, this can be called “innovative learning” (iLearning). [5]

2. The objectives of this study

2.1 To improve teaching strategies by using innovative technology and innovative teaching techniques and substitute previous teaching strategy system.

2.2 To develop an innovative learning by integrating with new learning system.

2.3 To increase the efficiency of smart students and smart teachers by using innovative learning.

3. Innovative Learning (iLearning)

It is a new teaching system that brings innovations and technologies to develop a teaching system to increase the efficiency of students’ learning and quality. This can be divided into two groups.

3.1 ICT based:

It is a learning format that use new innovations and technologies to be part of teaching and learning activities. For example, ICT based can increase the performance of instructors to become smart teachers by using many computer technology tools, such as Social Media, Blog, Google App, Youtube, Open Courseware, TED, Simulation Games, eBook, iTunes U, and so on.

3.2 Non-ICT based:

It is a learning format that do not use any computer technology but use other new teaching strategies, such as learning by rally, Problem Solving, Discovery Learning, Concept Mapping, Juggling, and so on.

4. Innovative Learning Development

Innovative Learning Development by ADDIE Model as follows:

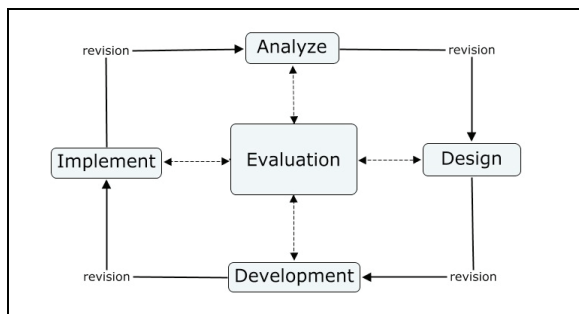


Figure 1. ADDIE Model (Wikipedia, 8 April 2014).

4.1 Analyze: To study the requirement of innovative learning

4.1.1 Reform: by canceling the previous system (eClassroom) and use iLearning system instead. From preliminary study, we found that there are some limitations in teaching strategy with e-Learning of online learning management system (LMS) in Hatyai University. There were no interaction between teachers and students, no connection of databases

between each classes in registration system, and no links among users in authentication server. Therefore, an idea was proposed to improve online learning management system by using blended learning technique with software called “Moodle”. This will improve teaching and learning efficiency and be able to connect the users to social media, such as Facebook [7].

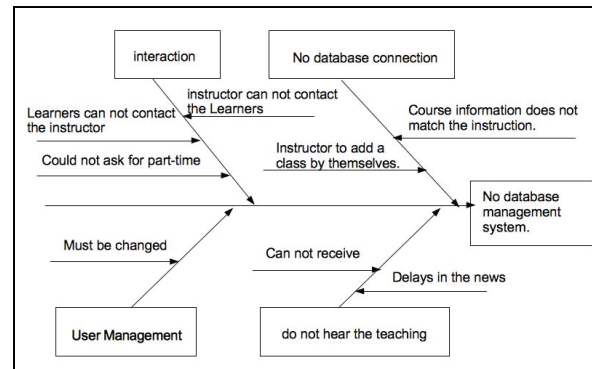


Figure 2. The problem of traditional electronics learning.

This technique allows teachers to increase more channels to instantly communicate with students. According to that survey, there were three factors that affect the previous system:

First, the information from e-learning system (eClassroom based) was taken from 300 samples divided into 200 students and 100 teachers. We found that the reason that they mostly use eClassroom system is to download and upload course materials for 218 persons or 72.70%. However, we found that 121 persons or 40.30% have problems with download and upload. Moreover, most people agree that if there is any change in eClassroom system, it will not affect much. Nevertheless, 1.7% recommended that the university should improve the performance of the system. In summary, 40.30% have problems with download and upload course materials, and 21.30% have problems with the system down or not working. 20.30% agree that the system is too slow and 18% admitted that the sizes and types of the files are limited.

Second is the requirement information to develop an iLearning system. From the result, First topic is function of the system that has an average value 3.98.

Firstly, they want the system to support video files, multimedia (eBook) files, picture files, and many document formats (4.27). Secondly, some users want to check their scores and grades from assignments and examinations (4.26). Second topic is security of the system. What users want the most is to limit the access and use (3.95). Third topic is structure and format of the system (3.64). Users require beautiful proportion of screen size (3.71). Fourth topic is the ability and performance of the system (3.58). Users need more speed and response (3.86).

Third is other information relating to the development of the iLearning system.

From study, we found that most subjects use their PC (personal computer) to access to the system for 47%, and most of these prefer social media, such as Facebook for 51%. And the media that 33% love to use the most is video.

4.1.2 Modernizations: For previous development in Hatyai University, the strategy was focused on an educational quality development to become experts (EdPEX). This strategy will make a well-qualified scholar with efficiency and productivity, which comprises of three competencies (3T).

- **Teaching (T1)** is a teaching technique that focuses on the student to be center. Instructors will look for knowledge through network society and practice their teaching skills in order to make students have real-life experience, and also accept the changes of new innovation to create enjoyable learning environment for students.

- **Touch (T2)** is a close monitoring technique that promotes the student to be part of excellent management and service.

- **Technology (T3)** is the method to manage the learning system by using iUniversity to manage information system, innovation, and new management system.

4.1.3 Interactive: Students are able to manage their classes for both in-class and out-class. Students can review the lessons and materials anytime anywhere including better interaction between instructors and students. By using these techniques, instructors will be able to interact with students and create more interesting learning environment for the students.

4.1.4 Effective: To assess the performance of media that the instructors use from smart teachers and continue developing until it covers all instructors.

4.2 Design

Hatyai University Innovative Learning Project is an innovative and information technology development for learning and studying project, which is divided into five parts.

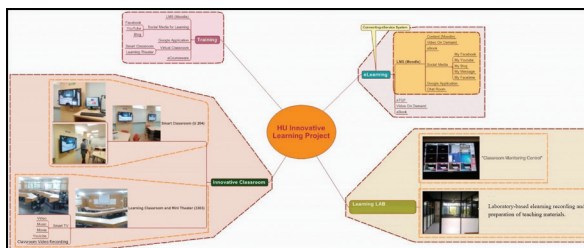


Figure 3. Innovative Learning design

4.2.1 Infrastructure: the improvement of basic infrastructure can promote learning activities as iLearning.

4.2.2 LMS & Applications: the development of information technology to support and manage

learning activities, such as iLearning system, e-book making, and Hatyai University App.

4.2.3 Smart teachers: the quality development of teaching system for instructors and students.

4.2.4 Research and Development: teaching research development

4.2.5 Courseware and learning materials: the production of teaching media from other sources and instructors, such as Open Courseware and Simulation Games

4.3 Development

In order to support new modern teaching system, Innovative learning can improve current teaching system to become International teaching System by integrating current teaching system with social network and social media. This innovative learning system can improve learning and teaching performance of instructors and make professional scholars [4].

Factors to make innovative learning consist of the following:

4.3.1 infrastructure: establishing smart classroom with full of modern electronic devices to support teaching system, establishing research and development center for innovation of mobile (RDIM), and making new lesson contents by improving classroom and laboratory to support iLearning teaching system.

4.3.2 Smart teachers: establishing 15 instructors for board of committee from who has passed the previous iLearning system seminar with new technology to support teaching system.

- Learning how to use Google app for Education
- Learning how to use basic and advance

iLearning system

- Learning how to use Facebook for teaching system

- Learning how to use iBook Author

- Adjusting basic knowledge about using

computer on iPad and Macintosh

4.3.3 Smart courseware: producing teaching media to support teaching system by using knowledge from the seminar including providing software and courseware to support teaching system from other sources

4.3.4 Smart tools: establishing iLearning system for all classes in order to increase online class efficiency.

4.4 Implementation

Smart student: providing 30 students studies in the class of Smart teacher and evaluate satisfaction of the class. We found that the satisfaction of the student is in the range of “Good”.

Smart teacher: all instructors are able to make fan page, e-book, iTunes U for their own classes in order to support all in-class activities and create more channels to interact with students. Besides, we found that all instructors are able to make their own teaching media very well by using iBook author.

Smart tools: From the results of the survey relating to the efficiencies on how to use tools to support iLearning system from both instructors and students, we found that the satisfaction of all users is in the range of “Good” in terms of design, function, and efficiency of the system.

4.5 Evaluation

From this research, we evaluate a group of students who has passed the class that were taught with iLearning system in many aspects. We measured the satisfaction of learners to iLearning system or introducing new tools and media. We also evaluate the comparison of scores or GPA of the student as pre-assessment and post-assessment, how well the students can access through the system, and which channels that the student preferred to access the most [5].

5. Conclusion

The development of innovative learning or iLearning system is an integration of innovation and technology to develop a new teaching system in order to increase learning efficiency. Therefore, we have to develop the performance of instructor by establishing a group of smart teachers and train them about any relating iLearning programs. We also have to prepare the infrastructure in order to support this new teaching system coupled with investing on innovative technological research and development. Then, these smart teacher groups can produce new teaching media or provide software and courseware in order to use in class and also measure the efficiency of innovative learning. In addition, we have tested smart students in the pilot scale.

We found that these students are very satisfied with innovative learning system in terms of modernization which focus on the learner as a center, interactive function that allow instructors to be able to manage the class from both inside the class and outside the class, and better relationship and interaction between instructors and learners which allow instructors to be more connect with the students.

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Does Short Training Has Effect on E-Learning Adoption in Learning Process?

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Abstract

This research explores short training effect on e-learning technology acceptance in classroom learning process. This research adopting Davis's (1989) Technology Acceptance Model (TAM) that is focused in three main aspects in adopting technology there are; Perceived Usefulness, Perceived Ease of Use, and Intention to Use.

Quasi experiment method was conducted on 28 lecturers from several departments of Yogyakarta State University that have age 24-57 year old (mean 35 years old). Short training was conducted in 4 sections which has 3 hour long per session. All of data is taken using questionnaire that is tested using validity and reliability test. Paired t-test is applied to explore the differences of participant's perceptions on three aspects of e-learning technology acceptance before and after the short training is conducted. In further analysis, an additional analysis on training quality aspects was conducted that can be a locomotive on training's success in adopting e-learning.

Paired t-test shows mean differences before and after short training at all technology acceptance aspects. Before and after short training, Perceived Usefulness has mean differences (increase) 9.85 with $t=4.73$ and $sig.= 0.00$, Perceived Ease of Use mean increase 6.00 with $t=4.02$ and $sig.= 0.00$, and Intention to Use mean climb 4.46 with $t=4.66$ and $sig.=0.00$. Those results prove that short training can drive e-learning technology adoption. Further analysis on training facilities, training module, and delivery quality were conducted to explore training progress quality. Participants perception on training facilities, training module, and delivery quality shows very high values with 68%, 50%, and 43% respectively. Base on that result can be concluded that those factors are the training success trigger. Moreover, 57% and 61% participants said that their skill and understanding respectively increase dramatically.

Keywords: Short Training, Technology Acceptance Model, E-learning

1. Introduction

Training is the process to teach the skill on employees to get the basic skill that is needed to do their job (Dessler, 1997). In that context, it can be seen that the training is one of the activities to prepare the existing human resource in the organization to implement its function. Besides, in order to implement the function in the organization, the training for staff can be used as the method to

improve performance of existing human resource (Agustina, 2000). The performance improvement is supported by the knowledge from the training. The method for organizing the training can be used for long or short term.

Long term training can be organized to teach more modules in a longer time. Besides, the long term training can be done to get the adequate understanding in a competence. Meanwhile, the short term training is usually organized for limited topic due to the limitation of time. The problem in short term training is when the participants are required to master a competence quickly. The short term training can be ineffective when the participants are required to master many competences, while the time is not enough. In the technology adoption, the training is needed as the method to accelerate the adoption or to improve the success in the technology implementation to end user.

Theory of technology adoption was introduced for the first time by Davis (1989) by proposing the acceptance model that is comprehensive enough, Technological Acceptance Model (TAM). The model balances the behavioural aspect of human being into the concept of acceptance or refusal of a technology during implementation. This model is validated by some researchers in several models and forms of information system.

E-learning is a form of technology in educational institution for supporting the learning process. The success of adoption by the teacher is important factor in the success of e-learning use. The most critical stage in the success of information system is when the system condition is accepted or refused (Compeu and Higgins, 1995). The acceptance of learning technology can be influenced by the lack of participation from the users themselves. Participation and involvement of users are important aspects of behaviour in preventing the refusal of a system (Fahmi Natigor, 2004). The participation of e-learning uses in the research is still low and it was shown by the data on the use of e-learning that indicated there were averagely only 30 courses to use e-learning and 60% (33 from 50) of study programs to have the courses with e-learning under the average (<30).

The aspect of e-learning refusal is the perception on the benefit of e-learning in learning process. People will have the tendency to not do activity without any advantage for themselves. Besides the usefulness perception, the perception

on the easiness of system will also trigger the success of information system adoption. A system will be perceived easy and useful and it becomes more interesting for the users to use the system.

One of the strategies to do for solving the failure of e-learning adoption is the long term and short term trainings. The training is method of knowledge transfer that can improve understanding of participants. The training can be used to change the perception of participants on easiness of use and to explain the possibility of benefit from the e-learning users in learning process. Thus, the change of perception on benefit and use is expected to improve the intention for using e-learning in learning process. However, the common problem in implementation of training is the availability of time. The organization of training is short with the complex competence to learn. The risk of short term training is the failure in the achievement of training purpose, the failure in improving the adoption of e-learning in learning process.

2. Literature Review

2.1. Technological Acceptance Model (TAM)

TAM was introduced by Davis in 1989 by considering the behavioural aspect from the users of information system. TAM is the model that is commonly used for evaluating the success of adoption level of information system. TAM, the adaptation of Theory of Reasoned Action (TRA), states that the behaviour of technology use is influenced by the beliefs of the users including the perceived of usefulness and perceived ease of use. The perceived of usefulness of system refers to the "level where someone believes that the use of certain system will improve the performance", while the perceived ease of use of system refers to the "level where someone believes that the use of certain system can be done easily and effortlessly" (Davis, 1989). According TAM, person who has the perception that a technology is useful and easy to use will develop positive attitude and intention to accept and use the technology (Taylor and Todd, 1995).

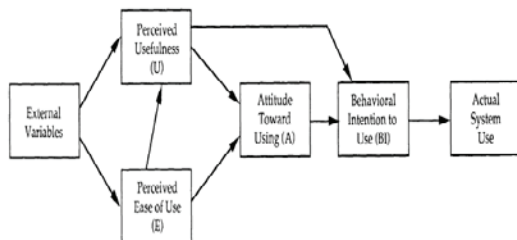


Figure 1 : Technology Acceptance Model (Davis et al. 1989)

In the beginning, TAM included variable attitude toward using, but it was removed since the role was weak in mediating relationship among the intention to use and the belief of users (Venkatesh and Davis, 2000; Yi et al, 2006). TAM has been the model that is used comprehensively for predicting

attitude, intention, and behaviour in the use of new technology. This model explained around 40% of variances of individual intention to use information technology (Venkatesh & Davis, 2000; Venkatesh & Bala, 2008).

2.2. Training

The training is the learning process of skill in the organization for new or older members (Dessler, 1997). In this context, the training is intended for the member of organization for improving the competence. Nitisemito (1996) stated that the training is the activity in the organization to develop attitude, behaviour, skill, and knowledge based on the need of the participants. The training can be used to improve the performance. Every effort to improve the performance of a company that is related to the task and responsibility in the organization can be defined as the training (Gomes, 2002).

The main purpose of training is 1) to develop the skill, 2) to develop knowledge, 3) to develop attitude (Moekijat 1991). In this research, the training can be used to improve the implementation of value that influences the attitude on e-learning. Another function of training is to improve the quality of productivity, to reduce the study time to make the employees achieve the acceptable standards, and to help the employees to develop themselves (Simamora, 1997).

2.3. Component and factor that influence the training

2.3.1. Topic of training

Manullang (2004) defined that the topic is determined by the assessment of need. The given topic is specific skill, to give the knowledge or effort to influence the attitude. The topic must fulfill the need of organization and participants. The topic is the guidance for the teaching and learning activities in developing the skill of employee, the topic must be adjusted with the organization plan, need, and time that are planned.

2.3.2. Trainer

Manullang (2004) stated that one of variables that really determine the effectiveness of training is instructor or trainer, instead of participants and method of training. There are three important qualifications that must be fulfilled by every instructor, namely the deep knowledge on the topic, understanding on several methods of training, and intention to teach. The lack of one of those qualifications will cause the failure in teaching the topic. Thus, the instructor of training must be skillful, mastering the topic of training, method of training, and motivating the employees based on the module.

2.3.3. Method of Training

Hardjana (2001) explained that "method of training is the used way and implemented steps in achieving the purpose of training, comprehensively or per session". In other words, training methods

are ways and techniques of communication in presenting and implementing learning process, by the trainer or participants.

2.4. E-learning

E-learning (the abbreviation of electronic learning) is the new way in teaching and learning activities due to the development of technology of information and communication. E-learning can be assumed as one of learning methods to use technology. Abbas (2010) stated that e-learning is the long distance learning to use technology of computer, network, and internet. E-learning enables the students to study with computer in their own place without attending the class in real world. While, Dong (1989) and Asep (2010) defined e-learning as the asynchronous study through electronic device or computer to get the topic based on their need.

2.5. Previous Research and Development of Hypothesis

Many previous researches studied the success of technology adoption on the organization. Previous research found the factors that influence the success of adoption. The results of previous researches are presented on Table 1.

Table 1: Previous Findings

Researchers	Adoption success factors
DeLone (1988)	<ul style="list-style-type: none"> • Top mangement knowlege on computer • User acceptace of employee • Computer trainin level
Hargo, (2001)	<ul style="list-style-type: none"> • IT understanding level
Munasinghe, (2003)	<ul style="list-style-type: none"> • Understanding between user and system
Arfan, (2003)	<ul style="list-style-type: none"> • IT ease of use
Nanang, Pokharel, and Jiao, (2003)	<ul style="list-style-type: none"> • Knowledge on IT
Surachman (2007)	<ul style="list-style-type: none"> • Perceived Usefulness • Perceived Ease of Use
Kartika (2009)	<ul style="list-style-type: none"> • Perceived Usefulness • Perceived Ease of Use • Perceived attitude
Muhammad S.B (2007)	<ul style="list-style-type: none"> • Perceived Usefulness • Perceived Ease of Use • Attitude toward using
Juliansyahwiran (2009)	<ul style="list-style-type: none"> • Motivation • Computer self efficacy • Perceived ease of use • Perceived usefulness • Attitude toward using • Behavioral intention to use • Actual use.

One of classical researches on the technology adoption is the research of DeLone (1988). The research explained the factors of information technology adoption. DeLone (1988) stated that the management knowledge, the acceptance of

computer use by the worker, and the training are the factors of technology adoption success. The finding of research showed that the training is the important factor in the success of information technology adoption in an organization. Training can improve the understanding that can support the acceptance of technology in an organization. In the context of this research, it is the acceptance of e-learning in the learning process.

Hargo (2001) stated that the understanding on information technology can influence its distribution. The finding is supported by (Munasinghe, 2003) who stated that the understanding among the users is factor to cause the success of technology adoption. One of the methods to get the understanding is the training. The purpose of the training is to develop understanding and knowledge (Moekijat 1991). The technology can improve the understanding and the intention to adopt the information technology.

Percieved ease of use on information technology is a factor to cause the success of information technology development (Arfan , 2003). Implementation of TAM in the adoption of information technology was also done by Surachman (2007) and Kartika (2009). Those two researchers found that the perceived ease of use, perceived usefulness, and intention to use are the factors to cause the e-learning success. The implementation of those three variables on e-learning was done by Juliansyahwiran (2009) who found the determinant of success in e-learning implementation.

The training is the factor to improve understanding (Moekijat, 1991) and indicators of e-learning adoption success are the perceived ease of use, perceived usefulness, intention to use (Juliansyahwiran, 2009). The training is effort to improve the understanding on benefit and easiness on the use of e-learning from the intention to use it in the learning process. In the context of technology acceptance, the understanding can improve or reduce perceived usefulness, perceived ease of use, and intention to use from participants of training.

H1: The long term training influences the perceived ease of use in the e-learning

H2: The long term training influences the perceived usefulness in the e-learning

H3: The long term training influences the intention to use in the e-learning

3. Methodology

3.1. Population and Sample

The samples of research were 28 lecturers from some faculties and fields of study. The research was conducted with the training in 4 short sessions with 3 hours per session for 2 weeks with the interval 1 week to provide time of appointment that was collected in the last session. During the training, the participants got the incentive to

support other participants to accomplish the given task.

3.2. Definition and Measurement of Variable

3.2.1. Perceived Of Usefulness

Perceived of usefulness is defined as a level where someone believes that the use of certain system can improve the performance (Davis, 1989). Perceived of usefulness is measured with 6 items of questions with the Likert scale 1-7 adopted from Davis (1989).

3.2.2. Perceived Ease Of Use

Perceived ease of use is defined as a level where someone believes that certain system is easy to use (Davis, 1989). Perceived ease of use is measured with 6 items of questions with the Likert scale 1-7 adopted from Davis (1989).

3.2.3. Intention to Use

Intention to use is defined as a subjective probability to do certain behaviour (Yi et al, 2005). Intention to use was measured with 3 items of questions with the Likert scale 1-7 adopted from Davis (1989) and used in Yi et al (2006).

3.3. Validity and Reliability Tests

Validity was used to measure whether the items of questions are valid or not by counting every item of question in the questionnaire with total score (Imam Gozali, 2009). The determination of validity on certain item of question was based on the comparison of result of calculation with r of table. If the value of r of calculation is higher than r of table, it can be concluded that the instrument is valid. The correlation value (r of calculation) of all questions in every variable of research was higher than r of table. Thus, all questions on every researched variable were valid.

Reliability of measurement tool on questions in questionnaire as the indicator of variable or construct (Imam Gozali, 2009). Instrument reliability was measured with cronbach's alpha value. Based on result of measurement, the value of cronbach's alpha of every researched variable was higher than 0.7 and every variable in the research was reliable. Thus, item of question in the questionnaire was the indicator of researched variable

3.4. Skweness Analysis

Skweness Analysis of data was used to analyze the tendency and pattern of received data to understand the tendency of data direction and its categorization. The determination of interval class, data range, and class range was needed to make the table of frequency distribution. The class interval was determined with the *Strugess* formula as follows:

$$K = 1 + 3.3 \log n$$

Data range is determined by reducing the highest score with the lowest score from variables that will be distributed. The determination of class range is done by dividing the class with number of class. The technique from Sutrisno Hadi (2004) is

used to make categorization. The categorization of data must be based on ideal mean and standard deviation

$$M_i = [ST + SR]: 2$$

$$DS_i = [ST - SR]: 6$$

After the ideal mean value and deviation standard are received, the data can be categorized into five categories as follows:

Very high category: $X \geq M_i + 1.5 DS_i$

High category: $M_i + 0.5 DS_i \leq X < M_i + 1.5 DS_i$

Moderate : $M_i - 0.5 DS_i \leq X < M_i + 0.5 DS_i$

Low category: $M_i - 1.5 DS_i \leq X < M_i - 0.5 DS_i$

Very low category: $X < M_i - 1.5 DS_i$

3.5. Hypothesis Testing

The hypothesis testing is based on paired t-test to analyze the average difference from the taken sample. The testing is compared the result of test then it was compared to analyze the average difference before and after the short term training.

4. Research Finding

4.1. Statistical description of respondent

The respondents were 28 lecturers who teach at Yogyakarta State University. Respondents were 19 women and 9 men. The lowest education of respondent was postgraduate on their own field.

4.2. Skweness Analysis

Skweness Analysis was used on the perception of participants on the facility of training, module of training, the delivery of module, the improvement of understanding, and improvement of skill. Skweness Analysis was used to explore the supporting factors of success in the training. When the training is well organized, the influence of training on adoption success can be free of disturbance.

4.2.1. Facility of Training

The perception of participants on the quality of facility for training is presented on Table 2. Based on the table, the used facility for training was adequate. It can be shown by the majority of participants (68%) who stated that the quality was very high.

Table 2: Facility of Training Skweness

Category	Amount	%
Very High	19	68%
High	1	4%
Moderate	0	0%
Low	2	7%
Very Low	6	21%
Total	28	100%

4.2.2. Module

The opinion of participants of training on the quality of module is presented on table 3. The majority of participants evaluated that the used module for training was adequate. 50% of all participants evaluated that the quality of module was very high and 14% of participants evaluated that the quality of module was high.

Table 3: Module Quality Skweness

Category	Amount	%
Very High	14	50%
High	4	14%
Moderate	0	0%
Low	3	11%
Very Low	7	25%
Total	28	100%

4.2.3. Delivery

Delivery of module is determinant of success for the training. The quality of delivery depends on the quality of instructor. The perception of participants on the delivery quality is presented on table 4. More than 61% of the participants assumed that the quality of instructor was very good or good.

Table 4: Delivery Quality Skweness

Category	Amount	%
Very High	12	43%
High	5	18%
Moderate	2	7%
Low	5	18%
Very Low	4	14%
Total	28	100%

4.2.4. Understanding Improvement

The improvement of understanding is the purpose of the training. The participants are expected to improve their understanding. Table 5 shows the perception of participants in the training on the improvement of understanding. The table shows the fact that the participants of training evaluated that their understanding on the module of training improved. 68% of the participants evaluated that their understanding improved very well or well.

Table 5: Understanding Improvement Skweness

Category	Amount	%
Very High	16	57%
High	3	11%
Moderate	0	0%
Low	1	4%
Very Low	8	29%
Total	28	100%

4.2.5. Skill Improvement

The skill is also intended to improve the skill. Table 6 shows the perception of participants in the training on the improvement of skill. Most of the participants evaluated that their skill on the module of training improved. 72% of the participants assumed that their skill improved very well or well.

Table 6: Skill Improvement Skweness

Category	Amount	%
Very High	17	61%
High	3	11%
Moderate	0	0%
Low	1	4%
Very Low	7	25%
Total	28	100%

4.3. Hypothesis Testing

Hypothesis testing was done by using the paired t-test to analyze the average difference before and after short term training. The result of test is shown on table 7. Result of research shows the difference of all aspects of technology acceptance in e-learning. The paired te-test shows the difference of mean before and after the training for PU 9.85 with t 4.73 and sig 0.00, PEoU has the difference of mean 6.00 with value of t 4.02 and significance traf 0.00, and ItU has the increase of mean 4.46 with the value of t 4.66 and significance value 0.00. From the result, it can be concluded that short training can improve acceptance/adoption of technology for e-learning. H1, H2, and H3 are supported.

Table 7: Hypotheses Test Result

	Paired Differences		
	Mean	t	df Sig.
PU_pre - PU_post	-9.85714	-4.733	27 .000
PEoU_pre - PEoU_post	-6.00000	-4.023	27 .000
ItU_pre - ItU_post	-4.46429	-4.663	27 .000

4.4. Discussion

This research analyzes the influence of short training in the acceptance of technology for e-learning for supporting learning process. This research proposes 3 hypotheses based on the concept of technology acceptance TAM by Davis (1989) and it was validated by many researches on technology. Those three proposed hypotheses are as follows: H1: The short term training influences the perceived ease of use in the e-learning, H2: The short term training influences the perceived usefulness in the e-learning, H3: The short term training influences the intention to use in the e-learning. All hypotheses are supported by results of testing.

The support on those three hypotheses shows that the training is able to improve the acceptance of information technology (e-learning). It is suitable with the research of Delone (1988) who stated that the acceptance factor is the training for computer. Furthermore, Hargo (2001) and Munasinghe (2003) found that the understanding on information technology influences the success in its adoption. The research supports the previous research indirectly stating that the understanding is the support of success in adoption of information technology.

The research shows that the short term training can improve the acceptance of information technology. It is also shown by the improvement of common perception on the benefit of e-learning, the perception of easiness, and the intention to adopt e-learning. The result is supported by the validation of previous research that places the Perceived Usefulness and Perceived of Use as the determinants of success in the adoption of information technology.

5. Conclusion

From the result of this research, it can be concluded as follows:

- a. The short training influences the perceived ease of use in e-learning. It can be shown with the difference of mean before and after the training that is 9.85 with t 4.73 and sig 0.0.
- b. The short training influences the perceived usefulness in e-learning. It can be shown with the difference of mean before and after the training that is 6.00 with t 4.02 and sig. 0.0.
- c. The short training influences the intention to use in e-learning. It can be shown with the increase of mean before and after the training that is 4.66 with t 4.66 and sig. 0.0.

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Effects of an Integration of Critical Thinking Instruction into Ordinary Instruction on Critical Thinking Abilities of Undergraduate Students.

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Introduction

Critical thinking has several values. It is a foundation of a democratic society. Facione (2007, Online) says “critical thinking is fundamental to, if not essential for, a rational and democratic society.” He also argues that the society where the citizens cannot think critically, it is useless to use democratic forms of government by saying “in such a society, one that does not liberate its citizens by teaching them to think critically for themselves, it would be madness to advocate democratic forms of government.” Since in the democratic forms of government, the citizens have to make several decisions (e.g. to choose a representative in the general election). It is possible that those who cannot think critically cannot make a right decision. Facione also says that Critical thinking is a necessary condition for the success of democratic institutions and for competitive free-market economic enterprise. And people who are poor critical thinkers, cannot be said to be liberally educated, regardless of the academic degrees they may hold. Moreover, critical thinking is a guarantee against delusion, deception, superstition, and misapprehension. (Sumner, quoted in *The Critical Thinking Community, A Brief History of the Idea of Critical Thinking*, 2008, Online) Johnson (1998, 11) says that it is not easy to influence the critical thinker. Smith (1998, 54-55) says that a critical thinker will not accept any claims without evaluating the accuracy of them. And Socrates (quoted in Fisher, 1998, 135) says that the unexamined life is not worth living. That is one has to be critically aware of what to believe and what to do. And lastly, critical thinking is the heart of educational reform, because it is at the heart of the changes of the 21st Century. (*The Critical Thinking Community, Critical Thinking: Basic Questions & Answers*, 2008, Online)

As mentioned above, critical thinking has a number of values, but from the review of related literature (Fisher, 2001; Fisher, 1998; Black, 1952; Johnson, 1998; Chaffee, McMahon and Stout, 1999; The

Critical Thinking Community. *Defining Critical Thinking*. (Online); Facione, 2007 (Online); Schafersman, 1991 (Online); Smith, 1998; Reichenbach, 2001; Bassham et.al, 2002; Vaughn, 2005; Moore and Parker, 1986, 2001) the researcher found that there is not a common agreement about the meaning and concept of critical thinking.

The researcher also found that critical thinking proposed by Moore and Parker (1986, 2001) is not too broad so it does not overlap with other types of thinking and it is suitable for using in daily life. Moore and Parker named their book “*Critical Thinking, Evaluating Claims And Arguments In Everyday Life*” Moore and Parker (1986, 4) define critical thinking as “critical thinking is the careful and deliberate determination of whether to accept, reject, or suspend judgment about a claim.” This definition agrees with the definition and theory of critical thinking proposed by Smith (1998, G-4) Reichenbach (2001, 19) Bassham et.al (2002, 1) Vaughn (2005, 4) and agrees with the definition of reflective thinking of John Dewey.

Moore and Parker’ critical thinking Claim and types of claim

The ultimate objective in critical thinking is to determine whether to believe or do what the other people would have us believe or do. What the other people want us to believe or do is called claim. A claim is a statement that is either true or false. The claim can be divided into two types: the claims that are presented without explicit supporting argumentation and the claims presented with their supporting argumentation

Evaluating informative claims.

It is reasonable to accept an unsupported informative claim if it issues from a credible source and does not conflict with (1) what we have observed (2) our background information or (3) other creditable claims.

Assessing credibility

In general, the more knowledgeable a person is about a given subject, the more reason there is to accept what the person says about it. When considering the credibility of the person who asserts a claim, the expert of that person is considered. Five factors serve to establish someone as an expert: (1) education and (2) experience are the most important factors, followed by (3) accomplishments, (3) reputation, and (5) position. Most of reference works are credible source, such as encyclopedias, bibliographies, dictionaries etc.

Nonargumentative persuasion

Some reports or explanations use slanters, the words or phrases to convey and evoke favorable or unfavorable images, which in turn may affect our opinions, attitudes, or behavior. Some of the slanters are persuasive definitions, persuasive explanation, persuasive comparison, euphemisms, innuendo, loaded questions, weaslers, downplayers, proof surrogates, stereotypes and hyperbole. We cannot accept these types of persuasion.

Evaluating arguments or claims with supporting arguments

Deduction and induction

Deductive arguments are those whose premises are intended to provide absolutely conclusive reasons for accepting the conclusion; inductive argument are those whose premises are intended to provide some support, but less than conclusive support, for the conclusion.

After one understands argument, he has to evaluate it by determining (1) whether the premises are acceptable and (2) whether the premises support the conclusion. Some patterns of deductive arguments are valid and some patterns are not valid. So, one has to study each pattern carefully if he wants to be a critical thinker. In the case of inductive arguments, a generalization based on a representative sample is trustworthy.

Causal arguments

One might face one of the four patterns of reasonings: (1) X caused Y because X is the only relevant difference between this situation and situations where Y did not occur. (2) X caused Y because X is the only relevant common factor in more than one occurrence of Y. (3) X caused Y because every time events like X occur they have been followed by events like Y. (4) X caused Y

because Y occurred after X. Only pattern (1) is reasonable.

Moral reasoning

The principle for evaluating moral reasoning is: relevantly similar cases should be treated in relevantly similar ways.

Pseudoreasoning

One cannot accept pseudoreasonings because they are not sound reasonings. Some types of pseudoreasoning that one might face are: appeal to belief, appeal to the consequences of belief, straw man, false dilemma, pseudorefutations, personal attack ect..

Statement of the problem

The research to develop critical thinking abilities of the students in Thailand is very rare. Especially, the research to develop critical thinking abilities which is necessary for daily life based on Moore and Parker’s critical thinking theory (1986, 2001) has never been done.

There are several approaches to develop critical thinking abilities of the students. Kaemmanee et al. (2549, 177) found that there are four approaches to develop thinking abilities of students: (1) the use of program/curriculum/media constructed to develop thinking abilities directly (2) the use of teaching model emphasized thinking abilities of the students (3) integration of thinking skills into subject matters and (4) the use of techniques that promote thinking abilities.

There are some studies reveal that some teaching techniques, teaching methods, some types of activities, some types of teaching media, direct teaching of critical thinking, and some types of online teaching system affect or do not affect critical thinking abilities of the students as following.

1. The use of program/curriculum/media constructed to develop thinking abilities directly
The studies of Rodsomchit (2542), Nekmanurak (2544), Marin and Halpern (2011), Schellens et al. (2009) and Cosgrove (2011) found that the use of program/curriculum/media constructed to develop thinking abilities directly affected critical thinking of the students. But the studies of Runkam (2544) and Cotter, Tally and Sacco (2009) found that the use of program/curriculum/media

constructed to develop thinking abilities directly did not affect critical thinking of the students.

2. The use of teaching model emphasized thinking abilities of the students

The studies of Likitwannakarn (2535), Kaewkongka (2544), Yang and Wu (2012), Kamruga (2548) found that the use of teaching model emphasized thinking abilities of the students affected critical thinking of the students but the studies of Sutachainon (2547) found that the use of teaching model emphasized thinking abilities of the students did not affect critical thinking of the students.

3. Integration of thinking skills into subject matters
Teaching critical thinking by integrating critical thinking into ordinary course using activities or teaching media emphasized critical thinking, the studies of Choochuen (2535), Solon (2007), and Bensley et al. (2010) found that Teaching critical thinking by integrating critical thinking into ordinary course using activities or teaching media emphasized critical thinking affected critical thinking of the students.

4. The use of techniques that promote thinking abilities

The studies of Miri, David and Uri (2007), Hashemi and Ghanizadeh (2012), Huang et al. (2012), Burbach, Matkin, and Fritz (2004), and Alshraideh (2009) found that the use of techniques that promote thinking abilities affected critical thinking of the students but the studies of Loes, Pascarella, and Umbach (2012), Maneval et al (2011), and Goodin and Stein (2009) found that the use of techniques that promote thinking abilities did not affect critical thinking of the students.

From the literature review above, there is not any study trying to integrate critical thinking into ordinary instruction to develop critical thinking abilities of undergraduate students without using activities or teaching media emphasized critical thinking.

This study, the researcher chose to integrate critical thinking instruction into ordinary instruction in quality of life course. The researcher did not construct any special activities or media to teach critical thinking abilities of the students but used the teaching method consisting of the following processes: (1) present the contents from various

sources (2) use the questions to stimulate the students to assess the credibility of the claims which appear in the presentation, then (3) the researcher explained how to assess the claims to the students by using Moore and Parker's critical thinking theory. The results of such integration process will contribute new insights to this field.

Objectives of the study:

1. To compare critical thinking abilities of undergraduate students before and after an integration of critical thinking instruction into ordinary instruction
2. To compare critical thinking abilities of undergraduate students after an integration of critical thinking instruction into ordinary instruction to critical thinking abilities of undergraduate students taught by ordinary instruction
3. To study satisfaction of undergraduate students with an integration of critical thinking instruction into ordinary instruction
4. To study problems of an integration of critical thinking instruction into ordinary instruction.

Variables:

1. Independent variables
 - Independent variables consists of two teaching methods
 - 1.1 an integration of critical thinking instruction into ordinary instruction
 - 1.2 ordinary instruction
2. Dependent variables
 - 2.1 critical thinking abilities
 - 2.2 satisfaction with an integration of critical thinking instruction into ordinary instruction
 - 2.3 the problems of an integration of critical thinking instruction into ordinary instruction

Methodology

Research design

The quasi-experimental design was used in this study.

Population and sample

The population of this study were undergraduate students of the Faculty of Education, Prince of Songkhla University, semester 2/2011. The samples were 61 undergraduate students majoring in elementary education from Faculty of Education, Prince of Songkhla University, semester 2/2011

who studied Quality of Life for Teachers Course. They were divided into an experimental and a control group of 31 and 30 students respectively.

Instrument

The instruments consisted of instructional plans, critical thinking abilities test, and satisfaction measuring scales. The researcher constructed the instruments and had three experts to assess the validity of the instruments.

Data collection

1. The students in both groups were pretested in the first week of the semester.
2. The researcher taught the experimental group by integrating critical thinking instruction into ordinary instruction. One staff of the Department of Education taught the control group using ordinary teaching method. That is there was no attempt to teach critical thinking to this group.
3. The students in both groups took post- test in the last week of the semester.

Data analysis

Arithmetic means, standard deviations, and t-test were used for data analysis.

Findings

The findings were as follows :

1. Critical thinking abilities of undergraduate students before and after an integration of critical thinking instruction into ordinary instruction were not significantly different.
2. Critical thinking abilities of undergraduate students after an integration of critical thinking instruction into ordinary instruction were not significantly different from critical thinking abilities of undergraduate students taught by ordinary instruction.
3. Overall satisfaction of undergraduate students with an integration of critical thinking instruction into ordinary instruction was at the high level.
4. There were 2 problems of an integration of critical thinking instruction into ordinary instruction;
 - 4.1. The contents of the course did not cover every point of critical thinking .
 - 4.2. The instruction of critical thinking was not sufficient because of the limit of time.

Discussion

1. The findings reveals that critical thinking abilities of undergraduate students before and after an integration of critical thinking instruction into ordinary instruction were not significantly different. And critical thinking abilities of undergraduate students after an integration of critical thinking instruction into ordinary instruction were not significantly different from critical thinking abilities of undergraduate students taught by ordinary instruction. The reasons for this findings might be: (1) the students who were taught by integrating critical thinking into ordinary instruction (experimental group) had not enough time to practice evaluating every type of claim because studying the contents of the course is the major aim of the students and studying critical thinking is a minor aim. Critical thinking consists of several skills, and practicing is a necessary condition of mastering the skills. To master the skill which consists of several sub-skills, the learners have to practice to master each sub-skill, synthesize and apply it appropriately. (Eberly Center for Teaching Excellence, Carnegie Mellon, 2007 (online)). To have the students practice critical thinking sufficiently, the students need much more times. So insufficient practice cannot enhance the students' critical thinking abilities. These findings agree with the study of Cotter, Tally and Sacco (2009) which found that having the university students do four critical thinking exercises did not affect critical skills of the students. 2) practicing evaluating the claims of the students was not systematic and was not orderly. Because the integration of critical thinking into ordinary instruction, the students had opportunity to practice evaluating the claims so far as the claims were in the texts presented in each period. That is the opportunity to practice depends on the texts presented. So, practicing was not orderly. Order of learning and orderly presentation promote the students' learning. (ACT Department of Education and Training. (online)) and 3) the claims appeared in the texts did not cover all types of claim. Even though the researcher used various texts, some types of claim did not appear in the texts, especially, pseudoreasonings, moral reasonings, some patterns of deductive reasoning and nonargumentative persuasion. The students did not have opportunity to practice evaluating the claim that did not appear in the texts, and the students had

less opportunity to practice evaluating the claims that appeared less, so they did not learn evaluating such claims. The three causes might make critical thinking abilities of undergraduate students before and after an integration of critical thinking instruction into ordinary instruction were not significantly different. And critical thinking abilities of undergraduate students after an integration of critical thinking instruction into ordinary instruction were not significantly different from critical thinking abilities of undergraduate students taught by ordinary instruction.

2. The findings reveals that satisfaction of the students with an integration of critical thinking instruction into ordinary instruction was at the high level. It means that the students valued critical thinking instruction. The researcher interviewed some students to ask their opinions about critical thinking instruction. All students said that they had never studied critical thinking and learning critical thinking was very important to their daily lives. They were much satisfied with the instruction.

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Effects of Creative Art Activities for Treatment of Psychiatric Patients

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Abstract

This research is a study on effects of creative art activities for treatment of psychiatric patients with an aim to investigate 1) knowledge and understanding of psychiatric patients with regard to creative art activities, 2) effects of such activities on patients' behavior, and 3) patients' satisfaction with participation in creative art activities. A sample group comprises psychiatric patients in the rehabilitation process in the inpatient department at Loei Rajanagarindra Psychiatric Hospital. Screening of patients for experimental group participation was carried out using Thai Health of the Nation Outcome Scales (Thai HoNos) of the hospital, resulting in the population of 40 patients. A sample random sampling approach was then conducted in order to decrease the number to 8 patients. Throughout the completion of this research, however, there were only 7 patients whose data was analyzed. Research instruments employed for the study are divided into two parts, these being: data collection tools which consists of 1) a cognitive test, 2) a group activity record form, 3) a group session attendance form, and 4) a questionnaire on patient satisfaction with participation in group activity, and an experimental tool which was a creative art program, containing 6 activities so as to ascertain means, standard deviation, and a descriptive essay

Keywords: Creative Art Activities, Art Therapy, Art Education

Introduction

Concerning the school art education, in general, art educators have shown greater interest in children as creators of art than as appreciators of visual forms. The highly personal and creative nature of art has received more attention than the influence of art on society. What we need is a concept of art education that will help children to appreciate the artistry in varied life styles and to wisely shape their own. (Tiranasar, 2004) In the other words, Arts develop

creativity – a thinking process with multifaceted perspectives and directions, comprising originality, fluency, flexibility, and elaboration. Together, this leads to innovation and integration of body of knowledge derived from past experiences in connection with a new situation, which, in turn, becomes a new knowledge domain and consequently an innovation. Arts can also help enhance 4 main elements of creativity, being: originality, fluency, flexibility, and elaboration. In foreign countries, such as those in Europe, Canada, Australia, and the U.S. in particular, an institute responsible specifically for art therapy, including a branch, was founded in all regions. This therapy is practiced in both hospitals and art galleries by art therapists and volunteers. These therapists are, however, required to apply for a license with the American Art Therapy Association. In Thailand, in contrast, little attention to art therapy has resulted in a lack of academic reference sources concerning knowledge domain of art therapy, which may include music therapy, for further development. Furthermore, this type of therapy is mainly offered to children, the disable, and victims from natural disasters and accidents who experience loss and acute psychological trauma. Although art therapy for patients with mental illness has been widely employed in many hospitals, such art activities are still conducted by medical doctors, nurses, or volunteers who do not possess knowledge of and skills in art instruction. Moreover, activities organized are usually focused on having patients do an art work in accordance with their imagination so as to diagnose mental health and subconsciousness (Thaweesak Sirirutraykha, 2009).

Art therapy is categorized as a treatment emphasizing on constructive expression performed with a purpose of promoting creativity and self-portrait, and adjustment of mental or emotional state. A use of drawing or painting to examine emotional problems in children and adults is a practice efficient for some certain characteristics by aiding patients

with improving mental health. This treatment can be performed at hospitals, art galleries, and conference rooms (Lertsiri Bovornkitti, 2010). Accordingly, art therapy is a practice conducted from the outside to the inside so as to create balance or to eliminate or relieve inner stress. Treatment recipients will exercise by gaining external experiences, which will be transformed into creativity on the inside before being translated into a form of expression. With respect to this, it can be seen that the foundation of this concept considerably differs from mainstream art therapies due to the fact that anthroposophical art therapy focuses on impress and express, resembling the rhythm of inhalation and exhalation. Anthroposophical art therapy involves incorporating seven fields of art into therapies, comprising architecture therapy, clay therapy, painting therapy, music therapy, speech therapy, eurythmy therapy, and drama therapy. Such the therapies prove to be reasonable and suitable for treatment of those who loss physical, mental, and spiritual balances under varied circumstances (Anupan Preukpankajee, unknown source). As a result, therapists can work in various places, such as state or private hospitals, psychiatric hospitals, special schools, or any organizations, as a counselor for life skill activity development of all ages (Suppalak Khemthong, 2008).

Lertsiri Bovornkitti (2010) reflected his view on art therapy in an essay that practice of art therapy is an alternative or complementary treatment for mental health people, including those who are desirous to carry out self-discovery, or to enhance their mental power. Practically, art therapy can be in various forms and without an arranged process or pattern as it depends upon a particular need, and capacity and age of patients. The treatment, therefore, relies upon the transference process between the therapist and the client through symbolic self-expression in an artistic work that reflects experiences and thoughts, resulting in self-realization of mental conflict, and thus enhancing emotional reconciliation and positive energy. Art therapy is a medical practice which employs art materials, image making, creativity, and response from patients/service recipients to artistic work to reflect development of individuals on their ability, personality, interest, concern, and conflict, leading to alleviation of a symptom or regulation of mental conditions. This type of therapy requires fundamental knowledge of human development and psychological theories to carry out assessment and psychodynamic treatment, personality adjustment, including conflict management, self-awareness

enhancement, social skill development, behavioral change, and problem resolution, stress reduction, mentality regulating, and self-esteem fostering. Practice of art therapy comprises two main components, being: art making and a discovery about connotation from such works, which lay mainly in a theory of the unconscious postulated by Sigmund Freud and Carl G. Jung. The theory suggested that there was a hope for mechanism to encourage recipients to use their visions, imaginations, and emotions which are beyond description. Even though processes and patterns of art therapy are not fixed, planning for treatment suitable for individuals or groups is required. Accordingly, a practice of assessment to identify an individual qualified for the therapy is crucial for treatment efficiency.

This can be seen that creativity represents mental, physical, and behavioral growth, and art is the best and most suitable tool for promoting creativity as art process is boundaryless; thus offering enjoyment at all time, and enabling endless thinking. Creative art making needs perception, imagination, and experience because they help stimulate rapid and effective development of patients' mentality and behavior, resulting in treatment efficacy.

From the above information, the researcher recognized the potential of creative art activities which can be employed for treatment of psychiatric patients. This is due to the fact that such activities stimulate imagination and creativity through a variety of activities, such as painting, paper folding, sculpture, and multimedia. These activities were developed through a study and data collection from both international and domestic databases, and were employed in conjunction with other activities, as appropriate. The researcher adopted a concept of art activities from art making process learning plan for instructors in a bachelor degree at Loei Rajabhat University for psychiatric patients so as to investigate understanding, effects of creative art activities on treatment of psychiatric patients, and patient satisfaction with such activities. The results of this research will be further improved in order to incorporate into conventional treatment of psychiatric patients.

Objectives

1. To establish understanding of psychiatric patients' knowledge with regard to creative art activities.
2. To investigate effects of creative art activities on psychiatric patients' behavior.

3. To study patient satisfaction with participation in creative art therapy.

Research Benefits

1. Psychiatric patients who receive treatment through creative art activities have better understanding of activities, behave more appropriately, and are satisfied with the art therapy.
2. This research can be employed as a guideline for organizing such activities for treatment of other types of patients so as to improve efficacy of treatment.
3. The art education program, faculty of education, Loei Rajabhat University, will be able to incorporate activities and the findings into development of curriculum, and employs as a guideline for co-curricular activities.

Scope of the study

The population in this research was a group of psychiatric patients in the rehabilitation process at Loei Rajanagarindra Psychiatric Hospital in Na Arn sub-district, Muang district, Loei province. A selection of a sample group was conducted with the following criteria: 1) random selection of patients, 2) showing mental calmness, 3) understandability, 4) literacy, and 5) voluntary participation. Also, the criteria for screening out samples are 1) showing a sign of exacerbation during group activity, and 2) involuntary participation. From the screening process conducted by a nurse at the inpatient department, there were 40 samples qualified for the criteria. This group was, then, reduced to 8 subjects through a use of sample random sampling, as suggested by experts in treatment of psychiatric patients that effective group therapy requires no more than 8 members. Also, in order to obtain effectiveness of experimental results, the researcher provided an explanation, together with an informed consent form (participant information sheet), for the right to rejection of research participation without any impacts on treatment, including procedures for data collection and experiment. Moreover, the samples were allowed to leave the study at any time without having to give any reasons. The analysis results and data obtained will be utilized for academic purposes. After the third experiment, one member was discharged from the hospital due to completion of treatment under medical diagnosis. Accordingly, the researcher left experimental results of the discharged patient out as evaluation with incomplete data could not produce actual results.

Material and Methods

The study was carried out using a quasi experimental research approach (one group pre-post test) approach with an aim to investigate effects of creative art activities on treatment of psychiatric patients. Research methodology is as follows:

Instruments for data collection

Instruments employed for data collection are divided into two parts as follows:

Part 1 Instruments employed for data collection:

- 1) A cognitive test before and after participating in creative art activities.
- 2) A group activity record form of the hospital is for observation of interest and expressive behavior assessment.
- 3) A group session attendance form of the hospital is for symptom and behavior evaluation
- 4) A questionnaire on patient satisfaction with activity participation

Part 2 An instrument employed for conducting an experiment:

- 1) A creative art therapy program, comprising 6 activities

Methodology

This study is an experimental research conducted through a data collection in order to investigate effects of creative art activities on therapeutic treatment of psychiatric patients. The methodology of this research includes the following phrases.

1. Preparation

1.1 The study was carried out through a review of research literature and relevant theories, information of art therapy, patients with mental illness, creative art activities, and an interview with experts was carried out in order to improve activities to be more consistent with the patients' needs.

1.2 A development of creative art therapy program was applied from original activities lesson plans for student so as to be suitable for psychiatric patients.

1.3 A sample group screening and sampling was conducted with cooperation from the inpatient department, resulting in 8 samples. After the 3rd experiment, however, one patient was discharged. Prior to experiment, all patients were provided with detailed explanation and conditions.

2. Procedures

2.1 A creative art activity program was employed for a group therapy with the sample group for 6 sessions, each of which was based on a period of 1 hour and 30

minutes, and led by the researcher. Prior to an activity, the subjects were provided with information on steps, methods, and objectives, and were asked to complete a pre-cognitive test. Then, the activity was performed, from introduction, practice, to conclusion. After the activity, the sample group was, again, asked to complete a post-cognitive test. After the 6th activity, the group was asked to complete a questionnaire on satisfaction with group therapy participation. Also, a group attendance form and a group activity record form for each activity were recorded by a designated nurse.

2.2 Data collection is carried out through a use of a cognitive test for each activity, a group activity record form, an group session attendance form, and a questionnaire on patient satisfaction with group therapy in order for an analysis and discussion.

3. Data Analysis

The data obtained from this research, including demographic data, knowledge, behavior, and satisfaction with activities was analyzed, and the results are as follows:

3.1. An assessment of a cognitive test for each activity was conducted in order to find a level of knowledge with a minimum criteria of 60%, or $\bar{X} = 3.00$. The test results of all 6 activities were also analyzed so as to ascertain a difference among the tests with a statistical significance level of .05, and overall knowledge for conducting a study into changes and development of each patient.

3.2 A descriptive discussion about change in interest and expression of each patient in each activity was carried out employing a group activity record form and a group session attendance form

3.3 A questionnaire on patient satisfaction with activity participation was analyzed through a use of a Statistical Package for the Social Science program to ascertain descriptive statistics with regard to patients' demographic data, frequency distribution, and percentage presented in a form of tables and descriptive essays.



Picture 1 Researcher and subjects during an activity.

Research results

1. From a cognitive test, an understanding of creative art activities after participation increased at a statistical significance of .05
2. The sample group expressed and behaved in an appropriate manner during a group session. From activity 1 through activity 4, the subjects interacted with one another, thus creating relaxing environment which led to new knowledge and creativity. In activity 5 and activity 6, the atmosphere was rather quiet and less stimulating as they were more complex. All members, nevertheless, participated in presenting their work. This resulted in that the patients gained new knowledge, were able to point out benefits of the activities, employed thoughts for art making process, provided understandable explanation for their work, and felt satisfied with their work.
3. Satisfaction of the sample group with creative art therapy was at a good level with respect to activity leaders, processes, locations as well as materials and duration, understanding, and implementation of knowledge.

Discussions

The research results are presented in 3 aspects, being:

1. Demographic data

A sample group comprises 7 patients with mental illness at Loei Rajanagarindra Psychiatric Hospital, all of whom are male with drug abuse history. Three samples age between 20 and 30 years old, accounting for 42.85%, another three samples age between 31 and 40 years old, accounting for 42.85%, and the other sample age between 41 and 50 years old, accounting for 14.28%. All samples are Buddhist, six of whom are single. Four samples graduated in a primary school, and the others graduated in a secondary school, accounting for 57.14% and 42.85%, respectively, five of whom, or 71.42%, are farmers.

2. Knowledge and understanding of creative art activities

The research developed a cognitive test for each activity with 5 true/false questions. The samples were asked to complete the test before and after activity participation so as to compare cognitive achievement in each activity.

The results were a mean after the first activity increased with no statistical significance, whereas a mean after the 2nd to the 6th activities increased at a statistical significance level of .05. In addition, a sum

of a test results after the activities was higher than that before the activities.

From an assessment on a creative art therapy and a group session attendance form recorded by a designated nurse, the results were summarized as follows:

Activity 1: “Changing face” was an art activity which required skills in painting, cutting, and pasting with an emphasis not on correctness or beauty, but rather on creativity and imagination. An assessment demonstrated that the group members involved in the activity, and offered their opinions on a group activity process. This, thus, enabled them to learn rapidly, and to express their feelings through the activity.

Activity 2: “Transforming clothespins” involved making of a sculpture made of clothespins, and a group work. The samples were divided into 2 groups, and were asked to create an artistic work in accordance with an assignment and to present a concept. An assessment demonstrated that the group activity went well, and all members showed interest in the activity, and participated in sharing constructive opinions, including discussion and knowledge.

Activity 3: “Play Dough Modeling” involved dough modelling which required the sculpturing skill and imagination to form a shape which was translated into a story. An assessment demonstrated a good relationship among the members in a friendly and relaxing environment by sharing opinions and helping one another, leading to appropriate emotional expression in accordance with the activity.

Activity 4: “Family paper folding” was an activity associated with painting and folding paper to tell family background in accordance with emotions and feelings. An assessment demonstrated that the subjects were able to express feelings about their family, resulting in relaxation, sharing, and friendly interaction. Moreover, the patients expressed their emotions and feelings, and reflected their thoughts in an appropriate manner.

Activity 5: “Paper pasting” was an activity associated with pasting various kinds of materials, such as magazines, color papers, and pieces of materials, and painting on a paper sheet to tell a story through an artistic work. An assessment demonstrated that although the environment was rather quiet as the patients were less stimulated, they involved in presenting their work and sharing opinion on benefits of group participation.

Activity 6: “Wheel of Spirit” was associated with drawing and painting employing a concept of Mandala to tell a story through a use of lines and colors within a circle. The patients were motivated to

reflect a self-portrait through an artistic work. An assessment demonstrated that creativity was employed for art making. Although the patients were rather quiet, they shared some opinions, and were able to provide an understandable explanation for their work with satisfaction.

Artistic expression of the sample group was mainly conducted in a repetitive manner in relation to individual background or experiences. For instance, one subject always included a picture of the sun, mountains, houses, and trees in each activity. During all activities, the patients were willing to talk about their background and names of people and pets, including unsolved problems and painful experiences. Although some patients were quiet during the first activity, they performed better in terms of interaction in next sessions, resulting in better environment of group activity.

3.Satisfaction of the samples after the creative art activities

Measurement of satisfaction was conducted through a use of a questionnaire with a 5-point rating scale based on a Likert-type scale, comprising: Most, Much, Moderate, Little, and Least. In measurement, patient satisfaction was divided into 5 aspects, and the results were as follows: 1) satisfaction with group leader was at a good level with a mean of 4.16, 2) satisfaction with group activity was at a good level with a mean of 4.36, 3) satisfaction with place, materials, and duration was at a good level with a mean of 3.76, 4) satisfaction with cognitive achievement was at a good level with a mean of 3.88, and 5) satisfaction with knowledge application was at a good level with a mean of 3.80. As a whole, was at a good level.



Picture 2 Subject presenting his artistic work.

Conclusion

From the study, the results of an assessment of the group therapy with 6 activities corresponded with the research hypotheses in that the patients who participated in creative art therapy behaved

appropriately, felt relaxed, and remained focused during an activity. In the process, the researcher carried out a group therapy in accordance with steps set for the program, aiming to provide the patients with an understanding of an art making process by using art education method. Materials used in each activity served as a creativity stimulator through practice of recreational activities and promoted opinion and experience sharing by which all members involved in every step, from introduction of art making techniques to conclusion. A creative art activity can link functions of brain, as well as, some organs, and enhance imagination by translating experiences into images and shapes. Practicing varied activities to gain first-hand experiences and learning through observation can, thus, develop nerve fiber synapses under a relaxing circumstance that permits freedom of thinking (Unchalee Saiyawan, 2010). A group activity is, thus, a treatment provided along with medication for a short period. While medical treatment at a hospital does not completely heal patients, a group therapy will aid psychiatric patients in improving mental and emotional conditions, concentration, and behavior during such a period.

The assessment results of the sample group's behavior was consistent with the research hypothesis in that they showed appropriate behavior, felt relaxed, and remained focused while participating in each activity, even though their behavior varied. Some patients showed original behavior through their art works. Group therapy is an activity carried out among patients with an aim to promote interpersonal relationships, understanding and feeling of not being isolated, mutual support for problem solving and advice, practice of social skills, and encouragement (Manote Lotrakul and Pramote Sukanich, 2007). Although group work behavior showed imitation of art making concept, in next sessions, there were more conversations, mainly about personal background, thoughts, and experiences.

Recommendations

1. This research was carried out in order to investigate whether tools developed can be employed in a group activity for treatment of psychiatric patients through cognitive assessment and observation of group behavior and satisfaction of a sample group. Accordingly, next research should include creative art therapy so as to conduct behavioral and psychiatric assessment, and to employ with other groups of patients or individuals in need for treatment.

2. Further development should focus more on the creative art therapy for more varieties of sample groups, such as children of all ages, special children, patients, and the elderly using arts education or integrated art education, being: visual art, music, and dance, in conjunction with multiple intelligences to aid recovery of mental, physical, and emotional states, leading to improvement of society and intelligence.

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EFL Teachers’ practices reflecting glocalisation

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Abstract

The relationship between globalization and teachers’ educational practices has caused dramatical changes in education which appeal to try to give account of more global practices while they also enhance apprehension for local experiences. In order to find a place of equilibrium, this paper attempts to initiate a reflection on the EFL teachers’ role, assuming that there is an emergent need to reflect on teachers’ cultural background experiences of professional development to be able to adapt to nowadays demands. Based on that, I propose three principles in FLT foreign language teaching that might help work in the frame of glocal experiences: 1) Discovering what comes from teachers’ cultural background that conforms to a general understanding of what teaching is, 2) re-shaping the teachers’ role in order to align a glocal society 3) assuming a dialogic process to building classroom strategies for language teaching and learning. Those principles would be the bases to show how integrating new technologies critically with students can maximize glocal educational practices.

Keywords: teaching a foreign language, glocal educational practices, cultural background, teachers’ role, dialogic process

1. Introduction

The heyday of Globalisation has impacted education at different levels. In this panorama, teachers’ educational practices have been impacted dramatically. On the one hand, teachers’ practices feel that they are required to integrate innovations that can engage students in global thinking. On the other hand, this tendency also involves the need to keep valuing the local. In this view, teachers find the concern of how to keep a balance between the local needs and the global demands. This reflection calls now for a glocal development of educational practices. While these ideas of global and local in education are developed, students have been exposed to new educational practices that have directly or indirectly affected their perception of life and cultural links. This paper introduces a proposal of EFL educational practices that offers alternatives to the new sensitivities that are part of a current glocal society. Through this paper I propose three principles for EFL teaching. The first has to do with uncovering what comes from one’s

cultural background that conforms a general understanding of what teaching is. The second is re-shaping the teachers’ role in order to match with glocal society. And the third is assuming a dialogic process of building classroom strategies for language teaching and learning. The conclusion attempts to raise awareness on the way educational practices can be glocal so they can increase students learning opportunities. As an important implication, this paper also looks for understanding that those glocal experiences need further reflection with students on significant aspects such as identity development.

Three principles for teaching English in a glocal society

Since globalization invites for a renovation of teachers’ educational practices, it is first, necessary that teachers get involved in a continuous exercise of reflection. Reflection is something that has been often pointed out in teacher development (see e.g. Farrell, 1998; Schön (1991), Richards & Lockhart (1994), and Alwright (1991)). However, it has been permanently referred to the teachers’ task and it has many times limited to improve teachers’ performance. Although that reflection is found beneficial to teachers, when thinking of glocal educational practices, it is necessary to explore them in a broader sense. In this way, teachers’ educational practices need to be understood as an integral job that involves the teachers and their background knowledge to build up their sense (Britzman, 1991; Tsui, 1993). In this line of thought, the first principle I propose is “to uncover cultural beliefs about teachers’ background to understand what teaching is”. This principle has to do with teachers’ inspection of cultural effects on their behavior. Lortie, (1975); Brislin, (1993) and Cruz, (2007) have agreed that culture can influence individuals by having them create ties to the past which unconsciously makes them behave and accept the reality that surrounds them. This cultural influence is characterized by the construction of imaginary signifiers, representations, and ideologies that are shared with members of the same community. It is also characterized by an undeniable strength in confidence regarding past experiences and the building up of assumptions of a certain reality. Teachers as individuals have cultural beliefs that have

been transmitted from generation to generation; this, in turn, has perpetuated what teachers think about teaching a foreign language. In this sense, teachers trying to develop more glocal experiences need to reflect not only in ways to improve teaching but they also need to reflect on their cultural background to discover the ways they have constructed their teaching knowledge. Lortie's (1975) model of apprenticeship of observation explains how teaching is highly influenced by past experiences of teaching and learning. Then, it is possible that teachers not only keep on repeating models of the past but also that they acquire fixed structures to develop didactic sequences that become unchangeable (Kumaravadivelu, 2003). Consequently, this static structures end up limiting creativity and innovation as they are not context sensitive or they do not exercise their ability to frame their new own theories (Kincheloe & Steinberg, 1998). Then, it is necessary for this reflection exercise that teachers review their own beliefs in first instance. Reflection relates teachers directly what theory is into practice (Tsui, 2003) but beyond understanding the theory and practice relationship of teaching and learning, the reflection on cultural beliefs could open a view of teaching myths that have become part of teacher's cultural schemata. Those cultural constructions need to be evaluated with the dynamics of a global society. The myths derived from the reflected background can be associated with the group of beliefs proposed by Richards & Lockhart, (1994). They are: beliefs about language, teaching and learning. All of those beliefs bring ideas of how language should be taught. Then, myths can be associated with those beliefs if they are formed as a fixed model that does not accommodate to situational conditions of a context. The myths about language can be for example: The idea of a standard language and 'ideal' speakers (Byram & Risager, 1999). Under this conception, there is only one correct use of language and native speakers are idealized to speak that standard language. In the case of teaching, there could be an assumption that teaching English is teaching the language itself overlooking social and cultural factors, or that teachers are the only ones responsible for students' learning. In this case, the sociocultural interactions are also ignored. And a last area of myths is derived from the idea that teaching involves absolute reciprocal learning. Those myths are culturally constructed in teaching; hence, they have become part of the background teachers possess and reproduce when they teach. When teachers are able to uncover those myths that constitute their teaching, they simultaneously become more open mind to change and try new strategies that break with common and traditional thoughts. This way of reflection is what in Freire's voice point to more praxis. As praxis involves not only reflecting on theory but including reflection on practice, teachers can become more permeable to

contextual situations and to adapt them to educational practices.

The second principle I propose has to do with reshaping the teacher's role in order to mediate with a glocal society. This principle is grounded in the fact that we are undoubtedly living a new age of education. I refer specifically to technological devices that have become part of our lives and the many different ways of thinking that they have generated (McLaren, 1994). Current students are being educated with the influence of those instruments which likely bring the in-flow of many cultures (Kenway, 1998). New technologies have been the means for new generations to have a more globalized idea of the world (Rueda & Quintana, 2003). Following this idea, it is necessary for teachers to remodel their roles and this implies that they become eager to be in contact with technological devices as well as their students. With the inclusion of those devices, intersubjectivity, collaborative knowledge construction, multicultural understandings, etc. become reinforced ways of thinking that widen the pedagogical experiences of learners (Castells, 2001). However, teachers immersing in the world of technology means much more than just using a computer or buying a new phone. Teachers nowadays need to be aware of the new ways of communication that young people have achieved thanks to this new devices. This exercise would involve a more interdisciplinary work in their teaching that get students connected with the real world outside the classroom. Making an effort to be involved with technologies not only in the teachers' life can also involve the acquisition of other skills that can involve being: intercultural, innovative, risky and critical. These ways of thinking would sensitise teachers to develop more critically those abilities in students too. By thinking of technology as a way to innovate teaching practices, it is necessary to revise what change implies. Wink (2000) makes an important contribution regarding a transformational view of pedagogy. She proposes teaching nowadays to place students in a more transformational role, in which they not only learn and construct knowledge by themselves but also develop their own abilities in order to change their context as social agents (Freire, 2000; Shor, 1996). Wink makes a point that informs about being critical as a crucial ability of transformations. Then, thinking of teaching as an innovative and critical experience could be the means to connect students with a more active role in society which enhance glocal experiences. So, teachers need to open opportunities to students to propose what they want to learn or what they need. At the same time they take responsibility of their learning, they also start acquiring a critical clear position. These new thoughts have structured education in a way that individuals can have a voice to participate in what they choose to live and learn. Technologies in this sense can be an excellent choice for making students face the real world. They can also convert this

information source in a scope of understanding the society. Whenever the teachers approximate to these tools with a critical mind and make students be critical too, they become a source for modeling teaching by the students’ autonomy of choice.

The third principle that I propose in this paper in order to develop glocal educational practices has to do with assuming dialogic classroom strategies. This principle implies understanding the dialogic process in the EFL classroom in its dynamics and organization to be able to connect them with the global world. According to Freire (2000), the world is the essence of dialogue itself since its nature includes creativity, confidence, democracy and critical views. These values are vital in human development. In this sense, the dialogue that the English teacher not only provides information but transforms individuals and enable them to recognize power relationships that organize the world. Freire affirms that dialogue is an opportunity for human beings to recognize a tridimension of themselves; the past, the present, and the future. In this view, dialogue activates in teachers the capacity to uncover myths about their profession and strengthen the ability to be prepared, react to unexpected situations and think of new expectations. Thinking of people and elements involved in the learning process, this concept of dialogism includes them all: teachers and learners, classroom procedures, language learning perspectives or power relationships. All of these factors convert reflection in a dialogue of continuous change and exercise. For critical and effective dialogue in this global society, new ways of working involve more collaboration and team work meaning that the construction of knowledge is not the core in one individual. Then, teachers that command glocal practices understand that knowledge goes beyond the physical space provided in a classroom (Shor, 1996). From this perspective, it is crucial to invite students always to realize that language means power to understand the world and that they need to be able to read it from different perspectives. Then, the students’ involvement in this dialogic perspective plays also a crucial role. A suggestion for further reflection would complement teaching as a task that does not end at the door of the classroom. It needs to make students be involved in real experiences as well as it is necessary that they choose and understand their learning routes. This continuous conversation would involve them in a more reflective exercise not only for learning but for life choices.

Conclusion

English teaching is a complex and multidimensional action which has become probably more complex with the globalization times. As well as other human actions, English teaching has been conceived socially and culturally. As educators of today’s glocal times, teachers need to reshape their labor by several tasks: 1. evaluating cultural static

beliefs about ways English that should be taught. This implies an exercise of reflection that makes them able to become aware of the cultural background which can influence their ideas, imaginations or conceptions they have for what constitutes appropriate teaching. Teachers that want to enhance glocal educational practices also need to reshape their role by promoting intercultural, critical and innovative skills. This means understanding diversity and the co-existence of cultures, developing consciousness of the elements included in the teaching task and being able to propose different changes depending on the conditions given for each pedagogical situation. Finally, teachers should follow a continuous dialogic process of building classroom strategies that favor reflection, creativity and critical viewpoints of multiple aspects involved.

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Environmental media-making as a technological effect: Actor–Network Theory (ANT) interpretation

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Abstract

This paper provides a critique of environmental learning processes and the roles of media technology for environmental science students in environmental education, by applying Actor Network Theory (ANT). ANT is used to analyse the learning network’s formation. I will show how ANT can be used to explore the constitution of a particular environmental education learning network and its effects. The investigation will examine the student’s activities. Environmental science students from Thaksin University, Phattalung campus, went to the rural community and used media technologies creating VDOs, radio spots, vinyl posters, books and nature trails. They used several kinds of devices, such as digital cameras, recorders, mobile phones and iPads to collect information and data. By using ANT I highlight hybrid relationships between human and non-human actors in producing those media. ANT shows the ways in which technology has an effect on students’ environmental learning processes by producing environmental media.

Keywords: environmental education, media-making technology, Actor-Network Theory, technological effect

1. Introduction

An environmental education (EE) subject was established as an elective subject for the third year environmental science students of Thaksin University, Phattalung Campus, Southern Thailand. A major task for the subject requirement was the creation of media technologies without any guidance. Media is defined as, “the main ways that large numbers of people receive information and entertainment, that is television, radio, newspapers and the internet”(Oxford, 2005, p. 953). Media-making was a semester assignment aimed at promoting the environmental awareness to the audiences because “the media provides a crucial avenue for environmental education”(Pearson, Dorrian, & Litchfield, 2011, p. 751). Twenty six students were enrolled in the subject and they were divided into six groups to create the environmental media related to the community. To achieve this objective, a lecture was organized in Buddhist agriculture using the local community as the place of study. Students, therefore had to create their environmental media to stimulate

the audience using a farm’s circumstances as a case study (one group had to create one media).

This was a three month long project. It began in December 2013 when the lecturer first invited students/participants to the Buddhist farm to search for their chosen media. Students travelled 60 kilometers distance from the University. The lecturer planned to go to that farm three times.

On the first visit students were introduced to the place and were informed about Buddhist agriculture. The objective on this visit was to identify which media topic they were interested in. As a result, students decided to create five types of environmental media topics including VDO, radio spots, vinyl posters, books and nature trails.

On their return to the University, each group presented their media outline in the classroom. Their peers and the lecturer also added comments and suggestions.

Data was collected on the second visit in January 2014. However, some students needed more time for their data collecting so they made another appointment with the farmer to fulfill their media-making at the weekend. Students presented their work at the university prior to showing it to the farmer.

The last visit was in February 2014 when they presented their work to the farmer and details were confirmed with the farmer.

The final version of the media program was checked and approved by the lecturer.

2. The method

This study was conducted in the context of local learning at the Thaksin University and at Tamot community, Phattalung Province, Thailand. Short (2009) in his study on the role of EE in the environmental action prompted on how the EE educators can know when their efforts have been effective in environmental promotion. Taking his concern, I therefore have two aims of this study, firstly is to investigate the role of technological devices in the environmental learning process and secondly, to understand an environmental education learning process for the younger generation. This qualitative study deployed two types of research techniques to produce data, observations and document analysis. Participants were given pseudonyms to ensure that all information gained remained anonymous in any of the reports. The study adopted an Actor-Network Theory (ANT) approach to

investigate relationships between human and non-human actors in the environmental learning process and shows how the students developed and used technology to engage in environmental education and complete their work. The results are based on field work observations which were made on the three farm visits. Photographs were used to monitor the students' learning activities. I also drew on students' comments, field notes and their works both in the field and in the classroom in order to describe network relationships.

3. Actor-Network Theory

Actor-network theory (ANT) has been used in social science research for more than fifteen years in areas such as sociology, technology, feminist studies, cultural geography, organization and management studies, health care and environmental planning (Fenwick & Edwards, 2010). John Law, Bruno Latour and Michel Callon are among the more prominent scholars associated with the development of this approach. ANT is “a disparate family of material semiotic tools, sensibilities and methods of analysis that treat everything in the social and natural worlds as a continuously generated effect of the webs of relations within which they are located” (Law, 2009, p. 141). Both human and non-human entities can be conceptualized as actors that “do things” (Latour, 1992, p. 241). To understand the effect of technological devices(actors) in EE learning process, ANT will help to investigate the education and learning process in which learning is a process and it is a relation of material, people and place (Mulcahy, 2011). Barnacle and Mewburn (2010) in their Ph.D. study found that the study product, thesis, was an effect of heterogeneous network:

the thesis is not merely the product of the candidate, but a network of relations of which the candidate is a significant, but not solitary, part (p.441).

Taking Barnacle and Mewburn (2010), a media making process can be regarded as an effect of the heterogeneous networks including socio-technological relations of which it emerges. In other words, media is not merely the product of the students, but a network of relations of which the students are significantly related to. As a result, questions will be asked in this study and includes what is the EE media making network and how the media-making occurs.

To investigate the media-making process, how and why the students learn through engaging the technological devices, Latour (2005) recommends ways to apply ANT in the research. ANT requires researchers to carefully and thoroughly investigate as he provides examples “ANT prefers to travel slowly, on small roads, on foot, and by paying the full cost of any displacement out of its own pocket” (p.23). My entry point will be the mobile phone. The phone is a technology in which Nespor(2011) called “a device”.

Jan Nespor in the organizational study insisted that devices influence the organizational change:

organizational change processes initiated by work on the devices played out in non-linear ways across the decades-long careers of their makers, and that to understand them we not only have to look across such extended time frames, but must also consider how agency and identity positions emerge and shift over time through the mediation of devices (Nespor, 2011, p. 15).

Considering the role of devices and their relationships in a context of the EE learning process, it is interesting to note on the role of the mobile phone.

How does the phone support the learning process? Does it make a change for the learning process particularly for the environmental media-making process? Using the phone as well as iPads to promote an environmental action may possibly be a controversial issue in the environmental learning process. In Thailand, the mobile phone is normally banned in classroom learning. Yet, in this outside classroom lesson, the lecturer allows students to use them, not for normal functions like talking or chatting, but as a learning tool.

4. Following the mobile phone

The environmental media-making involves students in at least two processes, searching their particular interest and making a media presentation. I will start tracking students using their phone to understand an emergence of EE in students' learning activity.

4.1 Searching for the topic

When students went to the farm site the farmer told them his story and explained how he ran his farm. Some students started to record his expression, some took notes while others used the mobile phone to record the speech. Unfortunately on that day the farmer felt unwell and he could not show the students around his farm so I invited students to walk in his fields as I had been to this place several times before. Students walked through the farm, took photos, and took their notes. They discussed their assignment while walking in the fields. Students went back to the farmer's house, which was located at the front of the farm, and asked the farmer questions about his practices. For the first time visit, they spent four hours collecting basic information in order to plan their presentations. A pattern was developing in the interaction among students, place, farmer, lecturer and learning tools such as books and technological devices.

On the first visit, the phone impacted on the youth learning behaviors. Mobile phones were used to collect information (Figure 1).

Students preferred mobile phones in their learning process outside the classroom which made their study easier.

I used my phone to record the farmer's interview. It was great because when I came back to the University, I replayed it and started my work from that (Sophie, paperwork, February, 2014)



Figure 1. Phones are used in a field.

iPads were also used. They were used to record the interview, take photos as well as search for new information. When the farmer told the students about the herbs in his farm, students immediately responded by searching for those kinds of plants to get more information (figure 2).



Figure 2. Students are researching for the plants information.

Students saw their phones as learning resources, they used them as a recorder, camera and a search engine for their study.

4.2 Making the media

As note earlier, the media-making is framed within a group to create the environmental media without guidance. Student therefore, searched via the internet in their media-making process. Students created their media in diverse way, as shown in the following examples:

Example 1: in the nature trail creation, a student employed three types of technological devices to collect information in the field including GPS, camera

and a laptop. She expressed the idea of how to build the media learning network:

GPS is used to collect herb positions and that helped us to gain access to them, when it's needed to be rechecked. The camera recorded the herb photos and made it a lot easier to do our task. Importantly, we have a clear idea of what we want to display. The laptop provided us with more information. We have searched the plant's details from the internet. We searched for the scientific name, its benefits as well as know how to use them. Technological devices make our study easier and produce realistic photos. (Molly, paperwork, February, 2014)

Even though students deployed several devices including GPS, camera, VDO recorder and sound recorder to collect the data and information. I found that the mobile phone and iPads were constantly used see example 2.

Example 2: Susan created a vinyl showing the herbs that was in the farm. She used the phone to collect data.

We collected types of herbs to display them on a board. I used my phone to take the plant's photos as well as the atmosphere. Doing the board required the photos to record all of the herbs and their structures. If I drew them it would not be the same as taking the photos. Moreover, when I interviewed the farmer, he told me about the benefits of the herbs in his farm. I do not having a video recorder so I used my phone as a recorder instead. Information that was recorded by phone is far better than note-taking which could possibly lose some contents (Susan, paperwork, February, 2014)

The phones seemed to be doing at least two things in relation to how environmental information is translated and dispersed to the social media and connected student to the environment

5. How do technological devices make changes in the learning network?

The study revealed the technological devices made at least three changes in students' learning process. Firstly, the devices changed student's writing behavior. ANT looks at the notion of power as an effect; “power, and domination have to be produced, made up, composed” (Latour, 2005, p.64). Taking Latour's comments, the devices are power on the learning process, they made change for the younger generations learning behaviors.

Nathan, a student who identified the herbs in the farm, comments that mobile phones were easy to use

and carry. Other than that, it was very useful, as it has several functions to record verbal information, “Nowadays, photos are clear and realistic” (Nathan, paperwork, February, 2014).

Apart from that Nathan also valued the advantage of using the GPS:

We do not need to write the information onto paper we can just record them straightaway into the GPS program (Nathan, paperwork, February, 2014)

This study shows that the unique functions in the phones and GPS make the environmental information more explicit.

Secondly, the phone was used to replace other devices such as camera, and the sound recorder. The learner reacted to the farmer’s speech, they recorded when the farmer enquired what they are interested in. The phones also took photos they needed. One male student doing a book valued the benefit of the phone in collecting data:

Our group created a biography of the farmer, the tool that I used to collect data was my phone. I recorded his story during the interview. After I came back, I listened to the recording again. I felt his enthusiasm to run his farm with Buddhist practices. Listening to the farmer's speech simply just illustrated his passion. I sensed his marvelous passion, which his exact words were copied into our book. (Christ, paperwork, February, 2014)

Thirdly, mobile phones and iPads invited other actors. The phones invited other actors such as the computer program as well as the human actor. Mobile phones made connections to Facebook and YouTube, that took environmental information into account. The environmental information, photos and VDO were put into the social media and available to the viewers. The role of the media was not only inspiring the students but it also inspired others. The audiences were stimulated by the environmental information or somehow created more environmental awareness. An example is revealed in a student's expression. A female student claimed that the photos taken by her phone did not just provide her a memory, nevertheless those photos influenced her peers who have never engaged with nature and that made them more eager to participate:

When I put photos on the social network, my friends loved them and seemed to appreciate the beauty of nature by just asking the details of those photos (Allen, interviewed, February, 2014)

EE media are posted on social medias, see more links at:
<https://www.facebook.com/groups/127929850605214>
<https://www.youtube.com/watch?v=v73qguA9Syo>

From the ANT’s viewpoint, students learnt and generated knowledge while they used several electronic devices and translated their environmental information. They learned by listening, observing, and reflecting their opinions in their paper works. Students became a network of technology. Media-making is a network. Students' expression shows how they develop their learning ability and consider the benefit of the phone.

For the radio spot, I used several skills to collect data. I conducted the data by observation, writing my notes and recording the interview. I used all my skills as I see the limitations of the interviewer who sometimes have a limited perception ability. The voice recorder and mobile phone helped to produce data (Paul, paperwork, February, 2014)

Group discussion in the classroom revealed the influencing of the devices on students. Students reflected about their experiences through mind mappings.



Figure 3. The mind mapping

The example of a VDO making group in figure 3 reveals the association of a student's work. It showed the media-making outline, the equipments that they use as the learning resource and the outcome as well as the problems doing the VDO.

The mobile phone became an actor, it is an effect, it was a connection of student’s interests. The phones stimulated students' learning process and linked into other networks. The phone is considered as a powerful actor which holds things together: humans, texts (information) and technological materials. As Murdoch(1995)wrote: ‘powerful actors speak for all the enrolled entities and actors, and control the means of representation’(p. 748). It moves from place to

place and linked the environmental information from one user to another, from one device to other devices. It is a hybrid relationship to stimulate students' learning outcome.

6. The Media-making network

Media-making is a skilled network, it benefits environmental education promotion and it differs from normal Thai classrooms. This creative work relates to multiple skills. Observation showed that students were developing skills in making their media. Making environmental media students developed the skill and confidence in:

1. planning and outlining their work;
2. collecting data;
3. framing questions;
4. searching for more information;
5. designing their work;
6. using the computer program to develop their media ;
7. presenting their work.

ANT in this paper is used to demonstrate how things occurred, how students invite and use technology to assist doing their assignments. It revealed the new generations' learning behaviors which can be a bit vague nowadays. They have been influenced by modern technology like the internet and social media and exposed to various learning, importantly they are more likely to keep themselves updating on environmental issues if it relevant to their study (Riemer, Lynes, & Hickman, 2013). Therefore, the educational learning process for new generation needs to be considered. Short (2009) mentioned that "young people who need every opportunity to learn in context relevant to their personal needs and social issues (Short, 2009, p. 10). This study reveals today youth have learnt and connected to nature via their technological devices. Their learning process took place in a hybrid relationships of both students, farmer and the lecturer together with others non-human entities consist of their phone, the internet, the paper and the place as well as their learning skills.

The technological devices, particularly the phone, have been found to have a positive impact on student's learning outcome. The university/ higher education students build up their understanding as well as create the assignment. The mobile phones are seen as having impact on their data collection both inside and outside the field. Students' critical thinking occurred during the process of the media-making process. Students record excessive information, however they design and select the most relevant part of the interview to fit their assignment. Phones are successful learning tools and help students experience the reality in combining their knowledge both inside and outside classrooms.

7. Conclusion

In this technologically advanced era, an environmental educator may adopt new devices to assist and link students to raise environmental awareness. For the enhancement of the environmental learning process for the younger generations, educators should merge two networks together. One is a learning network and another is a technological network to help the youth to understand and achieve in their environmental learning process. Technological devices can create a fun and engaging way in environmental education learning. It offers a new way to connect to nature.

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**Ethical Decision-making of Hospitality and Tourism
Students (Effect of Type of Dilemma, Gender,
Education, and Work Experience)**

Morad Nazari, Naree Veerakit

The study examined ethical decision-making of hospitality and tourism students in Southern Thailand in August-October 2012. The findings revealed that Thai H&T students generally decide according to justice and relativism theories when making decisions in ethical situations and they are less teleological and also give a little weight to duties and obligations (deontology). They showed lower awareness on ecological ethics compare to social and economical issues. The findings provided support for gender differences in evaluation of ethical dilemmas but not for education so that students' business education had minimal effect on raising their awareness of the ethical issues. Finally, the results showed an inverse relationship between work experience and students' ethical behaviors.

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Evaluating the effectiveness of a new Governance Framework for Edmund Rice Education Australia

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Outline of the paper

This paper tells the story of a governance initiative to evaluate the effectiveness of the establishment of a new Catholic Education entity in Australia, Edmund Rice Education Australia. (EREA) This was established in 2006 as a new governance framework for 46 schools educating approximately 34,000 students across all Australian States and Territories.

Its objective was not simply a change in administration, but an initiative by the 4 Australian Province's of Christian Brothers as to continue to give life to the Charism of Blessed Edmund Rice in Australia. The local schools would be governed for the first time nationally, gaining the benefits of a national network, but administered and led at a local level reflecting the needs of that community. The strategy being to use Governance not simply as an administrative or accountability framework but rather as a deliberate initiative to strengthen the clarity of purpose and to build organizational capability at a local level. This is very relevant in the non- public Catholic Education sector.

The Author was the first Chair of the entity appointed in December 2006, prior to the formal commencement in October 2007. The Board's role was to establish the new entity. The Chair role was a non-executive position and was essentially a volunteer role that required approximately 80 days work a year. The Author retired from the role of Chair in December 2012. This paper reflects his view and uses only documents that have been made publically available.

The paper is not a story of the history, rather it focuses on a review commissioned by the Board of EREA, This independent review after 5 years of operation by Australian Catholic University, was an essential component of good governance. The Review was led by Professor Anne Cummins, Deputy Vice- Chancellor (Students, Teaching and Learning) and Associate Professor Michael Bezzina, director, Creative and Authentic Leadership

The report states that actually what has merged is of an organization that has achieved much in its first years of operation, particularly with respect to the creation of a strong sense of identity across all the schools. It has done this through the consistent application of philosophy, policy and procedure.

The paper is structured as follows

- Background and overview- short synopsis
- The review process- an outline
- The review- key questions and findings
- The Recommendations- an outline
- The Response- response to the EREA community
- What has happened since – a view on where it has gone to
- Some observations- about the process, outcome and value

Background and overview

Edmund Rice Education Australia was established formally by the Christian Brothers in Australia 2006, commencing formally in October 2007. It is an integral part of the Edmund Rice Network, the Catholic Church in Australia and its associated Catholic Education Commissions and Offices in dioceses of the Catholic Church around Australia.

It was the outcome of one of two project groups, the National Planning Committee for Schools Governance and Shaping our Future Committee Oceania. As a result of the work of these two groups, the Christian Brothers decided to amalgamate separate Christian Brothers provinces in Australia, New Zealand and Papua New Guinea to form one Oceania Province focused on the social justice mission of the Christian Brothers.

Edmund Rice Education Australia was established with the intention of independently implementing the educational mission of the Christian Brothers. Both these entities commenced on 1 October 2007. Edmund Rice Education now operates in every state and territory of Australia, in approximately 50 schools and now educating approximately 35,000 students primarily boys. This new entity replaced what was in fact 14 separate entities previously managed through 4 Christian Brother Provinces. The new structure involved ultimate accountability to a Council, and Accountability of day to day managed by a Board and Administered by an Executive led by a CEO. This new structure replaced what was run as 4 separate entities and involved an equivalent of approximately 60 plus full time employee’s The equivalent FTE at end of December was approximately 42. A key element in the resourcing was continuing the shift from religious to lay employees.

The intention of the new structure was to invigorate both missions while empowering lay people to become increasingly involved in the future work of the Christian Brothers. The reality is student numbers have in fact grown by approximately 3% a year, above the national average, and 3 new schools opened with a particular focus on an innovative model called Flexible Learning Centres that target marginalized and disconnected youth.

The opportunity for Edmund Rice Education Australia was to reinforce the distinctive values of Edmund Rice Education through a national and unified network of Australian schools and educational entities.

This was a new innovation in congregation governance in the Catholic centre. To manage this new entity was established and has now been formally established as a Pontifical Juridic Person (PJP) within the Catholic church.

The key challenges as the inaugural Chair was to organizationally establish a entity based on a preplanned structure, maintain the identity and ethos of EREA as a part of Catholic education more broadly and to build the engagement of the member schools and importantly to be financially independent within a short time.

The operating model prior to EREA was accountability in each of the Provinces, employment directly by the Province of the school leaders and, use of school boards to support the local engagement, however all key financial accountabilities, eg loans, assets and operating budget performance were borne by Christian Brother Provinces. Given the independence of the 4 Province’s, the practical aspects of this were in fact different. However it is important to note that in its first year the financial support provided was approximately \$7m , this was nil, by 2012.

On any parameters both quantitatively and qualitatively key indicators in terms of growth, financial performance, effectiveness in identity development and working with communities and church show an excellent outcome. However the Board wished to involve an external review.

Edmund Rice Education Australia requested that Professor Anne Cummins and Associate Professor Michael Bezzina, operating within the Centre for Creative and Authentic Leadership at Australian Catholic University, conduct a review of the first five years of operations.

The Review Process

The purpose of the review was to provide insight into the organizational effectiveness of EREA related to its expressed purpose, and to make recommendations regarding the next stage of its evolution. This was not a review of key staff, or specific issues, rather a view to test what had occurred versus what was the original intention and to then enable the Board and Leadership team to consider what changes were required to ensure

the intent was achieved. It used literature search, detailed community survey consultations to over 300 respondents, workshops and interviews with key stakeholders, and a review of all key documentation. It was conducted over a 5 month period.

The Review - Key Questions and Summary of Findings

Below is a summarized view of the key comments and findings in the report. Direct quotes from the review are noted.

1 To what extent do the structures, roles and processes of EREA give expression to its founding purpose?

The National Planning Committee for Schools Governance(NPCSG) was formed in 2000. Prior to the commencement of EREA it developed key documents namely the Charter and foundation documents as the means of ensuring the continuance of Catholic Education in the Edmund Rice tradition..

The review importantly noted that “The Planning Committee determined that the successful establishment of EREA was reliant on three fundamentals:

- Identity – the clearly articulated mission and purpose of the enterprise
- Membership – belonging and consequent obligations
- Leadership – selection, induction, formation and succession¹”

An evaluation of key documents over the 5 years was used by the review team to form a view on how the implementation has measured up in regard to those key fundamentals. The review in its analysis concluded that attention and commitment to the fundamentals have been consistent but noted that there has been a shift in the emphasis during the phases of development to date: Foundation, Implementation and Transition.

The review concluded “much of the work undertaken in the Foundation stage was centered on the Identity domain. It was highly mission focused with an emphasis on the dignity of the person, social justice and the charism of Edmund Rice. In implementation these were present but re ordered an emphasis with the dominance of justice/unity in diversity, relationships, partnerships, reflective practices, and planning for change. This shift reflects the way that organizations develop. “

It went onto state “In the Transition phase another shift is evident where Communication, Partnerships, Collaboration, and Planning for Change, Accountability and Evaluation emerged as the guiding principles. These values may be seen as carrying a more utilitarian or administrative function but are overlaid by references to the *Charism of Blessed Edmund Rice* but reflect however, the movement to implementation and the practical concerns of engaging operating schools in one organisation.”

2 How do the current structures, roles and processes reflect the current sense of purpose where there has been some evolution?

The extended planning period which was approximately 6 years, had developed a shared understanding of Mission, Identity and Charism, and had built expectations of collegial governance. The four predecessor provinces of the Christian Brothers whilst united in Mission and Charism were in fact disparate in organizational culture, readiness for change, robustness of business systems and experience in working collectively and governance . There were legacy issues around the viability of some schools, the risk profiles, governance approaches staffing and remuneration matters and school board and leadership issues.

In 2007 the EREA Board and newly appointed Executive commenced the development of a new organization with the priorities’ being articulated as:

- Unity in a shared understanding of Charism
- Leadership with a shared governance understanding of EREA including principals, business managers and school board chairs
- Financial accountability and co-responsibility
- Exploration of the EREA Ministry at the margins including Indigenous education.

To achieve this strategy, leaders had to respond to new interpretations of school and EREA governance, introduction of central processes for the leadership recruitment, selection and formation, centralized policies on school renewal and development in order to maintain identity , and centralized financial and regulatory compliance mechanisms brought about by the new financial arrangements. This was challenging given the variable and fragmented approach that was in [lace.

The report states “Roles and structures were developed to deliver on the above strategy. The central focus of these roles was the Executive Group based in the National Office in Victoria, with support from the regional offices and delivery undertaken at the school level by principals, deputy principals, business managers and school board chairs.

For schools with a long tradition of autonomy and in many cases receiving supporting financial resources , this process presented challenges to expectations and practice. The review found that in reality in some cases was that the adoption of required policies paralleled the demands facing schools in all systems; in others, there was an absence of policy and process to be addressed. “

.The previous governance arrangements meant that School communities in reality held varying views about their membership of EREA. For some, the support of the group was advantageous; for others, a perceived drain on resources. Yet still, it held the possibility for a united approach to Catholic education in the Edmund Rice tradition in Australia. That notion was well supported.

The community consultation conducted by the review found that Community perceptions of the appropriateness and success of this strategy were largely positive and reflects a successful implementation.

Possible Changes to Purposes

The review concluded “that by and large, respondents were happy with the current understanding of purposes.” Within the consultation process some views were expressed for a desire for a simpler, more manageable way of capturing the sense of purpose, which maintained a focus on Gospel values.

Structures

Among those structures most frequently identified as contributing to the attainment of purpose was the National Office (and in particular the Identity Directorate), The report did note that the rapid expansion of Flexible Learning Centres (FLCs) and Annexes into Youth Plus was celebrated, but with an awareness of the attendant risks, which need to be monitored.

Roles

The report highlighted what whilst all roles were valued, special emphasis was made to that of the Executive Director. This positive view had been also reflected in his performance review carried out the previous year. His effective leadership was profoundly influential in the establishment of the new organization. Especially given the transition to lay leadership combined with a new governance model which had previously rested primarily with the Congregation itself.

“It was observed that the balance of roles and responsibilities between the National Office and the regional offices has shifted during the implementation, sometimes impacted by personnel, sometimes by strategic decisions. “

There was a lack of clarity among respondents about the distinction between the roles of the Board and Council that again reflects a new entity. Importantly a very strong plea was made regarding EREA’s actions with respect to further promoting the roles of women within EREA and in leadership.

Processes

EREA has a clear responsibility and accountability to support all schools in the group within the Edmund Rice tradition. The most highly valued processes are appraisal, school renewal, formation and finance. The report noting the areas that need continuing focus included policy development, networking, interaction with local church and strategic planning.

There was no consensus about any additional processes that might be needed. The report noted “EREA is still working to establish the right balance between the two imperatives – supporting schools in, to strive for robust and rigorous operations and to be prophetic and to seek new opportunities for ministry. This is a challenging agenda and may at times confront school community members who perceive their school’s identity differently.

This includes a concern for connectedness and engagement with both an internal and external focus. Internally, attention centered on the need to further develop relationships among schools (network) as well as the more “hub and wheel” connections to the National Office. Externally, there was a sense that more could be done in being proactive in building connections to the wider church (and in particular CEOs) as well as non-education institutions.”

Formalization of structures and accountability

As EREA is maturing, there is a sense of a need to formalize processes around strategic planning, tracking of outcomes and risk management in particular. Finding appropriate ways to exercise accountabilities is a priority, particularly linked to the education agenda. The report observed that the Board saw the question of structures as being an open one, and there was a strong sense of the need to attend to the issue of regional roles.

Finance

The review stated “There is a high degree of satisfaction, widely held regarding progress made in this area. While there was concern over the level of costs and the development of co-responsibility, there was an understanding of advantages in working together for most schools.

Financial processes are seen to be consistent and rigorous and there is confidence in the compliance and accountability regimes in place. The capacity to invest as a national system and to support schools in times of need was highly commended. “

It concluded with the view that financial management, reporting and investment strategy were seen as tangible achievements in the EREA implementation.

Hopes for the future

The consensus around hopes for the future in the consultation might best be captured in terms of “more of the same but better”. Respondents are looking for an increasingly effective, efficient organization with a clear and owned sense of purpose which balances the drives for both unity and diversity. They want EREA presence: national and international.

Whilst Understandably EREA has been focused on establishment in its early years there was strong support for growth through the opening of new school ministries in emerging areas and looking for new ways to provide education to marginalized and/or vulnerable young people.

3 What would EREA like to see in place in its structures, roles and processes as it moves into the next stage of development?

The challenges identified in the Community Consultation² that need to be addressed in the coming stage of development and to be supported by renewed organizational structures include:

- Renewed organizational structures that empower the regional offices to provide support to schools.

- Recognition that schools vary and may need to be adaptive in their responses to policy. This should include reference to school capability to take on accountability for its implementation of EREA mission.
- Development of an enhanced capacity from national and regional offices to support local implementation and formation around key policy areas. This may entail the National Office focusing on strategy, policy and evaluation and the Regional office delivering local leadership and support.
- Attention to policy concerning the appointment processes
- Further development of roles and responsibilities at all levels and supporting schools and school boards in formation, governance and accountability.
- Continued oversight of possible duplication of services from Diocesan CEOs where these do not impact on EREA Identity or Mission.
- Development of the understanding of co-responsibility within the EREA network.
- Monitoring of the risk profiles of the Youth Plus programs.
- Targeting of opportunities for the development of new schools and projects.
- Communication of role of Board and Council in EREA Governance structures.
- Monitoring of the EREA levy and communication about its structure and use.
- Improved communication and policy strategies.

4 Considering best practice in educational change, what priorities should EREA set in its next stage of development?

EREA has completed a five-year implementation phase and is now moving into a new developmental stage. Ownership of the EREA purpose, values and identity is strong. Shared robust business systems are now in place. The need to centralize in the previous stage is now tempered by a capacity to rebalance decision making and resources between the centre, regions and schools. There is evidence that this process is already underway with policy changes in the appointment of business managers and personnel changes in the regions as examples of the new directions.

The review stated that It is now appropriate to progress the movement to local autonomy guided by policy and alignment to common strategy and philosophy with support from regional offices. “This has implications for the structures and roles of executives and regional officers. It is essential to address the diversity in schools and aspirations of local school communities. It also provides the best opportunity for effective governance honoring the principles of subsidiarity and co-responsibility. It is an affirmation of the value of new EREA services offered to schools that the EREA network is now well positioned to respond to this development.”

The report noted “The fundamental role of leadership in EREA in initiating and managing this change is embodied in the concept of ‘organizational learning’ (Collinson *et al*, 2006) and involves viewing organisational adaptation as a “cognitive change”, involving “new insights, understandings, and associations between past and future actions” (Collinson *et al*, 2006, p.109). In this respect, organisational learning embodies continuous renewal that goes beyond behavioural change, and embeds new knowledge, practices and cultures. The emphasis is on the long term where the system, and particularly its leadership, “can better transform the demands of change into opportunities for improvement” (Collinson, *et al*, 2006, p.115). This relies on a strong and explicit sense of the moral purpose of EREA, which shapes the system, not through external demand or regulation, but through shared commitment to purpose that grows out of interaction – what Harris (2010) describes as the co-construction and co-production of new knowledge (p200). This leads to system action that is sustainable, or in the words of Sharratt and Fullan (2009, p92) systematic, self-sustaining and unstoppable”, in which the centre of the system moves from being a “doer” to an “enabler”.

The list of challenges identified above form the basis of the “interventions needed on the performance journey”. The recommendations take up the structural issues that need to be addressed to facilitate this journey. They focus on building on achievements from the first stage of EREA’s development and moving the organization to a new stage characterized by shared leadership and accountability underpinned by sound policy and business processes aligned to an articulated strategic plan. “

Recommendations

The review identified 13 specific recommendations across 5 key areas. The key headings and summaries of these are articulated below:

- ***Celebration of significant achievement***-celebrate and affirm the achievements of the first stage of EREA implementation...” ...”shared identity, the significantly improved processes and sound relationships..”
- ***Focus on identity***- best practice indicates that mobilizing an organization around matters of identity and purpose is a key element enabling the creative tension between unity and diversity
- ***From Doer to enabler***- Literature indicates systems of school move to higher levels of performance, the role of central office needs to move from being the prime instigator of action to enabling and promoting local responsibility for the enactment of purpose
- ***Enhanced communication***- systems thinkers remind us of the absolute importance of relationships within systems of schools as a means of building capacity. The challenge for leaders has been described as putting more of the organization in touch with itself.
- ***Structures to deliver emergent priorities*** – the literature search singled out the significance of the role of the middle level structures in supporting and enhancing the work of the schools

What was the response?

The EREA Board in discussion with the Executive and Council welcomed the reviews findings and felt it was important to respond on a holistic level. This would then allow its management team to initiate the specific outcomes in a logical and [practical manner. In many of the suggested improvement areas, initiatives had already been introduced in response to issues raised over time report available. To ensure openness the full response is shown below

“EREA Board Response to EREA Review

The EREA Board would like to thank Prof. Anne Cummins and Assoc Prof Michael Bezzina for completing the review of EREA. The process has afforded the opportunity of the EREA community and those with whom we have key relationships, to reflect and express their views on the implementation of EREA over the last 5 years. This memo details the EREA Council and Board’s response to the report and attaches the executive summary. We also encourage you to access the full report if you wish from the EREA website.

The response is built around key themes identified and we are confident the approach outlined deals appropriately with the recommendations and directions from the review.

The report states clearly the following commendations:

- It was a successful implementation of a major change initiative
- EREA identity has been established in accord with its purpose and intent
- There is strong ownership across the EREA community
- Church agencies are seeing EREA as positive in terms of mission and relationships
- There is high value placed on formation in the schools
- There have been robust and effective business processes, supported by a governance framework that is working and developing
- The financial health of EREA at aggregate and school level has been well addressed
- The adoption of co-responsibility is growing
- There is a sense of readiness for future growth

The reality of this assessment is a great credit to the EREA community. Prior to the establishment of EREA key risks such as relationships, communication, maintaining identity and charism, and linkages with the Congregation and working with Church were identified. The report is clearly reassuring in the regard to these risks being dealt with effectively.

The report showed how schools have embraced the new entity, participated in the implementation, and adjusted to, in many cases, new processes. The schools themselves, with their leadership teams, school boards, as well as the regional staff and the National team under the leadership of Executive Director Dr Wayne Tinsey have much to celebrate here. The EREA Council and Board thank and congratulate you all very sincerely on what has been achieved

However challenges have evolved during the life of EREA and many remain. We cannot take things for granted and simply maintain the status quo. The report has highlighted a number of areas that have been subject to

difference of views and in some cases resulted in tension. Again we thank you for your honesty and we can assure you all voices are heard.

A key objective of the review was to assist us in defining issues and hopes for future attention as EREA evolves from its implementation phase. The report is clear that there is an expectation of EREA being an active leader in Catholic Education at a National level; continuing the development of structures and process that enhance schools’ capability and are supported strongly at a local level; recognition of the need to ensure our catholic identity is at the core of all we do; that co-responsibility is an important differentiating feature that needs to be developed and owned; and that the governance framework including school boards will continue to be enhanced.

In order to respond to the hopes of the future, the report made a series of recommendations. The Council and Board endorse the direction of the recommendations and are now moving to implement these by a range of initiatives.

1. Organizational Focus

The Executive Director, during 2011 has responded to feedback from our School’s and identified the need for a stronger presence that develops the relationship with local schools and CEO’s etc. This will be enhanced in a revised structure that will evolve over time, taking into account needs and opportunity.

The result will be that Richmond office will focus on National issues and policy; and those working locally will focus on operational matters. This will mean over time, we enhance some of the policy frameworks, and delegations as we work to ensure accountability is at the correct level.

The review has identified some continuing confusion and tension. The work the Council and Board have done in the areas of an accountabilities matrix will be continued. This will then be integrated with redefined role descriptions at local and national level and in delegations to schools.

2. Operating Style

In order to ensure the emphasis of the review on inclusive and engaging practices, EREA remains committed to involve appropriate consultation and communication. The intent of this approach will be developing our culture as EREA rather than a focus on our structures and hierarchy.

This will mean changes and enhancements in processes. It is likely to require more cross entity participation in discussion of issues and how we engage our school leaders and school boards in discussion of key issues. The concept of nominating principals to participate in the more broader EREA leadership team discussion is one such initiative. We will continue to encourage opportunities for the different lenses to be heard within and across EREA. The inaugural EREA Congress in September this year is another example.

Another example of where this might occur is our committee structures and potential working parties to tackle key issues identified in the report, eg review of school boards, which in essence is a review of the Design and how we work and relate with school boards.

3 Enhancing our role in Catholic Education

The review urges us to continue to investigate the opportunities for developing future Edmund Rice schools and initiatives in collaboration with existing school communities and diocesan Catholic Education Offices. the Memorandum of Understanding with the NCEC is an example of this. The Council continues to provide leadership and wisdom as we pursue the path to the creation of the intended PJP.

We also would like to develop understandings with each of the dioceses in which we operate so as to formalize our relationships with local Church. This should enable us to ensure we work with and complement local Church not duplicate. .

Another element of our mission relates to co-responsibility. This was identified as an issue that in particular, requires further work in order to ensure a deeper understanding of its central link to our mission. The first step will be the development of a draft co-responsibility policy that will then be the basis for consultation across EREA during 2012. “

What has happened since

The Author of this paper completed his term as Chair of Edmund Rice education on 31 12 2012 and therefore is not commenting with any authority, rather on observation and from discussions with key leaders.

Initiatives have commenced such as increased Regional focus and accountability, less centralization on a range of operational processes, delegations and roles clarified and documented, enhanced formation framework introduced, involvement of community representatives on executive leadership group, mou's with relevant Church entities, finalization of transfer of assets from Christian Brothers to EREA as a separate PJP. In a practical sense the school numbers continue to grow beyond national averages, and school finances continue to improve.

The 2012 Congress was a key initiative in network collaboration re identity and formation and series of workshops has occurred over the past year in order to continue to transfer accountability of mission and identity at a local level. The Flexible Learning Centre growth has been over 10% for the last 3 years and is demonstrating liberating education to those at the margins.

Importantly Christian Brothers speak proudly about the success of EREA and the new life it has brought. The notion of leveraging the global network of Edmund Rice Education has progressed when in March 2014 in Nairobi, Edmund Rice Education across Borders was created. With an agreement to form a global community of those involved in Edmund Rice education in all parts of the world. To progress this 25 leaders from across the world will come together in October 2014 to develop the approach.

Some Observations

Without doubt there was value in this process. Firstly it demonstrated a commitment to good governance. Naturally there is always some concern over a review, staff worry, others wonder how they can influence it and others use the opportunity offered. In this case the broad approach, openness and skills and credibility of the review team were critical to its success. It was also important that those different voices were heard and they were included in the confidential interviews that were conducted. Regular briefings of the Executive Director were important also in socializing key issues and building the case for change. In its full version there is much richness and detail that have provided the organization with insights as to international best practice and a level of detail about how the EREA community thinks and what it values. There also has been collected much fact and rigour that has also been important to record and understand.

Secondly it also reinforced the general positive reports that the Governing groups namely Council, Board and Executive had been providing over that time, and formalized an assessment of the establishment process. The provision of independent rigor that was broad based, professional in approach and that engaged the community, meant that the outcomes were clearly factual, believable and reinforcing. In this case the review was very valuable as an instrument not just for those who now manage and govern EREA but for the congregations who commissioned it. This positive reinforcement was further evidenced when the congregation of Christian Brothers formally achieved PJP status for EREA in 2013.

Thirdly from a personal point of view, it provides a great sense of satisfaction to see stakeholder engagement and ownership in continuing God's mission through Catholic Education in Edmund Rice Tradition. The Model for EREA is unique, a network, with shared leadership and trust and at times some clouded roles. However it demonstrates that if the identity of the entity is clear, then those involved can engage and deal with issues in a collaborative approach that gives life and education to those students it serves.

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Exploring Pre-service Teachers’ Awareness of Teaching English in Multicultural Education

Varavejbhis Yossiri

English language teachers should not only focus on mastering language competence of the target language, but should cover the native speakers’ cultural background. Lacking the cultural contexts can lead to misunderstanding, both in appreciating speech and receiving the literal meaning. Language teachers’ multicultural perspectives have become an important highlight of modern language education. This study aims to study pre-service teachers’ awareness of multicultural education and diversity in EFL classroom. Samples of ninety (90) pre-service teachers’ were randomly selected from a Thai university in a southern border province. Data included open-ended questionnaires completed by eighty-five final year pre-service teachers, and interviews with five final year pre-service teachers. The results of the article indicate that the majority of pre-service teachers were aware of multicultural education and diversity. These future teachers also provide ways of dealing with diversity and students; specifically those from diverse cultural and linguistic backgrounds. This study is a guideline for preparing the pre-service teachers to teach culturally and linguistically in their classrooms.

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Factors Affecting Servant Leadership of Basic School Teachers in Thailand

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Abstract

The objectives of this study were to investigate 1) the correlation among organizational culture and organizational climate to the servant leadership of teachers in basic schools, Thailand and 2) factors capable of predicting the servant leadership characteristics. The sampling group comprised 1245 teachers from basic schools in Thailand. The instrument was a two-part questionnaire with a 5 levels rating scale. The statistics used for data analysis were percentage, mean, standard deviation, Pearson product moment correlation coefficient and stepwise multiple regression analysis. The results found that 1) the organizational culture and organizational climate were correlated with statistical significance at .01 levels; and 2) both factors of the organizational culture and organizational climate could predict the servant leadership characteristics by 84.2 %

Keywords: Servant Leadership, Teachers leaderships

1. Introduction

Leader is the one who has influence on the process, organizational groups, and societies, in administrating to achieve the goal. The administration in the past was altered in many aspects; such as turning to emphasize on power-transferring instead of controlling, and cooperation instead of competition.

Also, the material award was replaced by maintaining good relationship between leaders and followers. Due to the study of many types of leaders, leadership in accordance with providing service is the good of example in transferring power to another person. The main principle is based on the practical truth.

At present time, the leader who owns capability should start from the heart first, by changing from the concentration on individual benefits to social benefits. Moreover, the suitable characteristic of leadership should be likely as servant leadership, jointly controlling and initiating leadership for others as if providing service. Servant leadership is considered as wisdom and also a tool in strengthening the organization and society in moral aspect.

On the other hand, the factors; which have impact on the organization members to have enough efficiency and also lead to have success in organization, are as followed. First is the culture inside organization which can create standard of work, second is the organization climate that can

affects workers' physical and mental health, and third is workers' taking part in administration by using the group process of targeting the goal and making decision. It should be done by creating the horizontal relationship, which has leader as the center. The transferring power is a kind of organizational culture that needs high level of reliability and giving back power toward the leader to be service provider.

According to economic problems and the prompt change of society, it leads to have competition in many aspects, such as upgrading quality in order to be standardized and survived in society.

Teacher plays an important role in managing how to teach and also developing learners. Moreover, teacher needs to have participation with parents and community. Teacher leaderships which have direct impact on schools should be adapted in accordance with the environment nowadays. And we considered that ‘Servant Leadership’ is a proper characteristic of leader. It is the change of system from giving order, turning to be providing service, and also a kind of linkage between leadership and services.

We decided to study about servant leadership by using Greenleaf's theory together with other academicians' researches in order to synthesize the appropriate way of servant leadership, which is relevant to private school nowadays. We created three main factors; organization culture, organization climate and participation management which could somehow affect to servant leadership in five aspects. Those are providing service, creating power, having vision, being confided and having respect. The main point of this research will support us to clarify what are the key relationship and factors; in order that we can use them in administrating organization and individuals. Also, it will be good for determining policy for school administrators to have servant leadership as well. These would be relevant to National Education Act and Educational reform, and at the same time could be a path to national economic and social development for educational personnel later.

2. Research Objective

1. To investigate the correlation between organizational culture and organizational climate affecting to the servant leadership of teachers in schools, Thailand.

2. To explore factors which capable of predicting the servant leadership characteristics in schools, Thailand.

3. Methodologies

The population of this study was 417,440 teachers from schools under the Office of the Basic Education Commission of Thailand. The multi-stage random sampling was employed to select the sampling group consisting of 1,245 teachers in this study. Questionnaires were used in this study as the instrument and divided into 2 stages: questionnaires related to 3 factors affecting the servant leadership of teachers in schools, Thailand, and questionnaires related to the servant leadership of teachers in schools, Thailand in 5 aspects.

This study used the questionnaire as an analyzing tool, which was divided into 2 stages;

Stage1: The questionnaire related the three components; the organization’s culture, environment, and participation management, which affected the Servant leadership of teachers for basic school. This questionnaire used the 5 Rating Scale varied from excellent, very good, good, fair, and poor.

Stage 2: The questionnaire for the Servant leadership of teachers for basic school based on 5 factors which are service, power, vision, trust, and respect. This questionnaire used the 5 rating scale as well.

4. Data Analysis

1. Summarizing the result from the questionnaire part 1 and 2 in order to find means and standard deviations.

2. Analyzing the relation of the three components that affected the servant leadership by using the Pearson Product Moment Correlation Coefficient.

3. Finding the expected components that possibly affected the Servant leadership, which can be classified from organization’s culture, environment, and participation management by using the Stepwise Multiple Regression Analysis.

5. Conclusion

1. The analysis of relationship between organization’s culture, environment, and participation management has a positive relation with the servant leadership at the statistic level of .01, which the correlation with the organization’s culture, environment, and participation management are at the level of 0.812, 0.861, and 0.823 respectively. By considering correlation coefficient of the three components and the servant leadership, the result is laid between 0.812-0.861.

2. The analysis of the factors that expected to affect the servant leadership in private institution, elementary level within Bangkok area shows that all three components, which are organization’s culture, environment, and participation process, can be used

as a tool with the correlation level of 0.628, 0.196, and 0.181 respectively; moreover, the overall results in the level of 0.842.

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Flipped Classroom and Traditional Classroom: Lecturer and Student Perceptions Between Two Learning Cultures, a Case Study at Malaysian Polytechnic

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Abstract

Malaysian Polytechnic is moving towards the use of Information, Communication and Technology (ICT) to meet the needs of the Outcome Based Education (OBE) system that has been implemented since 2010. However, the lack of resources, internet access and lecturer skills in developing their instruction has caused the “chalk and talk” learning culture to remain unchanged, especially in accounting courses. The purpose of this study is to determine the lecturer and students' perception and their achievement between two learning cultures, the traditional classroom and flipped classroom. This study has been conducted between two classes; 61 final diploma accountancy students and a lecturer. Questionnaires and interview was conducted and analyze using independent sample t test. The findings show that there is a significant difference in perception ($t(59) = -3.71, p < .05$), mean students in a traditional classroom significantly different ($M = 4.42, SD = .38$) than in a flipped classroom ($M = 4.07, SD = .37$). The mean also shows, students from both classes had similar perceptions on their learning culture. The percentage of students pass their assessments for the flipped classroom, quiz=26%, test=52%, higher than traditional classroom, quiz=17%, test=50%. It was found that the lecturer had more time to spend on problem solving in the flipped class compared with the traditional class, and although it suffers from a lack of facilities, the flipped class can still be implemented. Therefore, Malaysian Polytechnic institutions could think more globally by teaching

locals to meet students' needs of learning with appropriate learning approaches.

Keywords: flipped classroom, traditional classroom, lecturer and student perception, Malaysian Polytechnic institution.

1. Introduction

Since its inception in 1969, the learning systems at the Polytechnic have adopted the traditional education system (SahulHamed, Mohd Amin, andMohd Ali, 2010). This is because the original purpose of the establishment of the Polytechnic was to produce a semi-skilled workforce to meet the needs of the industry at the time (KementerianPengajianTinggi, 2009). According to Alias and Sulaiman (2010)(a), Polytechnic students are taught based on teachercentered learning, entirely through lecturing method, tutorial sessions, and laboratory work with the ‘chalk and talk’ approach in a traditional classroom. Mason, Shuman and Cook (2013) stated that, apart from the quiz and mid-term test, most of the lecturer’s time in the traditional classroom were spent in lectures and solving textbook-type problems, with the answers copied by the student from the board. Since 2000 the Polytechnic lecturers have been producing modules for the subjects offered to students in order to change the way of teaching and learning, from lecturer centered to student centered learning (Alias and Sulaiman, 2010)(b) that allows for a clear way to deliver the course schedule and engage students in class (Papadopoulos and Santiago Roman, 2010).

According to Shoon (2013) “learning for innovation in the 21st Century will eventually be crucial for any education system to survive in the age of rapid technology” (p.711). Therefore the Department of Polytechnic Education (DPE) is moving towards the use of Information, Communication and Technology (ICT) through the Outcome Based Education (OBE) system that has been implemented since 2010. Based on the OBE system, lecturers at Polytechnic are applying active learning in teaching and learning such as case studies, problem based learning, and collaborative learning that provides multidisciplinary curriculum to fulfill the market demand (Alias and Sulaiman, 2010(a)(b); Sahul Hamed, Mohd Amin, and Mohd Ali, 2010).

1.2 Problem statement

According to official portal of the Department of National Unity and Integration until Jun 2013 there are 27 polytechnics (www.jpnn.gov.my) that have been managed by one agency, DPE. Therefore, there is little difference between one polytechnic and another in terms of teaching and learning culture, educational resources and teaching (Maizam and NurulAiniHafizah, 2009). Thus, there is lack of resources, internet access and lecturer skills in developing their instruction (Rassiah, Chidambaram and Sihombing, 2011) which has caused the “chalk and talk” learning culture to remain unchanged, especially in accounting courses.

Rassiah, Chidambaram and Sihombing (2011), have stated in their study that students who enter the polytechnic are the students that have been exposed to the basics of ICT in schools. According to Rozinah and Lee (2008), polytechnic students’ attitudes and motivation are positively affected by teaching and learning strategies, learning material, the role of instructor, course content and support. However there needs to be an improvement in learning material in the future. Although polytechnics have provided a suitable network for improvement on teaching and learning materials so that active learning might occur, students are not exposed to the use of ICT because of a poor network (Hajjah Amidah, Anuar and Hajjah Norehan, 2011). Therefore this study has been implemented in the flipped classroom, so that students can use ICT anytime outside the learning time and anywhere, through watching video lectures before coming to class.

1.3 Research Objective

One of the national higher education action plans phase 2 (2011-2015), is focusing on using ICT in teaching and learning (Ministry of Higher Education

of Malaysia, 2012). Therefore, the flipped classroom had been practiced by the lecturer in the department on one of her PA601 Financial Accounting 4 classes. This study was undertaken to :

- 1) Determine lecturer perceptions of the difference between a traditional and flipped classroom learning culture.
- 2) Determine students’ perceptions of the difference between a traditional and flipped classroom learning culture.
- 3) To determine percentage of students’ achievements in flipped classrooms and traditional classrooms learning culture.

1.4 Research Question

- 1) How do lecturer perceptions differ in a traditional and flipped classroom learning culture?
- 2) How do students’ perceptions differ in a traditional and flipped classroom learning culture?
- 3) What is the percentage of students’ achievement in the flipped classroom and traditional classroom learning culture?

1.5 Research Hypothesis

H_0 = Student perception is equal between flipped classroom learning culture and traditional classroom learning environment.

H_1 = Student perception is not equal between flipped classroom learning culture and traditional classroom learning environment.

1.6 Theoretical Framework

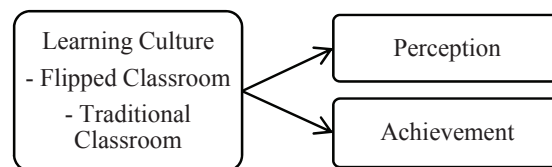


Figure 1. Theoretical Framework

Figure 1 shows the theoretical framework of this study, which is based on Johnson and Renner (2012). The learning environment of this study is a flipped classroom and traditional classroom that has been implemented to determine student and lecturer perspectives and achievements. Classroom instruction was the independent variable with two levels, traditional and flipped. Student and lecturer perception and student academic achievement is a dependent variable.

2. Literature Review

2.1 Traditional Classroom

Since the existence of polytechnics, the education system had been growing rapidly. Although

the use of technology is a requirement for students to complete assignments using laptops or computers (Rassiah, Chidambaram and Sihombing, 2011) and lecturer use power point slides in class (Rozinah and SitiZuraidah, 2013), it may not yet expose students to the use of ICT in their teaching and learning (McMahon and Proposil, 2006). With existence of student ICT knowledge practiced in the traditional setting, ICT literacy could be enhanced with the use of learning instructions that engage students in interactivity, collaboration, ownerships, authority, and malleability of texts (Clark, 2010).

However, according to Mason et al (2013) there is no difference in perception between the flipped classroom and traditional classroom. A study by Ramlogan, Raman and Sweet (2014) and Wilson and Sipe (2014) found out that live lectures are more effective compared to video instruction alone. Yet studies by Maizam and NurulAiniHafizah (2009) and Rassiah, et.al(2011) found that lack of facilities, poor network and instructional development skills, have meant that the traditional environment still needs to be practiced, although students need changes in the learning environment.

Studies conducted by Mason et. al(2013) and Johnson and Renner (2012) also found that there is no significant difference in student achievement in either learning environment. According to Ramlogan, Raman and Sweet, (2014), Johnson and Renner, (2012) and Snowden(2012) the lecturers argue that traditional methods still need to be adopted because not all topics can be practiced in the flipped classroom environment.

2.1 Flipped Classroom

A flipped classroom or inverted classroom is a learning environment that is currently practiced by the educators all around the world. Lage, Platt and Treglia(2000) stated “Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa” (p.32). According to Bergmann and Sams (2012), by implementing a flipped classroom, the lecturer no longer must lecture for two hours while students take notes, they can fully utilize in class time for discussion and problem solving with students. Research has been done by Long, Logan and Waugh (2014), Mason et. al. (2013), Johnson and Renner, (2012) and Snowden(2012) on flipped classrooms to look at perception, engagement, motivation, active learning and achievement.

According to Bishop and Verleger (2013), flipped classroom is the restructuring of the classroom environment and activities at home. Therefore, by

flipping the classroom the lecturer is able to reduce the amount of time spent in class on lecturing, opening up class time for the use of active learning strategies such as problem solving and discussion between students in the presence of lecturer (Rozinah and SitiZuraidah (2013); Johnson and Renner, (2012).

Snowden’s (2012) findings show no significant difference between student perception and achievement in the traditional and flipped learning experience. However results from McManus, Subramaniam and James (2012) find that those instructed through the web-based module have higher ethical judgments compared with students who were instructed through the traditional in-class textbook. Long, Logan and Waugh (2014) findings show that student perceptions on pre-class learning material that rank highest is the video lecture, follow by movie lecture and webinar. The study also finds that the pre-class learning experience gives motivation for students’ learning interest and improves their understanding of learning context.

3. Methodology

The sample of study were final semester Diploma Accountancy student from the Commerce Department, Politeknik Tuanku Sultanah Bahiyah that had taken PA601 Financial Accounting 4 courses for the January 2014 session, consisted of one lecturer that teaches two classes with 31 students in a flipped classroom and 30 students in a traditional classroom. In this study two instruments were used. Lecturer perception interview questions were based on Snowden(2012) and a structured questionnaire to determine student perceptions between two different learning environments, flipped classroom and traditional classroom, was adapted from the Student Perception of Instruction Questionnaire (SPIQ) by Johnson and Renner (2012). The original questionnaire was to determine student perceptions in the areas of content and course delivery, assessment and evaluation, as well as communication and learning experiences. This instrument used a 5-point Likert scale that ranges from 1=strongly disagree, 2=disagree, 3=not agree or disagree, 4=agree, to 5=strongly agree. Data from the respondents was analyzed using the Statistical Package for the Social Sciences version 20 and the analysis method used was independent samples t tests. This instrument also included an open-ended question which invited comments for improvement to flipped and traditional classrooms.

The reliability of measurement of the instrument used was assessed using the inter-item consistency

reliability value. As shown in Table 1, the Cronbach alpha values were above the criteria suggested by Nunnally (1978) cited in (Ogunkola and Archer-Bradshaw, 2013), who indicated that a cut off value of 0.7 is acceptable. Thus, it can be concluded that the instrument used in this survey was reliable.

Table 1 Reliability value.

Variable	Number of items	Cronbach's alpha
Student Perception	12	0.844

The course selected for this study addressed the topic of “Changes in Capital Structure and Restructuring”. In this study the week of teaching and the syllabus were the same between the two classes. There were three classes per week, and each class lasted for two hours with two hours of student learning time after class.

For the flipped classroom, before each class meeting the students were required to watch a lecturer provided video lecture on blendspace.com platform. Based on Mason et. al. (2013) these pre-class study videos lasted for about 15-20 minutes, but the length of some others varied within 30 minutes, including audio of the instructor explaining the material and a live screen capture of the instructor preparing journal entries, accounts and balance sheet on a tablet computer.

Videos are based on a module that has been used by the two classes at the beginning of semester. Instructional video will show students how to solve the problem of the question from the module example on this topic. During the class time, the students were required to participate in various active learning activities, such as problem solving and discussion on tutorial questions from the module, assignments and presentations, all in the presence of lecturer. There was no post-class homework assignment for each class activity (Long, Logan and Waugh, 2014).

In the case of the traditional classroom lecturer will give a lecture on how to solve the problem of the question from the module example. For post class homework, students will do tutorial questions from the module after class activity without the presence of lecturer or peers. During the next class they will give a presentation on their answer and which is discussed in class. For assessment on this topic there area quiz and a test that require students to do journal entries, capital reduction account and balance sheet. Thus, both classes are doing the quiz and test at the same time in class.

4. Results

An independent samples t-test was conducted to compare student perception in a traditional and flipped classroom setting. The results are presented in Table 2 and Table 3. A t-test for independent samples revealed a significant difference in perception between students that learn from a different learning culture ($t(59) = -3.71, p < .05$). The mean students who learn in a traditional classroom reported significantly different perceptions ($M = 4.42, SD = .38$) than students who learn in a flipped classroom ($M = 4.07, SD = .37$). In other words, students in the traditional classroom appear to have a better perception on method of delivery than the flipped classroom. However based on the mean, students from both classes had similar perceptions on their learning culture.

Some of the students' comments were that they do not have problem in watching the video, but they experience problems understanding the video on their own. However they feel that flipped class gives them the opportunity and lots of time for discussing their problems with lecturer and peers in class. Students from traditional classroom have no problem in understanding the lecture but they do not have much time for discussion and problem solving with lecturer and peers.

Table 2 Group statistics.

	Class	N	Mean (M)	Std Deviation (SD)
Perception	Flipped	31	4.07	0.37
	Traditional	30	4.42	0.38

Table 3 Independent sample test.

		t-test for equality of means		
		t	df	sig.(2-tailed)
Perception	Equal variances assumed	-3.71	59	0.00

The lecturer in this study offered perspectives on the flipped method through a series of interviews. These revealed that although the flipped method may sound very interesting it still needed time to implement it as new teaching and learning for polytechnic environment. She especially found that the video on lectures give the same kind of teaching as in the traditional class. The video particularly helped

the students who were slow learners, because they no longer needed to rely solely on the module or their friend’s notes for skilled instruction, they could stop, pause or rewind the lecture on the solutions to the accounting problem.

Moreover there were some students that had been using the video for a not only as a reference before class but also as a revision tool before their assessment. She also added that the flipped classroom had enhanced student engagement with their lecturer and peers,as well astheir understanding and preparation ofthe topic before class. However, student did not fully use the discussion board on Blendspace. The lecturer had more time to spend on problem solving in the flipped class compared with the traditional class, and felt that although there are lack of facilities, the flipped class can still be implemented.

Increase in content knowledge and problem solving skills are also seen as beneficial to the formative assessment (quiz) and summative assessment (test). For both assessments the percentage pass mark is 40%. The results are presented in table 4.

Table 4 Formative and summative assessment.

	Assessment	N	Passed (%)	Failed(%)
Flipped	Formative	31	26	74
	Summative		52	48
Traditional	Formative	30	17	83
	Summative		50	50

The result found that the percentage of students that passed for both assessments was higher for the flipped classroom than the traditional classroom. In one interview, the lecturer commented that the achievements in flipped classroom are better than the traditional classroom, stating that students can assess the video at any time and refer to their module before their assessment. However for the traditional classroom, the passing percentage is lower than that of the flipped classroom. This is because if a student was absent or cannot take notes in class, they might otherwise be left behind with only the module and their friend’s notes as their reference.

5. Discussion

This study determined student and lecturer perceptions and student achievementsin the flipped classroom and traditional classroom. Results rejected the hypothesis null, showing that student perception is not equal between the flipped classroom and traditional classroom learning environments. Classes

inthe traditional classroom showed higher perception in students of their learning environment. However the student achievements shows that flipped classroom students have a higher percentage than the traditional classroom. This study supports the contention of Mason et. al. (2013) that the flipped classroom students gave significantly higher ratings than traditional classroom students.

Moreover lecturer perceptions towards the flipped classroom show that itwas interesting approach but still needs time to be implemented as a new teaching and learning environment. According to Baran (2013), the use of open source and social media tools has provide extensive opportunities for teachers and students as producers of learning material by developing an innovative instructional tool to create a new pedagogically practiceThe way of teaching between both classesand the video helped the slow learner and students also could use this as reference to solve the accounting problem before their assessment.

Implications of the study at the polytechnic level are that flipped classroom could be implemented as innovative learning instruction. Although there is a lack of facilities and financial support, flipped classrooms still can be implemented. Lecturers could use free tools as the starting point indeveloping learning instruction and implementing the flipped classroom which should align with learning outcomes for the course. Finally, this studycan be a benchmark forpolytechnics lecturersto enhance their learning material and a guide on how to change the learning environment from traditional to flipped classroom.

6. Conclusion

A flipped classroom was implementedfor one final semester accountancy class,financial accounting 4 course. The theoretical framework was used to determine the perceptions ofnew environmentsas a platform forusing ICT in teaching and learning environments that helps students with up to date learning material (Barker, Omoni, Wakasiaka, Watiti, Mathai and Lavender, 2013). This environment could be implemented in other courses or followed by other lecturers at the Malaysian polytechnic or other tertiary institutions. According to Rozinah and SitiZuraidah (2013) this new learning environment helped lecturers to achieve their learning outcomes and make teaching and learning more engaging, active and student-centered. Therefore by choosing appropriate learning approach, Malaysian Polytechnic institutions lecturer and student could think globally by teaching locally to meet students' needs of learning.

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How to Design and the Results for Student-Centered Learning

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Abstract

In the traditional approach, most classes time is spent with the professor lecturing and the students watching and listening. This study aimed to describe designing for Student-Centered Learning and its results. Twenty-one subjects by purposive sampling from instructors in Southern-College Network and Rajawali School Health Science Bandung, Indonesia. Collected data was sharing. The data were analyzed using content analysis. The results revealed that systematic conceptual framework to design for student-centered covered input, process and result. Considering to inputs were learning outcome-analysis, studying learning-style, designing various teaching-models, effective lesson plan, and teacher expert in content. Process of Student-Centered Learning included Visual-Aural- Reading-Kinesthetic Learning, inquiry-based learning, authentic-learning, movie analysis, role play, PBL, small group-learning, e-learning, and jigsaw technique. Evaluation should be done by reflection, pretest-post test and feedback, and compare each groups. The results covered students imply involvement that lead to understanding. Furthermore, involvement in learning imply possessing skills and attitudes that permit them to seek resolutions to questions and issues while they construct new knowledge, develop higher-order thinking or depth of understanding, substantive conversation, mutual respective each others, and connection to the world beyond the classroom that lead to construct the knowledge by social support for student achievement.

Key words: Student-Centered, Learning

1. Introduction

Student-centered learning is a broad teaching approach that encompasses replacing lectures with active learning, integrating self-paced learning programs and/or cooperative group situations, ultimately holding the student responsible for his own advances in education. Student-Centered Learning environments have a heightened advantage over the traditional teacher-centered, subject-centered environment in that they provide complimentary activities, interactive in nature, enabling individuals to address their own learning interests and needs and move forward into increasingly complex levels of content to further their understanding and appreciate subject matter. The Student-Centered Learning environment has the student need satisfaction as its primary focus whereas the subject-centered environment has the transmission of a body of knowledge as the primary focus (Clasen & Bowman, 1974) Student-Centered Learning when used properly, can change the face of education into a life-long learning process in which the student seeks solutions to problems without complete dependency upon an instructor. The student learns to reason on his own to find a foundation for venturing out with successful experiences under his belt, consequently, support students' thinking and problem-solving processes. Also analyzes issues in design and utilization and presents implications for teaching and learning.

Thai Qualifications Framework (TQF) is a set of educational standard that provides expected learning outcomes of students. It consisted of 6 domains; ethical and moral development, knowledge, cognitive skills, interpersonal and responsibility, analytical and communication skills, and psychomotor skills. To

provide quality of higher education, there is a need for nursing and health sciences institution to follow the standard criteria as set by TQF. Nursing institutions should provide learning facilities, qualified nursing instructors, and curriculum management in order to encourage nursing students to meet with learning outcomes of TQF.

In the traditional approach to college teaching in Nursing Science, most class time is spent with the professor lecturing and the students watching and listening. The students work individually on assignments, and cooperation is discouraged. With the traditional teaching method, the teacher promotes learning process to which students are the receiver of information and knowledge. In this case, students are being spoon fed and the act of dependency that's place. Armstrong (2012) mentioned that “traditional education ignores or suppress learner responsibility”. Beyond the 21th Century education reform in Thailand, all of education institutes have to develop quality and learning standards to be the “Education Hub”. Extraordinarily for contributing self awareness in teaching and learning management to be the man of AEC by encouraging competencies and international collaborating in education with 3 domains are promoting quality of education, extend opportunity in education and promoting in teaching and learning management and service education.

For this reason, the education institutes in southern, Thailand especially nursing and public health concern to reviews several of the most commonly of the rather large body of research over how to contribute knowledge in student-centered teaching and learning methods which have driven in the colleges, highlights commonalities and specific differences, and reviews research on the effectiveness of the methods. Whilst the strength of the evidence varies from one method to another, for achieving a broad range of learning outcomes in “How to Design and the Results for Student-Centered Learning”.

2. Objective

The objective was to describe designing for Student-Centered Learning and it's results.

3. Methodology

This research design by reviews research on the effectiveness of the Student-Centered Learning methods from twenty-one instructors by purposive sampling from instructors in Southern-College Network and Rajawali School Health Science

Bandung, Indonesia who have used to driven Student-Centered Learning. The data was gathered by sharing the research in Student-Centered Learning: How to Design and the Results. Analysis of data used content analysis.

4. Results

The Student-Centered Learning methods are used in southern nursing and public health colleges, Thailand and Rajawali School Health Science Bandung, Indonesia as followed; 1) inquiry-based learning (Darawan Rongmuang, 2013), in which students imply involvement that lead to understanding. Furthermore, involvement in learning imply possessing skills and attitudes that permit them to seek resolutions to questions and issues while they construct new knowledge; 2) authentic learning (Ratthayanaphit Phalasuek, 2012), in which students develop higher-order thinking or depth of understanding, substantive conversation, mutual respective each others, and connection to the world beyond the classroom that lead to construct the knowledge by social support for student achievement; 3) situation analysis covered movie analysis (Pawadee Heamtanon, 2011; Sirinporn Soopawan; Patthama Kanyuk, 2013), in which students understanding the broad range of groups of people, institutions and organizations complementing or competing. It also help students to identify the different knowledge and anticipate the kinds of influence they could exert, potential areas of synergy, collaboration and collaborators, potential conflicts of interests among others. This information is important for making decisions on which individuals, groups or institutions ought to be involved in the lesson and how, and whose capacity needs to be built to enable them to participate effectively; role play, help students to spark brainstorming sessions, to improve communication between team members, and to see problems or situations from different perspectives including in moral; 4) problem-based learning (Eny Kusmiran and Istianah, 2013), that help students to promote the development of critical thinking skills, students learn how to analyze a problem, identify relevant facts and generate hypotheses, identify necessary information/knowledge for solving the problem and make reasonable judgments about solving the problem; 5) small group learning (Prapaipis Singhasem and others, 2013); Kwanjit Pongrattanamarn, (2013), help students to develop problem solving, interpersonal, presentation and communication skills, all beneficial to life outside the classroom; e-learning, help students to reach

educational goals, studying more regularly, handing in assignments, completing an upcoming project are all appropriate; and jigsaw technique, in which students will be using a cooperative learning that work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability;⁶) e-learning (Tippawan Boonyaporn, 2013), help students to reach educational goals, studying more regularly, handing in assignments, completing an upcoming project are all appropriate; ⁷) jigsaw technique (Usa Junyaem, 2013), in which students will be using a cooperative learning that work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; ⁸) role play (Sunee Krounual, 2013), help students to spark brainstorming sessions, to improve communication between team members, and to see problems or situations from different perspectives including in moral; ⁹) make an individual goal/s and expectations for the Academic and Research (Ryan S. Olmo, 2013), which making the students create their own Goal/s and expectation for the class, the sense of responsibility in learning and motivation is being promoted. As to such, students will enjoy more positive experience which will likely help them develop greater passion for learning to more success in their wants and endeavors; and ¹⁰) Active Learning (Pootsanee Kawmanee, 2013; Uthoornporn Dulyakasem, and Jatuporn Tantanokij, 2013), in which develop students' reason thinking and enhance them to pay attention and participate in lessons.

Nursing and Public health instructors applied “Student-Centered Learning” in their classes as using various teaching team member to make class interesting, attractive, and effective. For example, team may include teachers who are expert in content, activities, and summarizing. Student-Centered Learning was used in the content needed to promote systematic thinking, practicing, and analyzing skills. In each class, instructors in active learning style should use various technique to stimulate students to be active rather than passive learner. Instructors should encourage their students to set up their learning goals, so students can direct themselves to their goals. Furthermore instructors should ask students to manage their time in order to complete the tasks assigned in the class, allowed their students to reflect their feeling, opinion and their learning experiences after class. This reflection activity will let instructors know if this teaching technique work for their students or not and how to make it better. However, providing Student-Centered Learning in

class is time consuming and need team teaching rather than stand-alone teacher. Teaching plan prepared in advance and teaching in a small group is necessary in proving this technique. In the teaching team, at least one person need to be an expert in the content to make class effective. Key success factors of Student-Centered Learning: good team work, good plan, good preparation, good process, and good evaluation.

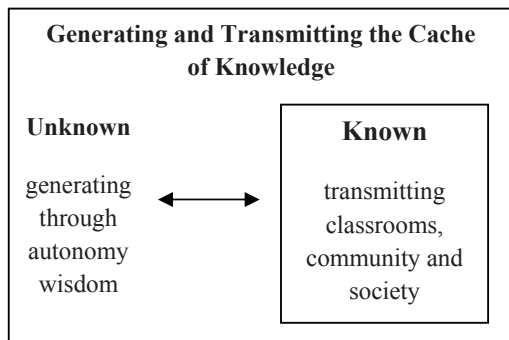
Advantage of using Student-Centered Learning: allow students to set up their learning goals and learning style, allow students to participate in the teaching, motivate and inspire students to be active in learning, encourage students to making their study plan, promote senior staffs to be familiar with the technology, provide an opportunity for knowledge and experience sharing among instructors as well as between instructors and students, teaching team members inspired by an instructor who expert and being a good model in teaching, be able to access learners such as their diversity in learning style and learning need which allow instructors to provide an appropriate teaching method or material for their learners, and let student learning by doing make them understand in the content rather than memorize. On the other hand, Student-Centered Learning allows students to actively participate in the process of their learning. Different ways, activities, task and varied tools are made to promote a more productive way of teaching. Thus, promoting a more viable environment wherein students can feel belongingness and autonomy in determining their own success

How to make Student-Centered Learning effective: manage environment suitable with active learning matter, available of technology, teaching team preparation attitude regarding using various teaching techniques; emphasize on how to acquiring knowledge rather than the knowledge itself bringing technology in the class to make it more interesting and touchable how to apply active learning in the teaching team work skills, technology preparation ,up to date enough and available ready to use, activity preparation scenario/ assignment various and fun activities which suitable with learner and match with the learning objective, evaluation preparation match with Thailand Qualification Framework, using various evaluation technique suitable for the learning activity and content set up learning outcome, using reflection after class, material preparation information/data, summarize sheet to distribute at the end of class, determine policy and plan: semester plan for using Student-Centered Learning, budget for technology and equipment staff training and

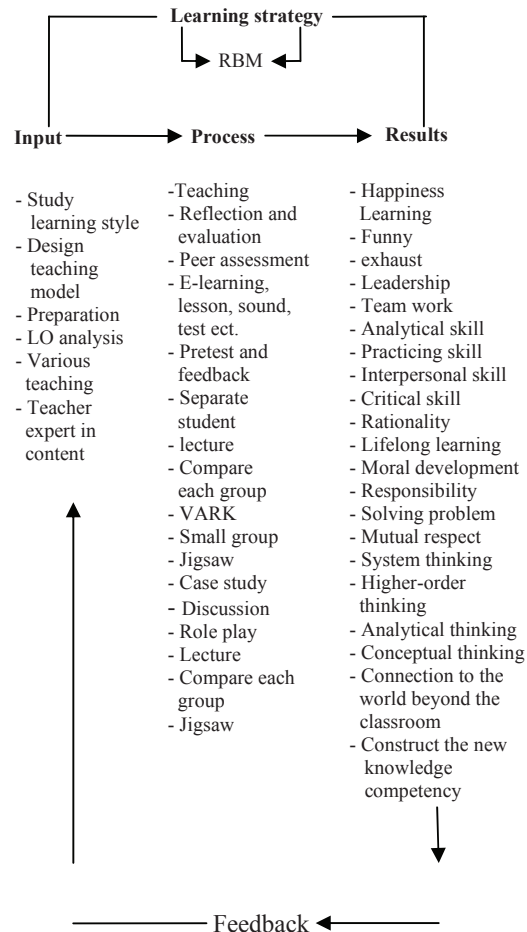
managing (allow 7-12 students/group/instructors). Accordingly, encourage student preparation ,attitude about finding their own learning style and open-mind for new teaching techniques; being active in class; self-directed in learning take responsibility in learning.

5. Conclusion

Student-Centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material. For the 21th Century education, the skills and the ability to continue Student-Centered Learning should be the most important to achieve learning outcomes; acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills, fully developing students’ capacity with sufficient basic knowledge and skills for living, working and adjusting themselves properly to the rapid changes of social and environment at every period of their lives. The rationale for why this is necessary is explained in the following diagrams.



A Conceptual Framework for student centered Development in Southern-College Network and Rajawali School Health Science Bandung, Indonesia



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Impact of Principal’s Instructional Leadership Towards Teachers’ Readiness for Change

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In the quest to upgrade the quality of the education system led by globalization, the School-Based Assessment (SBA) system is the most recent educational change being implemented. Earlier findings revealed that leadership is critical to the success of any change initiative. In school organization, principals must play a role as an instructional leader who has a positive impact in preparing teachers for the reform. This concept paper aims to analyze the important role of principal’s instructional leadership in creating the readiness for teachers to implement educational change which refers to the School-Based Assessment (SBA) system. A description of potential changes in School-Based Assessment (SBA) system is provided. The concept of instructional leadership of principals and that of teachers' readiness for change will also be discussed. For empirical evidence to be acquired, review of literature related to the effects of principal’s instructional leadership towards teachers’ readiness for change will be described in the final part of the paper.

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Importance of Preparation Process on Readiness of Students in Work-integrated Learning (WiL) Program at KMUTT

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Abstract

In 2013, King Mongkut's University of Technology Thonburi (KMUTT) developed a work-integrated learning (WiL) program that aims to prepare work-ready graduates. In developing this program, we first and foremost considered the process of student preparation. Before entering the workplace, the students have to be ready to learn under a problem-based concept in which they learn via solving a company real-life problem. Three main focuses of the WiL-KMUTT program preparation were workplace literacy, communication and teamwork. In preparing workplace literacy, we invited the HR personal of the host company to inform the students about their

organization structure, culture, codes of ethic and practical standards. The second part of the preparation process was to equip the students with communication skills, especially presentation skills. One-day workshop was conducted to give an overall concept of how to prepare a technical presentation for general audiences and how to deliver the message effectively. Presentation skills of the students were evaluated prior to entering the program. After the training, students also indicated that their presentation skills were significantly increased. The last part of the preparation process was to enhance the teamwork skills, which is crucial for learning in the workplace. A concept of teamwork consists of “self- and other-

understanding” and “learning to work with others”. The students learned about the teamwork concept via an activity-based camp. The activity evaluation results obtained from the students showed that the preparation camp play a significant role in their essential skills improvement.

Keywords: Essential skills, Preparation process, Work-integrated learning

1. Introduction

One of missions of King Mongkut’s University of Technology Thonburi (KMUTT) is to develop and promote educational and learning systems in which students are capable of life-long learning, the best academically and have virtue, morality and work ethics. According to the mission, Work-integrated Learning (WiL) is one of disciplines that develops students to be work-ready and well-rounded graduates. As stated by Cooper *et al.* (2010), WiL is the intersection and engagement of theoretical and practice learning. It is the process of bringing together formal learning and productive work, or theory and practice. WiL program in KMUTT was firstly introduced at the graduate level of Chemical Engineering department in 1997 and subsequently founded in other disciplines, such as food engineering, starch engineering and technology, bioinformatics, and biotechnology (Ku *et al.*, 2005). In 2013, a special model of WiL, WiL-KMUTT, for the undergraduate level was firstly implemented. Key factors in the WiL-KMUTT model are the problem-based learning at a practice site together with a facilitation system for students learning. Since students are one of main parts in WiL, preparation process is crucial before entering the workplace. Students have to know what and how they have to do in the workplace and should be ready to learn under a “real-world” problem (Martin & Hughes, 2009). This study focused on the preparation process of the WiL-KMUTT model and students’ perceptions on effectiveness of the preparation activities.

2. Student preparation in WiL-KMUTT program

To prepare students in the WiL-KMUTT program to be ready for entering the practice site, preparation for learning was a key step in the WiL program. There are 2 main sessions in the preparation process, delivering of WiL concept and useful information to students and providing skills needed for learning in the workplace. The process started with giving an overview picture of learning in WiL program, learning benefits and experiences that students would get during the program. In addition, students were explained about workplace literacy including basic information of the workplace, practical standards and ethical issues.

The other session was focused on the preparing some essential skills prior to working in the practice site. Seven work-based attributes (i.e. data

management, problem solving, working attitude, working discipline, planning, communication, and teamwork) were expected for students in the WiL program. Two skills, communication and teamwork, were primarily trained for students in the preparation process. One-day workshop and activity-based camp were set for coaching a communication skill, mainly focused on a technical presentation, and team working skill, respectively.

2.1 Delivering of WiL concept and workplace literacy

The first part was an orientation session from university executives. Messages of the university policy, expectation and motivation of learning in WiL program, activities, tasks, and responsibilities in the practice site were delivered to students. Additionally, to provide information of workplace issues to student, a HR personal of the practice site had been invited to give an overview of the company, including organization background, working culture, policy, code of conducts, and practical standards. Ethical and moral issues in the organization point of view were also discussed with students.

Understanding and perception of students (N=21) on WiL concept and workplace literacy were evaluated before and after the session. Five-point rating scales were used in a survey (5 = excellent, 4 = good, 3 = average, 2 = below average, 1 = poor).

2.2 Presentation workshop

One-day workshop, consisting of a lecture-based and presentation practice, was carried out to give a concept of how to deliver a technical message to non-technical audiences effectively. Contents in the lecture part are the composition of the presentation, media preparation, and techniques in presentation. Speaker spent 45 minutes in each topic. At the end of the lecture, students were grouped into 5 people and each of them had to prepare 5 minutes presentation on a topic of their interest using the knowledge learned from the lectures. Others in the team assessed and commented upon the topics learned in the lectures.

During the presentation practice, students were evaluated their presentation skill by lecturers and get feedback to improve their skill. Four-point rating scales were used in this evaluation (4 = excellent, 3 = good, 2 = average, 1 = poor). After the workshop, students (N=14) evaluated effectiveness of the activity about content, knowledge and benefits getting from the workshop. Five-point rating scales were used in a survey (5 = excellent, 4 = good, 3 = average, 2 = below average, 1 = poor).

2.3 How to work with others? - A team working camp

Camp activity has been held for 4 days and 3 nights at the university campus. The purpose of this camp is to build familiarity among students and develop teamwork skill. Three activity-based modules

conducting in the camp consist of 1) problem-based learning, 2) self- and other- understanding, and 3) human relation and communication. Students from different departments were grouped together and rotated their group in each activity. In the first module, students learned to solve a problem using FILA (the abbreviation for Facts, Ideas, Learning Outcomes, and Actions) table. Self-reflection and activities based on Satir model and non-violence communication (NVC) were performed in the second module. In the last module of learning about human relations and communication, activities under a set environment, mini-dialogue, and observation were carried out.

After the teamwork camp, students (N=21) evaluated effectiveness of the camp on their skills improvement. Five-point rating scales were used in a survey (5 = excellent, 4 = good, 3 = average, 2 = below average, 1 = poor).

3. Evaluation results

The results consists of 3 main parts, which are 1) students perception and understanding of WiL policy, university expectation and workplace literacy, 2) students presentation skills and their assessments on content in the presentation workshop, and 3) students assessment on their skills after training in the teamwork camp.

Students assessed their understanding and perception of the university policy about WiL program, learning expectation (tasks, activities, and responsibilities) during working at the practice site, working standard (workplace rules and regulations), and ethics and morality in the company point of view. The assessment result was shown in Figure 1. Students indicated that their understanding and perception of all issues mentioned above increased significantly (paired T-test at 95% confidence level) after the orientation session. Students assessed their understanding and perception of WiL policy and expectation, workplace rule and regulation, and ethics and morality before the orientation was almost on average for all issues (2.70, 2.65, and 3.07, respectively). However, after the orientation, they get better understanding on what and how they have to learn and practice during the WiL program (4.52, 4.53, and 4.69 for WiL policy and expectation, workplace rule and regulation, and ethics and morality, respectively).

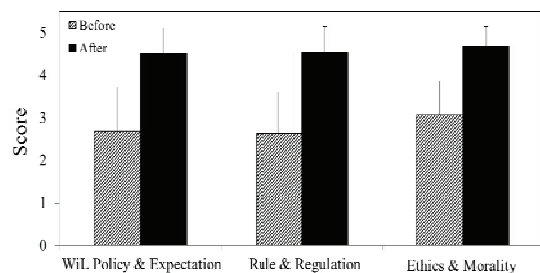


Figure 1. Understanding of students about university policy of WiL program and workplace literacy before and after getting information from university and company executives

Presentation skills of students were assessed during the presentation workshop. Students were assigned to give a 5-minute talk on their interested topic. Their presentation skills were evaluated from 6 aspects, which are content organization, use of visual aids, physical composure, speech mechanics, ability to answer questions, and adhere to time constraints (Table 1). The result indicated that students prepared a presentation with good content organizing, visual aids, speech mechanics, and ability to answer questions (scores > 3 means “good to excellent”). However, students should improve their physical composure, such as maintain eyes contact or proper gesture, and manage their talk according to time constraint (score < 3 means “average to good”).

Table 1. Presentation skills of students prior to entering the WiL program

Topics	Score	
	mean	SD
Organization	3.14	0.48
Visual aids	3.12	0.46
Physical composure	2.95	0.53
Speech mechanics	3.04	0.49
Ability to answer questions	3.05	0.26
Adhere to time constraints	2.82	0.70

Students gave their opinion on the workshop content (Figure 2). They indicated that their knowledge and understanding about the technical presentation significantly improved after training in the workshop (score = 2.67 (before the workshop) and 4.40 (after the workshop), significance test analyzed by paired T-test at 95% confidence level). Students also indicated that contents in the workshop are helpful and can be applied in their working life in the future (score = 4.87 and 4.67 for benefits and applications, respectively).

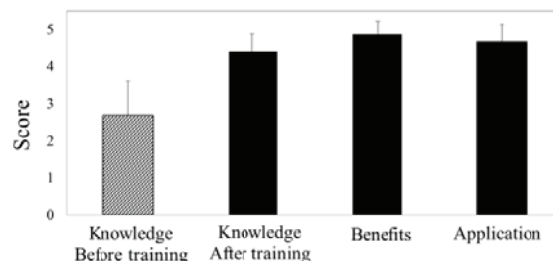


Figure 2. Evaluation results of the “How to prepare a technical presentation” workshop

After the teamwork camp, students assessed effectiveness of activities on skills development. They evaluated their four essential skills, which are

teamwork, self-awareness, understanding others, and communication, before and after the camp (Figure 3). The results revealed that activities in the camp affected on students skill development significantly (paired T-test at 95% confidence level). Score of teamwork, self-awareness, understanding others, and communication skills before and after the camp were in a range of 2.62 to 3.00 (below average to average), and 4.24 to 4.53 (good to excellent), respectively. Mean differences between scores evaluated before and after the camp were 1.69, 1.62, 1.60, and 1.43 for teamwork, self-awareness, other-understanding, and communications, respectively. The results indicated that the camp activities mainly influenced on making students know how to work as a team.

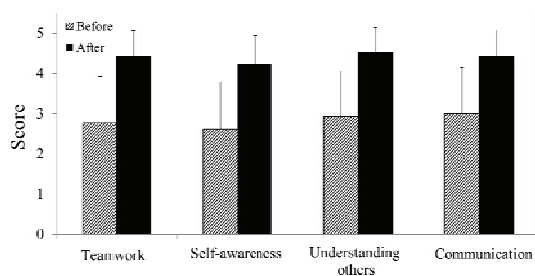


Figure 3. Self-evaluation results of teamwork skill, self- and other-understanding and communication skill of students before and after being trained in the preparation camp

4. Conclusion

Student preparation is the first step of teaching process in work-integrated learning (WiL) program. Before entering the workplace, they should be prepared to be ready for learning in a real-working environment. In the WiL-KMUTT program, students were prepared to know their tasks, responsibilities, and university expectations during their learning in the program from the university executives. Additionally, essential workplace issues, especially ethics and morality, were conveyed to students by the company executive. Students' assessment on their perception and understanding of university policy and expectations and workplace literacy indicated that this information are useful and help them to get a clear picture of WiL learning. Essential skills development, especially communication and teamwork, were focused in the preparation program. The workshop on how to prepare a technical presentation for general audiences and the teamwork activity-based camp were conducted. Presentation

skills of students were evaluated in the workshop and will be used as a baseline for improvement during the WiL program. Students also indicated that their knowledge of a good technical presentation significantly increased after the training. Based on a concept of team working, which consists of “self- and other-understanding” and “learning to work with others”, an activity-based camp was conducted to develop familiarity and teamwork skill among students. Results from students' comments showed a significance of the camp activities on improving their teamwork skill, self- and other-understanding and communication skill.

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Improving Cognitive Engagement through Open-Ended Experiential Learning Cases (Empirical Evidence in Yogyakarta State University-Indonesia)

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Abstract

The aim of this research is to improve Cognitive Engagement for accounting students in Yogyakarta State University through the implementation of Open-Ended Experiential Learning Cases. To achieve this aim, an action research was conducted in an intermediate financial accounting course. Students enrolling this course study the international financial reporting standards (IFRS). This standard is the new standard that has been adapted in Indonesia since 2012. Research used Kemmis and Mc Taggart model that consisted of two cycles. The first cycle was conducted to improve students' Cognitive Engagement in measuring inventory cost, while the second cycle was to value inventory. The data were collected by using test and questionnaire and analyzed by using descriptive statistics to find the information of the level of Cognitive Engagement. The result shows that there is an improvement in students' Cognitive Engagement for the indicators students' persistence, focus, full absorption, and mastering knowledge. However, the students' effort that is also one indicator of Cognitive Engagement is still difficult to be improved in this research.

Keywords: Cognitive Engagement, Open Ended Experiential Learning Cases

1. Introduction

International Financial Reporting Standards (IFRS) are the accounting standards set by the International Accounting Standard Boards (IASB) and used internationally by most countries in the business world. The IASB set this standard with the purpose to overcome problems related to comparability of financial statement. Indonesia has also faced the same problems; therefore Indonesia government decided to converge its accounting standard that was previously based on US Generally Accepted Accounting Principles (US GAAP) to IFRS.

Convergence to IFRS has raised many problems in setting the accounting learning model at higher education in Indonesia. The first problem is related to the change of mainstream from US GAAP to IFRS. US GAAP is a rule base standard, while IFRS is a principle base standard (Derstine&Bremser, 2010; Thomas, 2009). The implementation of principle standard requires students to be able to use their

professional judgment to decide the accounting policies that must be followed by companies and to make several estimations that are appropriate with the conditions and environments of the companies. This creates a serious problem for higher education since professional judgment is rarely exercised in the implementation of rule base standard. The students have not yet been prepared to master knowledge of providing professional judgment.

Another problem of convergence to IFRS is the need to use the work of other profession. It is necessary for students to increase knowledge of other profession so that the students have reasonable capabilities to provide professional judgments. This will be a problem for higher education to provide the ways for students to integrate accounting with other subjects. The role of lecturers to encourage students to be more persistence to find information that could not be learned in the class therefore should be improved.

The third problem is the availability of IFRS accounting text books. Lack of IFRS text books creates difficulties for students to use the books that are relevant with the condition in Indonesia. Students have no effort to find the information from many sources since they only used one mandatory text book that was asked by their lecturer in the previous learning.

The last problem is due to the accounting learning model that is focus on the use of lecture model (Hartono, 2006). The rule base model forces the lecturer to practice the lecture model since there are a lot of standards that must be learned by students in limited time. The lecture model then creates students to have less focus in the learning process because there is no other creative model that can be used by students to understand and apply the accounting standards. This will imply in the more serious effect that students feel it is hard to make a connection between what they get in the class and what they must do in the real business world.

All those problems will have negative effects in the level of students' cognitive engagement. Rotgans and Schmidt (2011) define cognitive engagement as the extent to which students are willing and able to take on the learning task at hand. To reach high level of cognitive engagement, students must be able to show that they have efforts (Corno&Mandinach, 1983; Rotgans& Schmidt, 2011), persistence (Walker,

Greene, & Mansell, 2006; Rotgans& Schmidt, 2011), full absorption (Rotgans& Smith, 2011), focus (Valentine, Milton, & Lipnevich, 2006), and mastering knowledge (Newmann, Wehlage, & Lamborn, 1992).

The unsatisfactory level of cognitive engagement then must be solved by implementing learning model that emphasizes more on students' activity. Several studies (Archer & Wong, 2010; Ernst, 2013; Fay, Brozovsky, & Lobingier, 2011; Fitch & Steinke, 2013; Fuglister, Stegmoyer, & Castigrano, 2010, Penny, Frankel, & Mothersill, 2012) suggest that experiential learning is able to improve cognitive engagement since this model can build a link from theories to practical world.

Based on those backgrounds, this study was conducted to improve cognitive engagement for accounting students in Yogyakarta State University by implementing one type of experiential learning-called open ended experiential learning cases.

2. Literature Review and Action Research Hypothesis

2.1 Cognitive Engagement

Rotgans and Schmidt (2011) define cognitive engagement as the extent to which students are willing and able to take on the learning task at hand. Rotgans and Schmidt (2011) develop an instrument-called situational cognitive engagement to measure the level of student's cognitive engagement. There are three aspects that must be considered to measure the level of cognitive engagement: (i) the amount of efforts that students take in each learning activity (ii) the level of persistence that students take in working on the task, and (iii) the level of absorption that students feel in learning task. These aspects seem reasonable to be used in measuring the level of cognitive engagement in this study because each process in working on the task is measured. Students have a high level of cognitive engagement if they take a high effort, persistence and absorption to do the task. This can be shown by the willingness of students to find information from many sources (Smiley & Anderson, 2011) and the willingness of students to make connection with other subjects to find solution (Walker et al., 2006). In addition, it is also necessary to give value to students who are fully emerged in the learning activity. The students who are being fully absorbed by the task will be forgetting everything

which is not related with the task, so it is reasonable to consider their involvement in working on the task as a part of cognitive engagement.

The students' focus on learning activities is also another important aspect that should be recognized in measuring cognitive engagement. This aspect is derived from Valentine et al. (2006) who defines that cognitive engagement is the mental efforts that individuals actively use to focus on tasks that lead to learning. Focus on tasks is used as one indicator to measure cognitive engagement in this study since it is important to measure whether students keep their attention while working on the task. It is necessary to appreciate students who are not disturbed by every obstacles they face in the process to finish the work.

All the above aspects are considered to be important to measure cognitive engagement. However, they are not sufficient to measure cognitive engagement. There is always a probability that students take a lot of effort, persistence, absorption and focus while they are working on the task, but they are not able to master the knowledge. As a result, the final output of learning process-mastering knowledge-should be used as another factor to measure cognitive engagement. This point of view is supported by several studies conducted by Ernst (2013) and Fitch & Steinke (2013) and the definition of cognitive engagement given by Newmann et al. (1992) who state that cognitive engagement is the student's psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote.

2.2 Experiential Learning

Penny et al. (2012) suggest that experiential learning is one type of learning model that will result in the high level of student's cognitive engagement. Experiential learning is a learning process whereby knowledge is created through the transformation of experience (Dewey, 1938; Kolb, 1984; Silberman, 2007). This definition, according to Kolb (1984), implies that learning process should be able to translate the ideas from academicians to the practice world. Therefore, Kolb (1984) emphasizes that the lecturer should design a learning model which makes students have a real experience to apply the theories they get in the class to the real world.

Kolb (1984) develops the experiential learning model that consists of four steps: (i) concrete

experience: students encounter a new situation or experience, or students reinterpret existing experience, (ii) reflective observation: students conduct observation of the new experience to gain the information whether there are any inconsistencies between experience and understanding, (iii) abstract conceptualization: students gain a new idea or a modification on an existing abstract concept, and (iv) active experimentation: students apply this idea to the world around them to see the result.

Beaudin and Quick (1995) suggest that experiential learning could be conducted in the class. This is known as experiential classroom-based learning. Here, lecturer should be able to design a learning model that provides opportunities to students to have formal experience to apply the theoretical ideas they get in the class. The techniques that can be used under this category are case study and simulation. If the case study is used as the technique in experiential classroom-based learning, it must stress on the ability of students to solve and investigate problems (Rossman, 1993) and to provide critical thinking (Archer and Wong, 2010). To fulfill those requirements and to provide the experience of students in giving professional judgments, open-ended cases should be used in this study. According to Fuglister et al. (2010), an open-ended case is a case that does not have any specific answer but it really asks the students to provide their critical thinking to solve the problems.

2.3 Action Research Hypothesis

Rotgans and Schmidt (2011) states that different activity in the learning process reflects different extent of student's autonomy; therefore it also results in the different level of cognitive engagement. Each step in the experiential learning also demands different level of cognitive engagement.

During the concrete experience step, students encounter new experience and they may work in a team to share about what actually happens in the company. It is expected that students' autonomy would be relatively low and therefore they have less cognitively engaged.

The reflective observation step demands students to be independently find information from many sources. Students deeply conduct observation to convince that their understanding and experience is consistent. The level of students' autonomy would be

relatively higher and they would be more cognitively engaged.

In the abstract conceptualization, students take the conclusion of what they get in the previous steps. This step demands higher students' autonomy than concrete experience and reflective observation since students will try to construct a new concept or adjust an existing theoretical idea. Consequently, the level of students' cognitive engagement would increase.

The highest students' autonomy and therefore the highest level of cognitive engagement are shown in the active experimentation step. During this step students applied the idea they generated from abstract conceptualization step to see whether their idea could be worked in other companies.

Based on those frameworks, the action research hypothesis is set as follows: *the implementation of open-ended experiential learning cases is able to improve cognitive engagement.*

3. Research Method

This study was an action research that applied Kemmis and Mc Taggart model. There were two cycles that were conducted during the study whereby each cycle consisted of planning, action, observation, and reflection (Kemmis & Mc. Taggart, 1988).

The class action research was conducted to 42 students enrolling intermediate financial accounting course. This course was chosen because several studies (Fay et al., 2011; Jones, 2009) suggested that IFRS should be integrated in the accounting curriculum at higher education, particularly in the intermediate financial accounting course. The first cycle of study measured the level of students' cognitive engagement in measuring inventory cost, and the second cycle was in determining the value of inventory.

Questionnaire was used in this study to collect the data about the extent of students' effort, persistence, absorption, and focus. The questionnaire uses Likert scale from 1 (really not true for me) to 5 (really true for me). The pilot test was conducted to meet its validity and reliability. The validity was tested by Pearson product moment, while the reliability is tested by Cronbach's alpha. In addition to questionnaire, a test was used to collect the data of mastering knowledge. The test was prepared in

accordance with Bloom taxonomy from the lowest level (memorizing) to the highest level (creating).

The data then were analyzed by using descriptive statistics. The data about students' effort, persistence, absorption, and focus were divided into five categories as shown below:

Very High: $X \geq Mi + 1,5DSi$

High : $Mi + 0,5DSi \leq X < Mi + 1,5 DSi$

Moderate : $Mi - 0,5DSi \leq X < Mi + 0,5 DSi$

Low : $Mi - 1,5DSi \leq X < Mi - 0,5 DSi$

Very Low : $X < Mi - 1,5DSi$

while

Mi = ideal mean

DSi = ideal deviation standard

The data regarding mastering knowledge was divided into two categories: success and fail. Student is success in mastering knowledge if they achieve score at least 56 in the test (*Academic Regulation*, 2011).

The criterion that was used in this study is drawn from Heikkinen, Huttunen, and Syrjala (2007). Based on their study, the implementation of open-ended experiential learning cases will improve cognitive engagement if there is useful movement of the indicators of cognitive engagement in the learning process.

4. Research Results and Discussions

4.1 The First Cycle of Action Research

Planning

The initiation of the action research is the identification of several problems related to the low level of accounting students' cognitive engagement that occurs because of the process convergence to IFRS. This results in the research question whether cognitive engagement can be improved through the implementation of open-ended experiential learning cases.

Action

In order to answer the research question, the experiential learning model was chosen and the open-ended cases were set. The first cycle was conducted for three weeks. There were several steps that were conducted in taking action of the first cycle:

Concrete Experience

Students entered new experience by working on the open-ended case studies. The case studies were taken from Kieso, Weygant, and Warfield (2011) whereby students tried to solve the problems faced by Supervalu Company and Englehart Company. Students tried to understand the condition and

environment of those companies so that they gained the initial information about company characteristics. In this step, students were trained to provide their professional judgment to decide whether companies should apply First In First Out (FIFO) or Weighted Average (WA) to determine the inventory cost.

Reflective Observation

Students have worked independently to find information from many sources for one week. They tried to make a connection between the information they got from International Accounting Standard (IAS) 2 about regulating inventory and the condition of the companies. The students then decided the appropriate method that should be followed by companies.

Abstract Conceptualization

Students constructed new ideas during this step. The new ideas were drawn from the experience they got in working at open-ended cases. At first, students were successful to create the idea that the company should consider the effect of each inventory cost flow model to financial statement and tax expense during the inflation or deflation period. The second idea that was successfully produced by students was the implementation of consistency principle. Students convinced that once inventory cost flow model was chosen, it must be used consistently from one period to another period. Students agree that the deviation from this principle is permitted as long as the company discloses the reasons and the effects of moving to another inventory cost flow model. However, students still have difficulty to generate the concept to build a link to choose appropriate inventory cost flow model based on the liquidity ratio and inventory turnover ratio.

Active Experimentation

Students in this step were given other open-ended cases. Students again were trained to provide their professional judgment to decide the appropriate inventory cost flow model based on the ideas they generated from abstract conceptualization step.

Observation

The observation in this study was conducted through questionnaire to measure the extent of students' effort, persistence, absorption, and focus. Another method of observation was test that was used to gain information whether students were able to master knowledge. Finally, field notes were used in the class observation to determine students' ability to

generate new ideas. The results are presented in the following tables:

Table 1 The level of Students' Effort, Persistence, Absorption, and Focus in The 1st Cycle

Indicators	Very High (%)	High (%)	Mode-rate (%)	Low (%)	Very Low (%)
Effort	52.38	35.71	4.76	7.14	0.00
Persistence	0.00	50.00	45.24	4.76	0.00
Absorption	9.52	45.24	38.10	7.14	0.00
Focus	7.14	35.71	45.24	11.90	0.00

Table 2 The Level of Mastering Knowledge in the 1st Cycle

Indicator	Success (%)	Fail (%)
Mastering Knowledge	80	20

Table 3 The Mean Value of Cognitive Engagement in the 1st Cycle

Indicators	Mean	Category
Effort	7,45	High
Persistence	3,45	High
Absorption	13,67	High
Focus	16,31	Moderate
Mastering Knowledge	62,43	Success

Reflection

As can be seen in the table 1 and table 2, approximately a half proportion of students have high level of cognitive engagement. However, the others are still in the moderate category and a few students are still less cognitively engaged while working on the cases. Based on this result, reflection must be conducted to find the appropriate solution. The reflection is conducted through investigating the questionnaire that has lowest score in each indicator. This result in the several problems that must be considered: (i) Lack of effort is caused by low awareness and passive behavior to find the appropriate answers, (ii) Lack of persistence is caused by language problem, students are not accustomed to reading references written in English, (iii) Lack of absorption is caused by low commitment to study, this can be shown from the statement that students prefer doing anything that is not related to case studies to working on task, (iv) Lack of focus is caused by inability to relate the cases with previous concept in the Introduction of Accounting course, students are burdened with this obstacle and they only guess the solution without proper reference, (v) the low level of

mastering knowledge is primarily caused by inability to create a new idea that must be generated from other previous courses.

4.2 The Second Cycle of Action Research

Planning

Solutions to overcome problems in the first cycle were developed during the planning phase. These consisted of: (i) Students must submit written report and there was a punishment for students who just copied their friends’ answers, (ii) Students were provided a reference that was written in Indonesian Language, (iii) Lecturer must emphasize students to pay more attention to the previous course that provided the basic principle of financial accounting, (iv) Lecturer provides a reward for students who were actively engaged in the discussion, this would encourage students to spare more time in working on the cases.

Action

The second cycle was conducted for three weeks to measure students’ cognitive engagement in determining the value of inventory. Several steps in this phase include:

Concrete Experience

Students had new case studies. Students experienced how to provide professional judgment to estimate net realizable value (NRV) of inventory. In addition, students also experienced to provide professional judgment to apply lower cost or net realizable value (LCNRV) to determine the value of inventory. To achieve those purposes, students were provided with two open-ended cases that were taken from Kieso et al. (2011).

The first case was the problem faced by Nestle Company. There is was different perspective between the accountant and the financial director to journalize decreasing value of inventory. The accountants suggested that they must use loss method to record decreasing value of inventory. On the other hand, the financial director preferred to choose cost of goods sold method since this method concealed the decrease value of inventory under cost of goods sold. This case provided a meaningful learning for students since they had experience in resolving business ethics problem.

The second case was about Englehart Company. In this case, students had experience to estimate the NRV of inventory and to determine the value of inventory that must be presented in the financial position statement.

Reflective Observation

Students independently found references related to methods to record decreasing value of inventory, NRV, and LCNRV. However, there was a serious drawback as a result of providing reference written in Indonesian. Students only used this reference as single reference to provide solutions to the cases. Consequently, students’ horizon was limited to one author perspective.

Abstract Conceptualization

Although there was a deficiency in finding reference, students were still able to construct new ideas from the cases they worked. Students generated the concept that following cost of goods sold method or loss method would result in the same amount of net income. Both methods are permitted under IAS 2. However, students were able to generate the idea that it is better if the company apply loss method. This idea was based on their success to make a correlation with qualitative characteristics of financial statement-called faithfulness representation. Under this characteristic, the company should choose the method that provides true condition of the company.

Students were also able to create the idea that can be used by companies to determine whether the companies will apply LCNRV to each item or total item. The idea is that the level of product heterogeneity must be considered to apply LCNRV.

Active Experimentation

Students work on other cases to apply the ideas they generate in the abstract conceptualization phase. This increases knowledge and skills of students since they get more experience in exercising professional judgment.

Observation

The result of second cycle can be seen in the tables below:

Table 4 The level of Students’ Effort, Persistence, Absorption, and Focus in the 2nd Cycle

Indicators	Very High (%)	High (%)	Mode-rate (%)	Low (%)	Very Low (%)
Effort	41,86	37,21	16,28	4,65	0,00
Persistence	2,33	55,81	34,88	4,65	2,33
Absorption	20,93	46,51	32,56	0,00	0,00
Focus	13,95	39,53	37,21	9,31	0,00

Table 5 The Level of Mastering Knowledge in the 2nd Cycle

Indicator	Success (%)	Fail (%)
Mastering Knowledge	100	0,00

Table 6 The Mean Value of Cognitive Engagement in the 2nd cycle

Indicators	Mean	Category
Effort	7,35	High
Persistence	3,51	High
Absorption	14,56	High
Focus	16,81	High
Mastering Knowledge	84,91	Success

Reflection

Table 3 shows that all indicators of cognitive engagement are in the high categories. However, the serious deficiency in finding references must be solved. The lecturer should reinforce students to be eager to find the information from many resources since this will enrich their knowledge. The primary reference suggested by the lecturer is not sufficient to broaden students' horizons.

Several basic problems that were occurred in the first cycle have been successfully solved. Students prepared materials well before they came to the class and spared more time to work on the cases. Students were also able to make correlation between the topics they worked with the topic at the previous course.

4.3 Discussions

The table below shows the change of cognitive engagement from the 1st cycle to the 2nd cycle:

Table 7 Cognitive Engagement in the Very High and High Level Categories and Success Category

Indicators	1 st Cycle	2 nd Cycle	Increase (Decrease)
Effort	88.09%	79.07%	(9.02%)
Persistence	50.00%	58.14%	8.14%
Absorption	54.76%	67.44%	12.68%
Focus	42.85%	53.48%	10.63%
Mastering Knowledge	80.00%	100.00%	20.00%

Table 8 Mean Value of Cognitive Engagement

Indicators	1 st Cycle	2 nd Cycle	Increase (Decrease)
Effort	7.45	7.35	(1.34%)
Persistence	3.45	3.51	1.74%
Absorption	13.67	14.56	6.51%
Focus	16.31	16.81	3.10%
Mastering Knowledge	62.43	84.91	36.00%

The first indicator of cognitive engagement is students' effort. The extent of students' effort while working the open-ended cases decreases 9.02% from the 1st cycle to the 2nd cycle. This result is not in accordance with the theory from Rotgans and Schmidt (2011) who state that the level of autonomy increases when students find information to solve problems. It will result in the higher level of cognitive engagement. However, the lecturer makes a mistake when they try to help students who have problems in understanding references written in English. The lecturer provides the Indonesian text book with the expectation that students also try to search other information from other sources. Therefore, it is important to always allow students to work independently in finding information they need to solve the problems. The guideline about primary reference could be provided, but the lecturer must emphasize that the primary reference is not sufficient to enrich knowledge.

The second indicator of cognitive engagement is students' persistence. In this study, students who have satisfactory level of persistence increase 8.14% and the mean value increases 1.74%. This result is in accordance with several studies from Rotgans and Schmidt, (2011) and Walker et al. (2006). According to Rotgans and Schmidt (2011), persistence means preparing everything before coming to the class. During the concrete experience phase, students exercise to decide what accounting policies related to inventory that is appropriate to the company. Students should prepare themselves by searching and reading many references, such as text books and journal articles. Students also find information about condition faced by the company. In the next phase – reflective observation- students discuss the information they gain as a foundation to provide solutions. All preparations that students do individually and in a team lead them to be able to generate ideas in the abstract conceptualization phase. Students then prepare themselves to apply the new idea to other company. Therefore, all the phases in experiential learning are proven to improve the level of students' persistence.

The third indicator of cognitive engagement is full absorption. The satisfactory level of students' absorption also increases 12.68% and the mean value increases 6.51%. The result is in a line with the studies from Rotgans and Schmidt (2011) and

Valentine et al. (2006). Their studies suggest that students' absorption is measured by fully emerged in working the task at hand (Rotgans and Schmidt, 2011) and students' interest to the learning topic. The open-ended experiential learning cases are proven to be able to improve the level of students' absorption. This can be shown from the concrete experience phase whereby the use of open-ended cases is successful to encourage curiosity of students. They spare more time and forget anything else to fulfill their curiosity. When students are able to provide solutions, they try to form a group to discuss the solution they gain. The debate in the discussion at the reflective observation phase raises a lot of questions and their interest to the topic increase. They really want to convince themselves that their professional judgment is permitted under IFRS. Their high level of interest makes them involve in the class discussion. They do not feel bored when they try to generate new concepts in the abstract conceptualization phase. Afterward, their interest leads them to see whether the concepts can be used in other companies.

The fourth level of cognitive engagement is focus on the learning process. Students who are in very high and high levels of focus increase 10.63% and the mean value increases 3.10%. This means that the implementation of open-ended experiential learning cases is able to improve the level of students' focus. The result is in a line with the study from Valentine et al. (2006). Valentine et al (2006) explain that students who have high level of focus show high attention in the learning process and provide solutions based on scientific research. Students feel that are able to keep high attention when they are working on the cases at concrete experience phase, finding the information and discussing the results in a study group at reflective observation phase. Their reason to keep high attention is that they feel the cases are difficult to solve since this is the first time for them to do the real cases in the business world. This high attention is still kept when students enter the class discussion at abstract conceptualization phase to produce the new concepts. In this phase, students are able to provide professional judgments that are appropriate with the environment of the companies and the regulation under IFRS.

The last indicator of cognitive engagement is mastering knowledge. Research shows that open-ended experiential learning cases improve students'

mastering knowledge. This can be seen from the students who are in the very high and high level of mastering knowledge increase 20% and the mean value increases 36%. The result is consistent with the theory and study from Newmann, et al. (1992); Ernst (2013); Fitch (2013). All the steps in experiential learning provide a link between theoretical framework and practical world, so students experience how to make professional judgment. Open-ended cases demand student to understand situation of the company, calculate the inventory cost both using FIFO and WA method, calculate NRV, decide the appropriate method for the company, evaluate the effect of chosen method, and create correlation with other topics at previous courses.

5. Conclusions

The implementation of open-ended experiential learning cases is proven to be able to improve cognitive engagement since there are useful movements to the level of persistence, full absorption, focus, and mastering knowledge. Open-ended experiential learning cases can encourage students to be more persistent to prepare the materials that will be learned in the class meeting. Students feel interested in the cases and this leads them to be fully involved in the tasks. The result is that the level of students' absorption increases during learning process. In addition, students also keep their attention when working at the cases and this leads their focus on learning process rise. At last, the ability of students to master knowledge increases due to the professional judgment that they can offer to solve the problems. The ability to provide professional judgment means that students can apply the theoretical ideas to the practical business world.

However, open-ended experiential learning cases in this study cannot improve the extent of students' effort. The primary textbook provided by the lecturer causes students' willingness to search other information decrease. Therefore, it is necessary for the next study to lengthen the cycle of action research to get the actual information whether the open-ended experiential learning can improve students' effort.

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Incorporating global thinking behaviours and values in a postgraduate programme: a case study

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Abstract

The notion of *think globally* can be perceived as the need to adopt thinking behaviours and values which are shared globally while the notion of *act locally* can be perceived as the application of these thinking behaviours and values in various local contexts. In a postgraduate programme, what would these global thinking behaviours and values be and how can they be translated into the delivery and assessment of a course in order for learners to realize these behaviours and values in their thinking, doing and being? This paper attempts to answer these questions by providing evidences obtained from an action research conducted on a research-oriented course in a postgraduate programme. The course was underpinned by a social constructivist perspective and learner-centred and process approaches were foregrounded. The learning was driven by performance-based assessments and both project-based and portfolio assessments were fully utilised to maximise the learning opportunities. Findings from the self-perception questionnaires and exit survey reveal that the approach and assessments adopted in this course have provided the learners with more confidence, awareness of critical thinking, project management strategies and professional values to better prepare them for postgraduate research.

Keywords:

Learner-centred approach; process approach; performance-based assessment; postgraduate programme; action research

1. Introduction

In a postgraduate programme, cognitive development as a primary learning outcome is absolutely essential. Not only must it be claimed to be taught, it is also measured. In postgraduate studies, research training is fundamental to develop one’s way of approaching a phenomenon or problem. It is a systematic approach to arrive at amore informed decision/perspective about matters that affect us and hence, improving life around us. Additionally, in

doing research, one developsone’s potential as a human being to think critically and hence (hopefully) act rationally to advance society. In the context of this paper, the notion of *think globally* can be perceived as the need to adopt thinking behaviours and values which are shared globally while the notion of *act locally* can be perceived as the application of these thinking behaviours and values in various local contexts.

2. The global thinking skills and values

For the postgraduate course entitled *Research inEnglish Language Learning and Teaching*, where the emphasis is on research in second language learning, two models of thinking were adopted as references: Bloom’s taxonomy (Table 1) and “Steps for Better Thinking Performance Patterns” (Wolcott, 2006). The well-cited Bloom’s taxonomy is still very much prevalent as a reference for the levels of cognitive development. Table 1 shows the summary with some questions as a guide.

Table 1: Bloom’s Taxonomy (adapted from Bloom et al, 1956)

Cognitive level	Brief explanation and examples of questions
Knowledge	Identification and recall of information, remembering previously learned material, e.g., definitions, concepts, principles, formulas. Examples: “Who, what, when, where, how...?” “Describe...”
Comprehension	Organization and selection of facts and ideas. Understanding the meaning of remembered material, usually demonstrated by explaining in one's own words or citing examples. Example: “Retell...”
Application	Use of facts, rules, principles. Using information in a new context to solve a problem, to answer a question, or to perform another task. The information used may be rules, principles, formulas, theories, concepts, or procedures. Examples: “How is...an example of...?” “How is...related to...?” “Why is...significant?”

Analysis	Separation of a whole into its component parts. Breaking a piece of material into its parts and explaining the relationship between the parts. Examples: “What are the parts or features of...?” “Classify ...according to...” “Outline / diagram...” “How does...compare / contrast with...?” “What evidence can you list for...?”
Synthesis	Combination of ideas to form a new whole; putting parts together to form a new whole, pattern or structure. Examples: “What would you predict / infer from...?” “What ideas can you add to...?” “How would you create / design a new...?” “What might happen if you combined...?” “What solutions would you suggest for...?”
Evaluation	Development of opinions, judgments, decisions; Using a set of criteria, established by the student or specified by the instructor, to arrive at a reasoned judgment. Examples: “Do you agree...?” “What do you think about...?” “What is the most important...?” “Place the following in order of priority...” “How would you decide about...?” “What criteria would you use to assess...?”

Source: Adapted from:

<http://www.oir.uiuc.edu/Did/docs/QUESTION/quest1.htm> Retrieved 27 Nov 2008.

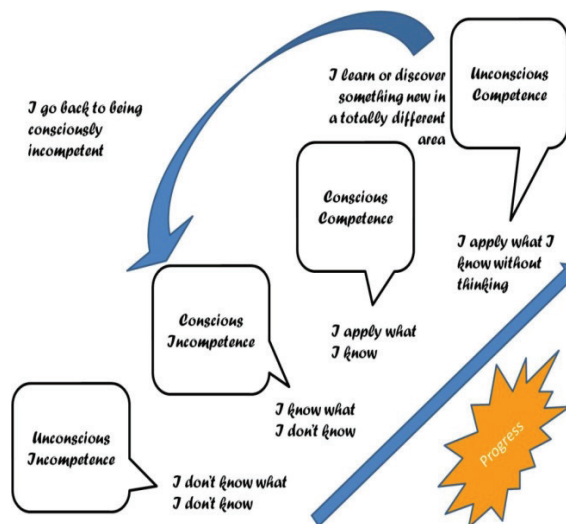
An additional and highly interesting reference is the “Steps for Better Thinking Performance Patterns” (Wolcott, 2006). It provides detailed descriptors for each performance pattern or level and these descriptors are very applicable in guiding learners in research. The steps provide *Overall Problem Approach* and *Common Weaknesses*. Is one a *confused fact finder*, a *biased jumper*, a *perpetual analyser*, a *pragmatic performer* or a *strategic re-visioner*? Do you “proceed as if the goal is to find the single, “correct” answer?” or do you “proceeds as if the goal is to establish a detached, balanced view of evidence and information from different points of view?” or do you “proceeds as if the goal is to construct knowledge to move toward better conclusions or greater confidence in conclusions as the problem is addressed over time?” These two models formed the frames of reference for the construction of activities and assessment measurements.

For the values, the author has a two-level perspective: first, the values that the lecturer/educator subscribes to as a professional. These professional values include among others respect for individuals, respect for time (punctuality and meeting deadlines), adherence to principles of fairness and transparency and second, the professional and ethical values which

are relevant in the context of research and postgraduate studies. These research ethics and values would include respect for individuals (consent for data collection) respect for truth (in reporting), respect for intellectual property (acknowledging sources) among others.

Besides the internationally accepted thinking models and value system, the author adopted the four-stage model of the development of competence. Figure 1 below is referred. This model recognises the ignorance stage i.e. ‘I don’t know what I don’t know’ known as the *Unconscious Incompetence* stage. In applying this model, it becomes necessary to bring the thinking skills or values to the conscious level. The second level is known as the *Conscious Incompetence* stage. Here, the learner knows what he/she doesn’t know. After this conscious incompetence stage, the learner is provided with opportunities to actively work on and apply the skill i.e. ‘I apply what I know’. If the learner is a fast learner and works hard, he/she will reach the *Unconscious Competence* level where the learner ‘applies’ what he/she knows without thinking i.e. the skill / value has been internalised. However, it is very rare for a learner to jump from the *Unconscious Incompetence* to the *Unconscious Competence* stage.

Figure 1: The four stages of competence development



With the competence development model as the guide, the lecturer constructed activities to first raise awareness, followed by practice and finally assessments and rubrics are carefully developed to measure the level of competence.

3. An example: A reading activity

For all activities to be successful, a conducive and ‘safe’ environment for learning and interacting has to be prioritised. To achieve this, icebreaking sessions were carefully monitored. The course lecturer ensured there were numerous group and paired discussions to build the rapport among the class members. The importance of accepting different views was also highlighted. This had positively set the appropriate tone for the course. Besides a focus on rapport-building, the ‘safe’ class environment enabled essential but ‘seemingly stupid questions or issues’ to be raised. These issues became pertinent teaching points. In fact some of these unplanned teaching points were integrated into the content for the next semester’s cohort. In this way, the course practices continuous improvement on the basis of in-class feedback and exit feedback. For example, when students were asked to present in one slide the similarities and differences of some aspects of research methods, it was obvious to the course lecturer those who already had critical thinking skills and those who were floundering. For the latter, there were no comparable qualities for comparison. This became an essential tool and activity to gauge the level of thinking skill achieved for the next cohort of learners.

Besides incidental learning, numerous crafted activities were carefully designed to raise awareness and provide ample opportunities for practice of the various objectives. In this paper, the author will provide one example to show how critical thinking skills were introduced, practiced and evaluated.

3.1 Goal-oriented, multi-stepped approach to reading

Instead of the normal reading activity where students read an article / chapter and later discuss, the author developed a goal-oriented multi-stepped procedure for the development of critical thinking. Among the objectives of this activity were:

- to introduce and practice critical thinking involved in reading and answering higher order thinking questions
- to empower them through the sharing of best reading practices
- to lower the affective filter in attempting to read academic genre
- to raise awareness of the importance and relevance of collaborative learning in the process of reading

- to highlight the effective ways to communicate or present information after reading

The procedure is as follows:

Stage 1:

Academic genre and lowering the affective filter

Activity: The learners were given a very challenging chapter of a reference book (academic genre) to read at home. The task was to highlight parts which they had found familiar, confusing or challenging.

Rationale: This task was aimed at lowering the affective filter.

Stage 2:

Top-down approach to reading

Activity: In class, after briefly sharing their thoughts, confusions and frustrations in a group and sharing some reading strategies, they were asked to discuss the content of the chapter with the intention to arrive at a list of three questions which could be answered. In other words, they have to re-examine the chapter for potential questions to be asked. They formulate higher order thinking questions by referring to the Bloom’s taxonomy.

Rationale: Besides sharing reading strategies, this task enabled the learners to explore the text from top-down.

Stage 3:

Critical reading to answer higher order thinking question (1)

Activity: In the next stage they were required to develop the answer to one of the three questions. In other words, they had to read the text again but this time with the goal to answer their own question. They then uploaded the list of questions in the e-forum but not their answers.

Rationale: Critical reading was practised and the strategies were shared.

Stage 4:

Critical reading to answer higher order thinking question (2)

Activity: Next, each group was given the task of retrieving the list of questions from the e-forum. Then they had to provide the answer to the question formulated by another group. In a group, they now read the text one more time to answer a higher order thinking question.

Rationale: In this way, strategies on how to answer question adequately were shared.

Stage 5:

Presentation of information (1)

Activity: Finally, another further challenge was given when they had to share their version of the answer in

front of a live audience. They had to present their answer in three slides.

Rationale: This challenge forced them to make decisions about main and supporting ideas and the various ways to present information e.g. in a table or in a linear format.

Stage 6:

Presentation of information (2)

Activity: After each answer was presented, it was objectively compared and contrasted with the original group’s answer. Reasons and justifications were shared for the differences observed.

Rationale: Learners had the opportunity to observe how others can interpret and present the same information differently and critique each other’s work in a ‘safe’ environment.

Stage 7:

Feedback and teaching points

Activity: At the final wrap up, the lecturer commented on the accuracy and appropriacy of the content or the answer provided, the flow of argument and the adequate support to justify the answer as well as alternative ways to present clear and concise information e.g. in a tabulated summary. Besides this, the manner in which the response was delivered was critiqued. These aspects included how the message was delivered visually i.e. the slides and orally i.e. presentation skills.

Rationale: At this juncture, the crucial teaching points were delivered by means of the inductive approach.

In this goal-oriented, multi-stepped approach, the learners got to practice reading the text multiple times but each time with a different goal and they practiced reading individually, in a group and as a class. The critical thinking awareness and expectations were delivered through various means e.g. developing questions based on the Bloom’s taxonomy, providing the answers to the questions, comparing answers with each other, and transferring information from linear to non-linear among others.

4. Assessment for Learning

In this course, assessment is performance-based, multi-stepped and the focus is on the process. The following is the list of assessment methods adopted for the course:

Table 2: Assessment methods

Assessment methods	Instrument used	%
Portfolio 1	A 600 - 800 word critical review of 3-4 journal articles focusing on theory in ELLnT (Groups of 3-4)	10
Portfolio 2	An 800 - 1000 word critical review of 3-4 journal articles focusing on research methods in ELLnT (Pair)	20
Final assignment	A pilot study report on ELLnT following the conventions of a journal article (Individual)	20
Presentation	30-min Powerpoint presentation of the pilot study (Individual)	20
Exit survey	Feedback	Indirect measure
Final exam	2 hour exam paper (3 questions)	30

A crucial component of any assessment is the descriptors. In order to increase validity, reliability and fairness in assessment, the criteria and descriptors were clearly specified at the beginning of the course. The following is an example.

Table 3: Description and Descriptors for Portfolio 1

All assignments submitted must be type-written and only have your matric nos. DO NOT put your name on the cover page or elsewhere in the assignment. Similarity Index reports from Turnitin, must be appended with your assignments.

Portfolio 1: Focus on Theory (10%)

Deadline for submission is class time, Week 7

Description: Select a particular theory/hypothesis or model/framework from the main reference. It could be one which you would like to pursue further. Find three studies which focus on this theory/hypothesis or model/framework. With the main reference and the three studies as your reading input, include in your paper a write up on the claims and scope of the theory, the view of language involved in the theory and incorporate a comparison of the aspects of the theory/ hypothesis or model/framework investigated in these studies. The word limit is between 600 and 800 words and the number of words must be stated at the end of the paper. Please use the line spacing of 1.5. You are required to append a tabulated summary, the articles and the *Similarity Index* report. This assignment is to be done in groups of 3-4.

Main reference: Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories* (3rd ed.). London: Routledge

The mark allocation is as follows:

Criteria	%
Demonstration of knowledge gained	2.5
- Explanation of the claims and scope of the theory	
- Explanation of the view of language involved in the theory	

Critical review	2.5
- Relevance of the information in the tabulated summary	
- Level of engagement with the literature	
Meeting all the stipulated requirements (0.5 mark to be deducted for each missed requirement)	1.5
- Deadline, word limit, typewritten, no name to be mentioned, 1.5 line spacing	
- Appended the tabulated summary, similarity index report and articles	
Quality of the articles in terms of reliability, range and relevance	1
Competence in writing critically, clearly, cohesively, coherently and with accurate citations (APA 5 th edition).	2.5
Total	10

5. Feedback on the course

In terms of feedback on the course, views on the knowledge or skills and attitudes towards conducting research were expressed by 11 respondents as follows:

Table 4: Feedback on knowledge or skills gained

No.	Do you think you can list the knowledge or skills you have gained after attending this course? If yes, please list them. If no, please share your feedback for course improvement.
1	Presentation skills Working in group Critique essay and synthesis Evaluation and feedback Critical reading and thinking
2	I have learned how to save important information from my readings in table form. It's useful when i have to retrieve the data.
3	Yes, how to analyze data, how to review theories and research methodology critically, how to design research and so forth

4	Yes of course because I have learnt on many new things about this course. Perhaps it should be more group work and presentation.
5	The tabulated summary practice is very useful in comparing and contrasting studies by looking at many aspects such as theories, methodologies, findings and personal insights. Turnitin practice is also useful for me to familiarise myself with the software, which will be very useful during my dissertation writing.
6	1) better writing skill 2) critical thinking in reading literature 3) better understanding of frameworks and methodology
7	critical thinking skills knowledge on how to conduct a research base on theory. purpose of theory
8	I have learnt to be more critical in reading and analysing journal articles which is the main criteria in both Portfolio 1 and 2.
9	soft skills academic writing skills
10	I understand what is research in a scientifically and systematically way. I know that literature review and previous studies are very important to a research. Besides that, I acquired the way of how to access good and reliable sources which helps me in the future dissertation writing. I managed to explore varieties of methodology that I can used in conducting a research.
11	Critical thinking, presentation skills, writing skills, the use of online databases, use of turnitin, reference books especially on theories and analysis.

Table 5: Feedback on change of attitude towards conducting research

No.	Has the course changed your attitude towards conducting research in ELLnT in any way? Please elaborate.
1	Yes, the course has enabled me to embrace a more positive attitude towards research in ELLnT by looking at the possible research gap that have yet to be done much on such as the Activity Theory, Metaphor analysis.
2	Yes. Research can be time-consuming and requires interpersonal skills, but in the end it is worthwhile if we choose language researcher as our profession.
3	Yes, especially the final assignment helps me see research in a less scary light. The assignment forces you to read journal articles to find current topics of research interest and find research which has a relatively easy methodology. People say the first step is the hardest and this course helps me take the first step. Doing research seems much more doable now.
4	Yes, it gives me positive attitude towards conducting a research in an appropriate way.
5	Yes, it inspired me a lot in conducting research in ELLnT. The course gives me a clear and concrete guideline to have a good research in ELLnT.
6	yes. before attending this course i viewed the research is something abstract. but now i had the knowledge on how to fix the problem systematically using research
7	Yes. It gives me more confidence in carrying out research and at the same time, we are now more mentally prepared and critical in doing research.
8	Yes. This course have helped me to perceive ELLnT in wider scope. It helped me to learn on various types of

	researches, knowledge, problems and issues as well as fundamental theories and hypothesis in ESL in various perspectives.
9	Yes, it has, positively. I think research is important to conduct despite the challenges. I learnt that even though I am a school teacher in service, I must always put on my researcher hat when analysing my students, so that I am able to be a better teacher.
10	Yes, of course. more positive attitude towards doing a research although it requires a lot of reading, thinking and time consuming.
11	yes, i tend to narrow the lens on research by thinking like a researcher rather than a teacher.

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6. Concluding remarks

Findings from the self-perception exit survey reveal that the approach and assessments adopted in this course have provided the learners with more confidence, awareness of critical thinking, research project management strategies and professional values to better prepare them for postgraduate research. In conclusion, it is important to be reminded that chances for success in adopting a learner-centred and holistic approach are better when the classes are small i.e. a class size of not more than 15.

References

Internationalizing Hatyai University – A Case of Thinking Globally and Acting Internationally

Victor Charnwit

The phenomenon of globalization pervades all spheres of life in the new millennium, and this notwithstanding the current debates prevalent in academic circles vis-à-vis the challenge of clarifying what appears to be a much misused, abused and misleading concept. In addressing the focus of the ELGIC 2014 conference, this paper points out that there are actually two possible interpretations, one positive and the other negative, of the phrase: thinking globally and acting locally (TGAL). First, in the positive sense of providing educational leadership that reflects a glocal approach, embracing processes of globalization that are situated in the context of local aspirations and adapted to local conditions. Second, in the negative sense of the joining the bandwagon; being exhorted on the virtues of thinking globally in light of institutional espoused aspirations and rhetorical onslaught, it is but “business as usual” – acting locally, but in the sense of being still stuck in a time warp, unable to use the tools afforded by a rapidly internationalizing higher education landscape. The paper argues that there is an alternative third sense which can be advocated, and that is to think globally but act internationally (TGAI) and this will be illustrated in examining the narratives to internationalize Hatyai University from the lens of the strategic partners in a transnational academic collaboration between Universiti Utara Malaysia and Hatyai University.

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Investigating photo recognition capacity using photo hunt games with hearing impaired learners.

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Abstract

The purpose of this research is study memorized performance of hearing impaired students using the photo hunt games and compares the paper based visuals with computer based visuals. The tools used are two sets of photo hunt games, an easy set and a difficult set. The sampling groups were eleven Prathom 4 students (Grade 4) who are hearing impaired and are studying in Thungmahamek School for the Deaf in Bangkok. There are two basic findings in this study. First, the research suggests that the hearing impaired students will recognize and remember selected pictures faster and more accurately using easy paper based visuals. The study also found that students using the easy computer based sets score higher in remembering than those using the difficult based sets. This research is a first step in developing a guideline for the design and use of a new visual media for teaching hearing impaired students.

Keywords: hearing impaired, visual media, photo hunt game

Introduction

Providing education to hearing impaired students is important for the development of Thailand. Although, schools must be able teach children with physical disabilities and focus on this group of children, schools also need to develop appropriate teaching methods that will and help hearing impaired students develop. Thus, the educational system in Thailand should not be confined to the hearing student. It must, also provide for children who are hearing impaired and who are considered disadvantaged. (Department of Education, 2003) According to a survey of the disabled population, by (the National Statistical, 2550) 1,319,832 people out of the 65.4 million Thai population have disabilities , including 243,044 hearing impaired. This represents

18.41% of the total Thai disabled population. Therefore, to provide education for those hearing impaired students, the traditional public and private schools have established a special education program, which was established with the goal of providing a road to a successful, happy and normal life.

A study by Piyaporn Techaraeungrong (Piyaporn,2013) comparing the photo recognition of hearing impaired students with normal hearing students found that the hearing impaired students could remember images faster and more accurately than normal hearing students at the time averaged 2.15 and 2.38 minutes, while the normal students took about 2.84 and 3.33 minutes. The comparison between the two groups using average score found that the hearing impaired student had a higher score in photo recognition than the normal student with a significance of .05.

According to Dowliby and Lang, teaching with images can help hearing impaired children learn. Paintings, drawings, photographs or prints can be classified as a media of instruction. The researchers suggest that the images themselves can sometimes be used to teach the material. Thus, using pictures can excite the students interest and enhance their learning.(Dowliby&Lang,1999)

This study asks the following research questions:

- 1) What are the effects of easy paper based images on hearing impaired students?
- 2) What are the effects of difficult paper base images on hearing impaired students?
- 3) What are the effects of easy computer base images on hearing impaired students?
- 4) What are the effects of difficult computer base images on hearing impaired students?

The purpose of the present study is to compare the outcomes children with hearing impaired when using different difficulty levels of sets photo hunt activities.

The Study

This research compared the paper base and the computer base photo recognition performance of the hearing impaired students using Photo Hunt Games. This study was a quasi-experimental research project using a specific sample group of eleven hearing impaired students who are all studying in Prathom 4 Schools of the Deaf in Bangkok. The research instrument consists of:

1. Two sets of Photo Hunt Games, the first one is a easy paper base set and the second one is a more difficult paper base set . The easy set includes exercises with four pictures and the difficult set uses three pictures. Before playing the game, the teacher will explain the rules. During the game students are given 5 minutes to find the difference between the two pictures and mark them.
2. The Photo Hunt Games focus on the picture recognition by using a computer which will play in the different way than the paper base instrument. The first set is an easy computer base with five pictures. The second set is a difficult computer base also with five pictures. Students are allowed to see the five sets of images in the computer. In one image set, students will see each picture for three minutes and two images in each set will be the same scenario but will be changed in some way. See figure 1 and 2. After students have seen all images the teacher will ask them to find the difference between the two pictures. Students must identify all the differences they see.
3. The form for remembering techniques observation was created by the researcher from the literature reviewed in Memory Skills for Deaf (Blair, 1957).

The research was conducted, empirically, and interviews were implemented as follows:

1. Asking for permission to collect data from Thungmahamek School for the Deaf acquired from eleven students who were hearing impaired and studying in Prathom 4 .
2. Eleven students studying in Thungmahamek School for the Deaf were tested for image recognition with easy and difficult Photo Hunt Games.
3. Using easy and difficult computer based photos eleven students studying in Thungmahamek School for the Deaf were tested on their ability to find the difference between the two pictures.
4. Having the teacher sign language to give the interview questions to the students about whether they could remember differences in the pictures.
5. Collecting and analyzing data by using SPSS.



Figure 1. The activities about paper base in games hearing impaired classroom





Figure 2. The activities about computer base games in hearing impaired classroom

Assessment quality of research tools and photo hunt checking were tested by three experts from media education and school of the deaf. These experts analyzed appropriates of both photo hunt sets. Then it was tested with the sample group of 20 deaf persons in order to analyze the static value by α -Cronbach's Alpha Coefficient which shows the confidence value at 0.95. The photo hunt was used with the real sample group of eleven students from Thungmahamek School for the Deaf. This study used command data analysis and statistics such as the percentage of general data of the sample group, as well as, Average and Standard Deviation.

Findings

Table 1 The table shows the general information

Sample Group	Students with hearing impaired (%)
Male	81.82
Female	18.18

General information found is follows: Hearing impaired male had a percentage of 81.82; female had a percentage of 18.18, and the sample groups from Thungmahamek School for the Deaf a percentage of 100.

Table 2 The table shows the time spent for a easy photo hunt game activities

A easy paper base set	Average time used (minute)
Set 1	2.10
Set 2	2.26
Set 3	2.12
Set 4	1.98

The second table shows the time hearing impaired students spent playing games from the first game to the fourth game are as 2.10, 2.26, 2.12 and 1.98 minutes in sequence.

Table 3 The table shows the time spent for a difficult photo hunt game activities

A difficult paper base set	Average time used (minute)
Set 1	1.36
Set 2	2.03
Set 3	2.12

The third table shows the average time spent playing all three game sets of hearing impaired students 1.36, 2.03 and 2.12 respectively.

Table 4 Table shows the average time distinguish by game categories

Game Categories	Average time used (minute)
A easy paper base set	2.15
A difficult paper base set	2.38

The fourth table shows the average time spent playing the easy paper base set by was 2.15 minutes and the time spent for a difficult paper base set was 2.38 minutes.

Table 5 Comparison of the frequency in the memorized performance in computer images

Set	An easy computer base set (points)	A difficult computer base set (points)
Set1	4.76	4.55
Set2	4.63	4.25
Set3	5.00	4.65
Set4	4.55	3.75
Set5	5.00	4.75

The researcher tested the abilities of the sample groups in order to know the memory performance by showing five sets of easy computer base and difficult computer base pictures. Students saw each image for three minutes until they have seen all five set of images. Then the teacher asked about the differences between the two images in each set. The study found that hearing impaired students are observant and are able to answer correctly the easy sets more than the difficult base sets. The average scores for the easy were 4.76, 4.63, 5.00, 4.55 and 5.00.

Discussion

This study found results for all four research questions. Research question #1: what are the effects of easy paper based images on hearing impaired students? This research found that student is learn better and faster with easy paper based print and computer images. Results indicate that students on average spent more time playing games with easy images. Interviews of the students indicated that using easy pictures can help in learning and remembering. When deaf individuals compared to hearing peers of similar chronological age, deficits were found in regard to immediate sequential recall of lists of digits (Daniele, V.A., 1993), printed word (Flaherty, M., 2004), pictures (Blair, 1957), American Sign Language (ASL) (Boutla, M., Supalla, T., Newport, E. L., & Bavelier, D., 2004). and Finger spelled words (Koo, D., Crain, K., LaSasso, C., & Eden, G. F., 2008). The phrase “A picture is a worth a thousand words” is a manifesto that speaks to the value and efficiency of visual communication. Research by the educator (Pagliaro, C.M., 1998) from the research found that if children with hearing disability were

stimulated by the visual, it helped them increase their learning process and learning achievement. In addition it is essential to adapt the learning environment when using visual materials for teaching (Hodgdon,1995). That help student who are deaf or hard of hearing to successes in school. Therefore visual teaching is a too that teachers can be use in the classroom to enhance the communication and learning.

Research question #2: what are the effects of difficult paper base images on hearing impaired students? This study found the students spent less time playing games with difficult images. The researcher interviews with the students and showed that the difficult images were more complex more than easy images, and therefore students spent more time than the first images games.

Research question #3: what are the effects of easy computer base images on hearing impaired students? This study found that students received higher scores on easy image based game. In this game students saw each image in three minutes until they had seen all five set of images, then teacher asked about the differences. The results indicate that students received higher scores and that the easy pictures can help them for learning and remembering.

Finally research question #4: what are the effects of difficult based images on hearing impaired students? This study found that students received lower scores on difficult based games. These difficult based imaged were complex and include more detail than easy images. As a result, the hearing impaired students got lower scores.

This current study also found that the score in playing paper base games is higher than the score in playing computer base games regardless of difficulty.

Conclusion

This research compared the paper base and the computer base photo recognition performance of hearing impaired students using Photo Hunt Games. From the research(Skliar,2001) argues that most of the times this characterization, of the deaf as visual subjects, is restricted to the linguistic or intellectual ability to create and understand information through sign language. He thinks that the deaf visual experiences encompass, beyond linguistic, various cultural and environmental meanings. For example: the deaf people also utilize nicknames or visual denominations; they also use visual metaphors; visual imaging and visual humor; they also define the passage of time through images. Education (LEBEDEFF, 2006) for the deaf must be visual, with methods that include visual experiences. The educator (Reily, 2003) worked with deaf children, using the humoristic and multi-symbolic characteristic of illustrations, while reading comic images. As far as visual literacy goes, she emphasizes the importance of imagery in the curriculum taught to deaf children,

pleading for the need of formally including visual literacy in schools. She suggests that the teachers working with the deaf should re-consider the role that visual imagery plays in the learning process. She emphasizes the need to utilize imagery as a cultural resource that involves all fields of knowledge, as tools capable of improving the thinking process. Therefore using image can help the hearing impaired for memories. This current study found using the photo hunt games both the easy and the difficult sets. Form that, the score in easy set was higher than the score in difficult set.

Results indicate that students on average spent more time playing games with easy images. So the next phrase the research will create a media for them that utilize easy images for media. The current, the testing data was just the basic data to study the remembering ability of the hearing impaired learner. Future study the researcher can use the data to create and develop a media that can address the learning achievement issue of the hearing impaired students. This current study suggests that the media should use simple and easy images for the hearing impaired student.

Methodological limitations of the current study include the small population and the fact that most participants were male. Previous studies on gender differences in verbal and visual memory (Maccoby & Jacklin,1974) ,(Gathercole, S. E., & Baddeley, A. D., 1993) suggest that investigation of female subjects in this context and might enhance insight into the memory of deaf individuals.

Future research should also develop guideline for the design and implementation of the new visual media.

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Karl Marx on the 21st Century Trade Unionism: A Discourse on Their Past, Present and Future

Thulani Zengele, Victor Pitsoe

Trade unionism has a very long and rich history – its roots are traceable to the 1850’s. Most importantly, trade unionism and the proletariat (working class) have a symbiotic relationship. In his work, Communist Manifesto of 1848, Karl Marx noted that “of all the classes that stand face to face with the bourgeoisie today, the proletariat alone is a really revolutionary class. The other classes decay and finally disappear in the face of modern industry; the proletariat is its special and essential product.” Marx declared that the future task of the trade unions was to reach out to the poor and the oppressed; the lowest paid, the unorganized, and push forward political and social movements that would aid in the emancipation of the working class as a whole. With this in mind, we argue that it is no coincidence that levels of class inequality today mirror those of the laissez faire capitalism of Gilded Era of the late nineteenth century. Given the material challenges faced by South African Democratic Teachers Union’s (SADTU), perhaps, we should put the following questions on the table: (1) is Marx still relevant on any critiquing trade unionism in the 21st century? Notwithstanding the fact that trade unions have been operating in South Africa since the 1980s, we maintain that much of what is flawed with the trade unionism today is explicable in Marxist terms. Drawing upon Karl Marx works and on Zengele’s (2009), Letseka and Bantwini(2010) and Pattillo’s (2012) studies, we critique SADTU’s role in the liberation of the proletariats (teachers) from bourgeois (capitalist) exploitation.

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Learning Dyslexia Early Diagnosis and Teaching Strategies in Italy

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Statistical data confirm that today the incidence of specific learning disorders in Italy, since kindergarten, is around 12/16% with a tendency to increase. There is still, after so much awareness of the problem, a general tendency to underestimate the problem, attributing the difficulty of reading at wrong strategies or at emotional-relational problems. The hypothesis that we will try to show is that the identification and early analysis of risk situations, the early diagnosis, the appropriate teaching strategy will reduce the likelihood of school failure. To obtain a profile of the individual child and to develop the treatment plan have been used qualitative and qualitative tests.

METHOD

The study, a longitudinal character, was divided into two phases: evaluation, in the first class, of the requirements for the activation of the processes of learning to read, in the second class of the level of maturity of the skills of reading and writing, using standardized tests.

In the first class we used: Raven's Matrices, VMI, PRCR-2, Bender Visuo Motor Gestald Test. In the second classe used: MT Cornoldi. The data were analyzed and identified at-risk children.

RESULTS

The study pointed out that, at the entrance into the first class, some children show significant difficulties in the basic processes. Despite the improvements observed in the second class, the frequency of subjects at risk is still high.

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Localization learning process for human resources development: case study of project support the local community in order to restore the southern border

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Abstract

This study aims to analyze the learning process for human resources development in collaboration community of practice (COP) on project support the local community in order to restore the southern border. The 50 samples consisted of graduate workers, graduate motherland and also people in Pattani, Yala and Narathiwat Provinces, were collected sampling with participant observation and in-depth interviews, using content analysis and descriptive narrative. The research results founded that the community learning only discourse of human resources development in postmodern; the input process are sufficient supported by the third party participation. The learning process in southern border community is only the beginning and medium participation. However, this collaborative learning process output are the expansion to the second project, but the participant gained experience as the result process of interaction with the community development and environment around the human center. Although, the restore southern border is not now conducive fulfillment to human development, because of unrest in the areas, lack of trust, scarcity of natural resources and coastal erosion, etc.

Keywords: learning process, human resources development, community of practice (COP), southern border

1. Introduction

The key to knowledge of community development are aspects of the theory of practice. Then the learning content must include academic and practice. The important part to pay attention to is the process of learning or acquiring knowledge.

Prof. Wijhan Panit (2012) indicates that learning new generation must learn the skills to survive in the 21st century; the role of the teacher must change from teaching to serve in the spark alumni interested in self- knowledge of the learner's practice called learning by doing. The teacher acting be a conducive learning process rather than as agenda setting or telling. Then a good teacher will help increase the power and value of learning more than prepare people to work to the production industry same in the past. As well as, should take into account the principles or factors for learning in the 21st century, namely the five keys that are; to learn the real world or real life

(Authentic Learning), learning to create a new paradigm (Mental Model Building), learners with learning needs (Internal Motivation), learning with more elastic management (Multiple Intelligence), and learning as a social process (Social Learning).

Therefore, the provision of education for community development must be to help the students profound understanding the community development. The educational process should to strengthen the ability of thought, analysis and decision, to increase the experience of collaborative group working, and to develop constantly linking learning to academic and practical. From the above, this article must descriptive to learning process for human resources development, how are the learning process in southern border community of practice (COP) which a part of the project support to local community at the present.

2. Literature Review

2.1 Community development: theory, practice, and social dynamics.

Knowledge of community development built from concrete operation of community. The process of operational community to the benefit it's both individual and collective members by the process or method from outsiders who came to work with the community to strengthen their ability to manage their own community. The knowledge in community development was in different countries both industrialized and developing countries, whereas not markedly influence and less weight in theory. In contrast, the literature associated with the community development to demonstrate the outstanding issues in the practice rather than, such as techniques and strategies for working with communities. (Midgley, J., & Livermore, M., 2005)

Although, the community development theory is caused by the formation and accumulation of knowledge from practice for more than five decades, but the theory component has to rely on the influence of education as a science, and cognitive science knowledge, such as research and theory in the social sciences, including: anthropology, sociology, economics applications., etc. which are contribute to more understanding of the relationship between human beings, man and nature, and the social change

as a fundamental knowledge of the community development.

However, to reduce reliance on knowledge creation in science coagulation of traditional knowledge as a modern discourse that is conducive to knowledge transfer, to create and develop knowledge, which is made clear in the understanding knowledge in community development and can be improved to answer important questions that how the human success condition in modern era, not only technological progress, but also industrial development, and how do humans to coexist with humans, with nature and the environment by the way in harmony and peace smoothly.

Therefore, the education management for community development should answer the question above. The community development is a science of practice (Theory of Practice) that consists purpose in the human resources development, fundament on assumption that give hope and confidence to the principle as guidelines for the performance and imperativeness to control the accurate work. (Parichart Walaisathien, 2013)

Although, often regarded the community development as a present model to answer in the tiny villages. This is not true at all, the education and community development practice should learn from the mistakes of the past, and focusing on the concept of self-help which by ignoring the change of social structure. Then community development is carried out without taking into the social relations structure, but focus only on livelihood and economic development. The impact to regressive in the community resources, cause to the disparity in rights exploitation, and access to resources and social services. This ineffective relationship both inside and outside community, and be the complex problem to resolved by a process within the community itself.

Therefore, the social dynamics by knowledge based, the research and working experience in academic services are important core. This achieved by expanding the knowledge and experience to the extensively concrete to the community area. This may use the knowledge management or information approach, and policy implementation at the local level, this affects to changing, self-determining to ordinances, regulations, and benefits to the local community and society.

2.2 Piloting Community Approaches in Conflict Situation in Three Southernmost Provinces in Thailand-CACS

CACS was born of the third party collaboration between the World Bank, Ministry of Finance, and Local Development Foundation in 2009-2012. CACS has the objective to enhance an effective on community development by emphasized people participation, which will create space and opportunities for interaction between members within the community, between community, and community agencies and government officials. This pilot project

was expected to alleviate the conflict and unrest, and lead to creation of the trust, areas participation, and creativities in Pattani, Yala, and Narathiwat province.

The CACS's objectives are to 1) build trust between people in the same community, between communities, and between communities and the state in southern border 2) strengthening of community organizations, networks, civil society, and 3) build and develop the local developers, new leaders, community leaders, and civil society in the deep South, and 4) build knowledge of the local community and civil society to learn and expand to support the development projects and to resolve efficiently the problem of the southern provinces. (Mariam Chaisuntna, 2013)

CACS action supported to local communities and civil society are two approaches; the way Peace-building Partnership Fund - PPF corresponds Suwat Kongpan (2009) proposed peaceful and sustainable solution to the southern border under the essential direction process. It can create the appearance of self-reliance of people. As well as, education reform should consistent with the area based, and Community-driven Development Approach-CDD is the community-based approach, which the center and a main driver to community development, as figure 1.

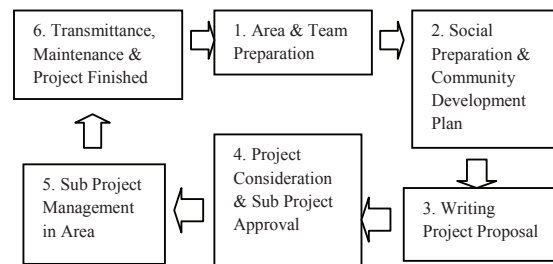


Figure1. CDD Process

2.3 Basic Information of the village

2.3.1 Baan Patabudee and Baan Dato, Laem Pho District

Laem Pho district have four villages that was raised to the Laem Pho Subdistrict Administrative Organization. (Laem Pho's SAO). There are available away from Amphor Yaling to the northeast about 13 kilometers and away from the town of Pattani about 28 kilometers. Laem Pho's SAO approximate area 10,439 hectares. The topography of the area has a keen mainland is bordered by the 2 sea, namely Pattani Bay and the Gulf of Thailand. This make the most area has a sandy soil. It is influenced all directions by winds. Therefore, the natural risk is very high, such as floods, storms and sea erosion.

Laem Pho's SAO have fishing, commercial, and contractors occupations. The median income people of 29,405 baht per person per year, with 5 of the minaret and 12 mosque; 1 high school, 3 elementary schools, 2 child care center and 1 religious schools; 75 groceries, 10 retail fuel, and 5 purchased-sold aquatic

animal; within the community have spiritual leader, religious leader, and local wisdom leader.

Baan Patabudee is the old village, and has a long history of more hundreds of years. There is remains historical mosque to education, and Dato Gubo To Bunyoung and Tuengu Pachar Cemetery. Have 503 households with a population of 2,976 persons, include: 1,464 males and 1,512 females.

Baan Dato is coastal area with a large catfish, in the past have called Talo Samilae that mean more catfish. Have most of the professional fishermen and total 598 households with a population of 2,426 persons, include: 1,209 males and 1,217 females.

The 2 villages problem are encountered the disasters by natural changes, such as storms and coastal erosion which damaged to the area and houses. The villagers plan to deal with problem such news inform through the mosque before the accident or incident, given temporary refuge, to dredging, to purchasing the fiber ship to help the victims, and to establishing disaster and natural centers.

2.3.2 Baan Sai-mor, Bangkhao District

Baan Sai-mor is located from the Nongjig District about 4 kilometers and away from the town of Pattani about 11 kilometers, with a total area of 2,154 hectares divided into residential 300 acres, farming 1,800 acres, and public area 54 acres. The topography of plain coast and Sai-mor River paralleled with the village. Baan Sai-mor has fishing, contractors and agriculture occupations. The median income people of 25,000 baht per person per year, and total 108 households with a population of 853 persons include: 449 males and 404 females.

Baan Sai-mor has 1 mosque, 1 Motorcycle gas station, and 1 garage, as well as the public service in the district such as the Child Development Centre, Primary School, newspapers station, and Subdistrict Administrative Organization.

The village problems encountered is the impact arising from the change and country development; especially mimic the urban life behavior. This make a superfluous cost, buy supplies that are not needed. Using a credit card is also available for purchase some food rather than using community products, and more vices to the peers and family.

2.3 Human Resources Development Concept

“Human resource” is similar definition with Human Development. Then the wider social means “Human resources” is the measurement of the successful development and the maintenance of society, including the creation of quality of life, whether the economy or technology progress. If done without attention to human are managed properly or just in the boundaries and narrow definition. Despite to create economic success and material wealth, but appear high disadvantage, such as labor problems, ethical issues, environmental problems, and also quality of life, which all are becomes an impair human resources sustainability.

As the above, are consistent with Arasathamma Phumma (2002), suggested that Human Resource Development (HRD) as a part of human development, social development, socio-economic development, technology, and others. These are simply to improve conditions of human development and society. The human resource development is not the same as money supply, rate of aggregate demand, monetary policy and other economic processes.

“The human resource development” is a development that is delayed process, so humans have the need to be prepared and developed since childhood, such as be trained to cultivate with a good education and social conditions. Then entering the working age as a productive factor or call “economic animal”, they must have been continuously developing their knowledge as a resource to produce the running of the productive organization, and contributed to the quality of life in the society, including the maintenance of quality and integrity, to create peace for themselves and society. This ultimate goal is well-being of human and social quality. (Thongchai Sunthiwong, 1996)

This article does not accepted the above human resources definition because consider human beings in the economic animal meaning. Then “human resources development” should focuses on the human mind, think tank about knowledge and change process, not just a member, and competent worker in classic organization theory, personal or individuals not a part to implementation system or through professional training, but they can select suitable learning process by themselves. These human developments are the opportunity to learn and to increase the potential performance and operational efficiency and effectiveness in community. (Sunya Sunyawiwat, 2006; Danai Theanput, 1998; Chuchai Smithikrai, 1998; Sunanta Laohanan, 2003 cited in Sumrit Yotsombat, 2006; Nongnuch Wongsuwon, 2003 cited in Sumrit Yotsombat, 2006; Sumrit Yotsombat, 2006).

The classic theory of human resource development that focus on improving the operational staff in old organization style, not only concern human-centered development but also human valued. As the other word, the economic investment just concern human capital as the asset and wealth center of development. Then, the change leader should determine how the integration of internal and external factors to the human resources development processes for the efficient and effective human development.

3. Research Methodology

This study aims to analyze the learning process for human resources development in collaboration community of practice (COP) on project support the local community in order to restore the southern border.

The 50 samples consisted of graduate workers, graduate motherland, staff of the Local Development Institute (LDI), and also people in Moo Moo 3 Baan Patabudee and 4 Baan Dato, Laem Pho District, and Moo 6 Baan Sai-mor, Bangkhao District in Pattani Province, were collected sampling with participant observation and in-depth interviews, using content analysis and descriptive narrative.

4. Result and Discussion

Baan Sai-mor has potential geographic bordered by the sea-side in the north area and the river flanked by a forest in the south area. A brackish water canal, so people can use this as a place to fish and fishing occupation near the sea, whereas can more income and reduce expenses to the family. This generosity and support life. The most Muslim population is respect and supports the activities of religious, respect to spiritual and religious leaders that can network in coordination with all parties. As a result, the business or projects community are successful.

Laem Pho's SAO has potential resources community and valuable population; the various community groups are 7 occupation groups, 2 saving groups and others, have conducive a keen mainland that bordered into the sea. There are sandy beaches that stretch, historic construction, fishing occupation, and seafood production. This makes a potential place to encourage tourism to visit historic place and should enhancing to promote career to more revenue.

The dominant communities in southern border areas have the contents of learning community in four aspects: community resources and utilization, livelihood and economy of the community, the social structure and the social relations of the community, that Including link with Islamic religious context, socioeconomic and local political, also have learning channels through institutions, organization and individual in both official and non-official style, have the learning process about the role, empowerment and relations as community-driven mechanisms. Then the result learning can empower the social capital and local culture, such as kinship systems, leader systems and Islamic faithful to build a strengthen community and tools for community development.

Then, the community learning on this research just a discourse of human resources development, which consistent on the human development by United Nations, and Economic and Social Development Plan no. 11th of Thailand, oriented integration of humanity into the development center; the insufficient input process supported by the third party collaboration. The learning process in southern border community is only the beginning. However, this collaborative learning process are the expansion to the second project, but the participant gained experience as the result process of interaction with the community and environmental development around the humans. Although, the restore southern border is not now conducive fulfillment to human development,

because of unrest in the areas, lack of trust, scarcity of natural resources and coastal erosion.

The lesson learns from the community of practice (COP) by collaborative learning process to human resources development in southern border concluded that: 1) to apply the Islamic religious to stable community and motivation to the volunteer. 2) to allocate with the resources implementation, should concern with equally enable access, especially this areas with minority multicultural. 3) to establish the two way communication and feedback information to decrease the suspicion and to stimulate more participation and external agencies to the community. 4) to enhance the potential development and working attitude by intensive developed to coordinators, whereas there are many a conflict and complex. 5) the volunteers and community leader must be developed to gain confidence and ready to work continuous development. 6) to working participation in the city area showed that more difficulty than rural areas. 7) to support the role of women Muslim in the working community, may face in conflict, and should keep in mind their religious beliefs, cultural, and family responsibility. 8) the size of the community and home distances may has the effected to creating the participation, both participation and opportunity to benefit. 9) the local politics and the division conflict sides may major obstacle to creation of the collaboration, because makes people distrust, disunity, and does not believe in neutrality.

5. Conclusion

The network of learning process can contribute to community participation by planning and developing community in the three southern provinces. Then, the potential development process to local governments and SAO District involved in participatory community and human resources development process, and with the strengthening of organizations, civil society and networking in the south border. By the ways, the participation with public policy and peace talking.

This studies project support to restore the local community can summarize that; 1) to create participation in all the process of community development. 2) to support the knowledge and information for decision making. 3) to support the internal community management. 4) to focus on working with transparency and monitor, and 5) to summarize the lessons learn and share knowledge based.

Then, the approach to enhancing the strengthen southern border community and sustainability should open public area to find solutions, established team in the village committees to responsible for various problems, focused on local leaders, community leaders, and religious leaders to worked together and

integrated collaboration, and opened the platform to village meeting for working events together, to solve the problems areas and self-reliance.

The approach to community of practice (COP) by learning process to human development should focus on enhancing the potential participatory, and extend to the process of a community- driven development (CDD Approach), support to the role networking of civil society on process of building peace (PPF), develop to personnel, community, leaders, social activists, and volunteers in the area (Capacity Building-CB), track to control, evaluation, feedback, and communicate to the society. (Monitoring Evaluation and Communication-MEC)

The suggestion on the future research should study the strengthening mechanism developed model in the south border to narrative the human resources development process on demand and supply side, etc.

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Messianic Aspects of the School Curriculum Approach to the Philosophy of Education Expected

Mitra Farhang

The purpose of this paper is to examine the messianic Aspects of the school curriculum. Questions addressed by the study include: The goals of public education in developing countries, primarily considering that messianic thinking? Or the systematic realization of such goals? Is this an appropriate instructional program is designed? Are favorable image of the messianic aspects of the curriculum offered. In order to answer these questions using quantities content analysis to evaluate the overall goals and principles enshrined in the general scheme of Islamic republic of Iran education goals of education in there levels of primary, guidance school and high school approved by council of higher education , and primary text books like: Heavenly gift , Persian book , and social Education and guidance school text book : Islamic culture , and Religious education , social education and Persian book and Quran and Religious education and social know ledge books of high school level was discussed. Finding totally shows that, in mention resources. The systematic and development explained in the areas of content about expanding messianic thinking doesn't exist. The details finding are presented in detail.

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Obesity with Optimal Health Investment and Intervention

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Abstract

This research derives a health economic model to find the optimal level of health investment and mitigate the consequences of overweight and obesity by using the discrete time optimization. The first finding shows that the optimal level of health investment to mitigate the probability of sickness in the future that the marginal utility of three types of good (high-calorie good, low-calorie good and other consumption good), exercise, and weight in the first period are equal to the expected marginal benefit from spending on health development in the second period in the state preference model of endowment economy under uncertainty with perfect capital market. Secondly, agents are willing to prevent the probability of getting obesity rather than reduce the size of utility loss by purchasing the market insurance. Indeed, agents prefer self-insurance to market insurance. Furthermore, the social planner would collect tax on healthy wealthy people and subsidize the poor people which would satisfy the social optimal condition. In particular, the estimation from the Random Effect Model demonstrates that income has a significantly positive effect on the body mass index. Finally, the Logit Model shows the relevant results that gender has a significantly negative effect on the probability of being obese. Still, the effect of age on the probability of being obese is positive and statistically significant. Conversely, exercise and the risk-mitigating spending from getting obese negatively affect on the probability of being obese. The estimated coefficients are statistically significant.

JEL classification: I130, I180

Keywords: Overweight, Obesity, Optimal Health Investment, Public Health, Logit Model

1. Introduction

Overweight and obesity can lead to serious health consequences. They are defined as abnormal or excessive fat accumulation that may impair health. Typically, the number of both conditions continues to steadily increase. This is to such an extent that the

World Health Organization (WHO) projects that by 2015, approximately 2.3 billion of the world's adults will be overweight, and more than 700 million will be obese. More importantly, once considered a problem only in high-income countries, overweight and obesity are now dramatically on the rise in low-income and middle-income countries, too, particularly in urban setting (WTO, 2006).

Body Mass Index (BMI) is a simple index of weight-for-height that is commonly used to classify underweight, overweight and obesity in adults. It is defined as the weight in kilograms divided by the square of the height in meters (kg/m^2). The WHO defines underweight as a BMI less than 18.5, normal range as a BMI between 18.5 and 24.9, overweight as a BMI equal to or more than 25.0, and obesity as a BMI equal to or more than 30.0 as shown in Table 1.

Table 1 Measurement of Body Mass Index: BMI

Group	BMI: kg/m^2	
	WHO	Asia-Pacific Perspective
Underweight	< 18.5	<18.5
Normal	18.5 - 24.99	18.5 - 22.99
Overweight	≥ 25	≥ 23
Pre-obese	25 - 29.99	23 - 24.99 (at risk)
Obese level 1	30- < 34.99	25 - 29.99
Obese level 2	35 - < 39.99	≥ 30
Obese level 3	≥ 40.00	

Source: National Health Examination Survey Office, 2008-2009.

In Asians, the cut-offs for underweight (< 18.5), normal range (18.5-22.9), overweight ($\geq 23.0 \text{ kg}/\text{m}^2$) and obese ($\geq 25.0 \text{ kg}/\text{m}^2$) are lower than the WHO criteria. Some support for these cut-offs comes from data on Chinese living in Hong Kong (Ko GTC *et. al*, 1999). Similar data have been published from the Chinese, Indians and Malays in Singapore (Deurenberg-Yap *et. al*, 1999).

In Thailand, data from many studies suggest that overweight and obesity are increasing in affluent urban populations. Results from the National Health Examination Survey of Thailand conducted in 13,300 adults, age ≥ 20 years during 1991-1992 revealed that 12% of men and 19.5% of women (total 16.7%) had BMI 25-30 or overweight, whereas 1.7% of men and 5.6% of women (total 4.0%) had BMI >30 or obese (Chuprapavarn, 1996). Consistent with a sharp increase in overweight and obesity during 1991-1992, the first report on the National Health Examination Survey of Thailand conducted by the Ministry of Public Health revealed that 12.0% of men and 19.5% of women (total 31.5%) had BMI 25-30 (overweight), and 1.7% of men and 5.6% of women (total 7.3%) had BMI > 30 (obese).

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The second report on the National Health Examination Survey of Thailand during 1996-1997 also conducted by the Ministry of Public Health, revealed that 19.2% of men and 33.9% of women (total 28.3%) were overweight, whereas 3.5% of men and 8.8% of women (total 6.8%) were obese (Aekplakorn *et. al*, 2004). The third survey of the National Health Examination Survey of Thailand during 2003-2004 on people aged ≥ 15 years showed that an average BMI of 18,836 men was 22.6 kg/m², and an average BMI of 20,218 women was 23.8 kg/m². More importantly, 17.8% of men were overweight, and 4.8% of men were obese. 25.4% of the women were overweight, and 9.0% of women were obese. Similarly, the fourth survey of National Health Examination Survey of Thailand during 2008-2009 on people aged ≥ 15 years showed that an average BMI of 9,683 men were 23.1 kg/m², and an average BMI of 10,607 women were 24.4 kg/m² as well. 22.3% of the men were overweight, and 6.0% were obese. 29.1% of the women were overweight, and 11.6% were obese.

The prevalence of childhood obesity in a moderately industrialized province in Thailand was 22.7% in urban areas and 7.4% in rural areas in 1997 (Sakamoto *et. al*, 2001). Furthermore, the prevalence of overweight and obesity in the Royal Thai Army (RTA) personnel aged 20-60 years in 2005 were 27.1% and 4.9% respectively. In particular, the mean value of age, weight, BMI, waist, and hip circumference, waist hip ratio, and high blood pressure in overweight and obesity personnel were significantly higher than those of non-overweight personnel (Napradit *et. al*, 2001).

In addition, the relationship of socio-demographic characteristics, psychological factors, knowledge, attitude and behavior with obesity among the metropolitan Waterworks Authority (MWWA) officers, aged 20-60 years, were of significantly higher risk to be obese, especially the older age group. Furthermore, persons with unhealthy behaviors, moderately healthy behaviors, such as watching televisions or videos, or playing games on the computer continuously for more than 3 hours daily had a higher risk of becoming obese (Kantachuversiri *et. al*, 2005) including Thai school-age children who watched television for more than 3 hours per day (Ruangdaraganon *et. al*, 2002). More importantly, there were marked relationships between childhood obesity and parents' educational levels and household income including overweight mothers (Sakamoto, 2001).

Generally, the fundamental cause of obesity and overweight is an energy imbalance between calories consumed and calories expended. Global increases in overweight and obesity are attributable to a number of factors such as a global shift in diet towards an increased intake of energy-dense foods that are high in fat and sugar but low in vitamins and minerals and a trend towards decreased physical

activity due to the increasingly sedentary nature of many forms of work, changing modes of transportation, and increasing urbanization.

Overweight and obesity can lead to serious health consequences. Risk increases progressively as BMI levels increase, for example, cardiovascular disease (heart disease, stroke), diabetes, musculoskeletal disorders (especially osteoarthritis) and cancer (WTO, 2006). Most evidence suggests that increases in mortality among the obese are evident for several life-threatening diseases including Type 2 diabetes, cardiovascular disease, gallbladder disease, and hormone-sensitive and gastrointestinal cancers (WTO, 2006).

The cost of obesity to a community and individuals may be divided into the direct cost to the health system and the indirect cost or social cost to the individual and community, but little data is available for the Asia-Pacific region. The direct costs depend in the main part on the disease caused by obesity and the cost of the consequences of obesity. For example, the direct costs of obesity in New Zealand (1996) equalled NZ\$ 135 million, in Australia (1994) AUD\$ 464 million, in the Netherlands (1995) NG 1 billion, in France (1995) FF 12 billion, and in the United States (1998) US\$ 51.6 billion. However, the indirect costs vary widely (Kantachuversiri, 2005).

The three major components of weight loss therapy are dietary therapy, increased physical activity, and behavior therapy. A study of behavior modification in the treatment of obesity showed that 70 obese persons, aged 18-75 years, had lost weight from fat tissue. There are also three approaches to prevention: universal prevention, selective prevention, and targeted prevention, for example, a summer camp for childhood obesity in Thailand was held at the Clinic Research Center, Department of Pediatrics at the Faculty of Medicine in Siriraj Hospital at Mahidol University in 1992. After the program, all participants had lost about 5% of their initial weight (Jirapinyo *et. al*, 1995).

In fact, there are few studies in Thailand which emphasize whether public policy should play an important role in overweight and obesity control, especially preventing behavior for such conditions. Consequently, we characterize the model for the optimal level of health investment and the public policy of healthcare subsidies to mitigate the consequences of overweight and obesity.

The rest of the paper is organized as follows: Section 2 presents a model of behavior including weight. Market insurance in state preference model is shown in section 3. Section 4 develops a health economic model under government intervention and simplifies to the reduce forms. Section 5 demonstrates the empirical results from panel data regression model and Logit regression model. Section 6 concludes with the key findings and discusses such models as well.

2. A model of behavior including weight

Similar to previous studies, Drenowski (2003), Jacobson and Brownell (2000), this paper focuses on the role of public policy on calorie consumption. It is because an increase in calorie consumption will actually induce the prevalence of obesity, then it will be a problem of public health. However, we capture the model by following the framework of Philipson and Posner (1999), and Lakdawalla and Philipson (2009) who proposed entering body weight into the utility function.

We assumed a simple two-period endowment economy where each period the agent is endowed with a fixed quantity of good with no possibility of borrowing or lending across periods, like Basu and Rosenman (2007).

In the first period the agent can consume the multiple goods and exercise, including a function of body weight as Schroeter, Lusk and Tyner (2008), or spend some of it on health lifestyle (risk-mitigating spending), which yields no utility but reduces the probability of getting sick in the second period.

Consequently, utility is specified as a function of an agent’s weight, which in turn is specified as a function of the quantity of goods consumed and exercise. In addition, we assumed that an agent’s weight, W , is affected by three factors: the consumption of a high-calorie good (F^H), a low calorie-good (F^L), and exercise (E); i.e.

$W = W(F^H, F^L, E)$. Weight is strictly increasing in both goods and decreasing in exercise, $\frac{\partial W}{\partial F^H}, \frac{\partial W}{\partial F^L} > 0, \frac{\partial W}{\partial E} < 0$, and further assumes

that the changes in weight diminish with a high-calorie good and a low-calorie good but increases in exercise, $\frac{\partial^2 W}{\partial (F^H)^2}, \frac{\partial^2 W}{\partial (F^L)^2} < 0, \frac{\partial^2 W}{\partial E^2} > 0$. In

addition, both good intakes and exercise are complementary like Philipson and Posner (1999); $\frac{\partial^2 W}{\partial F \partial E} > 0$.

In the second period the agent is either healthy or sick (obese). If healthy he gets the full utility from consuming the endowment. If sick he faces two losses: risk-mitigating spending and the level of utility. Therefore, the agent utility can derive from weight (W), the intake of goods (F^H, F^L), exercise (E), and other consumption good (C), as follows:

$$U = U(W(F^H, F^L, E), F^H, F^L, E, C) \quad (1)$$

Assume that the utility function is increasing in $F^H, F^L, C, E, (\frac{\partial U}{\partial F^H}, \frac{\partial U}{\partial F^L}, \frac{\partial U}{\partial C}, \frac{\partial U}{\partial E} > 0)$,

and decreasing marginal utility of consumption goods and exercise (

$$\frac{\partial^2 U}{\partial (F^H)^2}, \frac{\partial^2 U}{\partial (F^L)^2}, \frac{\partial^2 U}{\partial C^2}, \frac{\partial^2 U}{\partial E^2} < 0). \quad \text{Such}$$

utility is also assumed to be increasing in weight up to some ideal weight level, W^I , and decreasing in weight levels greater than W^I such that the agent does not prefer to be above or below such ideal weight level, other things are held constant. Particularly, this ideal weight does not depend on the level of consumption of other goods. Furthermore, gaining weight is more valued the more underweight a person is while losing weight is more valued the more overweight a person is, so W^I is the most preferred weight in the economic sense.

Following Basu and Rosenman (2007), such a state preference model of endowment economy under uncertainty allowed agents to be able to trade their own consumption between periods where we assume that agents are endowed with the state contingent commodity, C , consumption between two periods, and there are two states of nature in the second period.

Thus, the representative agent chooses risk-mitigating spending or lifestyle, h , weight, W , the consumption of a high-calorie good, F^H , a low calorie-good, F^L , exercise, E , and other consumption good, C , to maximize the expected lifetime utility as:

$$U[W_1, F_1^H, F_1^L, E_2, C_1] + \beta \left\{ p(h)U(W_2, F_2^H, F_2^L, E_2, C_2) + (1-p(h))(1-v_1)U[(W_2, F_2^H, F_2^L, E_2, C_2) - v_2] \right\} \quad (2)$$

subject to the constraint as follows:

$$W_1 + W_2 + F_1^H + F_2^H + F_1^L + F_2^L + E_1 + E_2 + C_1 + C_2 + h = \theta \quad (3)$$

where h is the direct amount spent on health development (risk-mitigating spending), $h < \theta$, C_1 and C_2 are consumptions in two periods similar to $W_1, W_2, F_1^H, F_2^H, F_1^L, F_2^L, E_1, E_2$. The agents can transfer consumption in the first period to self-insurance (shifting the consumption of all goods), or spending on the health development, h , in the second period, v_1 is the diminished capacity of the agent to enjoy consumption if sick (a non-consumption utility loss); $0 < v_1 < 1$, and v_2 is the income loss or the financial cost of being sick measured in terms of lost consumption possibility. β is the discount factor, $0 < \beta < 1$, $p(h)$ is the probability of not getting sick, $p'(h) > 0, p''(h) < 0$, θ is the total endowment, and λ is the Lagrange multiplier on the constraint.

Therefore, the necessary first-order conditions for interior solution with respect to

$W_1, W_2, F_1^H, F_2^H, F_1^L, F_2^L, E_1, E_2, C_1, C_2, h$. The internal solutions for a representative agent are the followings. They are also satisfied the optimal condition.

$$U_{W_1} = \beta[p'(h)U_1 - p'(h)](1 - v_1)U_2 \quad (5)$$

$$U_{F_1^H} W_{F_1^H} = \beta[p'(h)U_1 - p'(h)](1 - v_1)U_2 \quad (6)$$

$$U_{F_1^L} W_{F_1^L} = \beta[p'(h)U_1 - p'(h)](1 - v_1)U_2 \quad (7)$$

$$U_{E_1} W_{E_1} = \beta[p'(h)U_1 - p'(h)](1 - v_1)U_2 \quad (8)$$

$$U_{C_1} = \beta[p'(h)U_1 - p'(h)](1 - v_1)U_2 \quad (9)$$

Expressions (5), (6), (7), (8), and (9) show that the marginal utility in the first period is equal to the expected marginal benefit from spending on health development in the second period, or the expected marginal utility of total consumption in the second period.

3. Market insurance and weight

By introducing market insurance in state preference model of a lifetime endowment economy, we show how the market insurance influences spending on self-protection (h) and self-insurance ($W_2, F_2^H, F_2^L, E_2, C_2$). Agents pay I as an insurance premium in the first period to get benefit of B in the second period if get sick. Consequently, the expected lifetime utility function (10) is maximized subject to the resource constraint (11) and the fair insurance market (12).

$$U[W_1, F_1^H, F_1^L, E_2, C_1] + \beta \left\{ \begin{array}{l} p(h)U(W_2, F_2^H, F_2^L, E_2, C_2) \\ + (1 - p(h))(1 - v_1)U \left[\begin{array}{l} (W_2, F_2^H, F_2^L, E_2, C_2) \\ -v_2 + B \end{array} \right] \end{array} \right. \quad (10)$$

$$W_1 + W_2 + F_1^H + F_2^L + F_1^H + F_2^L + E_1 + E_2 + C_1 + C_2 = \omega \quad (11)$$

$$I = (1 - p(h))B \quad (12)$$

Substituting B into the expected utility function and solving the necessary first order condition for interior solution with respect to $W_1, W_2, F_1^H, F_2^H, F_1^L, F_2^L, E_1, E_2, C_1, C_2, h, I$, respectively, which yield the optimal levels of weight, both types of good, exercise, other consumption good, and spending on health development.

$$U_{W_2} (\beta p(h) + (1 - p(h))MU_I) = MU_h \quad (13)$$

$$U_{F_2^H} (\beta p(h) + (1 - p(h))MU_I W_{F_2^H}) = MU_h \quad (14)$$

$$U_{F_2^L} (\beta p(h) + (1 - p(h))MU_I W_{F_2^L}) = MU_h \quad (15)$$

$$U_{E_2} (\beta p(h) + (1 - p(h))MU_I W_{E_2}) = MU_h \quad (16)$$

$$U_{C_2} (\beta p(h) + (1 - p(h))MU_I) = MU_h \quad (17)$$

Equations (13), (14), (15), (16), and (17) show that the marginal utilities of spending on health investment, MU_h , are always larger than the marginal utility of insurance premium, MU_I . In particular, the equations (14), (15), and (16) state that the marginal utility of spending on health development depends also on the sign of the marginal effect of high-calorie good, low-calorie good, and exercise on weight ($W_{F_2^H}, W_{F_2^L}, W_{E_2}$), so it is likely to be a positive or negative effect of the marginal utility of insurance premium due to $W_{E_2} < 0$.

More importantly, agents will prefer to spend on health investment over purchase of the market insurance, or agents are willing to prevent the probability of getting obesity rather than reduce the size of utility loss by purchasing the market insurance because spending on health development provides a higher marginal utility than buying market insurance. Similarly, agents will prefer self-insurance to market insurance because the marginal utility of the three types of goods; high-calorie good, low-calorie good and other consumption good, are larger than the marginal utility of spending on market insurance, except that the marginal utility of weight is above the ideal weight level, W^I , and the marginal utility of exercise is negative resulting from the marginal effect of exercise on weight which is always negative.

Hence, in case of perfect capital market, self-protection and self-insurance are more beneficial than market insurance, but agents can buy market insurance to share the future risk, except with exercise.

4. Public policy with weight

In a perfect capital market, we assume that there are two types of people- wealth people, ω , who contribute to public subsidies but are not eligible for them, and poor people, ρ , who do not contribute to public subsidies but collect them if ill like Rosenman (2008).

There are n_ω high income people who have total endowment Ω^ω and n_ρ low income people who have total endowment, Ω^ρ , $p(h)$ is the probability of not getting sick, $p'(h) > 0, p''(h) < 0$, h is the share of period 1 income devoted to building health. The utility of the agent is decreased if getting sick by two parts; a decrease in income to pay for care, s , and a decline in enjoyment, v . The government offers a subsidy to low income people who get sick, G , in the second period,

and pays for it by a tax on healthy wealthy, t_2 , in the second period also.

Following Rosenman (2008), the social utility function is determined as the weighted sum of agent expected utility. Let V^ω, V^ρ be the relative weights placed on the wealthy and poor people utility, respectively. If such relative weights are equal for all agents then this optimal is Pareto optimal. Thus, the social planner would choose G, t_2, h^ω, h^ρ to maximize the social utility function (18) subject to the fair insurance market (19), the high income people’s resource constraint (20) and the low income people’s resource constraint (21).

$$V^\omega n^\omega \left\{ \begin{array}{l} U^\omega [W_1, F_1^H, F_1^L, E_2, C_1] \\ + \beta \left\{ \begin{array}{l} p(h^\omega) U^\omega [(W_2, F_2^H, F_2^L, E_2, C_2) - t_2] \\ + (1 - p(h^\omega)) U^\omega [(W_2, F_2^H, F_2^L, E_2, C_2) - s - v] \end{array} \right\} \end{array} \right\} \\ + V^\rho n^\rho \left\{ \begin{array}{l} U^\rho [W_1, F_1^H, F_1^L, E_2, C_1] \\ + \beta \left\{ \begin{array}{l} p(h^\rho) U^\rho (W_2, F_2^H, F_2^L, E_2, C_2) \\ + (1 - p(h^\rho)) U^\rho [(W_2, F_2^H, F_2^L, E_2, C_2) - s - v + G] \end{array} \right\} \end{array} \right\} \quad (18)$$

$$t_2 p(h^\omega) n^\omega = G (1 p(h^\rho) n^\rho) \quad (19)$$

$$W_1 + W_2 + F_1^H + F_2^L + F_1^H + F_2^L + E_1 + E_2 + C_1 + C_2 + h^\omega + t_2 = \Omega^\omega \quad (20)$$

$$W_1 + W_2 + F_1^H + F_2^L + F_1^H + F_2^L + E_1 + E_2 + C_1 + C_2 + h^\rho - G = \Omega^\rho \quad (21)$$

Define λ as the Lagrange multiplier on fair insurance market, μ as Lagrange multiplier on the high income people’s resource constraint (the marginal utility of high income people’s wealth), and ϕ as the Lagrange multiplier on the low income people’s resource constraint (the marginal utility of wealth of poor people). Thus the necessary first order condition for interior solution with respect to G, t_2, h^ω, h^ρ , respectively, and yields the social optimal condition as follows:

$$\frac{V^\omega U_{W_1}^\omega}{p(h^\omega)} + V^\omega \beta U_{t_2}^\omega = \frac{V^\rho U_{W_1}^\rho}{1 - p(h^\rho)} + V^\rho \beta U_G^\rho \quad (22)$$

$$V^\omega \left[\frac{U_{W_1}^\omega}{p(h^\omega)} + \beta U_{t_2}^\omega \right] = V^\rho \left[\frac{U_{W_1}^\rho}{1 - p(h^\rho)} + \beta U_G^\rho \right] \quad (23)$$

$$\beta \rho'(h^\omega) \left[\begin{array}{l} U^\omega ((W_2, F_2^H, F_2^L, E_2, C_2) - t_2) \\ - U^\omega ((W_2, F_2^H, F_2^L, E_2, C_2) - s - v) \end{array} \right] + \frac{\lambda t_2 p'(h^\omega)}{V^\omega} = U_{W_1}^\omega \quad (24)$$

$$\beta \rho'(h^\rho) \left[\begin{array}{l} U^\rho (W_2, F_2^H, F_2^L, E_2, C_2) \\ - U^\rho ((W_2, F_2^H, F_2^L, E_2, C_2) - s - v + G) \end{array} \right] + \frac{\lambda G p'(h^\rho)}{V^\rho} = U_{F_1^H}^\rho W_{F_1^H} \quad (25)$$

The expression (23) states that the social planner would choose t_2 and G which satisfies the socially optimal condition. That is, the weighted marginal utility of weight of the wealthy people divided by the probability of being healthy in period 2, plus the weighted expected marginal utility of tax of the wealthy people equal to the weight marginal utility of weight of the poor people divided the probability of being sick in the second period of poor people, plus the weighted expected marginal utility of subsidy of the poor people. In other words, the marginal cost of policy is equal to the marginal benefit of the policy if the marginal utility of weight of the wealthy people and poor people are equal to zero.

Equations (24) and (25) show that the marginal utility of healthy wealthy and poor people in the first period in the social optimality are larger than the marginal utility with free choice due to the externality, so the socially optimum spending on healthy lifestyle choice of wealthy and poor people h^ω, h^ρ exceed h^* .

5. Empirical Result

Table 2 presents the descriptive statistics of the body mass index, income and exercise. The data for studying come from the first, second, third and fourth reports on the National Health Examination Survey of Thailand conducted by the Ministry of Public Health during 1991-1992, 1996-1997, 2003-2004, and 2008-2009. An average BMI of 23.37 kg/m^2 is overweight with standard deviation of 2.84. The maximum and minimum BMI are 31.5 and 19.3, respectively. The monthly mean individual income is equal to 4,618.61 baht with standard deviation of 1,940.71. The maximum and minimum incomes are 8,906.00 and 1,991.00 baht, respectively. Deficiency exercise has a mean of 28.49% with standard deviation of 14.87. It has maximum deficiency exercise of 59.6% and minimum deficiency exercise of 8.9%.

Table 2 Summary of statistics for BMI, Income and Deficiency Exercise.

	BMI	INCOME	Deficiency Exercise
Mean	23.36667	4618.611	28.49778
Median	23.00000	3948.500	24.52500
Maximum	31.50000	8906.000	59.60000
Minimum	19.30000	1991.000	8.900000
Std. Dev.	2.840050	1940.715	14.86976
Skewness	1.354945	0.787200	0.595271
Kurtosis	5.305849	2.731873	2.185927
Jarque-Bera	9.495336	1.912969	1.560080
Probability	0.008672	0.384241	0.458388
Sum	420.6000	83135.00	512.9600
Sum Sq. Dev.	137.1200	64028378	3758.866
Observations	18	18	18
Cross sections	6	6	6

In addition, data from a survey of 2,500 samples in over 50 administrative districts of Bangkok in 2012 showed the following characteristics: most samples were female — 52.2%, and the rest are male: 47.8%. 97.7% of samples were aged 13 to 75, 70.3% of those were singles, and 63.1% of those were studying. Most samples had gained diploma or bachelor degree — 76.8%, currently working — 70.3%, employees — 65.2%, income between 10,001 to 20,000 baht — 42.2%, members of families of between 1 to 11 persons — 97.2%, and carried the burden of caring for a family of between 0 to 7 persons — 62.9%.

In particular, most samples were highly obese. In fact, an average of currently BMI is 37.10 kg/m² with standard deviation of 7.64 kg/m². The average BMI last-year was 36.77 kg/m² with standard deviation of 7.60 kg/m². A mean BMI three years ago was 35.76 kg/m² with standard deviation of 7.46 kg/m². A mean BMI five years ago was 35.14 kg/m² with standard deviation of 8.19 kg/m².

Samples' activities in their spare time was usually using computers or mobiles for surfing the internet, chatting, watching television, watching movies, etc. (72.5%). In contrast, most samples chose to get some exercise (63.5%) when they responded the question, “If you have only one choice to take care of your health, what choice do you choose?” The second choice was having healthy food (30.8%). The mean of monthly spending on expensively healthy food was 19.60% of income with standard deviation 19.59%. When we asked the question, “How much would you prefer to spend on risk alleviation?”, most respondents were willing to spend 5% monthly (32.1%). Besides, the risk-mitigating spending from getting sick, which was less than or equal to 5% per month (37.8%). In addition, such spending which is between 6-10% per month was 32.1%.

The 61.8% of respondents paid for costs of medical care via the right of social welfare such as social security, rights of government officials, and health insurance. 18.5% of respondents paid for one

by themselves. Furthermore, what if the government collects income tax from high-income people in order for curative care of the lowest-income people (less than 2,910 baht per month each)? 42.2% of respondents agreed to income tax of ≤ 5%. And if the government allocates resources to support the lowest-income people for curative care? 48.7% of respondents agreed to resource allocation of ≤ 50% of each curative payment. These results were the particular characteristics of the respondents. Further details of characteristics from such surveys are not presented here, however, because of the limitation of space.

Table 3 shows the empirical result using the panel data regression model. Data come from the second, third and fourth survey of Thai Health by the Ministry of Public Health. The second survey took place during 1996-1997, the third survey took place during 2003-2004, and the fourth survey happened during 2008-2009. They are composed of a large amount of Thai people's health data. Yet, this paper only takes income and exercise into account with the body mass index. INCOME stands for the monthly personal income of each sample. E represents deficient exercise.

Table 3 Panel Data Regression Model of the Reduced Form

MODE L	INTERCEP T	INCOM E	E	R ²
Pooled	19.65*** (11.686)	0.0006 (1.56)	0.0347 (0.703)	0.2 7
Fixed Effects	19.544*** (9.819)	0.0006 (1.782)	0.0385 (0.573)	0.7 1
Random Effects	19.59*** (10.047)	0.0006* (1.833)	0.0367 (0.661)	0.3 1

Note: This table reports the coefficients of the panel data regressions using a reduced form. The data come from the second, third and fourth survey of Thai Health by the Ministry of Public Health. Intercept is the constant body mass index in each model.

* Denotes a 0.10 significance level.

** Denotes a 0.05 significance level.

*** Denotes a 0.01 significance level.

The empirical findings in Table 3 demonstrate a particular model that the appropriate model is the Random Effect Model. It is because the Hausman test is not rejected the null hypothesis at a 0.05 significant level. In addition, only monthly personal income has a significantly positive effect on the body mass index. The average coefficient is 0.0006. It means that once monthly personal income goes up to 1,000 baht, the body mass index will rise by 0.6 kg/m² per person. Deficient exercise, however, does not have any effect on the body mass index in all models. It implies that Thai people should pay income to mitigate risk from

obesity or pay for curative care. Consequently, it results in reduction of the body mass index. Still, there are some factors that affect the body mass index because of a larger magnitude of parameters at a 0.01 significant level. This is why the next estimation will control for other explanatory variables with enough data.

In addition, the next empirical findings state that there are significant effects on the body mass index (BMI) employed by the Logistic Regression Model. Data come from a survey of 2,500 samples in over 50 administrative districts of Bangkok in 2012. In fact, all explanatory variables can statistically explain the body mass index with a likelihood ratio statistic of 42.76, p-value of 0.000, and pseudo R^2 of 0.0769.

Most importantly, the relationship between explanatory variables and the probability of being obese is consistent with the derived model in this research. That is, gender (X_1), marriage status (X_3), occupation (X_7), exercise per week (X_{20}), activity in spare time (X_{22}), curative care (X_{23}), and risk-mitigating spending from getting sick (X_{25}) which are negatively related to the probability of being obese. In contrast, age (X_2), education level (X_5), personal income level per month (X_8), and monthly spending on expensively healthy food (X_{24}) are positively correlated with the probability of being obese.

Even though there are several factors which affect on the probability of being obese, the significant variables are composed of gender, age, marriage status, exercise per week, and risk-mitigating spending from getting sick. In fact, gender has a significantly negative effect on the probability of being obese. The estimated coefficient is statistically significant at 0.01 significant level. In particular, a change in probability $\{\hat{\beta}_i \hat{p}_i (1 - \hat{p}_i)\}$ is equal to -0.1828. This implies that a change in gender from male to female leads to a decline of 0.1828 in probability of being obese.

In addition, age is positively related to the probability of being obese. The estimated coefficient of -0.88374 is statistically significant at a 0.01 significant level. A computed change in probability is equal to 0.0139. It means that if people in Bangkok are older by one year, the probability of being obese will go up 0.0139. It also implies that the older people are, the more people get the probability of being obese.

The other finding states that marriage status has a negative effect on the probability of being obese. The average slope on X_3 of -0.48438 is statistically significant at a 0.10 significant level. A computed

change in probability is equal to -0.1143. It implies that if people change status from single to married, the probability of being obese will reduce by 0.01143.

The day per week of exercise is negatively related to the probability of being obese. This negative relationship is statistically significant at the 0.01 level. The estimated coefficient is -0.18517. A computed change in probability is equal to -0.0459. It means that a decline in probability of being obese for an increase in a day per week of exercise is 0.0459.

Furthermore, risk-mitigating spending from getting sick has a statistically negative effect on the probability of being obese at a 0.10 significant level. The estimated coefficient is -0.16358. A computed change in probability is equal to -0.0406. It means that a decline in probability of being obese for an increase 1% in risk-mitigating spending from getting sick is 0.0406. As a result, there is only a positive relationship between age and the probability of being obese, but the others have a statistically negative effect on the probability of being obese.

6. Conclusion

In the state preference model of endowment economy under uncertainty with perfect capital market, this paper shows the optimal level of health investment to mitigate the probability of sickness in the future that the marginal utility of three types goods (high-calorie good, low-calorie good and other consumption good), exercise, and weight in the first period are equal to the expected marginal benefit from spending on health development in the second period.

More importantly, these findings demonstrate that agents are willing to prevent from the probability of getting obesity rather than reduce the size of utility loss by purchasing the market insurance because spending on health development provides a higher marginal utility than buying market insurance. Similarly, agents will prefer self-insurance to market insurance because the marginal utility of three types of goods; high-calorie good, low-calorie good and other consumption good, are larger than the marginal utility of spending on market insurance except that the marginal utility of weight is above the ideal weight level, W^1 , and the marginal utility of exercise is negative resulting from the marginal effect of exercise on weight, which is always negative. Therefore, self-protection and self-insurance are more beneficial than market insurance, except in the case of exercise, but agents can buy market insurance to share the future risk.

In terms of public policy, the social planner would collect tax on healthy wealthy people and subsidize the poor people which would satisfy the social optimal condition. That is, the marginal cost of policy adjusted by the marginal utility of weight, high-calorie good, low-calorie good, other consumption good, or exercise is equal to the marginal benefit of the policy adjusted by the

marginal utility of weight, high-calorie good, low-calorie good, other consumption good, or exercise including the probability of being healthy or sick in the second period. If the marginal utility of weight of the wealthy people and poor people are equal to zero, the marginal cost of policy is equal to the marginal benefit of the policy as in Rosenman (2008).

As a result, the marginal utility of healthy wealthy and poor people in the first period in the socially optimal are higher than the marginal utility with free choice due to the externality, so the socially optimum spending on healthy lifestyle choice of wealthy and poor people h^w, h^p exceeds the health investment of high income, or low income people.

In particular, these results do not demonstrate that the social planner should tax and subsidize on what type of good is, so it will be useful to extend that considering the type of tax and subsidy with the dynamics problem of weight. Another possible extension could consider the supply side, especially the technological change.

To illustrate the determinants of the probability of being obese, a reduced form equation will be employed to show that obesity depends mainly on parameters (α, β, δ) , a non-consumption utility loss (v_1) , spending on the health development in the next period (h) , and several types of utility in the next period. Therefore, the relationship between these factors and the probability of being obese will examine empirically.

Data from the first, second, third and fourth reports on National Health Examination Survey of Thailand, conducted by the Ministry of Public Health, on obesity during 1991-1992, 1996-1997, 2003-2004, and 2008-2009 state that BMI of Thai people was normal in the first, second, third survey. Yet, such BMI went up slightly into pre-obese group in the fourth survey. Consistent with the current survey in 2012 from administrative districts in Bangkok, BMI has increased sharply to obese with BMI of $37.10 \text{ kg} / \text{m}^2$ and standard deviation of $7.64 \text{ kg} / \text{m}^2$.

In particular, the Random Effect Model comes up with a significantly positive effect of income on body mass index which implies that the higher Thai people's income, the more incidents of obesity. This means that high-income people try to work hard for more money, which means they do not have enough time to get more exercise. They then get more obese. Alternatively, a rise in risk-mitigating spending or curative care expenditure, results in a fall in body mass index, which leads to a decline in net income. Still, such results have limitations of amounts of data as well as up-to-date data. The research will empirically examine later to show the effect of other factors on the body mass index.

The Logit Model then comes up with substantial findings. It demonstrates the relevant results that

gender has a significantly negative effect on the probability of being obese. In contrast, the effect of age on the probability of being obese is positive and statistically significant. Yet, exercise and the risk-mitigating spending from getting obese are negatively related to the probability of being obese. These estimated coefficients are statistically significant.

Such results are relevant implication in line with the theoretical model which derives from the state preference model. Indeed, men have a higher probability of being obese than women because they have to work hard which leads to not having enough free time. They also do not get enough exercise. This is why policy makers should intend to focus on men, particularly the elderly. This is because older people have more probability of being obese. In addition, policy makers should support people to get physical activity in order to become stronger as well as to limit the probability of getting sick. That is, people in Bangkok prefer self-insurance to market insurance consistent with the findings from theoretical model. This is a valuable contribution of this research.

Looking forward, there are a number of possible extensions that one could think of with such a health economic model. One that is of particular interest would be to extend to all people in Thailand, which could be used to better understand how these factors affect obesity. Another interesting extension might be to articulate the evaluation of policy about obesity. Additionally, future research should divide people into high-income people and low-income people as a supporter and follower of a subsidy policy.

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Observed Discrepancy of In-service Training for Media Information Literacy between Local and International

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Abstract

This investigational study aims to outline current awareness state of Japanese in-service teachers in comparison with an international trend. A study was conducted to value priority vectors of selected literacy items by ICT training leader. Besides, a questionnaire method for in-service teachers to know their training experiences and opinions of training necessity was done. As indicators, eleven media information literacy items proposed by UNESCO were used. As results, almost half of in-service teachers answered that they did not know the meaning of literacy items in the questionnaire. And, awareness of latest introduced literacy items that included civic and life-long education of in-service teachers was lower, but these were valued to be the higher necessities of training by ICT training leaders. Then, the authors concluded that appropriate training curriculum of media information literacy that included globally spreading countermeasures of information society problems should be introduced to enhance awareness of in-service teachers in addition to the enrichment of school education by ICT.

Keywords: Media Information Literacy, Local Awareness, In-service Teacher Training

1 Introduction

Educational Ministry (hereinafter MEXT: Ministry of Education, Culture, Sports, Science and Technology) of Japan advocated ‘the vision for ICT in education’ in 2011 (MEXT, 2011). Continuously, active use of ICT in learning has been

promoted and installation of equipment and network environment was processed. However, shortage of governmental budget assistances aroused an impasse. Also, teacher training is crucial part for disseminating ICT in education, but the teacher training is mandated to each local government under our de-centralized public school system. Therefore, it needs detailed investigation should be done to know actual figure and issues of Media Information Literacy (hereinafter abbreviated as MIL) of teachers. In particular, we never have experience to have teacher training with society, such as MIL training with civic education, lifelong education, or democratic education, those contents seen in the United Nations Educational, Scientific and Cultural Organization (hereinafter abbreviated as UNESCO).

Then, the purpose of this investigational study is to know the state of current awareness of school teachers in Japan by referring eleven MIL items proposed by UNESCO.

1.1 Issues of Teacher Training for Media Information Literacy in Japan

According to a survey by the MEXT, regional disparities of teachers’ MIL competencies were rather significant. In fact, only 19.2% of teachers experienced training of the ICT utilization in teaching (MEXT, 2010).

It is urgently necessary to enhance teachers’ ability to utilize ICT in teaching and to redress regional disparities. The government must make efforts to provide training to in-service teachers, in collaboration with universities as necessary,

while paying attention to the division of roles with local governments.

(Cited from MEXT, 2011, op.cit., p.32)

Therefore, a university needs to have further close relation with educational board of rural government office to develop MIL training with international standard.

2 Historical Overview of MIL

MIL has been grown through international working sessions for more than 40 years. Meanwhile, MIL had admitted to involve an important element of contemporary culture and focused towards encouraging citizen’s active participation in society. Summarizing changes of MIL from the historical view, focus of related competencies have been variegated gradually. Here, decode message, encode message, communicate and socialize in this order are keywords of focus enhancement. Besides, used media also have been variegated. Table 1 shows the brief summary of changes in MIL of UNESCO, and we arranged it by selecting criteria to draw the situation of target teachers in this study.

And, basic to the target of this study is the assumption that change of MIL training in Japan is stagnant same time as when the Vienna conference came. On the contrary, actual deployment of media use in society is much sophisticated and advanced. This discrepancy implies another problem of Japanese teacher training, and an effective measure should be taken to change the stubborn exclusiveness of social awareness in MIL of Japan.

3 Role of School Teacher

In Paris agenda, a recommendation to strengthen of civic education was included.

Media education contributes to people’s empowerment and a shared sense of responsibility in society and as such is part of citizenship and human rights education.

(Cited from UNESCO, 2007, p.2).

Continuously, UNESCO offered revised MIL with 11 items (Cheung et al., 2011).

- Media Literacy
- Information Literacy
- Freedom of Expression, Freedom of Information Literacy
- Library Literacy
- News Literacy
- Computer Literacy
- Internet Literacy
- Digital Literacy
- Cinema Literacy
- Games Literacy
- Television Literacy, and Advertising Literacy

The last three literacy items were added after Paris agenda, 2007.

The latest curriculum of teacher training also included the civic education movement. Then, the MIL curriculum for teachers was designed to develop their understanding of the importance of fundamental freedoms and rights as an integral part of civic education, first in the classroom environment and also in the local and global environments.

As they increase their proficiency in teaching MIL for a variety of functions, teachers become champions of MIL in the school system and in the wider society.

(Cited from Cheung et al., op.cit., p.28).

As the trend of revised MIL, literacy of social media has appeared more than literacy of public media.

4 Methods

In this research, we conducted the following two questionnaire studies to know the situation of school teachers by measuring their subjective ratings. Throughout overall process of investigation, we referred MIL items offered by UNESCO.

Subjects are in-service teachers in Chiba prefecture and the following data outline ICT facility and infrastructure of

Table 1: Changes of Media Information Literacy

Year	UNESCO	Usage	Media	Enhancement
1982	Grünwald declaration	Materials	Public media	Decode message
1990	Toulouse conference	↓	↓	Encode message
1998	Vienna conference	Tools	Personal media	Communication
2005	Alexandria proclamation	↓	Social media	↓
2007	Paris agenda	Environment	↓	Socialize

their areas and schools (MEXT, 2013).

Student / Computer Ratio = 8.3

Internet Connection Rate of Classrooms = 98.1%

Internet with NGN (Next Generation Network)= 99.4%

(Survey date: 1st March, 2013)

Location of Chiba prefecture is shown in Figure 1.

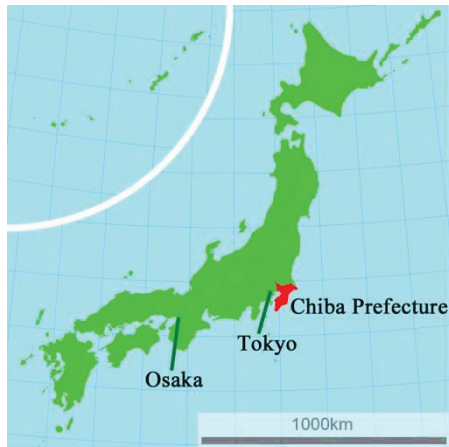


Figure 1: Location of Chiba Prefecture

4.1 Importance of MIL Items

A questionnaire method of paired comparison was done to know importance of MIL items evaluated by leader teachers who attend ‘the audio visual and media education training for leaders’ coordinated by the Chiba prefectural in-service teacher training center.

Date: 20 August, 2012

Subjects: Six leader teachers of ICT and media education

Method: Paper questionnaire with paired comparison

Items: Five selected MIL competencies: ‘Media Literacy,’ ‘Computer Literacy,’ ‘Cinema Literacy,’ ‘Games Literacy’ and ‘Television Literacy, and Advertising Literacy.’

Scale of paired comparison: Table 2 shows the intensity of importance of paired comparison.

Here, we selected five items from 11 literacy items. Because omitted six items had larger number of ‘I don’t know’ answers of school teachers. This elimination measure included

addressing of information processing theory (Miller, 1956) and gave them concentration on paired comparison.

Table 2: Intensity of Importance of Paired Comparison

Intensity of importance	Definition
1	Equal importance
3	Somewhat more important
5	Much more important
7	Very much more important
9	Absolutely more important

For calculation, we used a geometric mean by considering Weber–Fechner law, and also geometric means were used to calculate means of six leaders’ responses.

4.2 Experiences and Recognition of MIL Items

This questionnaire has the style of 11 (items) x 5 (scales) x 2 (aspects).

Date: 5 August, 2012

The number of valid responses: Totally 104 school teachers

Aspect: Two aspects

Experience: Experience to attend teacher training in the competence.

Needs: Personal opinion of needs of training for the competence.

Scale: five point scale (Addressing situation that many teachers don’t know the target competence, scale ‘I don’t know’ is added in each item.)

About experience: I don’t know, never, few, sometimes, frequent

About needs: I don’t know, needless, limited, some, important

5 Results

The following sections show results of two questionnaire methods.

5.1 Importance by Leader Teachers

Table 3 shows the result of comparison of five selected

Table 3: Result of Paired Comparison of Literacy Items

Items	Media	Computer	Cinema	Games	TV&Ad	Geometric means	Importance
Media	1	0.44	0.92	1.09	0.45	0.72	0.129
Computer	2.30	1	4.52	1.29	0.87	1.63	0.291
Cinema	1.09	0.22	1	0.92	0.27	0.57	0.101
Games	0.92	0.77	1.09	1	0.38	0.78	0.140
TV&Ad	2.20	1.15	3.76	2.61	1	1.90	0.339

literacy items by importance. ‘TV and Ad’ shows the highest value in all geometric means and occupies 33.9% of importance. This means that ‘TV and Ad’ is valued as more important than all other items. On the other hand, ‘Cinema’ is valued as least importance and occupies merely 10.1%.

5.2 Experiences and Needs by School Teachers

In an aspect of ‘experiences’ of school teachers, many teachers selected ‘I don’t know’ and it reached 52% in average of all answers of literacy items (see Figure 2).

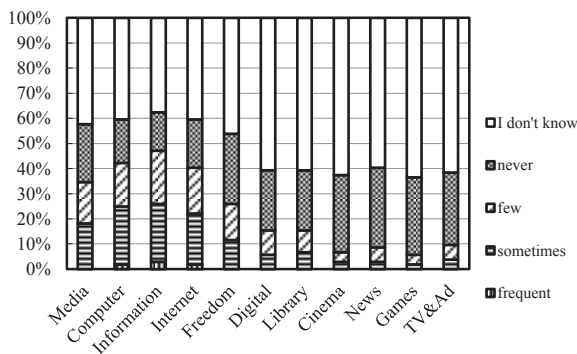


Figure 2: Training Experiences of School Teachers

Besides, counted experiences were limited and it reached merely 23% when we summed any of experience (merged: ‘few’ + ‘sometimes’ + ‘frequent’). Internet and its related items were rather high (‘Computer’, ‘Information’, ‘Internet’, ‘Digital’) and 36% of teachers had experience. Regarding three items of expanded areas, they had limited experience (merely 8% as average). About internal consistency, Cronbach’s coefficient alpha is 0.94.

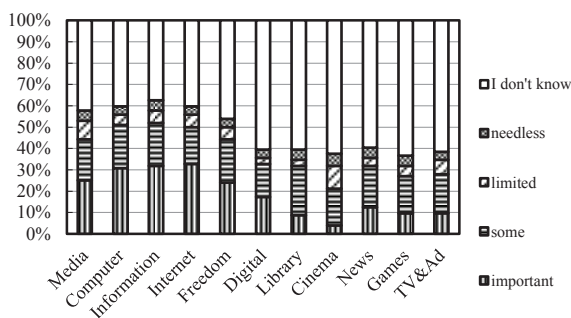


Figure 3: Opinions for Needs of Trainings

About an aspect of ‘needs’ of school teachers, if teachers knew a literacy item, most of them expressed any level of needs and it reached 91% of the average of all literacy items (merged: ‘limited’ + ‘some’ + ‘important’) (see Figure 3). And, largest score of ‘important’ was seen in ‘Internet literacy.’ On the other side, the largest score of ‘needless’ was seen in ‘Cinema literacy’ and it occupied 15% of teachers who knew

this literacy. About internal consistency, Cronbach’s coefficient alpha is 0.97.

6 Discussion

MIL has been developed to include two major movements; changes of request from society and dissemination of ICT. And, covering literacy items had been increased, especially after Alexandria proclamation. And these movement altered content of school education and duty of teachers. Particularly, developed social media introduced environment of social network system (SNS), strong effects of daily use of Internet on achievement of students, and disparity of families to access cyberspace. Then, further knowledge and skills were required in addition to conventional school subject areas.

From findings of this investigation, items related to social media were recognized as higher rate of importance, but training experience of newly introduced literacy items were low.

6.1 Interviews

UNESCO proposed requiring competencies of school teachers to develop their MIL (Cheung et al., 2011).

- 1) Understanding the role of media and information in democracy
- 2) Understanding media content and its uses
- 3) Accessing information effectively and efficiently
- 4) Critically evaluating information and information sources
- 5) Applying new and traditional media formats
- 6) Situating the sociocultural context of media content
- 7) Promoting MIL among students and managing required changes

And then, we executed interviews to leader teachers to clarify the reason why they valued newly introduced three items as higher scores. They answered that students were strongly affected by ‘Cinema’ and ‘Games’ with sophisticated visual, and this is related with 6). And, ‘TV&Ad’ looks as 4), but 5) was recognized more prominent by leader teachers because new way of information collection based on students’ interest affected on their decision making. Therefore, MIL should be no longer competencies just available for school subjects, but requiring area for school education from social issues.

6.2 Disparity of Training

Cramer’s coefficient of association is a statistic measuring the strength of association or dependency between

categories. The calculated Cramer's coefficient of association of training experience of school teachers was 0.21 (merged data of category ‘sometimes’ and ‘frequent’). Then, we concluded that relation among literacy items was weak and recognized as a teacher’s selection of each item was independent.

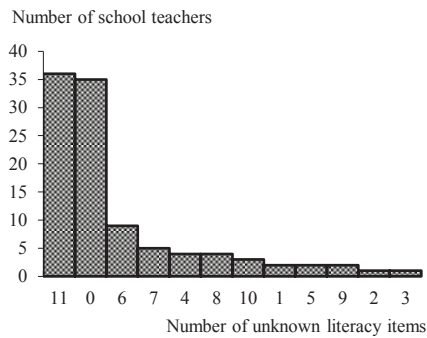


Figure 4: Number of School Teachers who did not Know Literacy Items

Figure 4 is a Pareto graph that shows number of teachers by number of unknown literacy items. We found there is a controversy trend that higher scores are seen in select all and select none. It can be assumed that there was disparity in MIL awareness among in-service teachers.

On the other hand, the calculated Cramer's coefficient of association of needs of trainings was 0.17 (merged data of category ‘needless’ and ‘limited’). Evidently, independency was seen across literacy items.

Consequently, we inferred that it was difficult to disseminate unfamiliar literacy items only by increasing chances of on-going ICT training for enhancing international standard of MIL. It must have effective strategy to include an emerging trend of MIL into in-service training.

6.3 Differences between School Teachers and Leaders

Table 3: Comparison of Rates between School Teachers and Leaders who felt Needs

Literacy Items	Teachers	Leaders
Media	0.77	0.72
Computer	0.85	1.63
News	0.79	0.57
Games	0.74	0.78
TV&Ad	0.73	1.90

Table 3 showed comparison between the rate of school teachers who felt needs (merged data of category ‘important’ and ‘some’) of training and score of importance valued by leaders. Need of ‘TV&Ad’ were lowest in school teachers and highest in leaders, and also ‘News’ was selected as higher by

school teachers and lowest by leaders. In fact, ‘TV&Ad’ looked students’ activities outside a school, and this difference implied that leaders valued public information as higher point. Nevertheless, ‘Computer’ had higher scores in both investigations. And, it implied shortage of occasion of teacher training even under broadband and NGN mediated society. Then, we didn’t confirm a statistically significant difference ($\chi^2=0.933 < \chi^2(4,0.05)$).

Table 4 showed a comparison between the number of school teacher who felt needs of training and score importance valued by leaders. Here, ‘TV&Ad’ is also recognized as more important by leaders than school teachers.

Table 4: Comparison between the Number of School Teachers and Rate of Leaders who felt Needs

Literacy Items	Teachers	Leaders
Media	46	0.72
Computer	53	1.63
News	33	0.57
Games	28	0.78
TV&Ad	29	1.90

And, we confirmed a statistically significant difference ($\chi^2=48.6 > \chi^2(4,0.01)$). This means that a survey of opinions of random sampling of school teachers, especially opinions of novel competencies that all of them don’t know, has possibility to lead different a decision by experts.

Consequently, when educational board designs in-service training of MIL, considerations should be taken to make much account of opinions of leader teachers and situation of awareness level of teachers.

6.4 To Promote MIL

It is assumed that awareness of MIL among school teachers is not sufficient, and it must have some concrete measures to promote International movement of MIL to local teachers. This study investigate the situation of Japanese teachers in local areas where world leading infrastructure and vast cybersociety deploy, then dissemination of network infrastructure, difficulty of possession of equipment, shortage of cyber information of local language are not origin of this impasse. Apparently, the lack of consciousness about increased relationship between a school and society is existed behind planning and designing in-service training courses. In other words, this also means that media and ICT in school education are not reach to contribute to our daily life and society. It is also possible to imagine reasons of this impasse, such as governmental sectionalism, closed mind of teachers, separation between school and society, restriction of job

responsibility of teachers, no enhancement of ICT as major school subject, and/or limited equipment and a restriction of personalized uses of cyber access in a school.

Nevertheless, from the findings of this study, MIL awareness is crucial not only improving teacher competencies, but also changing recognition of all the stakeholders who initiate teacher training. Then, continuously, academic studies with their unknown views of MIL items from the view of international standard should be piled up to enhance MIL awareness in schools.

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Pair programming as a tool in programming courses' strategies

For Thai students

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Abstract

The purpose of this paper is to review research relating to pair programming as a different method of teaching computer programming, to present the advantages and disadvantages of pair programming in fundamental computer programming classes, and to offer instructional strategies for pair programming. Pair programming is a style of programming in which two programmers work together on the same problem, algorithm, design, code or test, and work side by side at one computer. This paper explores the following topics: Context of Pair Programming in education, advantages, disadvantages, concerns with pair programming, and pair programming within the context of Thai students. There are several advantages of pair programming including improvement of quality, teamwork, and communication. Pair programming also improves retention and confidence. As for disadvantage, pair programming could lead to pair incompatibility, unequal participation, and clashing ideas. Pair incompatibility could be a cause for major concern. Finally, this study shows that the performance of pair programming in teaching has both successes and precautions when utilized within the environment of the classroom. However, when applied in the computer programming courses, this present study, as well as several other studies shows that pair programming helps students learn programming more quickly and with more enjoyment than solo programming.

Keywords: pair programming, computer programming, diverger learning style, solo programming

1. Introduction

Programming is a basic course for students in the field of computer and information technology. Studies show that in general students have a difficult time learning computer programming in both the US and Thailand. This study focuses on computer programming in the context of Thailand.

Programming courses are a required subject for all students and are designed to help students learn and practice their skills (Thuné, 2009 and Ma, 2011). The content of most beginning programming courses includes training students about problem analysis, program design and problem-solving in order to prepare them for more advanced programming courses.

Computer programming courses are usually first year core subjects (Donna, 2009). It is well known that many students have difficulties in program learning. Programming is a very complex subject that requires a great deal of effort (Gomes, 2009). There is a high failing rate for many students, which is a problem in many universities.

According to a study by Denning and McGettrick (2005), the dropout rates are as high as 30-50% in US schools. Teague (2008), found averages of 31% of students were failing the introductory programming course at Queensland University of Technology.

Recent studies also suggest that the problems remain the same when it comes to the difficulties many students experience when learning basic programming. Research studies further show that students don't have basic problem solving skills and don't know how to create algorithms (Mikum, Suksakulchai and Chaisanit, 2013; Gomes & Mendes, 2007). Problem solving is essential to computer programming and requires multiple abilities that students often don't have (Gomes & Mendes 2007).

Although, this study proposes several methods and tools to support programming learning and to solve the problems of students, some problems still occur with students in the programming class. In Thailand, Sankas (2010), found 61% of the students in his research group had low academic performance. And Sanrach and Houdsunthorn (2010), found in 2005 and 2006, students were failing the Principle of Programming course 33.34% and 27.77% respectively.

This paper is organized as follows: Section two provides a brief explanation of pair programming. Section three, provides information about pair programming within the context of Thai student. The study concludes with a discussion and summary in section four.

2. Strategies of Pair Programming in education

Pair programming is one of the practice areas in Extreme Programming (XP) methodology to improve the quality of software more productively (Phongpaibul & Boehm, 2006). Pair programming is a style of programming in which two programmers work together on the same problem, algorithm, design, code or test, and work side by side at one computer (Williams, 2010; Anderson & Gegg-Harrison, 2012; Cockburn & Williams, 2000; Ma, Ferguson, Roper, Wilson, and Wood 2004). One of the programmers, called the driver, is responsible to design and write the code. The other partner, called the navigator, is the responsibility to observe the work of the driver looking for mistakes and providing strategic suggestions (Ma et al. 2004; Jan Chong, 2005; Anderson & Gegg-Harrison, 2012). Additionally, according to Laurie Williams the driver and the navigator can brainstorm on-demand and problems solve. An effective pair programming relationship is very active. The driver and the navigator communicate and talk more, if they talk together at least every 45 to 60 seconds. It's also very important to periodically switch roles between the driver and the navigator (Williams, 2003).

When using pair programming in an educational setting, students work in tandem at one computer while completing regular programming assignments. Before introducing the pair

programming formula and purpose to the students, the teacher decides how to choose effective pairs. The teacher may allow the students to choose their partners, or may proactively form student pairs that are most likely to work well together (Williams, 2010). A study by Maree Mujeeb-u-Rehman indicates that pairs formed of a male and a female worked better and had more innovative ideas (Mujeeb-u-Rehman, Yang, Dong, & Ghafoor, 2005). A study by Joseph Chao indicates that if pairs were matched based on their level of Open mindedness and Responsibility the result was a higher quality code (Chao & Atli, 2006). The study indicated that most often (93% of pairs) students report being compatible with their partners (Williams, 2010). Pair rotation is also important. Teacher should switch partners because this will spread information and knowledge will be spread throughout the whole group (Laurie Williams, 2003). As defined by Laurie Williams, “the results also indicated that the teacher can use the following information to form highly-compatible pairs:

- Pair students together who have a similar a skill level as measured by computer science and/or total grade point average (qualitative results by Toll et al. also support having students of similar skill level) (Williams, 2010);
- Pair a Myers-Briggs sensor with a Myers-Briggs intuitor; and/or (Williams, 2010)
- Pair students together who have a similar work ethic, determined by asking students to provide a number from 1 to 9 where a 1 indicates the student works hard enough to just barely get by and a 9 indicates they work hard enough to get the best possible grade (Williams, 2010).”

Researchers at several universities have used pair programming in computer science courses and found this practice to be helpful to students. The advantages, disadvantages, and concerns with pair programming in an educational context as are discussed below.

2.1 Advantages of pair programming

Pair programming improves quality, teamwork, and communication. Researchers demonstrated that students who work in pairs tend to write programs of higher quality, have higher course passing rates (Preston, 2005; McDowell, Werner, Bullock, and Fernald 2006; Mendes, Al-Fakhri, and Luxton-Reilly 2006) and reduce time to complete the programs (Preston, 2005). Additionally, the researchers found that students working in pairs solved tougher problems faster, and had improved teamwork and communication skills and overall team effectiveness that is similar to what is found in the

computer industry (Williams, 2010; Williams, 2000; Gallis, Arisholm, and Dyba 2003).

Pair programming improves retention and confidence. Researchers observed pair programming conducted with undergraduates. The pairing students demonstrated that pairing helped improve retention (Williams, 2010; Anderson & Gegg-Harrison, 2012) and increase confidence (Anderson & Gegg-Harrison, 2012; McDowell et al. 2006; Cockburn & Williams 2000). Additionally, the students who paired were more likely to succeed in programming courses than those who solo program (Williams et al. 2003).

Pair programming leads to improved comprehension and learning. Researchers observed that when pair programming is conducted with students, The pairing students improved their understanding of the programming process (Preston, 2005) and enhanced their learning (particularly on the part of the novice developer) (Sison, 2008; Williams, 2010).

Pair programming leads to increased enjoyment of programming. Researchers observed that pair programming conducted with sophomore-level undergraduates, created a laboratory environment conducive to more active learning and are more enjoyable than traditional labs (Songsriwittaya, 2011). Additionally, the researchers found that the students working in pairs were more satisfied and that pairing increased the happiness of developers (Songsriwittaya, 2011; Phongpaibul & Boehm, 2006; Cockburn & Williams, 2000; Gallis et al. 2003).

2.2 Disadvantage of pair programming

Pair programming could lead to pair incompatibility, unequal participation, and clashing ideas. Some students studied had concerns about pair programming practice because of the following disadvantages: pair incompatibility (Srikanth, Williams, Wiebe, Miller, and Balik, 2004; Sison, 2008), clashing ideas (Sison, 2008) between pairs, and unequal participation by individuals in a pair (Srikanth et al. 2004; Sison, 2008).

2.3 Concerns with pair programming

Pair incompatibility could be a cause for concern. Several studies have shown that matching pairs based on skill levels is beneficial for their programs (Melnik & Maurer, 2002; Sanders, 2001). Students with a higher self-reported skill level have the least satisfaction when they pair with students of lesser self-reported skill levels (Thomas, Ratcliffe, and Robertson, 2003). Researchers found that students program their best work when they are paired with a partner of equal skill (Thomas et al. 2003). However, some students indicated ideas about

matching pairs based on choosing a partner by themselves.

Switching position pair could be a cause for concern. Several studies have shown that matching pairs based on skill levels is beneficial for their programs (Melnik & Maurer, 2002; Sanders, 2002). The driver becomes the navigator and the navigator becomes the driver (Phongpaibul & Boehm, 2006). When the students with different skills were switched it sometimes led to concerns about when students with a higher skill level were the driver and students with a lesser skill level were the navigator. There is a concern because students who have a lesser skill level cannot guide their partner.

2.4 Pair Programming within the context of Thai students

Culture is critical to human behavior. There is a complexity, accumulation of human learning that can be transmitted within the context of the social environment in which we grow up (Euamornvanich, 2011; Geert & Geert, H. J., 2005 ; Deveney, 2005). Cultural differences can appear in the classroom where there are students and teachers with different cultural backgrounds (Geert & Geert, H. J., 2005; Deveney, 2005).

In teaching in the classroom, Thai students often use nonverbal communication and when they were participant in activities, there is much head nodding and show of hands. They do not answer out loud. May be this is the result of a high context culture. The focus on is saving face and disgraceful fear which makes these things embarrassing (Rosenberg, 2004) Thai people often focus on saving face (Kremer, 2004). Most Thai people do not want to be corrected in front of others. Therefore, students do not dare to answer because they worry their about wrong answer (Euamornvanich, 2011).

There are research studies about models of instruction for learning styles that fit the characteristics of Thai students. According to a study by Phanphuttarat (2009) the teachers should be provided with training in appropriate learning styles of students. And students within the computer and information technology field should use the learning style in Diverger which is the experiential learning style of David Kolb. A study by Petchboonmee, Phonak, & Tiantong (2013) about Classification of David Kolb's Experiential Learning Style with Decision Tree Technique found that the students within department of computer information system were Divergers. Thus, this result can be used to develop activities that are suitable for the learning style of learners to enhance the efficiency.

Diverger is one of the Kolb's learning styles. Learning with experience in practice, needs to be observed and pondered. This learning style will require an observer and a thinker. These people

should have an ability to summarize complex ideas well, and use creative thinking and imagination. Students should enjoy participating, working with others and like to problem-solve with their group. Students are generally influenced by other people and like to receive constructive feedback. They like to learn via logical instruction or hands-on exploration with conversations that lead to discovery (Kolb, Rubin & Osland, 1991).

The Diverger learning style supports learning fundamental computer programming and can be used as learning styles that fit the characteristics of Thai students. The Diverger involves learning with a group. One Diverger learns computer programming with a group; one is pair programming for knowledge, thinking skills and problem solving, communicating skills effective, and accepting the opinions of others. Those abilities are compatible with 21st century skills development (Siripattarachai, 2013).

Several experimental and case studies conducted in the late 2008s and 2011s (e.g., Phongpaibul & Boehm, 2006; Songsriwittaya, 2011) have suggested several benefits of pair programming, including higher software quality, greater developer productivity, greater developer satisfaction, confidence, and enhanced learning (particularly on the part of the novice developer).

Monvorath Phongpaibul studied pair programming and software inspection at a Thammasat University in Thailand. In part of the study, there were seven student teams that used pair programming. They spent less time than the student teams that used software inspections in developing codes of similar quality (i.e., code passing the same number of test cases) (Phongpaibul & Boehm, 2006).

More recently, experimental results of Alisa Songsriwittaya to study the effects of pair programming pedagogy in an introductory programming course at a public university in Thailand, found that there were indications that pair programming students performed better on lab assignments and examinations than with solo programming. Moreover, pair programming created a laboratory environment conducive to more active learning and was more enjoyable than traditional labs. Students and lab assistants reported labs to be more productive, enjoyable and less frustrating. (Songsriwittaya, 2011).

Previous studies above have shown research that pair programming can be applied to Thai students' learning styles on computer programming courses.

3. Discussion

This present study includes some strategies for pair programming in education, advantages of pair programming, disadvantage of pair programming, concerns with pair programming and pair programming within the context of Thai students. Pair programming is a theory which identifies the

environment of the classroom as an element that can improve the quality of student programs. Pair programming is a style of programming in which two programmers work together on problems (Williams, 2010; Anderson & Gegg-Harrison, 2012; Cockburn & Williams, 2000). The students are stimulated to learn to share their knowledge, to share their idea, to brainstorm, and to solve computer programming problems step (McDowell et al. 2006; Preston, 2005; Mendes et al. 2006; Mujeeb et al. 2005).

One advantage about pair programming is one of theory that it increases students enjoyment in the computer programming course. They enjoy their work more, reduce their disillusion, increase their positive attitudes and enhance their confidence toward programming which in turn leads to all around better attitudes toward programming.

The concern about pair programming is matching pairs. This should not be overlooked and attention should be given to reduce the problem of pair incompatibility and promote collaboration of students. In other words, some students indicated ideas about matching pairs based on choosing a partner by themselves. However, other students wanted to have random partners which would help them learn about each other better (Toll III, Lee, & Ahlswede, 2007). Pair rotation is an advantage for students because it gives them the opportunity to work with different friends and to learn new ways to resolve computer programming problems (Srikanth et al. 2004).

The learning style Thai students prefer is with groups, which is compatible with the pair programming theory. Thai students encounter problems in learning programming similar to the other students (Mikum et al. 2013). The benefits of pair programming can improve the quality of their courses (Williams, 2010; Anderson & Gegg-Harrison, 2012; Cockburn & Williams, 2000) and help student be more open to learning in the computer programming course (Cockburn & Williams, 2000).

4. Summary

This study explores the pair programming theory in relation to education and classroom environment. This study also looks at the advantage of pair programming when the instructor brings program analysis and design into the lab assignment. The research suggests that when students begin to learn with less stress and more enjoyment in the classes, the environment changes for the better and the quality of the learning significantly improves. In addition, this study posits that pair programming applied in learning computer programming is more efficient than solo program learning. This study also includes some strategic methods for utilizing and

optimizing pair programming as a tool for enhancing computer programming classes.

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Perception of Secondary School Teachers regarding Relationship of Pre- Service Education and Professional Life Demands in Pakistan

Amna Nadeem, Tanveer Iqbal, Mumtaz Akhter

The application of teacher education in workplace is a debatable issue. This paper examined secondary school teachers' perception of their pre-service teacher education and its application in professional life. For this purpose the perception of 100 male and female secondary school teachers from Lahore district was sought. It tries to investigate that if secondary school teachers consider the professional knowledge and skills acquired at pre-service institutions useful in their practical and professional life. It tried to find out that if the courses at pre-service institute equip them with relevant skills like, lesson planning, appropriate use of technology for education, assessment, appropriate teaching methodologies a 5 point Likert scale questionnaire was used for data collection and SPSS was used for data analysis.

The findings indicate that Teacher training courses were helpful in lesson planning, assessment, dealing with students and it is difficult to implement theoretical knowledge in practical situations in large classes, and implement teaching methodologies. Individual differences are difficult to deal with which were taught at teacher training institutes.

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Perceptions of Teachers regarding English - Medium Instruction at Secondary Education in Punjab Province of Pakistan

Tanveer Iqbal, Amna Nadeem, Mumtaz Akhta

This study determines perceptions of students and teachers regarding English as medium of instructions. The research design of the study comprised a questionnaire survey. The sample for the survey consisted of 500 students of rural and urban Secondary schools of Punjab province, Pakistan. The schools were selected using Stratified Random Cluster sampling. The secondary school students were chosen by random sampling. A survey questionnaire containing five point Likert scales was used. To analyze quantitative data, descriptive statistics, one-way ANOVA and bivariate correlations were conducted.

Results indicated that students do not favor English as medium of instruction at secondary education in all subjects. Regardless of their position on English-medium instruction participants underscored problems of implementation of English-medium instruction at Punjab high schools.

Results also showed that all groups perceive English positively as an important compulsory language in secondary schools, and support the teaching and learning of English.

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Perceptions on the Curriculum Design in the Education Department of Senac São Paulo: Experience with the “Team Academy” and “Bridge School” Methodology

**Patricia Luissa Masmo, Rosiris Domingues,
Fernanda Yamamoto**

This article presents an analysis of the curriculum design of professional education in the education department of Senac São Paulo, based on experience with the “Team Academy” and “Bridge School” methodology.

The schools analyzed provide training by means of real projects, considering the personal objectives and aptitudes of the students, through group work and learning by doing, involving families and the community in construction of knowledge as a way to experience values and principles.

The observation of five school units was the educational background of the teachers and the role of teaching strategies for learning to be and learning to collaborate, added to teaching processes focused on leaning to learn and learning to do.

Noted the need to specify in the design of courses, the development of socio-cognitive skills that will enable individuals to manage their own work, their relations with the world in which they live and to stay abreast of the transformations through which the world passes.

Furthermore, the curriculum must develop competencies aiming at systematic and holistic training of the individual worker, to enable reading the world and acting as a responsible citizen sustained by the implementation of work through projects and involvement with the community.

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Perspectives on ICT Integrated Approach for Technical Education

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Information and Communication Technology (ICT) is becoming part of the educational system. ICT is a medium of teaching and learning and also assisting too for making assignments, collecting data and documentation, communication and conduction research. ICT brings changes in the pedagogy of academic transaction and prove to be advantageous because of their interactive and non-linear properties, highlighted by the hypertext technique that supports the construction of knowledge. The present paper discusses applicable perspective of ICT for teaching and learning. This paper also explains the need and importance of ICT in multimedia for Technical Education. It outlines outstanding concepts, useful and misleading assumptions, as well as the underlying theoretical perspectives behind several of work. The importance of multimedia integrated pedagogy in curricular subjects, the importance of intimate how multimedia could be integrated to apply in Technical Education. Multimedia packages help to present information for enchanting and develop meaningful for teaching and learning in the further.

Key Words: Information and Communication Technology (ICT), Integrated Approach, Technical Education

1. Introduction

The role of education is the most important factor in the development of a nation. This education needs to be of high quality, because only quality education can bring the desirable changes among the people. If education needs to be qualitative, it should continuously be in track with the contemporary changes and developments in the society. That is why there is a current cry for the changes needed to update asses and restructure the existing system of education. Teachers of today realize the need for

presenting different learning experiences to suit the individual differences among pupils and make attempts to use media and methods generated by Educational Technology.

In this context, aiming towards gaining more for technology for optimum results needs to be our immediate focus. The advantages of technology should be exploited to the maximum to raise the quality of education and also to give meaning for learning. The National Policy on Education (1986) has laid special emphasis on the use of computers of “Education Technology” for improving quality of education. Information and Communication Technology (ICT) include technologies in which the computer plays a central role, such as computer Assisted Language Learning (CALL), the Internet, and a variety of generic computer applications. Manpower development is partly determined by the ability to establish a synergistic interaction between technological innovation and human values. Nwagwu (2006) supported this when he asserted that rapid rate at which ICT have evolved since the mid-20th century as well as the convergence and pervasiveness of ICT, give them a strong role in manpower development and globalization. Similarly, Brakel and Chisenga (2003) maintained that ICT have a significant impact on all areas of human activity, particularly the technological development of any country. Technical education is addressed in diverse perspective. Kewey and Hamburger in Ben (2008) view vocational technical education as any education directed towards the preparation of individuals for skills performance task. The concept maintained that vocational technical education is an aspect of education designed to develop skills, abilities, understandings, attitudes, work habits and appreciation encompassing knowledge and information needed by worker to enable them make progress in employment on a useful and productive basis. The central objective of technical education on the achievement of soio-economic, industrial and technological objectives that will actually manifest themselves in economic stability, industrial harmony, technological advancement and improved standard of living for all. Therefore, the development of highly skilled manpower of a county is a function of its well-placed priority of standard of technical education.

2. Information and Communication Technology (ICT) in Education

The emergence of technology has been further applied to information, which has revolutionized the process of the transmission of information. Information Technology refers to,

- Sharing and interchanging information such as knowledge, mental skills, motor skills and attitudes through the use of mass media especially electronics.
- Achieving success in this sharing and interchanging through communication which consist of Receiving, i.e., hearing or seeing; Accepting as nothing can change unless information is accepted and Getting some Action, i.e., changing performance of behavior.
- Data Processors which are a key component information Technology in the processing of data.

In the Communication Technology, at present, the wealth of information that is being transferred across the Internet is impressive. Various mechanisms, the World Wide Web (www) browsers, email and news groups have been established to allow people to access, send or retrieve Information across the world. The Internet browsers like Netscape and MS Internet Explorer enable searching, viewing and displaying the information to any person interested in anything.

3. The Concept of ICT Integration

Integrating ICT into teaching and learning is not a new concept. It may be also old as other technologies such as radios or televisions. However, with the rapid development of emerging technology, such as web technology, ICT integration has increasingly attracted the attention of educators. In this section, we will elaborate on the terms of ICT and integration separately before the definition of ICT integration.

ICT is basically a tool. It can be hardware such as computers, software such as Microsoft Word or both. In the educational context, it mainly refers to various resources and tools presented on the computer. ICT is not particularly reserved for education; it is not a panacea for solving all educational problems either. However, it is “Certainly a useful tool that enables us to link various learning communities together in new and different way” (Taylor, 2000). Research has indicated that the use of ICT can support

new instructional approaches and make hard-to-implement instructional methods such as simulation or cooperative learning more feasible (Roblyer, Edwards, & Havriluk, 2004). Moreover, educators commonly agree that ICT has the potential to improve students learning outcomes and effectiveness if it is used properly (cf. Wang, 2001).

Integration has a sense of completeness or wholeness (Earle, 2002), by which all essential elements of a system are seamlessly combined together to make a whole. In education, simply handing out to students a collection of websites or CD-ROM programs is certainly not ICT integration. In a properly crafted ICT integrated lesson, ICT and other crucial educational components such as content and pedagogy are molded into one entity. As a result, the quality of the lesson would somehow be diminished if the ICT ingredient were taken away from the ICT-integrated lesson (Williams, 2003).

Effective ICT integration into the learning process has the potential to engage learners. For instance, using multimedia to present authentic and ill-structured problems in problem-based learning can motivate and challenge students and hence develop their problem-solving skills (Boud & Felletti, 1991; Savery & Duffy, 1995)

4. ICT Integrated Approach for Technical Education

The National Curriculum states that pupils should be given the following opportunities:

- To apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects.
- To find things out from a variety of sources, selecting and synthesizing the information to meet their needs and develop and ability to question its accuracy, bias and plausibility.
- To exchange and share information, both directly and through electronic media.
- To review modify and evaluate their work, reflecting critically on its quality as it progresses.

The technical education program for undergraduate student who are perspective teachers consists of four main parts;

- Basis courses, which set up a common foundation for all students

- Specialist courses, which build up respective knowledge bases for students of different specialties;
- Education courses, which contribute to acquire educational theories for prospective teachers commonly
- Educational practice, which usually takes place

Instructional Technology which relates to the use of ICT in education closely is a mandatory course for students in most of teacher universities.

- Theories are over talked and show little relationships with the use of technology in education
- New ICT and their educational uses are not well introduced
- Design of innovative instruction with the support of new technologies is extremely weak.

5. How to design pre-service for ICT Integrated

- Phase I: Demonstration of an ICT Integrated Lesson
- Phase II: Discussion of the Demonstration Lesson in terms of:
 - Content, objectives and resources
 - Procedure involved in the development of the lesson
 - Collecting the study material from the textbooks, encyclopedia, and other resources like Internet facility
 - Content Analysis- division of the content
 - Design the objectives in terms of instructional objectives according to learning theories
 - Identifying the learning activities/technological resources
 - Preparing the multimedia lesson
- Phase III: Assessing students' ICT competencies
 - Testing whether students 'possess the essential competencies required to prepare multimedia lesson by conducting theoretical and practical tests.
- Phase VI: Training the pre-service in essential competencies required for ICT
 - Based on the initial level of student teachers' knowledge, training should be provided on the essential competencies.

- Phase V: Developing ICT Integrated Lesson under the guidance

6. Conclusion

ICT integration is a comprehensive process of applying technology for technical education to improve teaching and learning. Its success depends not only on the availability of technology, but also heavily on the pedagogical design. Though there is no one formula for determining the optimal level of ICT integration for technical education, creative teachers at all levels of education have always found ways to incorporate innovative teaching aids and strategies in their classes. However, ICT should be used currently in conjunction with well-planned classroom teaching.

Bandhana (2012) argue that using technology in teaching and learning process that will greatly contribute to meet student needs for learning anywhere, anytime. Integration of information and communication technology (ICT) into teaching and learning process is a growing field which has variety of definitions according to different points of view as well as concrete model need to be developed for the teachers in order for the integration process to improve students' learning. These are based on the promise that “The integration process should strengthen learning of students”.

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Planning and Participatory Administration’s Strategies in action : A Cases Study of Educational Opportunity Expansion School

Chaturong Thanaseelungkun

The proposes of qualitative research were : to study planning processes and participatory administration’s strategies in action, to study strategies in action, to explore impact factors, to study Appearances results. The research area was Bannongyanhuaysabaek School, Yasothon Primary Educational Service Office Area II during academic year 2011 -2012. The research methodology including documentary analysis, interviews, observations and focus group. The finding show that: the school had planning processes, there were : 1. Meetings to analyze school context by 2 phases – Workshop with teachers and educational personnel, Discussion with the basic educational committees, 2 Building team to draft strategic plan by 3 activities – Responsible supervisor appointment, Performance’s committee appointment, and draft strategic plan committee appointment . 3. Feasibility Assessment of strategic plan implementing in action With the teachers and educational personnel. 4. Assigning work in performance level by project committee. 5. Collaboration between school and community. 6. Monitoring and evaluating of projects by supervision process. Impact factors from the process including : Communications within the school, Workload of staff, Duration of the performance. And awareness of community. Result Appearance of the planning process and participatory administration’s strategies in action, including positive appearances in social and school reality products.

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Predictors of self-efficacy beliefs in online teaching

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Abstract

This study investigated self-efficacy beliefs in online teaching before and after a teacher-training program in e-learning. Participants from 348 elementary school teachers responded to the questionnaires about their self-efficacy and motivational orientation toward online teaching, technology anxiety and organizational support for online teaching. The results indicated that there were significant gender differences in perceived self-efficacy in online teaching and factors that influence self-efficacy beliefs in online teaching. Although male teachers had higher self-efficacy in online teaching, female teachers benefited more from the teacher training workshops with respect to changes in the levels of self-efficacy beliefs in online teaching. Mastery experience was the most important factor associated with efficacy beliefs in online teaching. Only for females, technology anxiety had a significant influence in self-efficacy beliefs in online teaching. Our findings highlight the role of emotional states and motivation orientation in the gender gap in the development of teacher competency in online teaching.

Keywords: Self-efficacy beliefs; Online teaching; Organizational support; Motivational orientation; Technology anxiety

1. Introduction

Teachers' sense of efficacy is defined as teachers' subjective judgment about their capability to successfully execute a course of action required to fulfill their roles as a teacher (Bandura, 1997; Skaalvik & Skaalvik, 2010). Researchers suggest that teachers' sense of efficacy had been associated with teachers' emotional, cognitive, and behavioral aspects of teaching-related activities (Bandura, 1997; Megan

Tschannen-Moran & Hoy, 2007). For example, teachers' self-efficacy beliefs related to their general attitude toward teaching and classroom instruction. Teachers who feel efficacious tend to show higher levels of enthusiasm for teaching, expend more efforts, and challenge themselves by adopting a variety of innovative teaching strategies (see Tschannen-Moran & Woolfolk-Hoy, 2001)

In recent year, increasing attention has been giving to understanding the role of teachers' sense of efficacy for using technology (e.g. Lumpe & Chambers, 2001; Tschannen-Moran & Woolfolk-Hoy, 2001) and with the growing development of e-learning, studies emphasizing the teachers' self-efficacy in terms of online teaching may be important as well (Hodges, 2008). However, not many studies have explored teachers' self-efficacy in this area. For this reason, the major purpose of this study is to explore teachers' self-efficacy in online teaching. Knowing factors that influences self-efficacy beliefs in online teaching will provide educational organizations with a much clearer perspective on how self-efficacy beliefs in online teaching are shaped.

In this study we investigated factors that influence in self-efficacy in online teaching using data collected from the primary school teachers participating in a week e-learning training program. We examined the role of teaching experience, mastery experience, technology anxiety, organizational support and motivation goal orientation as predictors that could help us identify factors that are important in self-efficacy in online teaching. The relationships between these variables and self-efficacy have been documented in literatures (e.g. Ghaith & Yaghi, 1997; Busch, 1995; Kher, Downey, & Monk, 2013; Lam, Cheng, & C. Choy, 2010; Tseng & Tsai, 2010; Kao, Wu, & Tsai, 2011). Therefore, we expected that these

factors make a significant contribute to explaining teachers' sense of online teaching efficacy. Previous studies have also reported gender differences with regard to perceived self-efficacy expectations represent an important issue in the area of computer education. Researchers have found that females have lower computer self-efficacy than male in areas of computer technology (Durnell, Haag, & Laithwaite, 2000; Vekiri & Chronaki, 2008). Having low confidence in their ability may lead female teachers to avoid teaching online. Therefore it was reasonable for this study to examine possible gender differences in self-efficacy beliefs in online teaching.

2. Methodology

2.1 Participants and procedure

The participants were 348 Thai elementary school teachers (68.3% female, 31.7% male) participating in a week e-learning teacher training and professional development of approximately 30 hours conducted in Bangkok. Teachers are randomly selected from schools to attend the training. They had from 1 to 33 years of teaching experiences with a means of 6.3 years ($SD = 5.2$). The focus of the training includes:

1. Exploration of theory and models of design, implementation and evaluation of e-learning.
2. Demonstrations of practice of teaching and learning with learning management system.
3. Supervised trial of new skills and feedback on performance.
4. Development of online teaching self-efficacy.

Prior to the workshop teachers completed a pre-training questionnaire items with respect to their perceptions of their self-efficacy beliefs in personal and online teaching, the support they receive from school and colleagues, their motivation toward online teaching, and their technology anxiety, in addition to demographic information. On completion of the training all teachers were asked to complete a post-training questionnaire to see if changes had occurred in their technology anxiety and self-efficacy beliefs.

2.2 Instrument

The five parts of questionnaire are implemented in this study. The first part of the survey asked for teachers' general information such as the grade level at which they taught, teaching experience, and gender. The second part assessed teachers' perceptions of organizational supports adapted from the measurement of students' perceptions of teacher support developed by Bru, Stornes, Munthe, and Thuen (2010). There are 11 items composed to reflect collegial support, organizational support for

autonomy, and organizational support for professional development. The items in the third part of this survey were borrowed from Ravinder and Pete (1999) 20-item version of the personal Internet teaching efficacy beliefs scale (PITEBS), where teachers rated their efficacy beliefs to reflect personal teaching efficacy beliefs, and personal online teaching efficacy beliefs. The fourth section of the survey measured technology anxiety (3 items, e.g., “I always feel that the other teachers are better in online teaching than me) adapted from biology and physics classroom anxiety surveys (Koul, Lerdpornkulrat, & Chantara, 2010). In this study, the construct of motivation toward online teaching is based on Kao, Wu, and Tsai (2011) which measures mastery goal orientation, professional goal orientation, and social goal orientation. The items in the survey are presented using a five-point Likert scale.

2.3 Analysis

A series of paired samples t tests was conducted in this study to evaluate whether teachers' self-efficacy beliefs in online teaching changed after the training. Pearson's correlation is utilized to test any possible relationship among factors as mentioned. Then, through the regression analysis, the factors, which are significant in self-efficacy in online teaching, are identified.

3. Result

The findings from this study presented in Table 1 showed that there were statistically gender differences in self-efficacy beliefs in online teaching. We found male teachers exhibited higher levels of self-efficacy beliefs in online teaching and technology anxiety than female teachers.

The result shown in Table 2 indicated that mastery experience as measured by self-efficacy belief in personal teaching was significantly related to self-efficacy beliefs in online teaching both before and after the training. However, we found a stronger relationship in male ($r = .619$ and $.499$) than female ($r = .347$ and $.423$).

We found that there was a significant relationship between self-efficacy beliefs in online teaching and technology anxiety among females. Female teachers who were highly technology anxious generally have more negative beliefs in their competency in online teaching. Kher, Downey, and Monk (2013) found the similar result that anxiety is negatively associated to self-efficacy beliefs. Interestingly there were significant relationships between self-efficacy beliefs in online teaching,

technology anxiety and the scale of organizational support. Teachers who perceived higher support from organization are more likely to have lower technology anxiety and express higher self-efficacy beliefs in online teaching. The patterns in these relationships were stronger for female teachers. We also found significant positive correlations between teachers’ mastery goal orientation and social goal orientation and their self-efficacy beliefs in online teaching. These relationships were stronger for male teachers.

The regression analysis in Table 3 highlights the significant role of mastery experience in predicting self-efficacy in online teaching. This finding is

consistent with previous studies showing that mastery experience is the most influential source of self-efficacy beliefs (e.g. Bong & Skaalvik, 2003; Pajares & Miller, 1994). Before the training, social goal orientation was significant for both females and males, collegial social support was significant for males only and teaching experience associated with only female teachers’ self-efficacy beliefs in online teaching. After the training, mastery goal orientation was related to male teachers’ beliefs and technology anxiety as measured by fear of negative evaluations was significant for female teachers.

Table 1 Gender differences in self-efficacy in personal and online teaching, in technology anxiety, in motivation goal orientation toward online teaching, and in perceived organizational support for online teaching.

	Males (n = 110)		Females (n = 238)		F
	M	SD	M	SD	
Pre personal online teaching efficacy beliefs	4.06	0.483	3.75	0.513	28.452**
Post personal online teaching efficacy beliefs	4.04	0.430	3.87	0.447	11.478**
Pre fear of negative evaluation	2.64	0.846	2.52	0.739	2.025
Post fear of negative evaluation	2.76	0.916	2.54	0.850	4.806*
Pre personal teaching efficacy beliefs	4.23	0.500	4.07	0.490	8.818**
Post personal teaching efficacy beliefs	4.19	0.486	4.13	0.482	1.065
Mastery goal orientation	4.48	0.468	4.45	0.518	.217
Professional goal orientation	3.38	0.932	3.19	0.869	3.415
Social goal orientation	3.79	0.799	3.76	0.736	.160
Collegial social support	3.81	0.547	3.81	0.477	.008
Organizational support for autonomy	4.08	0.603	4.11	0.549	.096
Organizational support for pd.	4.21	0.498	4.28	0.581	1.132

* $p < .05$; ** $p < .01$

Table 2 Intercorrelations between self-efficacy beliefs in personal and online teaching, technology anxiety, teaching experience, motivation goal orientation toward online teaching and organizational and peer support for online teaching for male and female teachers.

	1	2	3	4	5	6	7	8	9	10	11	12	13
1	-	.387**	-.037	-.058	.619**	.133	-.026	.440**	.167	.382**	.328**	.184	.346**
2	.430**	-	-.074	-.070	.351**	.499**	-.030	.419**	.085	.206*	.186	.127	.210*
3	-.224**	-.126	-	.193*	-.176	-.128	.002	-.308**	.235*	-.051	-.163	-.284**	-.140
4	-.176**	-.178**	.274**	-	-.058	-.073	.068	-.019	.098	.089	-.221*	-.105	.080
5	.347**	.084	-.159*	-.040	-	.289**	-.003	.509**	.241*	.300**	.272**	.258**	.345**
6	.199**	.423**	-.079	-.090	.328**	-	.024	.236*	.006	.010	.011	-.019	.036
7	-.109	-.033	.017	-.040	-.020	-.036	-	-.152	-.115	-.162	.033	.216*	.105
8	.313**	.120	-.173**	-.098	.397**	.231**	.046	-	.205*	.378**	.235*	.200*	.359**
9	.033	.109	.129*	.072	.260**	.155*	-.037	.240**	-	.332**	.066	-.025	.095
10	.306**	.065	-.101	-.072	.368**	.208**	-.063	.477**	.329**	-	.222*	.081	.148
11	.259**	.078	-.223**	-.171**	.244**	.138*	.106	.254**	.021	.214**	-	.405**	.190*
12	.281**	.029	-.285**	-.170**	.301**	.137*	.298**	.275**	.003	.102	.426**	-	.517**
13	.266**	.084	-.319**	-.107	.267**	.049	.136*	.203**	.023	.181**	.345**	.496**	-

Note: 1 - Pre personal online teaching efficacy beliefs; 2 - Post personal online teaching efficacy beliefs; 3 - Pre fear of negative evaluation; 4 - Post fear of negative evaluation; 5 - Pre personal teaching efficacy beliefs; 6 - Post personal teaching efficacy beliefs; 7 - Teaching experience; 8 - Mastery goal orientation; 9 - Professional goal orientation; 10 - Social goal orientation; 11 - Collegial social support; 12 - Organizational support for autonomy; 13 - Organizational support for professional development. Intercorrelations for male teachers (n = 110) are presented above the diagonal, and intercorrelation for female teachers (n= 238) are presented below the diagonal. * $p < .05$; ** $p < .01$

Table 3 Summary of regression analysis for variables predicting male and female teachers’ self-efficacy beliefs in online teaching.

	Males			Females		
	Beta	<i>t</i>	<i>p</i>	Beta	<i>t</i>	<i>p</i>
Pre-test on online teaching self-efficacy						
Teaching experience	.008	.109	.914	-.164	-2.692	.008**
Personal teaching efficacy beliefs	.476	5.408	.000**	.174	2.580	.011*
Fear of negative evaluation	.136	1.654	.101	-.066	-1.041	.299
Mastery orientation	.114	1.213	.228	.114	1.641	.102
Professional orientation	-.091	-1.114	.268	-.093	-1.469	.143
Social orientation	.182	2.210	.029*	.157	2.262	.025*
Collegial social support	.165	2.027	.045*	.071	1.074	.284
Organizational support for autonomy	-.088	-.935	.352	.144	1.932	.055
Organizational support for pd.	.155	1.728	.087	.075	1.092	.276
Post-test on online teaching self-efficacy						
Teaching experience	-.002	-.019	.985	-.011	-1.181	.857
Personal teaching efficacy beliefs	.437	5.278	.000**	.414	6.741	.000**
Fear of negative evaluation	-.028	-.334	.739	-.154	-2.555	.011*
Mastery orientation	.234	2.421	.017*	.039	.555	.580
Professional orientation	-.005	-.061	.951	.072	1.147	.253
Social orientation	.086	.939	.350	-.086	-1.220	.224
Collegial social support	.085	.929	.355	.013	.198	.844
Organizational support for autonomy	.001	.012	.991	-.110	-1.455	.147
Organizational support for pd.	.084	.845	.400	.104	1.510	.132

p* < .05; *p* < .01

4. Discussion

In our study, we found gender differences in self-efficacy in online teaching. Male teachers had higher level of self-efficacy belief in online teaching. Consistently with previous studies (Vekiri & Chronaki, 2008; Huffman, Whetten, & Huffman, 2013) reported that male had more positive self-efficacy about computer related activities compared to female. Yet more importantly we found that female teachers benefited more from the teacher training workshops with respect to changes in the levels of self-efficacy beliefs in online teaching. The results indicated that although females initially judged self-efficacy for online teaching lower than did males, participating the training females can significantly improve their competency in online teaching. The result of this study shown that mastery experience was the most important factor associated with efficacy beliefs in online teaching. We also found that female and male teachers weight and combine information from difference sources to judge their capability to accomplish online teaching.

Although females reported lower levels of technology anxiety, we found that female teachers who distress over negative evaluation are more likely to express lower level of self-efficacy in online teaching. Furthermore, female teachers tend

to have lower technology anxiety and express higher self-efficacy beliefs in online teaching when their schools as being stronger in collegiality and more supportive of teacher autonomy. The result indicated that emotional states and social support are the important sources for females’ self-efficacy beliefs in online teaching.

Mastery goal orientation was found to be significant predictor of self-efficacy beliefs in online teaching for male teachers, but not for female teachers. We found significant positive strongly correlations between teachers’ mastery goal orientation and their self-efficacy beliefs in online teaching, and these relationships were stronger for male teachers. When males approach to teach online, they seem to set their goals to increase competence and value learning for their own sake, which indicated that male require more cognitive process to learn.

This study has implications for schools or educational organizations when planning a programme of professional development for ICT use in teaching. First, an assessment of existing skills is needed because apparently previous experiences, including successes and failures, can have an impact on an individual’s willingness to try new technologies (deMontigny, Cloutier, Oullet, Courville, & Rondeau, 2001). Second, in the training, instructor should also focus on affective

dimension. Since female teachers tended to be less confident in their ability in online teaching than male teachers are, it is reasonable for instructions to provide additional support for females to help them delimitate their anxiety about information technology and develop self-efficacy in online teaching. Possible instructional strategies include paying extra attention to female teachers' learning processes, providing immediate feedback and assistance, supporting them in the completion of tasks, sharing the experience of computer technology, encouraging them to interact with others (Shen, Cho, Tsai, & Marra, 2013), and offering them a freedom to learn.

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Primary School Teachers’ Perceptions toward Administrators’ Job Performance on Education Reform in the Second Decade (2009 – 2018): A Case Study of Southern Border Provinces of Thailand

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Abstract

This mixed method research aimed to examine the level of teachers’ perceptions toward school administrators’ job performance on education reform schemes in the second decade (2009-2018) as well as to compare teachers’ perceptions classified by academic standings, experiences, school sizes, and provinces. The study also examined teachers’ perspectives on guidelines in developing school administrators’ job performance regarding to education reform schemes. The samples of quantitative study were 391 teachers and key informants in qualitative part were 60 teachers. The instruments were a questionnaire and a semi-structured interview protocol. Quantitative data were analyzed by using mean, standard deviation, t-test, and F-test. Qualitative data were analyzed by using content analysis. This study revealed that 1) the level of teachers’ perceptions toward school administrators’ job performance on education reform schemes were found at a high level, 2) overall, statistically significant difference of teachers perceptions towards school administrators’ job performance were found at .05 level between those who have hold and have not hold academic standings and among different provinces. 3) the study showed no statistical difference of teachers’ perceptions among those who had different experiences and school sizes. Teachers in Southern Thailand reflected different perspectives on guidelines for administrators’ job performance regarding to education reform schemes, namely promotion of critical thinking and problem solving skills of students. Morale and professional development of teachers should be scrutinized by school leaders during the unrest. In addition, school administrators should provide adequate learning materials and bring in local scholars to be a part of education reform.

Introduction

Education reform in Thailand is known as a national agenda and it becomes one of the most significantly social strategies for the country to

bring changes and develop education of the citizen as stated innational standards and catch up with globalization. Regarding to the Thai Constitution of 2007 and the New Basic Education Act (1999), Thai citizen shall have equal learning opportunity and free education for 12 years (Office of Education Council, 2011). Also, education reform in Thailand shall bring equal opportunity for all learners to earn quality education regardless to difference of religion, socio-economic status, and beliefs. All related stakeholders shall be a part of educational management in supporting schools and promoting students’ learning achievement. The first round of education reform started from 1999-2008 had reflected both success and failures. Significantly, it brought a small change mainly on structure reform of educational service area offices which had more unity of hierarchical chains. Unfortunately, Thai children’s learning outcomes were still unsatisfied regarding to the report of national tests. For example, students’ learning in Mathematics, English, and sciences were lower than the average scores of the country. In addition, students’ desired characteristics and critical thinking skills did not meet the national standards (Hallinger, 2012). On the success side, new education laws on professional development were successfully issued and gained positive feedbacks from teachers and personnel. Due to the success and failures of education reform in round one, urgent strategies and educational schemes of education reform in round two (2009-2018) were launched in order to bring a real change. There were four new strategies that need to be focused including 1) the quality of new Thai citizen reform, 2) the quality of new teacher reform, 3) reform of educational institutions and learning resources and 4) reform of new educational management. The Office of Education Council (2009). Education reform of schools in Southern Thailand including Pattani, Yala, Narathiwat, Songkla and Satunis challenging because schools are facing with the unrest emerging in January 2004 up until now. Principals, teachers, and personnel staffespecially in the three southern border provinces including Pattani, Yala and

Narathiwat became target of the insurgents. More than 6,000 people have died in the conflict with over 11,000 wounded (Abuza, 2011; DeepSouth Watch, 2012). Despite the unrest has had impact on schools, education reform need to be continued to meet its goals and to bring quality education of the country. Significantly, this challenging role relies on effective performance of school principals. Among different key players in education reform, teachers are one the most critical groups in schools who can reflect the job performance of school principals. Their feedbacks, perceptions and perspectives about education reform in schools will be beneficial to school principals.

Research Objectives

There were three objectives in this study as follows:

1. To examine level of teachers' perceptions toward school administrators' job performance on education reform schemes in the second decade (2009-2018)
2. To compare teachers' perceptions toward school administrators' job performance on education reform schemes in the second decade (2009-2018) classified by academic standings, experiences, school sizes and provinces and province.
3. To examine teachers' perspectives on guidelines in developing school administrators' job performance regarding to education reform schemes

Research Methodology

This case study was a mixed-methods research which combined quantitative research with qualitative research. The researchers employed “embedded mixed methods design (Creswell, 2008) which the data between quantitative and qualitative will not be compared but reside side by side as two different pictures that provide an overall phenomenon of education reform in the second decade of Southern Thailand. The quantitative part aimed to investigate the level of teachers' perceptions toward school administrators' job performance on the new four education reform schemes in the second decade (2009-2018) as well as to compare teachers' perceptions on school administrators' job performance classified by their experiences, school sizes, provinces, and academic standings. The qualitative part aimed to investigate teachers' perspectives on guidelines in developing job performance regarding to education reform schemes. The population of this study were 17,057 teachers from 342 schools in Southern border provinces of Thailand including Pattani, Yala, Narathiwat, Songkla and Satun. The samples

of the quantitative study were 391 teachers and key informants in qualitative part were 60 teachers. The instrument of quantitative research was a five-scale questionnaire which contained 46 questions written in Likert scale format ranging from 5: job performance was found at the highest level to 1: job performance was found at the lowest level. The questionnaire yielded the alpha-reliability coefficient of .977 for the overall scale. The research instrument for the qualitative part was a semi-structured interview protocol approved by 3 scholars in the field which focused on four guidelines on new education reform schemes. The questionnaires and the semi-structure interview protocol were sent to teachers in Southern Thailand via air mails. The response rate of the questionnaire was 100%. Quantitative data were analyzed by using frequency, mean, standard deviation, t-test, and F-test. Qualitative data were analyzed by using content analysis and trustworthiness of qualitative study was promoted by prolonged engagement in the field, rapport, triangulation, and member checking.

Findings

Table I: Frequency and percentage of primary school teachers in Southern border provinces classified by academic standings, experiences, school sizes, and provinces.

N=391			
No	Academic standings	Frequency	Percentage
1. Academic standings			
1.1	Have hold academic standings	261	66.75
1.2	Not have hold academic standings	130	33.25
Total		391	100.00
2. Work experiences			
2.1	Less than 5 years	67	17.14
2.2	Between 5 - 10 years	160	40.92
2.3	More than 10 years	164	41.94
Total		391	100.00
3. School sizes			
3.1	Small size	56	14.32
3.2	Middle size	180	46.04
3.3	Big size	155	39.64
Total		391	100.00
4. Provinces			
4.1	Satun	37	9.46
4.2	Songkla	117	29.92
4.3	Pattani	84	21.48
4.4	Yala	58	14.83
4.5	Narathiwat	95	24.31
Total		391	100.00

According to Table 1, 66.75 percent of teachers in Southern border provinces of Thailand have hold academic standings and 33.25 percent has not hold academic standings. The study revealed that 41.94 percent of most teachers had more than 10 years of working experience and worked in middle sized school (46.04%). The majority of the sample in this study was in Songkla province (29.92%) which is the biggest province of Southern Thailand.

Part I: Quantitative Study

Table 2: Mean, standard variation and level of teachers’ perceptions towards job performance of school principals in Southern border provinces on education reform in the second decade (2009-2018) both in overall and each aspect.

No.	Aspects of education reform schemes	M	SD	Level of teachers’ perceptions on school principals’ job performance
1	Learning processes reform	3.91	.490	High
2	New teacher reform	3.92	.494	High
3	Educational institutions and learning resource reform	3.86	.522	High
4	Educational management reform	3.95	.524	High
Total		3.91	.469	High

According to Table 2, overall, this study revealed a high level of teachers’ perception towards school principals’ job performance on education reform in the second decade. According to teachers’ perceptions, school principals’ job performance on “educational management reform” was higher than other aspects (M=3.95, SD=.524) and teachers’ perceptions towards school principals’ job performance on educational institutions and learning resource reform (M=3.86, SD=.522) was lower than other aspects.

Table 3: Comparison of teachers’ perceptions towards school principals’ job performance on education reform in the second decade (2009-2018) classified by academic standings

No	Aspects of education reform schemes	Have hold academic standings		Not have hold academic standings		t	Sig.
		M	SD	M	SD		

1	Learning processes reform	3.94	.487	3.85	.496	1.517	.130
2	New teacher reform	3.95	.501	3.84	.469	1.946	.052
3	Educational institutions and learning resource reform	3.90	.518	3.77	.523	2.183	.030*
4	Educational management reform	3.98	.505	3.88	.564	1.571	.118
Total		3.94	.471	3.83	.459	1.976	.049*

* p< .05

According to table 3, overall, there was a statistically significant difference versus teachers’ perceptions who have hold and have not hold academic standings towards school principals’ job performance on education reform in the second decade (2009-2018) at .05 level. The study revealed that teachers who have hold academic standings had higher perceptions (M=3.94, SD=.471) towards school principals’ job performance on education reform than those who have not hold (M=3.83, SD=.459) academic standings.

Table 4: Comparison of teachers’ perceptions towards school principals’ job performance on education reform in the second decade (2009-2018) classified by work experiences

Aspects of education reform schemes	Less than 5 years		5 – 10 years		More than 10 years		F	Sig.
	(1)		(2)		(3)			
	M	SD	M	SD	M	SD		
1. Learning processes reform	3.87	.494	3.89	.501	3.95	.480	.812	.445
2. New teacher reform	3.78	.469	3.91	.483	3.97	.505	3.153	.044*
3. Educational institutions and learning resource reform	3.76	.485	3.82	.532	3.94	.516	3.371	.035*
4. Educational management reform	3.83	.582	3.91	.514	4.03	.502	3.880	.022*
Total	3.81	.445	3.88	.471	3.97	.470	2.949	.054

* p< .05

According to Table 4, overall, there was no statistically significant difference among teachers’ perceptions who had different work experiences toward school principals’ job performance on education in the second decade (2009-2018). However, the study revealed that perceptions of teachers who had more than ten year experiences were higher than those who had

less than 5 years and 5-10 years on new teacher reform, educational institutions and learning reform and educational management reform.

Table 5: Comparison of teachers’ perceptions towards school principals’ job performance on education reform in the second decade (2009-2018) classified by school sizes

Aspects of education reform schemes	Small size (1)		Middle size (2)		Large size (3)		F	Sig.
	M	SD	M	SD	M	SD		
1. Learning processes reform	3.91	.461	3.87	.497	3.96	.486	1.556	.212
2. New teacher reform	3.94	.346	3.88	.507	.507	.503	1.202	.302
3. Educational institutions and learning resource reform	3.81	.311	3.84	.535	3.90	.539	.797	.451
4. Educational management reform	3.86	.419	3.94	.536	3.99	.528	.890	.412
Total	3.88	.341	3.88	.487	3.95	.470	1.083	.340

The above data of Table 5 showed that neither overall or each aspect of education reform scheme were not statistically significant difference among teachers who worked in different school sizes towards school principals’ job performance on education in the second decade (2009-2018).

Table 6: Comparison of teachers’ perceptions towards school principals’ job performance on education reform in the second decade (2009-2018) classified by provinces

Aspects of education reform schemes	Satun		Songkla		Patani		Yala		Narathiwat		F	Sig.
	M	SD	M	SD	M	SD	M	SD	M	SD		
1. Learning processes reform	4.03	.467	4.07	.495	3.95	.448	3.88	.660	3.98	.502	1.652	.160
2. New teacher reform	4.08	.656	4.09	.531	4.02	.479	3.81	.707	3.96	.537	2.669	.032*
3. Educational institutions and learning resource reform	4.03	.517	4.00	.558	3.93	.530	3.68	.804	3.92	.545	3.216	.013*
4. Educational management reform	4.25	.509	4.10	.546	4.07	.485	3.85	.713	3.97	.555	3.780	.005**
Total	4.11	.456	4.07	.488	3.99	.434	3.82	.687	3.96	.492	2.90	.022*

* p< .05, ** p<.01

According to Table 6, overall, statistically significant difference at the .01 level were found among teachers’ perceptions from different

provinces on job performance of school administrators toward education reform in the second decade (2009-2018). It revealed that teachers who were from Yala province showed the lowest opinions toward school administrators’ job performance on education reform in the second decade, especially on the reform of educational management. This study also revealed that statistically significant difference at the .05 were found among teachers’ perceptions from different provinces on job performance of school administrators toward education reform mainly on educational institutions and learning resource and new teacher reform. Compared with other teachers from Satun, Songkla, Pattani, and Narathiwat, those who were from Yala province showed the lowest opinions toward school administrators’ job performance on the two reform schemes (educational institutions and learning resource and new teacher reform).

Part II: Qualitative Study

Teachers in this study suggested interesting and useful guidelines for school administrators in developing job performance regarding to education reform. Details of guidelines were basically introduced based on the new four education reform schemes including 1) learning processes reform, 2) new teacher reform, 3) educational institutions and learning resource reform and 4) educational management reform. Teachers reflected that all new four reform strategies were very critical and needed to be scrutinized by school administrators as well as related stakeholders as follows.

1. Learning Processes Reform

Teachers in Southern Thailand totally agreed that the first round education reform failed in promoting learning processes reform due to the lack of students’ critical thinking skills and desired characteristic as stated in the core national curriculum and reform schemes. Comments and suggestions were significantly placed on integration of teaching and learning supported by school administrators so that students became independent learners and were able to think critically and solve facing problems. To reach the goal of this reform, promotion of critical skills should early start at kindergarten level and it was a crucial role of school principal to track children development and facilitate teachers to achieve this challenging task. In addition, teachers emphasized the significance of upcoming year of ASEAN community in 2015 that school administrators should be seriously active in

preparing learners to be knowledgeable about the neighborhoods, especially the preparation on languages as well as understanding about different cultures. School principals had to be aware that school activities and curriculum should be developed and applied appropriately based on students' needs and backgrounds. It is essential that school administrators has to fully support inclusive education equally to mainstream education regardless socio-economic statuses, religions, and beliefs of students in southern Thailand which is a diverse region.

2. New Teacher Reform

Teachers in Southern Thailand complained that they have inevitably faced the ongoing unrest since January 1999 which had brought them fear, distrust, discourage to work and some lost spirit to work. Despite facing with the unrest and high expectation of education reform schemes, teachers suggested that school administrators should promote work climate such as morale support, care and teachers' well-being so as to uphold their spirit to work effectively and bring a satisfaction results of national tests. Unfortunately, teachers in Southern Thailand had not as much learning opportunity as teachers in other areas in the turbulent times. Hence, school administrators had to develop strategic professional development especially the promotion of their academic standing up to the higher level. This included the collegial supervision of school administrators which shall be done regularly with feedbacks and collaboration of teachers.

3. Educational Institutions and Learning Resource Reform

Teachers suggested that school administrators have to support and provide adequate learning resources for teachers and students such as new technology. School administrators shall develop classroom climate that support students' learning. Learning resource development, especially school library must be able to thoroughly serve all students with different and attractive textbooks. Local scholars and heroes shall be a part of school reform.

4. Educational Management Reform

Regarding to teachers' perspectives, the success of education management reform in the second decade relies on school leadership, especially administrators' influences, good governance as well as their competencies in bringing modern management to schools. Teachers reflected that school principals shall emphasize effective school management focusing on productive processes and outputs with the collaboration of related stakeholders. One main success of education reform also depends on both internal and external quality assurance of schools. School administrators shall be well-prepared,

knowledgeable, and be able to identify clear goals that fit the unique of schools and local needs. Due to limited budget, school administrators must provide strategic plans to use money wisely and transparently.

Discussions

This study revealed a high level of teachers' perception towards school principals' job performance on education reform in the second decade. This result positively indicates that teachers saw empirical evidence of school administrators' job performance on education reform and they recognized school administrators' efforts and commitments to bring changes on education reform schemes.

In spite of positive feedbacks of teachers' perceptions toward school administrators' job performance on education shown in this study, the road to the success of education in Southern Thailand has not been clear and ambiguous (Hallinger, 2012). The unrest in Southern Thailand and the political instability still hinder school performance and attempts of teachers and school leaders to produce positive outputs of education reform. In addition, widely known in Thai media and research studies, application of new technology, especially tablet for Prathomsuksa One students (grade 1) which is one of strategic schemes of education reform developed by the government encountered negative feedbacks from scholars, think tanks, teachers, and parents. Focusing on the tablets has distracted attention from a deeper malaise affecting Thai education. Thailand spends a lot of money on education, but its results remain static. In a recent competitiveness report of international education, Thailand ranked 54th out of 56 countries globally for English-language proficiency, the second-lowest in Asia (The Economist, 2012) reflecting doubts about education reform processes of the country.

Teachers' perceptions toward school administrators' job performance on educational institutions and learning resource reform was lower than other aspects, especially the item “school principals could do fundraising from various sectors and invite local scholars to be a part of school reform and for the maximum benefit of students' learning” was found at the lowest job performance of school principals in Southern Thailand. Lacking adequate support from local stakeholders may hamper the effectiveness of school management and education reform processes of schools in Southern Thailand. Sungtong (2007:134) found that the promotion of “doing fundraising in schools can lead to competitions and concerns among schools”.

The study revealed that teachers who have hold academic standings had higher perceptions towards school principals’ job performance on education reform than those who have not hold academic standings. This finding implies that teachers with academic standings are normally trusted by schools administrators. Due to their work experiences with more than 10 years, they have a beneficial chance to work and learn closely with school administrators which allow them to see, aware, and understand details and processes of education reform better than those who have not hold the academic standings and had less work experiences. The findings of study also indicate that professional development in Thailand is continuously supported by school leaders. In contrast, scholars still widely claimed that the higher academic rank of teachers in schools have not much effects on education reform (Intasena, 2009) since students’ learning achievement based on the national test report have not been satisfied by parents.

It is not far-fetch to say that education reform in Southern Thailand look like a game competition that who is not going to be left beyond the line. To be clear with the evidence, according to national tests, students’ scores in Southern Thailand, especially in the three Southern provinces including Pattani, Yala, and Narathiwat were the lowest compared with other provinces in Thailand (National Institute of Education Testing Service (NIETS) (Public Organization), 2013). The NIETS also reported that grade 6 students in Yala province had the lowest learning outcomes of the country in three consecutive years (2007-2009) indicating the failure of education reform of Southern Thailand. This evidence was in accordance with research findings in quantitative part that teachers in Yala province showed the lowest perceptions toward school administrators’ job performance on education reform indicating that teachers have not seen enough efforts of school administrators to produce impressive outputs of education reform schemes.

Teachers in Southern Thailand reflected useful guidelines that fit the new education reform schemes for school administrators to apply into concrete practices. For example, in term of learning processes reform, teachers emphasized critical thinking and problems solving skills of students which are essential for learning in the 21st century. School principals are key players to support this skill because it is one of the most critical skills for learners. In addition, teachers in Southern Thailand are working in unrest which mentally affects their daily lives. For this reason, they urged school administrators to create positive work climate such as morale support, care, and

professional development to fulfill their career path. These suggestions are in accordance with Wisaraporn et al. (2009) that it is essential to promote morale of teachers in crisis so that they can work happily despite they are facing with the upheaval and uncertainty of the lives.

School administrators must be aware that teacher reform is one of the most important scheme because teachers’ roles have direct impacts on students’ learning achievement. Obviously, the success of education reform relies on reform of teachers. Supporting adequate and various learning resources is also necessary for education reform in the second decade. School administrators may work with teachers to design and develop appropriate learning materials as well as plan to bring scholars who have local wisdom to teach in schools. Utilizing materials that are available in the community may be possible for schools since the budget they receive from the government in each fiscal year is limited. The success of education reform also intertwines with leadership of school administrators and their influence to strive the four education reform schemes to the success. School administrator must be aware that leadership is an essential ingredient for ensuring that every child in schools get the education they need to achieve. Leadership can be called the bridge that pulls together many different reform efforts in ways that practically nothing else can (The Wallace Foundation (2007).

Conclusions

Regarding to teachers’ perceptions toward school administrators’ job performance on education reform in the second decade (2009-2018), education reform in Southern Thailand is facing both internal and external challenges. Despite there is a positive signal of success, school administrators in Southern Thailand are facing inevitable dilemma stemming from lack of concrete directions of education reform policies implemented by school administrators and former chronic problems especially the inefficiency of management and structural problems mainly on politics which always hinder the school competency in producing good outputs of reform schemes. Unfortunately, the ongoing unrest in the region affect education reform schemes since teachers, school principals become target of insurgents. Based on this study, school administrators have to address emergent issues in education reform and focus on priority of each education reform scheme. Active and continuous work for further development of education reform in Southern Thailand should be seriously strived by practical plans. To produce success of education reform schemes, concretely and

specifically strategic plans should be developed and strong commitments to new four education reform schemes should be done through leadership of school administrators and collaboration of related stakeholders in the region.

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Private and Public: Digital Media Ethics and Information in Global and Local Perspectives

Twyla Gibson

This study addresses issues of privacy, confidentiality, and transparency of information in educational contexts and in an era of globalization and networked media culture. Questions of deception and silence versus openness and transparency take many forms and surround much of the information in educational institutions, issues that are magnified through networked technologies and a global information arena. I examine diverse cultural attitudes and understandings of private and public in educational contexts in both Western and non-Western cultures. I raise a central question for contemporary digital ethics: Is it possible to create an ethical framework for the use of digital media that integrates values shared globally with the different notions of openness, transparency, privacy, and confidentiality that reflect diverse local cultural norms and standards? The approach relies on Platonic Virtue Ethics as the foundation for a theoretical framework for analyzing and resolving ethical dilemmas in ways that acknowledge and respect the differences that define diverse individual and cultural attitudes and values.

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Problems and Guidelines on Supervision for Pre-service Teachers’ Professional Experiences of Supervisors of Prince of Songkla University working in the Three Southern Border Provinces of Thailand

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Abstract

This qualitative study aimed to examine the problems of supervision for pre-service teachers’ professional experiences of supervisors of Prince of Songkla University (PSU) in the three southern border provinces as well as guidelines of supervision for pre-service teachers’ professional experiences of supervisors of Prince of Songkla University who worked in the three southern border provinces. Key informants were 10 supervisors of PSU who supervised teacher trainees at schools in the three southern border provinces. A purposeful selection was employed to select sites and participants for the study. Research instruments were a semi-interview protocol, related documents and the researcher as a key instrument. Data were analyzed by using content analysis. The findings of this study revealed that supervisors had no time to supervise due to their own workload. The unrest situation of three southern border provinces had significant impacts on their safety and supervision. This study suggested that in order to maximize supervision during unrest, it is critical that supervisors use IT supporting supervision (virtual real time conference) and use network supervision.

Keywords: Supervision, Supervisor, Three southern border provinces of Thailand

1. Introduction

Student teaching is a significant element of teacher production as the pedagogical training reinforces the quality and capability to the graduated student teachers in at least three ways: 1) the capability of knowledge, 2) the capability of skills such as teaching, general affairs, student affairs etc. and 3) the capability of attributes. (Teacher Training Department, 1988)

The success of the student teaching supervision depends on a university supervisor. The university supervisor plays a major role in the student teaching practicum. Scholars and educational offices raise importance of determining university supervisor’s roles involving 1) teaching supervision on student teachers via teaching observation, demonstration of teaching, lesson plan supervision etc., 2) consulting about the knowledge of pedagogical operation and teacher attributes to student teachers, 3) student teaching measures and assessment and 4) coordinating cooperation and establishing good relationship between institutions producing teachers and schools where teacher students involve, and cooperating with teacher production institutions in developing student teaching practicum system.

Southern border provinces including three provinces: Pattani, Yala and Narathiwat where there have been insurgency terrorism, daily killing, bombing, and firing teachers and officials affecting insecurity of life and properties. The situations have been quite seriously complicated. Moreover, the issue of lacking morale in the operation generated by those insurgency situations (Sungtong E, 2008) may impact going into the area to supervise student teaching by university supervisors.

According to the above concepts, the researcher, as an educator working in the area, is interested in investigating the problem and the supervision on student teaching by university supervisors at Prince of Songkla University under the area context of southern border provinces by associating with and theoretically criticizing relevant concepts. The findings of this study can be a direction of student teaching supervision management of university supervisors in the areas of the southern border provinces or other cases that university supervisors cannot supervise student teaching by a regular process.

2. The purpose of the study

1. To investigate the problems of student teaching supervision by university supervisors at Prince of Songkla University under the context of the southern border provinces area.

2. To study the directions of student teaching supervision by university supervisors at Prince of Songkla University under the context of the southern border provinces area.

3. Scope of the study

The scope of the study composes of 1) the roles of university supervisors, 2) the supervision methods, 3) the direction of supervision program in the future, 4) motivation and the context of three southern border provinces. A university supervisor is defined as a person who has been assigned to supervise, closely consult to, giving suggestion and help to the advisee. Moreover, the university supervisor plays four key roles: 1.1) supervise student teaching by several methods like teaching observation, teaching demonstration, lesson plan supervision etc., 1.2) advise the student teachers about the profession knowledge, teacher affairs and teacher practicum, 1.3) measure and assess the student teaching, 1.4) coordinate and establish a good relationship between the teacher production institutions and the schools where the student teaching is happened and cooperate with the teacher production institutions to improve the system of student teaching. Secondly, the supervision methods involve any means used in the supervision or any model of the supervision depending on the concepts and belief in each period. It can be seen that the means of the supervision relates to the progress of the education management. For example, the clinic supervision is a model of teaching observation process to improve the quality of teaching. Many educationists and supervisory specialists have proposed the process of the clinic supervision consisting of many models. The model of Goldhammer (Goldhammer : 34 – 49 , cited in Thaipanit, N.1992: 101 – 102) is a model of the clinic supervision consisting of five steps: 1) pre-teaching observation meeting, 2) observe teaching, 3) analyze data and determine the process of supervision meeting, 4) supervision meeting and 5) supervisory behavior analysis meeting. Another supervision model is the goodwill and instructional supervision (Kalayanimit supervision). Amornvivut, S.(2003) mentioned that the model of the goodwill and instructional supervision (Kalayanimit supervision) is a process to improve learning classified by four components: give, join, intend and open. Third, the direction of supervision program in the future will be talked about the tendency of indirect supervision involving the media, computer, communication technology etc. The advance of communication technology plays a significant role in the supervision management in the future involving self-supervision, remote supervision, indirect supervision etc. Fourth,

the motivation involves both internal and external motivation that stimulates the behavioral direction to the success as needed. The last one is the context of three southern border provinces which are Pattani, Yala and Narathiwass where there are the insurgency situations, daily killing, bombing, shooting teachers and governmental officials, These affect the insecurity of life and properties.

4. Research Methodology

This study is a qualitative research. The research is designed to use case study involving different informants and various social situations (Yin, 2005). The research instrument is semi-structure questionnaire. The main informants are 10 regular university supervisors having at least continuing three years experiences on student teaching supervision in the southern border provinces area at the faculty of Education, Prince of Songkla University. The main informants are chosen by purposeful selection and named by pseudonym. The researcher employs the technique of content analysis based on Fraenkel Wallen (2006) with brief data analysis procedures as following 1) determining objectives, 2) defining terms 3) specifying the unit of analysis 4) coding emerging themes and 5) identifying themes.

5. Results and Discussion

1. The problems of student teaching supervision by university supervisors under the context of the southern border provinces area

1.1 The university supervisors have overloaded tasks resulting in having no time for the supervision.

The finding shows that mostly the supervisors assigned as a university supervisor have been the teachers from Demonstration School of Prince of Songkla University since the number of the lecturers of the faculty are not sufficient. The teachers have been assigned as a university supervisor. In addition, the teachers of Demonstration School of Prince of Songkla University normally have a lot of teaching hours and have to be responsible for several tasks. Being assigned as a university supervisor furthers his/her works leading to discontinuous supervision. It relates to (Amornrutsug P 1996 ; Dangsungnon B , 2002) stating that the number of the university supervisors have not been adequate to the number of the student teachers. Most of the university supervisors do not mutually consult with the school supervisors to solve the student teaching issue and do not contact the schools to send the students for the student teaching. The university supervisors also have overloaded teaching hours and have to deal with many tasks excluding the student teaching supervision causing that their time does not suffice for the supervision.

Overloaded tasks of the university supervisors causing the inadequate time for supervising the student teaching are generated from the sufficient number of the university supervisors caused from the

management of lecturers' ratio of the university. It leads to the appointment of the university supervisors among the teachers of Demonstration School of Prince of Songkla University. In other words, their overloaded tasks are doubled by the appointment affecting the discontinuous supervision and the quality of the student teachers.

1.2 The insurgency situations in three southern border provinces

The findings show that the insurgency situations in three southern border provinces affect how local people run their everyday life especially the group of teachers. For example, the situations set by the terrorism have an effect on the insecurity of life and properties. The findings are similar to mentioning that the insurgency situations in three southern border provinces are quite serious and complicated. For the point of view of some university supervisors, the insurgency situations impact the morale in supervising the student teaching in the area conforming to Sungtong, E (2008) stating the issue of lacking the morale in the operation caused from the insurgency situations and the insecurity of life and properties produced by the insurgency situations killing some of the teachers in the area.

Furthermore, the study is found that most of the university supervisors think that the insurgency situations in three southern border provinces affect their decision on going into the area to supervise the student teaching of their advisees because of the insecurity of life and properties relating to the theory of Maslow's Need Hierarchy mentioning the security needs (Maslow, 1970: 121). Some university supervisors think that the insurgency situations in three southern border provinces are occurred in some periods and some areas. Thus, if the university supervisors understand the context of the area, they will be ready to adjust the plan of supervising the student teaching of the students following the situations. The reason might be from the university supervisors having experienced the student teaching supervision for many years and the university supervisors living in the southern border provinces area. Because of these, the university supervisors think that supervising the student teaching in the area should be remained, but the supervision plan may be changed depending on the situations in case that the insurgency terrorism is occurred in order to keep the students' benefits. This research result is consistent with the concept of Herzberg and Synderman (1959) from the Herzberg's Theory of Motivation explaining that the achievement is generated from the task finished and well completed by a person. This point shows that the university supervisors still agree that a good university supervisor should be responsible for supervising the student teaching and doing the teaching observation by himself/herself because it has an effect on the students' quality directly.

2. The direction of the student teaching supervision by the university supervisors at Prince of

Songkla University under the context of the southern border provinces area

2.1 IT must be employed in the direction of supervision.

The study is found that the university supervisors anticipate the importance of going into the area to supervise the student teaching of the students and agree that for the supervision of student teaching of the students at Prince of Songkla University, the university supervisors have to complete it by themselves at the schools where the student teaching is happened in order to do teaching observation in the classroom, consult to the students, give the students advises, assess the student teaching, discuss the issues between the students and school supervisors corresponding to the concepts that the university supervisors' roles are to supervise the advisees, closely observe teaching in the classroom of the student teachers, consult and give suggestion to the students, and help the students (Khuanwang, W. ;2006; Teacher Training Department, 1988; Scott and Moore, 1993; Maitreephun W, 2009). Additionally, all the university supervisors have the same opinion on the importance of teaching observation to see the real condition and to be easy to give the relevant suggestions as the teaching of the students. It is consistent with the concept of (Goldhammer : 34 – 49, cited in Thaipanit, N. 1992 : 101 – 102) stating that the clinic supervision is a model of the teaching observation process for improving the quality of education. Most of the university supervisors also have similar view on the supervision. A way of the supervision is not to find fault with the students, but friendly helps them develop their teaching conforming to the concept of Amornvivut, S. (2003) talking about the process of goodwill instructional supervision (Kalayanimit supervision) is the process to improve learning consisting of four components: give, join, intend and open. However, the context of the area with the insurgency situations, the issue of lacking the morale in the operation generated by the insurgency situations and the insecurity of life and properties from the insurgency situations (Sungtong E, 2008) affects the change of the supervision procedures.

The study is found that the supervision involving observing teaching by the university supervisors themselves is necessary, but the insurgency situations make all of the university supervisors think that communication or telecommunication technology should be employed in the supervision which is consistent with the concept of Loureindeer W (2011) saying that a supervisor will use more the technology in the management of teaching and teaching development. At the same time, Social Network plays an important role in the supervision. Nevertheless, the use of communication technology should not be like e-supervision that a supervisor and a student interact by typing. The findings suggest that the supervisor should give

feedback as a real time interaction when observing teaching even though the supervisor and the student are in the same place. This concept is linked with the words of Bunsuwan W (1995) saying that the way of education supervision in the next decade will be a remote supervision involving several kinds of technology.

2.2 The use of supervision network

The study was found that some of the university supervisors agreed to find the solution by establishing the network with schools, directors and educational supervisors in solve the discontinuous supervision issue. It is similar to the concept of Bunsuwan W (1995) claiming about the means of education supervision in the next decade that the supervision through a middleman is an education supervision allowing a supervisor to arrange the student teaching supervision through an another person who will be assigned to supervise the teachers in their school. However, there should be the improvement of school supervisors by establishing the school supervisors' network. In another word, if the school supervisors or teachers are not available to supervise the student teaching, they can ask an educational supervisor for help in the supervision in case that a university supervisor of the faculty cannot be on the duty. From those issues, it can be said that the use of supervision network can help the university supervisors, but it has been from the small group of the university supervisors and it has not involved with the opinion of the students who may require the university supervisors to take care of them.

6. Conclusion

The results can be summarized that the problems of student teaching supervision by university supervisors at Prince of Songkla University under the context of the southern border provinces area compose of several issues. The first issue is that the university supervisors have a lot of tasks making them have no time for the supervision. To illustrate, the time of lecturers of the faculty have not been sufficient. It makes the teachers from the Demonstration School of Prince of Songkla University be assigned as a supervisor. Besides, the teachers actually have a lot of teaching hours. Being assigned as a supervisor is their added assignment. Because of these overloaded duties result, the teachers do not regularly follow the supervision. Secondly, the insurgency situation in three southern border provinces affects the university supervisors' insecurity in term of morale, life and properties when going into the area to supervise the advisees. Furthermore, the issue of the student teaching supervision direction of the university supervisors at Prince of Songkla University can be concluded into two ways. The first conclusion is the means of supervision by using communication technology (video conference). The findings indicate that a good supervision should have teaching observation and immediate suggestions. If the university supervisors

are not able to go into the area to supervise the student teaching, the communication technology should be employed in the supervision to make it as a real teaching observation and encourage a real time interaction. Another conclusion is the use of supervision network. The results show that establishing the network with schools, directors and educational supervisors is a means that can solve the problem.

7. Suggestions

According to the study, the suggestions consist of two sections. The first part is recommendation for implication. The institutions producing teachers under the context of the southern border provinces area can take the research results as a direction of student teaching supervision management of university supervisors in the southern border provinces area or other cases that university supervisors cannot regularly supervise the student teachers. Second, this research encourages interested researchers to investigate the components of the research results for further study.

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Ram Wong Wiam Krook

Nakhonsithammarat College of Dramatic Arts

The Study of “Ram Wong Wiam Krook”, the local wisdom in Thai Traditional Dramatic Arts, at Watmon Community, Tambon Tharuer, Amphone Muang, Nakhon Si Thammarat Province aimed at investigating its characteristic and history, and its relationship embedded in the community. Two research instruments were then analyzed through content analysis. The result revealed that the Ram Wong Wiam Krook Dance was performed at the end of the Second World War, about 1941, which was influenced from Ram Tone, Long Fram Dance, from the Central Part of Thailand. The dance usually performed in special occasion, funeral, dance competition. The villagers normally danced on the yard of the houses or the temple where the owner hosted the ceremony. The yard was centered by a big wooden morta and decorated by banana trees. The musical instruments accompanying were the Rammana, Peuerd, Chings, Charbs, Krab and tambourine. The male and female dancers, worn in both Thail classical costumes or traditional costumes, would dance mainly reflected their way of life; flirting, natural beauty, motto, history of the community and their belief. The information found will be very useful for the Nakhon Si Thammarat Dramatic Arts College in arranging an appropriate curriculum for conserving the local wisdom, passing it down to the next generations and distributing it to other parts of Thailand.

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Rational Use of Major Information Reservoirs for Teaching and Learning Arabic language

Kebir Benaissa

The New Technology has provided many reservoirs where individuals can acquire information for teaching or learning arabic language: online classrooms, social networks, virtual reality platforms. These diverse sources open learner's appetite, but at the same time may distract his mind, and keep him out of the education goals. Students who self-regulate their study in e-learning scenarios often suffer from cognitive overload, as well as conceptual and navigational disorientation due to the increasing amount and complexity of knowledge and information in many domains. The aim of this study is to propose a kind of "roadmap" in order to facilitate access to the desired information through a shortest way and at the lowest possible cost. The main elements of this roadmap will be explained in some details.

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Results of Behaviors Modification and Drug Administration During Ramadan in Thai Muslim Patients with Diabetes Type 2

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Abstract

The Muslim patients with type 2 diabetes may affect on blood sugar levels on the blessed month of Ramadan. This qualitative research aimed to study effects of behaviors modification and drug administration among Thai Muslim patients with diabetes mellitus type 2 during Ramadan.

Ten subjects purposive sampling were female in Tumbol Nakean, Mueang District, Nakhon Si Thammarat who have had diabetic for 5-10 years. Three phases of participatory action were contemplation, action and monitoring, and evaluation. The results revealed that four groups for patient's adaptation were: 1) adjust the dose according to the meals, 2) adjust the dose according to the meals and eating fruits instead rice, and dessert, 3) adjust the dose according to the meal and kept exercise, and 4) adjust the dose according to the meal in combination with diet and exercise.

The success of behaviors modification found that patients able to kept more than 20 days fasting throughout the month. Some of them who had fatigue, tachycardia, and dizzy bathed and slept. In case severity, patients broke them down from fasting by drinking nectar.

The results will be used to improve the quality of life in Thai Muslim patients with diabetes type 2 during Ramadan.

Keywords: Ramadan, Thai Muslim, Diabetes type 2

Introduction

Well-being and lifestyle changes affect the incidence of chronic diseases increase. Especially diabetes. Report of the World Health Organization last year about health statistics. Found that 1 in 10 adults with diabetes and 1 in 3 have high blood pressure, approximately 63 percent of all deaths worldwide caused by Chronic illness.

For Thailand in 2012 found 9,647 deaths from diabetes for a rate of 14.93 deaths per hundred

thousand population with diabetes. A survey of state public health Thailand . By physical examination 4th Year 2006-2007 , the prevalence of diabetes in the population aged 15 years and 6.9 percent have a higher prevalence than found in men and 7.7 percent . 6 , respectively , and the prevalence increases with age from 0.6 percent in the age group 15-29 years showed the highest prevalence in the age group 60-69 years, 16.7 percent of such conditions as a result of the pancreas can not create insulin. Adequately or the body's response to insulin was less than normal. Thailand is affecting people 's quality of life decline was not selected to be any religious classes.

Even Islamic countries, Islam is the religion of the people is the second most respected Buddhist. Of statistical surveys of the National Statistics Office showed that the 2011 population of 66 million people is the number of Buddhists 61.7 million , followed by Islam 3. 3 million people, 0.7 million Christian piety . Hinduism 0.3 million (Source population and Housing Census 2011 , Office for National Statistics. Ministry of Information and Communication) .

Behavior may be related to the health of the Muslim is an interesting one. Fasting in Ramadan is one of the main reasons for all Muslims believe in five to puberty . And physically ready to be fasting . In any one year Every Muslim, male and female , all as to be different one month is fasting the 9th month of the year. Which is called the month of "Ramadan" (Ramadan) of such rigorous practice of Islam . May affect patients who are chronically Muslims Thai. Such as diabetes , which is likely to cause complications during the period. Despite the provisions of the religion. Deferred to fasting or not to hold up . In the case of fasting will cause disease or symptom recurrence and prolonged slumps away. However, Muslims believe that fasting is not harmful to the body . But it was a good result The digestive system is a lot more comfortable . And to prevent diseases.

Studies EPIDIAR study by studying patients with diabetes Muslims in Muslim countries. During fasting month Found that most patients (Over 60 percent) continued to use the drug in normal size. And while the ministry is strictly for people with less severe hypoglycemia during fasting. And some may consider drug dose or dose reduction down to itself.

Preliminary survey of the community, the lapping of the Muslim community in Muang Nakhon Si Thammarat. Found that patients with diabetes are Fasting the Ramadan. Researchers are interested in understanding the behaviors modification and drug administration during Ramadan in the community.

Research question

1. How behaviors modification and drug administration during Ramadan in Thai Muslim Patients with Diabetes Type 2
2. Effects of behaviors modification and drug administration during Ramadan in Thai Muslim Patients with Diabetes Type 2

Research aimed

1. To study how of behaviors modification and drug administration among Thai Muslim patients with diabetes mellitus type 2 during Ramadan.
2. To study effects of behaviors modification and drug administration among Thai Muslim patients with diabetes mellitus type 2 during Ramadan.

Research methods

This study using qualitative research methods, in-depth interviews and group discussion. Selected sampled for the cooperation of Banmounguatle health district hospital in Moung district, Nakhon Si Thammarat province. Selected from

1. Patients with type 2 diabetes have been diagnosed more than three years.
2. May have the hypertension disease but disease not covered, such as kidney disease, heart disease.
3. The results of the blood test for HbA1c over 7.
4. The sampled voluntarily joined to the research team.
5. The sampled had the ability to communicate and take notes and come to group interview every time.

Three phases of participatory action were contemplation, action and monitoring, and evaluation. Instruments used the questions in the interview, the researcher prepared. Questionnaire on general characteristics and handbook for recording your eating and medication during fasting including symptoms and solutions. In the group interview, ask for the behavior and drug use during the fasting month of each sample, including problems and solutions. The group

members can tell you how to solve its problems, to other members. After that, the sampling summarize knowledge and adaptive approach on the problem.

Protecting the rights of the samples: Before joining the research group has been described as the process of research and Research has certified to the Board of Human Research of the College of Nursing. Nakhon Si Thammarat.

The results

The samplings were 10 female. Aged 36-74 years old. 5-10 years with diabetes and 7 persons had high blood pressure complication

The results of this study. Found that the behavior of samples with 4 groups.

1) Adjust the dose according to the meals. Because in the month of Ramadan, patients eat two meals before sunrise is at 3:00 to 4:00 am and most eating dinner at sunset at about 6:30 pm by a drug before breakfast eaten since waking. cooking up around 2:00 to 2:30 am, then eat and eat pill after breakfast. And after dinner The case of drugs, the patient will be eating lunch at bedtime. The patients rated themselves from fasting on the first day that the symptoms are sweating, palpitations, syncope to faint or if symptoms such patients to reduce the dose on the next day, such as not eating after breakfast. Because I think that fasting all day. If medication is causing symptoms in the afternoon.

2) Adjust the dose according to the meals and eating fruits instead rice, and dessert. In the month of Ramadan and what patients say is useful. Can not eat it little by little But what kind of food will change from the original is that mostly sweet delicacies such as sweet desserts and it usually coconut curry soup meat instead of sour curry Lyon by arguing that "starve either. Today I need to eat good food," the group has agreed. To adjust from a young coconut juice (no sugar and coconut) instead. And reduce the amount of rice Add the fruit, such as plum-stone (up to 2) and apples as well as not eating after 10:00 pm

3) Adjust the dose according to the meal and kept exercise. Ramadan in patients with symptoms of fatigue, so do not exercise. The Group therefore agreed that. The exercises are divided into 2 groups: group exercise by walking in twilight after eating. And group exercises, prayer, waiting Ta Viet Sassanid during the night (for prayer and sweat) and who would exercise but it is voluntary.

4) Adjust the dose according to the meal in combination with diet and exercise.

The success of behaviors modification found that patients able to kept more than 20 days fasting throughout the month. Some of them who had fatigue, tachycardia, and dizzy bathed and slept. In case severity, patients broke them down from fasting by drinking nectar.

Conclusion

Fasting is a practice -based religion of Islam requires that Muslims perform one month per year, which is called by the Islamic calendar month of Ramadan fasting is eating , drinking and sexual intercourse . From sun up till sundown . Thus affect diabetics . It may cause recurrent disease or complications of diabetes. Behavior and drug use during the fasting month , the patient is very important. If the patient is able to adapt to fast safely.

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Results of Delivery Training Program for Preparing on Birth in Muslim Pregnant Woman

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Preparing on birth and the Muslim culture affect to reduce the complications on birth. This qualitative research aimed to study results of delivery training program for preparing on birth in Muslim pregnant-woman.

Eight subjects purposive sampling were Muslim pregnant-woman in the Third-trimester who have had not knowledges and skills as preparation on birth in Tumbol Nakean, Mueang District, Nakhon Si Thammarat. Three phases the program were educated, action and monitoring, and evaluation.

The results revealed that two groups for preparing on birth in Muslim Pregnancy were the first one is practical preparing before birth, and the second one is practical on labor and birth. The guidelines in the first were slow-deep chest breathing, effleurage, massage, labor pain observation, and performance according to the Muslim faith as praying Mujab, merit, and using herb -- Zitephatima. The guidelines in the second were slow-deep chest breathing, effleurage, the position changing, pushing, and the Muslim faith as birth is a blessing from Allah. A higher of confidence on labor, and reduce fear and anxiety on birth arising from the delivery training program. Hence, pregnant women in the Third-trimester should be prepared for the right birth and proper to faith.

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Situational leadership Practices by University Administration in Punajb Pakistan

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Present study was conducted to find out the practices of Situational leadership model by university administration in Punjab province. Objectives of the study were; to explore the Situational Leadership model and to find out the problems in practicing Situational Leadership Model and suggesting viable solutions. The study find out the answers of main questions, what is the leadership style effectiveness and leadership style flexibility of university administration, what are the practices of university administrators about Directing S1, Supporting S2, Coaching S3 and Delegating S4. The population of the study consisted of all the Registrars, Deans and HoDs of five public sector universities of Punjab province. Sample of the current study was comprised of whole population of the study. The sample size was 275 Registrars, Deans and HoDs of public sector universities of Punjab. Data regarding university administrators' leadership style flexibility, style effectiveness and practices of S1, S2, S3, S4 leadership styles were obtained through leader behavior analysis –II self (LBA-II self). The key conclusion of the study indicated that senior university administrators got higher mean leadership style effectiveness and style flexibility scores. The study also identified that university administrators 11-20 years experience have high mean effectiveness and flexibility score. It was also identified that primary leadership style of majority of university administrators is Directing S1, as well as Supporting S3, and secondary leadership style is Coaching S2 and developing leadership style is Delegating S4. Majority of the university Registrars practiced S1 (high directive and low supportive leadership style) in their daily administration. To compare the Registrars, Deans and HoDs Analysis of Variance (ANOVA) was applied. The result of ANOVA indicated that there is no statistically significant difference between Registrar, Deans and HoDs directing leadership style and supporting leadership style. This study indicated that university administrators may improve employee's ability to manage all situations. University administration had a preference for task oriented behavior, therefore administrators may modify the suggested combinations of leadership styles to fit the working.

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Students Speak Globally with Local Support

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Abstract

The present study aims to investigate learning strategies and out-of-class English language learning activities (OCELLAs) of good learners and those who had problems with speaking. Sample group was undergraduate Thai students who took the listening and speaking for careers course at Burapha University, Thailand. A questionnaire and interview questions were employed to examine the learning strategies and OCELLAs of the participants. The findings revealed that there were interesting learning strategies and OCELLAs that students who earned high score in the achievement test reported doing. This suggested that if learning resources in the local areas can be employed to strengthen students' listening and speaking ability, they would be a great support to enable students to communicate in a globalized community.

Keywords: English listening and speaking, learning strategies, Out-of-class English Language Learning Activities (OCELLAs)

1. Introduction

In the globalization, Thai students need to intensify their English language ability to communicate with people from other countries. Listening and speaking are essential skills needed to be focused on. The present study examined how students engaged in speaking and listening activities and employed strategies to tackle with the activities.

1.1 Learning Strategies

Learning strategies have been defined by several researchers but in similar way. Oxford (1990) considered learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Similarly, Chamot (2001) defined learning strategies as techniques or procedures that facilitate a learning task. However, Wenden (1991) emphasized the process of using learning strategies to tackle a task. She referred to learning strategies as mental step operations that learners use to learn a new language and to regulate

their efforts to do so. Therefore, it can be concluded that learning strategies are methods, techniques, actions, procedures, or operations that learner employ in their learning.

Learning strategies were differently classified by three famous researchers (O'Malley and Chamot, 1990; Oxford, 1990; Wenden, 1991). O'Malley and Chamot (1990) categorized learning strategies into three types depending on the level or type of processing involved. Learning strategies are be divided into metacognitive strategies, cognitive strategies and social/affective strategies. Oxford (1990) classified the strategies by the operation on the target language as direct and indirect strategies. Meanwhile, Wenden (1991) proposed two types of learning strategies used by autonomous learners: cognitive and metacognitive strategies.

The present study examined learning strategies based on the concept of Oxford (1990) because it was widely used in many studies (Kazamia, 2012, Gan, 2004; Ghavamnia, Kassaian, and Dabaghi, 2011; Hismanoglu, 2012; Tsan, 2008; Wong, 2005; Yu, 2012; and Zhou, 2010).

Several methods have been employed to explore learning strategies such as questionnaire, interview, and observation. Some studies utilized a qualitative method such as think aloud protocol to assess the learning strategies (Chamot & El-Dinary, 1999; and Vandergrift, 1997). However, questionnaire appears to be the most popular way to investigate learning strategies. In contrast, Bremner (1998) utilized the SILL (Strategies Inventory of Language Learning) developed by Oxford (1990) to investigate the use of learning strategies. Besides, various studies developed Oxford's SILL to examine learning strategies (De Araiz, 2006; Gan, 2004; Ghavamnia, Hismanoglu, 2012; Kassaian, and Dabaghi, 2011; Kazamia, 2012, Tsan, 2008; Wharton, 2000; Wong, 2005; Yu, 2012; and Zhou, 2010).

1.2 Out-of-class English Language Learning Activities (OCELLAs)

Researchers on OCELLAs described the activities differently depending on the objectives of their studies. Yap (1998) defined OCELLAs as informal activities which students do outside the classroom. On the other hand, Kuh (1994) and Hyland (2004) viewed that all kinds of activities which students engage in during their study that are directly or indirectly related to their learning and performance and occur beyond the formal classroom, studio, or laboratory setting. These kinds of activities include studying in the library, interacting with friends and teachers, participating in school events and activities, working on or off the campus, and using the other resources that school provide for learning and personal development whether they are human (teachers) or physical (library, laboratory, playfield, and so on.)

In the present study, out-of-class English language learning activities refer to English language learning activities that students initiate to learn outside the classroom without control or assignment from teachers (Kuh, 1994; Yap, 1998; and Hyland, 2004). These activities can be direct and indirect language learning activities, for example, watching TV programs, listening to the radio, watching movies, reading books, reading newspapers, reading magazines, talking to someone, and writing email, letters, and so on. Direct language learning activities refer to the activities that learners conduct with the intention of learning English. In contrast, indirect language learning activities refer to those activities that students do for pleasure but which can indirectly support students' English language learning. In order to investigate participants' English language learning activities, a five-point rating scale questionnaire developed by the researcher was used.

Several methods have been employed to investigate OCELLAs in the previous studies. Some studies used only questionnaire to collect data; however, other studies examine OCELLAs with more than one instrument.

Spratt et al.(2002) and Lee (2005) used questionnaire to examine OCELLAs. The questionnaire constructed by Spratt et al. (2002) was developed from concept of learner autonomy of Holec (1981) and Deci and Ryan (1985), and results from focus group interview. The questionnaire was used to investigate OCELLAs and other variables of Hong Kong students. In study of Lee (2005), the researcher modified Language Contact Profile from Freed, Dewey, Segalowitz (2004) to make it suitable from

Korean students. In his study, the questionnaire is used to study the OCELLAs which students reported doing.

Simply used questionnaire to examine OCELLAs seemed not enough for some studies. Pickard (1996) and Yap (1998) utilized a questionnaire and triangulate the survey data with interviews. Pickard's study is about OCELLAs of German students. However, Yap conducted the study with Hong Kong participants. Furthermore, Hyland (2004) utilized questionnaire, learner journals, and interviews in the study. Hyland developed the questionnaire from the findings of previous studies conducted in Hong Kong (Littlewood & Lui, 1996; Yap, 1998; Pill, 2001). In this study, the participants were asked to write journal as a report of their exposure to English language and activities they had done in English during the day. Lamb (2004) employed questionnaire, semi-structure interviews and observations to study OCELLAs of secondary school students in Indonesia. The questionnaire was used to investigate participants' background, attitudes, motivation, and their level and type of autonomous learning. The interviews and observations were conducted to triangulate the data with the survey data and examine more in-depth information.

2. Methods

In the present study, the researcher attempted to study the relationship of out-of-class English language learning activities, learning strategies, and speaking learning achievement of students enrolled in the English Listening and Speaking for Careers Course. A questionnaire was used to examine two variables, activities and learning strategies, and the interviews were conducted in order to investigate reasons to do some activities and provide supplementary data to triangulate with the questionnaire data.

2.1 Participants

Survey and Achievement Test Participants. The participants will be randomly selected. The number of sample is limited using Table for Determining Sample Size from a Given Population (Krejcie, R.V., Morgan, D.W., 1967). Since the numbers of population are approximately 143, the numbers of sample group will be approximately 105. Simple random sampling technique will be used to select the sample group.

Interview Participants. There were two groups of the interview participants. Ten participants who earned English listening and speaking achievement test at the highest level and ten of those who were at

the lowest level will be selected to the interview. They were equally male and female.

2.2 Instruments

Three instruments employed to collect data included a questionnaire, English listening and speaking achievement test, and interview questions.

A questionnaire. It was used to examine learning strategies and OCELLAs. This questionnaire was divided into three sections (see Appendix A). In the first section, the participants were asked to describe their demographic information. Section two and three consist of the items used to examine learning strategies and out-of-class English language learning activities respectively.

Semi-structured interview. It was conducted after data from the questionnaire and achievement test had been analyzed. The questions were divided into three parts: students' personal information, out-of-class English language learning activities, and learning strategies.

English Listening and Speaking Achievement Test. The test was created by the researcher. It included oral tests and paper test. Oral test was a role play of pair students. Topics and outline is developed based on the content in the course-book. Each pair will randomly select test topic and they have two weeks to prepare for the test. Then, students will make appointment with the researcher to take the speaking test. All students will do the test on the same week. On the other hand, the paper test evaluated learners' knowledge of vocabulary, conversation, culture, and listening skills.

2.3 Data Collection and Analysis

The researcher administered the questionnaire on OCELLAs and learning strategies to approximately 143 participants. The participants were asked to complete the questionnaire after being informed the objectives of the study and that their participation is voluntary. Researcher interpreted the results from questionnaire into scores in order to find the frequency of OCELLAs and learning strategies being conducted. Then all participants were asked to complete English listening and speaking achievement test. After that, the researcher interviewed the participants who earn highest score and those of lowest score from the achievement test in order to triangulate the findings with the questionnaire and seek more information about reasons to conduct OCELLAs and learning strategies.

The data were from the survey, the achievement test, and the interview. Then data were analyzed with different methods.

Survey Data Analysis. SPSS program was employed to analyze the quantitative data of the questionnaire. The researcher analyzed the survey data from each section separately. First, the data in the demographic section were analyzed for frequency and percentage. The results was used to describe the background information of the participants. Second, the data from the other two sections were examined to find mean and standard deviation of each item and of each section.

English Listening and Speaking Achievement Test Data Analysis. Scoring machine was utilized to rate the score from paper test. Next, oral test was rated by the researcher based on scoring criteria. In order to verify the grading, some participants' speaking was recorded as to rate again through intra-rater and inter-rater process.

Interview Data Analysis. Content analysis was employed to analyze the data. The analysis was conducted based on the objectives of the interview. They are to verify the findings from the survey and to quest for the reasons the participants reported doing some activities and using some learning strategies. The analysis process began with transcribing the recorded data several times. After that, the researcher tried to make comments or coding the data revealed crucial information.

3. Results and Discussion

3.1 Language learning strategies.

The results showed that the participants reported using overall English language learning strategies at the moderate level ($\bar{x} = 3.24$, S.D. = 0.54) (See Table 1). Between two types of learning strategies, indirect strategies ($\bar{x} = 3.33$, S.D. = 0.62) were reported using at the higher level than direct strategies ($\bar{x} = 3.17$, S.D. = 0.55). Metacognitive strategies, one category of indirect strategies, were reported using the most frequent ($\bar{x} = 3.44$, S.D. = 0.72). Among direct strategies, cognitive strategies were reported using more often than other strategies ($\bar{x} = 3.29$, S.D. = 0.63).

Table 1 English language learning strategies reportedly used by participants

Learning Strategies	\bar{x}	S.D.	Levels of frequency
Direct Strategies	3.17	0.55	Moderate
Memory strategies	3.05	0.60	Moderate
Cognitive strategies	3.29	0.63	Moderate
Compensation strategies	3.13	0.68	Moderate
Indirect Strategies	3.33	0.62	Moderate
Metacognitive Strategies	3.44	0.72	High
Affective Strategies	3.13	0.71	Moderate
Social Strategies	3.35	0.73	Moderate
Overall	3.24	0.54	Moderate

The findings from the interview were consistent with those from the survey. Most interview participants reported using metacognitive strategies to manage the way they tackled class activities and enhance their English language skills. Oxford (1990) claimed that metacognitive strategies are ways of learning which employ beyond cognitive methods and learners would coordinate on their learning process. Similarly, White (1995) and River (2001) viewed that the use of metacognitive strategies show control over the learning process. Data from the questionnaire revealed that three metacognitive strategies reported using most often included finding the way to be a better learner of English, thinking about progress in learning English, and paying attention when someone is speaking English. We can imply that most participants did not just try to understand the knowledge of English language. Meanwhile, they have set their goals of learning and plan to learn listening and speaking.

However, the results from the interview suggested that only participants with high achievement score reported using metacognitive strategies frequently. These participants revealed their desires to be better English language users and they realized the importance of English language for their future careers. And they try to pursue their goals.

3.2 Out-of-class English Language Learning Activities.

The findings revealed that the participants reported doing receptive skill activities more frequent than productive skills activities (See Table 2).

Table 2 Out-of-class English language learning activities that participants reported using

Out-of-class Activities	\bar{x}	S.D.	Levels of frequency
Listening activities	3.22	0.58	Moderate
Reading activities	2.99	0.65	Moderate
Speaking activities	2.47	0.73	Low
Writing activities	2.64	0.92	Moderate
Integrated-skills activities	3.70	1.28	High
Overall	2.87	0.61	Moderate

Among five OCELLAS reported doing most often, four were receptive skill activities, reading and listening. They were listening to English songs, reading for pleasure from online media, reading lyrics of English songs, and watching English movies. In other studies, receptive skill activities such as watching TV programs and movies, listening to songs, and reading newspapers and magazines were reported being done most often as well (Pickard, 1996; Yap, 1998; Hyland, 2004; Lamb, 2004; and Lee, 2005). Like Thailand, these previous studies were conducted in countries that English is not the official language, i.e. Korea, Indonesia, and Germany.

However, the activities reported being done least often were writing a diary in English, speaking English with teachers after class time, speaking English with family, reading English newspapers, and listening to English radio programs. These findings were consistent with the findings of Lee (2005). In this study, Korean students engaged in speaking and writing activities at a very low level as well.

Considering that the participants in previous studies (Pickard, 1996; Yap, 1998; Hyland, 2004; Lamb, 2004; and Lee, 2005) and the present study were in contexts where English is not widely used in daily communication, it may be easier for students to engage in some reading and listening activities than to engage in some other activities.

In the present study, most activities, i.e. listening to English songs, reading for pleasure from online media, watching English movies, and reading lyrics of English songs, found to be conducted most frequent were available online. We can imply that the online media is a crucial English language learning resource which is easier and interesting for students to access. In contrast, OCELLAs reported being done least often were difficult to do because they need to involve other people, i.e. speaking English with

teachers after class time and family. It was consistent with the findings of previous studies (Pickard, 1996; and Hyland, 2004), the availability of learning resources may have affected the kinds of activities that the students do. According to Pickard (1996) and Hyland (2004), students in EFL contexts engaged in activities involving face-to-face contact less than activities that they could do on their own because there were few opportunities to develop the oral skills.

Implications of how to encourage students to speak English being discussed are related to learning strategies and OCELLAs. First, learning strategies training should be included in the English listening and speaking courses, especially cognitive strategies. The effective use of learning strategies can support learners to improve their skills and be able to speak and listen productively. Second, the OCELLAs should be introduced as a way of learning English which students can conduct with pleasure. These activities are not time consume because the students can select the activities that they prefer to do in their free times. However, teachers have to point out the usefulness of doing activities in English. The last implication is to provide more opportunities for students to speak English. Since the findings revealed that the participants reported doing speaking activities less often than other skills because they had no chance to do so. From the interview, some of them would like to be able to communicate in English. However, it is difficult to find chances in EFL context like Thailand. Teachers may need to organize a special event where everyone speak English or special time in the class to use English only.

4. Conclusion

Although metacognitive strategies were reported being employed most frequent, cognitive strategies was the only category of learning strategies which can be a good predictor of the achievement. For OCELLAS, receptive skill activities were reported being done more often than those of productive skill activities. The participants tended to do the activities which were easy to access, especially online resources.

As to reinforce speaking ability of Thai students, the important factors are not just providing them knowledge of English language. Educators should encourage learners to seek chance to use and learn English language from things around. It doesn't waste a lot of money. However, learners who invest their time with learning strategies training and OCELLAs could possibly be good English language users in the globalized era.

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Teachers’Roles towards Integration Ethics and Moral Values in Instruction Process in Islamic Private Secondary Schools, Southernmost Provinces of Thailand

Solihah Hayeesama-ae

Teachers are the most important factor influencing quality education and student achievement. They play vital roles in conducting instructions and inculcating students with ethics and moral values. Thus this research paper seeks to examine the extent to which the teachers aware of the importance of inculcating students ethics and moral values in instructional process; and how they integrate Islamic moral values into their instruction. The study applied a mixed method research, using both quantity and qualitative approaches for data collection and analysis. The sample of the study was 35 teachers from Islamic Private Secondary Schools of Southernmost Provinces, Thailand in the 2012 academic year, were purposive selected. Data used in the study are based on documentary search, observations, survey, and in-depth interviews. The result of the study showed that as a whole, teachers are aware of the importance of inculcating students Islamic ethics and moral values. The teachers’ roles in integrating Islamic ethics and moral values into instructional process was at a satisfied level. They integrated related Islamic ethics and morality in the lesson plans and the instructional activities. Thus, the study recommends that schools should support teachers in all subjects to be well trained in integrating ethics and moral values into their instructional process in order to prepare qualified students to live in the 21st century successfully.

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Tensions between Globalisation and Local Demands in EFL in Colombian Rural Areas

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Abstract

Language policy in Colombia has been thought of to respond to the demands of a globalised world. For a decade now, the country has been involved in a process of Spanish-English bilingualism mandated by the Ministry of Education. However, this monolithic understanding of bilingualism has been proven to have several pitfalls at different levels. This presentation is intended to share part of the outcomes of a study aimed at identifying critical sociocultural factors involved in the teaching of English as a foreign language in Colombian rural areas. Special attention is given to the sorts of tensions emerging from the challenging and complex sociocultural features of these local contexts and the idealistic demands of the government grounded in the interest to respond to globalisation demands.

Keywords: globalization, rural areas, sociocultural factors, English as a Foreign Language (EFL)

1. Introduction

Making the country bilingual [in Spanish and English] is a way to promote social justice and equity since “it opens opportunities to have a better job and better future” not only in Colombia but also abroad. President Santos, January 20th, 2014. (Presidencia-de-la-Republica, 2014)

The national president’s words above are a reflection of the marked neoliberal discourse behind the adoption of language policies that are even taken to allegedly account for social justice on the grounds of economic growth. Although the importance of learning English in a globalised world is undeniable, it is also true that given the linguistic diversity, inequality and sociocultural features of the country, a rigid overarching language policy does not represent opportunities for all Colombian citizens.

On the grounds of insertion in “processes of universal communication, the global economy and cultural openness” (MEN, 2006, p.6), in 2005 the National Ministry of Education (MEN for its initials in

Spanish) presented the National Programme of Bilingualism (NPB). It started as a strategy to make all Colombian citizens bilinguals in Spanish and English by 2019 through the attainment of a set of goals in English learning aligned with the postulates of the Common European Framework of Reference (CEFR) (see Table 1). To achieve such goals, it would necessarily involve curricular changes in all levels of the education system of the country¹ in both urban and rural settings. In addition, according to the MEN as a strategy to implement the NPB, the British Council was hired to write a set of standards for the teaching of English to be considered in the national school curriculum. Along with the British Council other foreign institutions started to position in the local market offering teaching and learning materials as well as standardised tests.

Table1. Goals of the NPB by 2019 (MEN (2005))

Target population	Level MCER
English teachers in basic education	B2
Teachers in basic education and teachers of all other areas	A2
Students in 11 th grade (end of high school)	B1
In service language teachers	B2-C1
Undergraduates	B2

From the government’s point of view, all these actions seem to appropriate ways to meet the goals established and, at the same time, respond to global demands. However, as I describe below, at the local level, the implementation of this policy has deepened further issues of social justice in the country, especially in rural areas where discourses of learning English to get inserted in the global economy, become more competitive or expand possibilities for education (Cely,

¹ The formal education system of the country is organised in three levels. First, preschool: Children should do at least one year of preschooling before going to primary education. Second, basic education:

five years of primary education (1st to 5th grade) plus four more years of secondary education (6th to 9th grade). Third, middle education: two more years (10th and 11th grade). After that, students decide if they want to enrol any programme in higher education.

2007) dissonate with the peripheral socioeconomic and cultural particularities. In this context, this paper attempts to point out three main issues of social injustice being deepened thanks to the current language policy: 1) depromotion of equity and pluralism. 2) Disempowering local knowledge. 3) widening the urban/rural gap. I end the paper concluding that there is a need to reflect critically about the actions taken to respond to globalisation by improving local conditions too.

2.1 Depromotion of Equity and Pluralism

It is worth noting that the establishment and progress of the NPB have conflicted with the aims of education towards the promotion of *pluralism*, *justice*, and *equity* of the country described in the General Law of Education (MEN, 1994, Article 5). The NPB imposes English as the *only* foreign language to be included in the national curriculum; thus, a ‘packed’, ‘monolithic’ and ‘homogeneous’ perspective of bilingualism (Guerrero, 2008) became the rule. Thus, as Guerrero suggests the struggle towards pluralism and equity get hindered by the imposition of a single language, whose learning represents advantages mainly to dominant groups. This scholar supports her views on the facts that there is only one option to choose to be a recognised bilingual in the Colombian context and that there are no standards for the teaching of any other language. In addition, although the programme appears to be intended for all children at school, Guerrero points out how due to the unbalanced socioeconomic and cultural characteristics of the country, the alleged opportunities for all are in fact for just a few. Similarly, other scholars (Cruz-Arcila, 2013; Sánchez & Obando, 2008) have maintained that the adoption of national standards to promote the learning of a single foreign language does not account for the cultural diversity and difference of the regions of Colombia. That is certainly the case of the undervalued now awarded to other forms of bilingualism with local minority Amerindian or Creole languages. They are now usually associated with an “‘invisible’ form of bilingualism related to underdevelopment, poverty and backwardness” (De-Mejía, 2006, p. 154). This last point of discussion, in turn relates to issues of denigration of local knowledge I address next.

2.2 Disempowerment of Local Knowledge

In the framework of the NPB, at the expense of local institutions and realities, the government gave power to international organisations to lead professional development programmes for teachers, provide teaching materials and test students and teachers as well as to develop the standards that would “guide” the teaching of English in Colombia. Hence, local knowledge and culture have been disempowered, languages have become stratified and language teaching and learning have been instrumentalised (González, 2009; Usma Wilches, 2009) on the basis of

an alleged universality, progress and benefit for all embedded in dominant discourses (Canagarajah, 2005). At the same time, despite the current ‘irrelevance’ and critical views on the power and privilege of the native speaker model in a world with emerging varieties of English (see Graddol, 2006; Kramsch, 2003), local teachers of English have been placed at a secondary level. Consequently, ‘imported monolingual teachers’ as De-Mejía (2006) referred to native English teachers, started to be seen as prestige-givers to educational institutions and thus offered ample and better remunerated job opportunities.

2.3 Widening the Rura/Urban Gap

Perhaps, the most notorious tensions between the global and the local is experienced in rural areas. These tensions have in turn made more salient the historical problems of social injustice evident in the mistribution of resources and opportunities as well as misrecognition of local realities. Rural locales of the country have been historically subjected to be undervalued since the development model of the country has traditionally been urban-oriented (PNUD, 2011). Hence, as the United Nations Programme for Development (PNUD for its initials in Spanish) reports, one third of people who live in rural areas are in conditions of extreme poverty; and coverage of education is 2.5 less times than in urban zones. In addition, the dropout rates in rural settings are significantly higher due to several reasons such as children having to travel long distances, lack of schools, parents not being able to afford their children’s education or children being required to work (Lackin & Gasperini, 2004; WorldBank, 2007). Similarly, it has been shown that only 3.5 % of rural students can have access to higher education (López & Núñez, 2007). These social problems impact the rural EFL classroom since in many of these regions, the priority for families is to try to cope with economic constraints and get on. An example of this is a recent study (Bonilla & Cruz-Arcila, Forthcoming) which suggests that, in the view of some teachers, it is hard for both parents and students to make sense of learning English at some rural schools since they neither have much real contact with it nor see English to be of much help to meet their economic needs and cultural values. As a consequence, EFL teachers in rural environments have to deal with the fact that in local communities, learning English might represent “a world that [is] remote and threatening and far removed from family and friends...” (Canagarajah, 1999, p.9)

A further dimension of struggle for rural educational processes is the lack of support. Some reports (see for example Lackin & Gasperini, 2004; Novoa Barrera, 2004; WorldBank, 2007) show that learning resources in rural schools are limited, rooms are usually overcrowded, and teachers are usually isolated and poorly paid. Moreover, although coverage of internet

access and use of ICT have increased in recent years, they are still major disadvantages in rural institutions (see Fedesarrollo, 2011; MEN, 2010). In these circumstances, rural EFL teachers count on less resources and more difficult conditions to try to meet the learning goals described above. In terms of professional development, rural EFL teachers, especially those who work in remote locations, find additional constraints to have access to the opportunities of professional development offered by the MEN². Even if they do, as suggested in a previous study (Bonilla Medina & Cruz-Arcila, 2013), they might not find training in mainstream language teaching methodologies as useful as alternative modalities of professional growth oriented to understand and get involved in the local community. This is certainly true in the case of Jaraba Ramírez and Arrieta Carrascal (2012) who through ethnographical approaches could reach a better understanding of cultural practices of a group of rural indigenous EFL students; and based on that, devise their own methodological strategies to make learning English more meaningful in their school.

To make things more problematic, at least in my view, although the language policy is aimed to have a nationwide coverage, the complexities of the rural EFL classroom have remained invisible. In the national context, public discourses on bilingualism or foreign language teaching hardly ever include or address the rural classroom. Perhaps, due to the urban-centeredness of the country, attention and awareness of what happens in the rural classroom have proved to be insufficient. Even local researchers seem to have fallen into the mainstream dynamics of urbanism and the real complexities and opportunities of the rural classroom are still to be visibilised. The idea that in the current language policy local teachers are invisible has already been pointed out by Guerrero (2010), who, in her critical discourse analysis of the document of standards for teaching English and other public documents, argues that not only are Colombian teachers invisible but also given the role of *clerks* and *technicians*³. However, I also argue that rural teachers, in particular, have been hitherto excluded from academic discourses. In a review of publications of research reports of well-known local journals in the field of ELT in Colombia, reference to the rural reality is limited to exporadic allusions to how more difficult it must be for teachers in these locations to successfully teach English. The study by Jaraba Ramírez and Arrieta Carrascal (2012) mentioned above represents, to the best of my

knowledge, one of the very few research studies conducted in a rural milieu in this field up to 2012.

3. Perspective on Social Justice

In the particular case of the fields of foreign language teaching, bilingualism, multilingualism and language teacher education, concerns of social justice have been discussed mainly from the perspective that there are marked differences and unbalanced opportunities as well as statuses between the languages spoken within a nation or region (Hawkins, 2011; Skutnabb-Kangas, Phillipson, Mohanty, & Pan, 2009). In this frame, issues such as especial teacher training needed to teach languages to minority groups (Hawkins, 2011), linguistic discrimination (Mohanty, 2009); tensions between linguistic diversity and dominant English (Phillipson, 2009) and the mismatches between neoliberal and social justice ideologies in teacher education (Clarke & Morgan, 2011) have been explored.

Taking the case of Colombia, however, in my critical review, I draw the understanding of social justice mainly on the ‘politics of recognition’ and ‘redistribution’ (Fraser, 1997; Fraser & Honneth, 2003). In Fraser’s framework, social justice is necessarily related to socioeconomic affairs in society (the politics of redistribution). She explains that in the socioeconomic realm injustices may take the form of, for instance, ‘economic marginalisation’ or ‘deprivation’ that directly affect the standard of living of people. Fraser further asserts that social justice is also a matter of cultural recognition (the politics of recognition). She maintains that in this realm injustices take place when there is ‘cultural domination’ or ‘non recognition’. Fraser’s theory represents, thus, a good framework to examine how economic marginalisation and deprivation evident in the socioeconomic constraints of rural areas, underequipped schools, lack of opportunities and poorly remunerated teachers as social injustices that do not escape the EFL classroom. Similarly, regarding the sociocultural dimension, Fraser’s work serves as a point of reference to understand the “lesser esteem and prestige [awarded to local knowledge and teachers] compared to other groups in society” (Fraser & Honneth, 2003, p. 14) and the misrecognition of rural realities, classrooms and EFL teachers in the implementation of the NPB as further problems of social injustice in the Colombian context.

ignored and undervalued. She also stresses out that teachers are considered clerks since they are expected to ‘just follow orders’. Similarly, she found that teachers are expected to perform as technicians whose aim is to ‘create a marketable product’.

² Currently the MEN offers opportunities for professional development in the form of immersion courses, English or methodology taught courses, and training in the use of virtual resources (See MEN, n.d).

³ In her study, Guerrero (2010) points out that local EFL teachers’ knowledge and voices have been

4. Conclusion

Globalisation is a very strong phenomenon that has impacted the educational system of many countries around the world. English as the language of globalisation has come to be an extra source of challenge, especially for developing countries in their quest not to be left behind or excluded from the global economy. Thus, as has probably happened in other countries, in Colombia, English has been introduced in the national curriculum as the only foreign language being privileged for bilingual purposes. However, in the rush to respond to global demands, as I have described here, social injustices are intensified or generated by not being locally sensitive to unbalanced realities, by overemphasising “the foreign”, by singularising and standardising needs and by widening the gap between the well-off groups (usually a minority) and those in more disadvantaged positions (e.g.: people in rural areas). I think the demands of globalisation should be balanced with local realities. However, for this balance to take place it is necessary to ground educational policies such as the NPB in more pluralistic terms. Aside from this, as shown in the case of Colombian rural areas, more critical, realistic and pertinent educational goals should be addressed first at the local level as a way to prepare the ground to succeed in the attempt to reconcile the global with the local. In so doing, I argue, issues of social justice like the ones described here, can be prevented.

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The Community Participatory Process for the Elderly Care

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Lugsanun Dechboon**

Most of the elder people who have dependency have stayed alone in daytime. This participatory action research aimed to develop the community participatory process for the elderly care.

The purposive sampling were twenty-five health volunteer and one hundred-forty eight older people in Moo 15 Tumbol Mai-Dant, Tharea District, Nakhon Sri Thammarat. Participatory process involved 4 phases; 1) dependency level surveying in the elderly by the Older People Dependency Screening Questionnaire developed by Linjong Phothipal at all, 2) community information returning 3) community involvement establishing by Appreciated Influence Control, and 4) evaluation.

The results revealed that the percentage of group 1, group 2, and group 3 was 65.54, 29.05 and 5.41, respectively, respectively. The first problem in the elder people was the disability older who have lived alone in daytime.

The results revealed that 3 groups of volunteer was established. The volunteer groups determined the self-help group plans for performing activities of daily living. such as feeding, bathing and grooming, assistance to took medicine, bathing, adjust the environment, coordinated with health center in changing medical devices, and took the older to see the doctor.

This research suggested to institute should develop the competency of volunteers to taking care the elder people.

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The Development of Local Museum to Enhance Creative Education: Jipathapunsathan Ban KhuBua Museum

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Abstract

This R&D research was aimed to investigate general information of the Jipathapunsathan Ban KhuBua museum, to find guidelines for local museum’s development to enhance creative education, and to try out and evaluate the implementation of those guidelines. The data were collected by observing and interviewing relating people according to the surveying form for the state of operation and learning process in the museum. The samples were teachers and students in both formal and non-formal education programs, local scholars, and museum officials. The research instruments were a questionnaire and an interview inventory. The data were analyzed for percentage and content analysis. The results were; Jipathapunsathan Ban KhuBua had exhibition about archaeology, old way of life, and cultural legacy which KhuBua villagers had been proud of until present. The development for enhancing creative education was administered through camping activities to follow KhuBua cultural clues, and building creative thinking from the museum. They were locally historical and cultural learning from the 5-base camping activities related to the museum’s content. The activity organization yielded the creative learning results which the learners, the knowledge delivering people, and the activity organizers were all happy and satisfied. The participants were satisfied at the highest level. There were both knowledge and works. The impacts were acknowledgement, cultural appreciation and desire to inherit the ideas for enhancing creative education management, and participation. For the sustainability, there were ways for further management.

Keywords: local museum/creative education/ learning resource

1. Introduction

Thai people are assumed to love learning and have lifelong learning from surrounding learning resources. The National Education Act, Section 25, declares that learning resources are not only in the classroom, but also in various places, for examples,

the public library, museums, art galleries, zoos, parks, as well as way of life, culture, and local scholars (National Education Commission, 2003: 12-14). Learning and use of knowledge to create valuable innovations can help develop the country.

The local museum is a learning resource, where visitors can be nurtured with appreciation of historical inheritance and local culture through self-learning based on one’s own interest, or mutual groups learning among friends or families. There are lots of public, private, and local museums in Thailand; however, they have not been established to be learning resources for Thai people to acknowledge their own background and cultivate Thai consciousness. Local museums have not been successful yet because indigenous knowledge has not been collected to form policy and goals of the museum management; there is no cooperation of local people, and no connection between knowledge in the community and national museums (SrisakWallipodom, 2008: 81-87)

In order to develop individual learners to their full potential, educational management must be student-centered. Creative education emphasizes development of learners to have creative thinking, which is an important factor for developing the country’s creative economy. Besides, Silpakorn University has its policy to be a research university and to encourage creative thinking. Moreover, it has a strategic plan to become a creative university. The researcher is an instructor at Silpakorn University and is interested in the importance and value of the local museum. Thus, the development of the local museum to enhance creative education was studied at Jipathapunsathan Ban KhuBuamuseum in KhuBua sub-district, Muang district, Ratchaburi province. The findings would yield guidelines for developing the local museum to become a learning resource to enhance managing creative educational activities to benefit the local people.

So as to find out the three research purposes, reviewed literatures in this study was included principles and theories of museums, local museums, learning resources and learning

management, creative education, and related researches.

2. Research Methodology

The study used a research and development (R&D) approach. Jipathapunsathan Ban KhuBuamuseum was chosen as the studied area since it was the museum of cultural legacy of the communities; it was located near the city, but it had conserved a lot of local culture; it had interesting exhibition and had won many provincial, regional, and national awards, and; it had lots of visitors. However, it had no creative educational activities yet. The research phases were as follows.

R₁: Study of background information of the communities and the local museum. This phase is to collect the communities' background information and the people's opinions towards the museum. A field study was conducted to find out the communities' states, general information of the museum, guidelines for the museum's development and creative educational activity management. The research instrument and the informants included 1) a survey form to collect data concerning the museum operation from 9 officials and relating people, 2) an interview inventory to collect data from 11 key informants who were the community's members, and 3) a questionnaire to collect data about opinions on learning processes from 33 museum's visitors who were met on the days the researcher went to have the field study at the museum.

D₁: The project development for developing creative education. This phase is to suggest guidelines for developing the museum to enhance creative education. The background information was collected and analyzed for a SWOT with the officials and relating people. The analysis was presented for developing the local museum as a learning resource to enhance creative education with camping activities for KhuBua cultural followings to have creative thinking inspired by the museum.

R₂: Activity organization and evaluation. This phase was to implement and evaluate the camping activities. The target group was 77 students from 2 elementary schools, 1 secondary school, and a non-formal education center in KhuBua sub-district. The activity cooperators were 5 elders, who were considered local scholars, to give knowledge at each base, and 13 non-formal education facilitators as group assistants and entertaining activities organizers.

The researcher had a one-day camping operation at the museum and some local learning resources. The

learning process started with seeing the exhibition in the museum. The students were divided into 5 groups, and each group was assigned to learn the theme of one base. The bases had the themes of 1) following the ancestors, 2) good deed people at KhuBua, 3) beautiful and famous KhuBuaJokfabric, 4) ancient city exploration, and 5) building a legendary garden to memorize the city. After that each group was led to explore the real sites of its themed base in the community, there the students interviewed some knowledgeable people. Then, they went back to conclude what they had learnt and reflected their creative thinking by drawing the conclusion from their imagination and things they saw and were impressed on a 1 mx2m cloth. Finally, all the groups had a drawing and story telling competition based on their learning.

D₂: Development of public relations materials from work and exhibition. This phase was conducted to make the work known and to be guidelines for developing the local museum as a resource for creative education.

3. Results

3.1 Background of communities and museum

1) KhuBua sub-district was not far from the city center of Ratchaburi province, so the communication was convenient. The area was appropriate for agriculture, and most of the area was rice fields. It has the rural atmosphere; however, some housing projects, and business buildings were found along the roads near the city center. KhuBua sub-district had 15 villages, and most villagers were Tai-Yuan people who were farmers and household handicraft makers, as supplementary jobs, such as Tin-Jokfabric weaving, souvenir making, woodwork making from palm and coconut trees, flute and reed organ making. They did the supplementary jobs in career groups.

Some well-known important places in the sub-district included KhuBua ancient city, built in Dvaravatia - some architectural remains were shown at WatKlongSuwanKhiri; and Ratchaburi's JokFabric Center at WatKaeSai, where information of KhuBua's well-known JokFabric was collected.

2) The museum was started and operated by the community's committee to be a place for Tai-Yuan cultural legacy, and to preserve old Tai fabric and KhuBua's Jokfabric. Elderly volunteers welcomed, took care, and led the tour groups. Public relations were found in the museum's website and Thai museum database of Princess Mahachakri Sirindhorn Anthropology Center. The museum had received various awards and had lots of visitors who could enter it free of charge;

however, it had got donation and supporting budgets from different organizations.

The story of KhuBuaancient city and way of life of Tai-Yuan settlers since 106 years ago had been exhibited in the museum. There were sections of Dvaravati ancient antiquities excavated in KhuBua sub-district, work gadgets and Tai-Yuan’s way of life, house appearance, food cooking, giving birth scene, Jokfabric weaving which was Tai -Yuan’s indigenous wisdom, displays of big pieces of Jokfabric weaved at special occasions, Tai-Yuan’s old and new Jokfabric. The outstanding features of the exhibition were model use and real life imitated scenes in the past, such as roasting the new mother after giving birth to a child, and a display of a villager sitting at the loom to weave fabric, etc.

3.2 Results of the camping organization

Opinions of the 13 samples - the museum officials, local scholars, teachers and administrators of the schools which their students participated in the camping – were examined by an open-ended questionnaire. Additionally, 10 non-formal education facilitators, the group assistants were interviewed. The findings were as follows:

1. The results of the activity evaluation showed 1) the relating people – the researcher, the museum officials, the local scholars, the teachers, and the group assistants – could exchange their learning by working together. 2) The students who joined the activities could learn together. Although they had different ages and educational levels, there were buddies between a student in school and a non-formal student and relationships occurred. The example was told by a group assistant, “...They talked like siblings, the younger ones asked but the older ones wrote since they could write faster. The younger ones were likely to faint and the older ones took care of them, and the older ones helped while the younger ones were painting...” 3) Using the elders as instructors at the learning bases allowed the students to have chance to listen to the old stories, while the elders were happy to tell them, and ones saw the activities were impressed as one said, “...I liked it when I saw people of three generations talking under the trees. The picture reminded me of the elders who were teaching their grandchildren, even though I didn’t know them.” 4) The students had creative thinking when they visited the real places; the visit inspired them to weave their imagination and transfer it on the cloth to produce their creative group work from what they learnt, evidenced by some students’ saying, “...add more orange and put some black color to make it look old....draw the van, too. Today I travel by van....You write the map to Aunt Sorn, too...” 5) The students acknowledged the value of the learning resources

in the community and wanted to reserve them, as they said, “...When I came to see the museum and Uncle Suwin’s house, I feel we have to keep the things in the house instead of selling them....” 6) The students got both knowledge and fun, as they said, “...We have lot of fun. We met students from other schools when we went outside, and we knew different trees...”

2. The outcomes evaluation showed: 1) the useful document “Stories from the Camping” which collected the community knowledge from 5 groups of the camping attendants; 2) paintings on a piece of cloth were art works that showed the 5-group attendants’ impression on learning from the camping activities, and; 3) opinions on activity organization of the participants, collected by using a 5 - scale questionnaire, showed most of the respondents agreed with both the activity organization and creative thinking, and; they viewed the organization process, the content, the activities and outcome could enhance learning of people in the community at the highest level.

3.3Results of the impact evaluation

1) The impact on the students’ activity participation helped them learn the indigenous wisdom from people, places, and things through their real experience, touch, talk and question. Thus, the effect gave the students’ pride, value, and importance, that needed to be inherited, evidenced by what they said, “I saw the receptionists’ dresses made of so beautiful KhuBua material, and that made me want to dress like them.” Learning outside the classrooms motivated them to be curious, imaginative, and having creative thinking, as one said, “... I wished I could cook rice on the 3-piece of rocks, ...I wanted to know about the beads evacuated at KhuBua. ...I would like to learn about ixora - flower mobile hung at Aunty Tongyu’s house...”

2) The impact on the museum revealed the museum’s officials had already improved some guidelines for a live museum development with new forms of creative learning activities, and some guidelines for camping organization. The evidence was from what a committee said, “...We had never organized these kinds of activities. For me, I really like them when I took the students to do the activities, and I would like to see more frequent of the camping organization...” The other effect was the document “Stories from the Camping” for further distribution.

3) The impact on the education institutes could provide some ideas for creative learning activity organization. It could also encourage the teachers to integrate various learning resources in the community into their instruction. A school director said, “... The

Ancestors Reminding Garden is just in the school backyard...We can let our students plant rice and harvest it there. I believe there are many students whose parents have rice fields, but they never plant any rice... Furthermore, the impact could be a motive for some ideas to develop school learning resources. The same director said, *“...There are lots of trees in school, and the museum of the school has a lot of old tools. I will have both the teachers and students develop the museum and use it as a learning resource...”*

4) The impact on the community showed the encouragement of the elders’ potentialvaluable use could make them have pride in themselves, and the community acknowledged their value, the museum’s and learning resources’ in the community.. Aunt Sorn said, *“...Please don’t go upstairs, I haven’t cleaned it yet.. I live by myself, and I can’t sweep and clean it everyday. My children rarely visit me. I like if you often come here. You can come to learn cloth weaving. I will teach you for free...”*

3.4 Sustainability

The guidelines for those activities organization could have the following effects: 1) The educational institutes in the community had innovative guidelines for development. 2) The museum could apply them. 3) The students in the community acknowledged the value of local culture and antiquities. They loved them and wanted to inherit them for the community. 4) The community acknowledged the local scholars and had them as a part in cultural inheritance. 5) The community was strengthened by working together; and the network occurred among the research team, the community, the museum, the education institutes, and other relating people.

4. Discussion

The researcher discussed the research results as follows. 1) People were not interested in the museum, and the schools did not frequently use it as a learning resource. Creative activities should be developed and let everyone in the community know about them by improving working processes and activities. The findings agreed with SumaleeSangsri and et.al. (2005: f – g) and SuthasineeWatcharabool (2002: 15) who said the museum was a lifelong learning resource, and it should have had various activities based on its own purposes. 2) Organizing a learning process by using cultural learning resources in the community was creative learning in which all the receivers, the delivering people, and the organizers were happy and satisfied. It agreed with TisanaKhammanee (1999: 4 – 5) who said the design of learning activities,

content, experience and needs of the learners, by encouraging them to participate in the learning organization, and have fun from learning. It agreed with Frobel (2005, cited in SiwaleeArunyanart, 2008:3) who wanted to see the learners themselves be able to learn naturally, accumulate experience and acknowledge the value of those things according to their potential. Additionally, SiwaleeArunyanart (2008:3) said the conclusion with drawing promoted aesthetic from direct experience and caused learning by using art, which brought love and appreciation. 3) Most of the participants were pleased with the place and atmosphere of the learning organization both in the museum and learning resources from outside. It agreed with SuwatWatanawong (2004: 7) who said learning environments should have been comfortable, suitable, reliable, and honoring the learners. It also agreed with PrawesWasee (2000: 21) who stated that the interaction between the teachers and learners should have been friendly and had mutual activities in the learning processes. 4) For the productivity, the knowledge conclusion could make the attendants had so clear thought from their direct experience and exchange that they could transfer it to stories and drawings. As NantiyaJinama (2006: 40) stated that using learning resources in the community to develop story writing skills could help learners have skills above the general criteria. Students learnt from things close to them and they would be active learners. And the drawings of each group could reflect the learners’ ideas that created a story on a piece of cloth. The result agreed with UthaiDulyakasem (2010: 9) who stated that encouraging learners to have creative thinking and create things should have been a part of organizing experience for learners. 6) The impact of using community’s stories in learning could make students have knowledge and good attitudes to the culture of the community. SomchitKokethong (1994: 2) stated that encouraging one to see the importance and have good attitudes to ancient buildings and antiquities promoted conservation and appreciation of the culture. It could inspire the learners to find ways to further inherit the community’s culture. 7) For the sustainability, ChusriSucharack (2004: 73) said that use of local wisdom as a topic to integrate all the aspects could help learners know their own local better, have more pride and obligation to the local, and the teachers could develop new learning models and local curricula to meet their own needs.

5. Suggestions

Certain activity development according to the research findings should be really conducted, for

examples, cooking rice on 3 pieces of rocks as required by learners; various creative activities continually organized by both formal and non-formal educational institutes, networks and communities; expanding learning time in each activity, or giving more time for creating art works for the competition.

Suggestions for further research: 1) there should be more research on local museum development to enhance creative learning of other target groups, for examples, community leaders, village health volunteers, career groups, etc.;2) there should be research on creative learning activity development for the youth and housewives' groups to initiate products to sell for more income;3)there should be research on creative learning activity development for various career groups to create various products with creative models;and4) there should be research on creative learning activities in other learning resources in the community.

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The Development of the Creative Scientific Invention Course Based on Constructionism for Ninth Grade Students

Paisan Wongkraso, Somsong Sitti, Araya Piyakun

The study is the Research and Development. The main purpose of this research is to develop and implement the creative scientific invention course based on constructionism for ninth grade students. The research study is conducted through four stages including study of fundamental data, course construction, course implementation, and course evaluation and revision. Following these steps, the creative scientific invention course based on constructionism for ninth grade students is composed of five components: 1) principles of the course, 2) aims of the course, 3) course contents, 4) teaching-learning processes and instructional materials, and 5) assessment and evaluation. The draft course will be verified for quality, appropriateness, and validity by experts.

The course is experimented with 20 students from ninth grade students who interest and enroll in course of Nongsoongsamukkewittaya School in Mukdaharn province, Thailand. The experiment period is the second semester of the academic year 2013. A mixed methods design is used to investigate and analyze the data from the course implementation.

The data in this study are used to answer two research questions. Both quantitative and qualitative data are gathered and analyzed to answer the research question. In addition to quantitative data, thematic analysis of qualitative data collect from follow-up interviews explained and supplemented the initial quantitative results. The findings of the study could provide ample knowledge to encourage learners to be successful inventors and to think like successful inventors.

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The Development of Web Based Instruction Using Problem Based Learning on System Analysis and Design course

Oranan Chaopanich

The purposes of this research were to construct and validate the efficiency of Problem Based Learning Web Based Instruction (PBL-WBI) via system analysis and design course and to compare learning outcome between the students in the experimental group and the controlled group. Also, aimed to evaluate the satisfaction of the students who learned through PBL-WBI. The samples used in this research were 30 diploma Business Computer students, who registering for System Analysis and Design course at Kalasin Technical College in the semester 1/2013 from the simple random sampling. The tools used in this research consisted of an PBL-WBI via system analysis and design course, pre-test, post-test, summative test and student’s satisfaction questionnaires. The results of this research illustrated that firstly, the efficiency of a PBL-WBI was 88.12/83.13 which was higher than 80/80 as set criterion. Secondly, there was significantly higher learning achievement of the students in the post-test than in the pre-test at .05 levels. Thirdly, there was significantly higher learning outcome of the students in the experimental group was higher than the learning outcome of the students in controlled group at .05 level, Fourthly, an effectiveness index of PBL-WBI were .6826. Finally, the learner’s satisfaction after learned through PBL-WBI found that it was in a good level. In conclusion, the developed PBL-WBI via system analysis and design course can be applied to the target groups.

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The Effects of Standard-based School Policies on the Teachers’ Student-centered Instruction in Thailand¹

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Abstract

This quantitative research aims to study the causal relationships between standard-based management, school-based management, outcome standards, process standards, and student-centered instruction. Particularly, the research focuses on examining how much Thailand education in the recent reform era promotes William Spady’s outcome-based education. The research collects data from a sample of 173 state primary schools in Surathani province and uses a questionnaire for school administrators and the other one for teachers. The data analysis is a multiple linear regression analysis using the technique of Structural Equation Modeling.

In the research findings, school management indirectly affects student-centered instruction in regard that both approaches of school management have a significant effect on the focuses on both educational standards, which in turn have a significant effect on student-centered instruction. Remarkably, standard-based management is key to promoting student-centered instruction in the focus on the process standard, which regulates every teacher to employ student-centered instruction. However, the outcome standards mainly focusing on student achievement, particularly O-NET scores, has a significant negative effect on student-centered instruction. This finding indicates that Thailand education could not support the concept of Outcome-based Education. Moreover, school-based management might have a significant negative effect on student-centered instruction as well.

Key words: *Standard-based Management, School-based Management, Student-centered Instruction, Outcome-based Education, Education Reform in Thailand*

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Introduction

The education reform in Thailand, according to 1999 National Education Act, focuses on decentralized administration to enhance the

efficiency and effectiveness in school management. Decentralization into local agencies (school districts and schools) affords administrators and teachers autonomy in school management. One approach of decentralization, school-based management (SBM) has been gradually recognized and adopted in Thailand’s education system. In fact, this approach has long been innovated and developed in Western world, yet those countries have recently realized the crisis of year-by-year dropping student achievement and the expanding gaps in educational management among schools. As a result, national education standards have been specified in order to mandate the ongoing educational development, as required in the standards, in every school (Jorgensen & Hoffmann, 2003; McLaughlin & Tilstone, 2000.) That is, centralization, in the form of standard-based management, has been brought back to complement SBM. Accordingly, Thailand’s government has recognized those issues and enacted the national education standards and quality assessment system, as well as the basis education core curriculum.

There are conflicts between the concepts of SBM and standard-based management. On one hand, SBM is the concept that school administrators and teachers have more freedom and control in educational management; schools are self-managing organizations; managements and operations within school are flexible and adjustable to changing situations, as well as suitable for the school characteristics and the local community needs (Elliot, 1997; Marsh & Heng, n.d.) On the other, standard-based management is the concept that school administrators and teachers are required to follow the rules and regulations; school management is systematized, and operating patterns and

organizational structures are clearly specified and fixed. As a result, educational quality and outcomes are consistent in every school, but school management does not respond to changing situations and the local contexts (Steiner, n.d.; Willms, 2000.) These conflicts of both concepts have the effects on school policies and instructional approaches (Swanson & Stevenson, 2002.) Thailand’s educational system has adopted educational development approaches from the US and UK; for example, theoretically the

specification of national education standards are focused only on the desired educational outcomes so that the educational processes are flexible under recommended frameworks and guidelines (McLaughlin & Tilstone, 2000.) That is, schools freely adjust administration and instruction to fit their local contexts, but are required for educational quality control as specified in the national standards (Elliot, 1997.) Thus, the challenges for school administrators and teachers are how to manage the schools and instructions properly with the concerns of balancing work autonomy and quality control.

Student-centered instruction is acknowledged for its learning efficacy in that students understand the knowledge contents clearly and deeply. This learning approach has long been developed in Western world and then accepted world-wide as a universal instructional standard. In Thailand’s recent educational reforms, student-centered instruction is one of the main focuses. Student-centered instruction is based on the concept that learners construct their own knowledge through thinking processes, learning by doing, and discovery learning, rather than rote learning and drills (Ormrod, 2004; Bonk & Cunningham, 1998.) Thus, teachers are not commanders who require students to follow the orders and rules, and they do not transfer their knowledge into the students’ heads; but teachers should advise, support, and stimulate the students to get engaged in their own learning process (Airasian & Walsh, 1997.) In theory, SBM and student-centered instruction would support each other in that SBM would give teachers freedom in instructional management, and they are able to develop and adjust their instruction to fit the students’ natures and needs (Bolstad, 2004; Marsh & Heng, n.d.; Elliot, 1997.) In addition, teachers manage to provide the students with various learning activities. Thus, standard-based management, theoretically in contrast to SBM, may bring about somehow negative effects on student-centered instruction.

A balance between SBM and standard-based management corresponds to the William Spady’s concept of outcome-based education (Killen, 2000; McNeir, 1993.) Under this concept, school administrators are able to control educational quality by specifying only educational outcome standards, whereas teachers have full autonomy to select and adjust knowledge contents and instructional approaches suitable for every student and help them reach their own learning achievement as specified in the standards. Hence, in theory, schools with standard-based management are likely to support the concept of outcome-based education, particularly the main focus on educational outcome standards, in order to promote the teachers creatively focusing on student-centered

instruction. However, student achievement are mostly measured and assessed with standardized tests, which include only some knowledge and skills, as well as not support higher-order thinking skills (Killen, 2000; McNeir, 1993.) As a result, teachers may turn back to apply the instructional approaches focused on rote learning and drills.

In Thailand’s educational contexts, standard-based management and bureaucratic system (a deep organizational structure and hierarchical relationships,) as well as teacher-centered instruction and rote learning, have long been developed and become Thai educational and work cultures (Visathavethaya, 2001; Chiangkul, 2001.) As a result, Thai people get used to and have positive attitudes toward these concepts and approaches, and then they are likely to opt for conventional approaches, rather than innovative ones, even though the latter are sounder (Tongthew, 2000; Handal & Herrington, 2003.) In contrast, Western countries get used to and then support SBM and student-centered instruction. These facts would be ones of the main factors to decision-making in educational management by school administrators and teachers in Thailand. Thus, in Thailand’s contexts, school policy approaches whether focusing on standard-based management or SBM may not bring about theoretically expected outcomes. In addition, Outcome-based Education seems to appear so vaguely that Thailand’s national education standards may need to include the requirement of student-centered instruction.

Research Objectives

This research is:

1. to study the levels of school administration (standard-based management and school-based management) and the levels of focusing on educational standards (outcome and process standards) in Thailand’s basic-education schools, as well as the levels of student-centered instruction, in the 2011-2018 educational reform era;
2. to study the causal relationships among standard-based management, school-based management, and student-centered instruction;
3. to study the causal relationships among outcome standards, process standards, and student-centered instruction, particularly examining how much standard-based management in Thailand’s contexts support the concept of Outcome-based Education.

Conceptual Framework

1. **Standard-based management** is an approach of centralization in that school administrators and teachers are required to follow the rules and regulations; school management is systematized, and operating patterns and

organizational structures are clearly specified and fixed. As a result, educational quality and outcomes are consistent in every school. Based on this concept, school policies focus on educational quality control as specified in the national standards (Steiner, n.d.; Willms, 2000.)

2. School-based management (SBM) is an approach of decentralization in that school administrators and teachers have more freedom and control in educational management; schools are self-managing organizations; managements and operations within school are flexible and adjustable to changing situations, as well as suitable for the school characteristics and the local community needs (Elliot, 1997; Marsh & Heng, n.d.)

3. Outcome-based education is based on William Spady’s concept (Killen, 2000; McNeir, 1993.) Under this concept, school administrators are able to control educational quality by specifying only educational outcome standards (student achievement), whereas teachers have full autonomy to select and adjust knowledge contents and instructional approaches suitable for every student and help them reach their own learning achievement as specified in the standards.

4. Student-centered instruction is a concept that learners construct their own knowledge through thinking processes, learning by doing, and discovery learning, rather than rote learning and drills (Ormrod, 2004; Bonk & Cunningham, 1998.) This concept, actually, is based on the theory of constructivist learning. Thus, teachers are not commanders who require students to follow the orders and rules, and they do not transfer their knowledge into the students’ heads; but teachers should advise, support, and stimulate the students to get engaged in their own learning process (Airasian & Walsh, 1997.)

Research Method

This quantitative research collected primary data derived from a survey and opted for a cross-sectional study.

Sample and Sampling. The unit of analysis is school, so the sample is a group of basic education schools in Thailand, and the participators are groups of school administrators and teachers. The sampling frame is basic education schools in Surat Thani province. The sampling method is a multi-stage random sampling, in which a sample of 200 schools were randomly selected and stratified by the school districts in Surat Thani province, and then in each school the principal was selected and 2 teachers randomly.

Research instrument. The instrument is 2 questionnaires that the researcher developed by analyzing and synthesizing relevant academic documents and research papers. The first questionnaire is to measure levels of administrators’ school management, and the second one is to measure teachers’ instructional

management, adapted from the questionnaire in the Haruthaithanasan’s (2010) research paper. All the questions’ responses are a 5-level Likert scale (1: the lowest level and 5: the highest level.)

Validity and reliability of the instrument. To examine and approve the validity of the questionnaires, the researcher invited 2 sets of relevant experts, consisting of 3 professors from the department of Educational Administration and 3 ones from the department of Curriculum and Instruction at Prince of Songkla University. They reviewed and provided comments to improve the questionnaires. From the Index of Consistency table, all the questions have accepted consistency values (.67-1.00.) In addition, to examine and approve the reliability of the questionnaires, the researcher randomly selected 2 groups of non-target eligible respondents to try out the questionnaires. Both groups consisted of a group of 30 school administrators and the other of 30 teachers in basic education schools in Pattani, Yala, and Narathivat provinces. From a reliability test of each variable, most variables of the constructs have somewhat high levels of the internal consistency (Heppner & Heppner, 2004), with the Cronbach’s alpha coefficients between .542 and .878.

Data analysis. The researcher analyzed demographic data of the respondents and levels of school and instructional management with a statistical analysis software package (SPSS), such as, calculating percentages, means, and standard deviations; then, using a criterion (Dechpichai, 1992, 531-532) to translate the variables’ means into levels of overall management. To analyze a relationship model of the variables, the researcher used the technique of Structural Equation Modeling (Kline, 2005), which analyzes linear relationships among school management approaches, educational standard focuses, and student-centered instruction. In the model, there are 5 main variables and 8 control variables. Among the main variables, 3 constructs (latent variables) consists of 1) standard-based management, 2) school-based management, and 3) student-centered instruction; the others are observed variables: outcome standard focus and process standard focus. Control variables consist of school administrators and teachers’ demographic data (gender, educational level, work experience) and school data (school size, school location.) The researcher opted for the statistical analysis software packages, called “R”, specifically a Structural Equation Modeling (SEM) package, “lavaan” (Rosseel, 2012.) In this SEM Analysis, the method of estimating free parameters of the best fitting model is Maximum Likelihood (ML) estimation.

Research Findings

Demographic data of the respondents.

In the sample of 173 schools (with the response

rate of 86.50 %), most are small and medium in size (42.20 % and 49.10 % respectively) and in rural areas (83.81 %). Most school administrators are male (85.50 %), attain above bachelor degrees (92.80 %), and have more-than-5-years-old administrative experiences (91.30 %), whereas most teachers are female (74.60 %), attain bachelor degrees (89.00 %), and have more-than-5-years-old teaching experiences (94.20 %.)

Levels of school management. In the construct of standard-based management (see Table 1), specifying educational standards ($\bar{x} = 4.71$), and educational quality assurance ($\bar{x} = 4.54$) are at the highest level, whereas following the orders and rules ($\bar{x} = 3.94$) are lower than the others at just a high level. In the construct of school-based management, SBM (see Table 2), work autonomy ($\bar{x} = 4.17$), participative administration among teachers, parents, and community ($\bar{x} = 4.13$), adjusting the administration fitting the local contexts ($\bar{x} = 4.07$) are at a high level, and the latter are lower than the others. Comparing 2 (overall) school management approaches, the mean of standard-based management is higher than that of SBM. Moreover, the sample of schools had the level of focusing on outcome-based standards ($\bar{x} = 4.71$) similar to that of process-based standards ($\bar{x} = 4.75$), specifically focusing on student-centered instruction.

Levels of student-centered instruction. In the construct of student-centered instruction (see Table 3), all variables are at a higher level.

Comparing all the variables, the means of designing instruction fitting every student’s nature ($\bar{x} = 4.44$), collaborative learning ($\bar{x} = 4.42$), and teacher scaffolding ($\bar{x} = 4.42$) are higher than those of the others, whereas the mean of problem solving and knowledge inquiry ($\bar{x} = 3.69$), as well as High-order thinking skills and processes ($\bar{x} = 3.99$), is lower than those of the others.

Causal relationships among the main variables. In the final structural model from the SEM analysis (see Figure 1), standard-based management and school-based management do not have statistically significant effects on student-centered instruction, but both management approaches do have significant effects on both outcome and process standard focuses ($p < .01$). That is, standard-based management has positive effects on both outcome ($r = .571$) and process ($r = .649$) standard focuses, whereas school-based management has a negative effects on the process standard focus ($r = -.214$). Then, the outcome standard focus ($r = -.300$) has a negative effect, but the process standard focus ($r = .395$) has a positive effect on student-centered instruction.

The analysis results, as reported above, reflect that school administration and management has an indirect effect on student-centered instruction, in regard that both school management approaches have significant effects on both outcome and process standard focuses, and then the latter have significant effects on student-centered instruction.

Table 1. A summary of means, standard deviations, and levels of standard-based management

Variables	\bar{x}	SD	min	max	Level of Management
1. Following the orders and rules	3.94	.45	2.80	5.00	High
2. Educational standards for equality in education	4.71	.32	3.50	5.00	Highest
3. Educational measurement, assessment, and quality assurance	4.54	.41	3.20	5.00	Highest
Overall	4.40	.39	3.17	5.00	High

Table 2. A summary of means, standard deviations, and levels of school-based management

Variables	\bar{x}	SD	min	max	Level of Management
1. Work autonomy	4.13	.41	2.00	4.88	High
2. Participative administration among teachers, parents, and community	4.17	.50	3.17	5.00	High
3. Adjusting the administration fitting the local contexts	4.07	.56	2.50	5.00	High
Overall	4.12	.49	2.56	4.96	High

Table 3. A summary of means, standard deviations, and levels of student-centered instruction

Variables	\bar{x}	SD	min	max	Level of Management
1. Designing instruction fitting every student's nature	4.44	.45	3.00	5.00	High
2. Problem solving and knowledge inquiry	3.69	.57	2.00	5.00	High
3. High-order thinking skills and processes	3.99	.50	2.75	5.00	High
4. Connecting contents to students' prior experiences	4.10	.47	2.83	5.00	High
5. Collaborative learning	4.42	.39	3.00	5.00	High
6. Discussion and knowledge sharing	4.37	.51	1.75	5.00	High
7. Teacher scaffolding	4.42	.49	3.00	5.00	High
Overall	4.20	.48	2.62	5.00	High

Note: \bar{x} = means; SD = standard deviation; min = minimum value; max = maximum value; sample size = 173; 5-level Likert scale of each variable: 1: the lowest level and 5: the highest level.

Remarked that standard-based management is a key factor to promoting student-centered instruction through focusing on instructional standards: the requirement of student-centered instruction for every teacher. However, schools with the outcome-based standard focus, that is, student achievement, particularly standardized test (O-NET) scores, are likely to restrict student-centered instruction. Moreover, school-based management, which in theory would have a positive effect on (or promote) student-centered instruction, is disproved as a key factor, and may even have a negative effect on this instructional approach.

Discussion

According to 1999 National Education Act (Section 48), the 2010 Ministerial Regulation of educational quality assurance system, criteria, and procedures (amendment), and national education standards, particularly for the third ONESQA quality assessment (2011-2015), every school is required to manage internal quality assurance prepared for the external quality assessment, and thus continually develop its educational quality as specified in national education standards (ONESQA, 2011.)

One of the key national education standards, student achievement has by far the highest proportion of the assessment score. The indicators of student achievement are the national standardized test scores in the 8 key learning areas (math, science, languages, and so on.) In Thailand, the national standardized test is developed by National Institute of Education Testing Service, called Ordinary National Education Test (O-NET.) An O-NET generally has both multiple-choice and open-ended questions in the proportions of about 90 %: 10 %. A multiple-choice question has 4 answer choices, and an open-ended question is a short answer. The testers have limited time (about 2 hours) to take each test. Another key standard is student-centered instruction, whose indicator is how much the teachers efficiently and effectively provide learning activities based on this instructional approach. However, it is the only one process standard and has a moderate proportion of the assessment score.

Those regards above would explain the research findings that standard-based management has a significant positive effect on the focus on outcome standards, particularly O-NET scores as the indicators of student achievement, as well as the focus on the process standard such as the requirement of student-centered instruction. Considering the process standard requiring every teacher efficiently and effectively apply student-centered instruction, logically schools would promote and support the teachers to seriously develop their instruction toward this learning approach. This rationale can explain the research

finding that schools focusing on process standards have a significant positive effect on their teachers' student-centered instruction.

However, the focus on outcome standards has a significant negative effect on student-centered instruction. The main reason of this finding would be that O-NET scores as the indicator of student achievement standard are centered on national education standards and the external quality assessment. The measurement and evaluation with standardized tests (O-NET) restrict testers to some knowledge contents and skills, and multiple-choice questions promote rote learning, particularly memorizing prior answers, guessing plausible questions, and taking a wild guess to choose the answer. Such tests prevent students from practicing high-order thinking skills (e.g., application, analysis, evaluation, synthesis) and perceiving deep and comprehensive knowledge; also, close-ended and short-answer questions would not effectively promote students to learn from working on real-world, research/inquiry, and creative/think-outside-the-box tasks (Killen, 2000; McNeir, 1993)

In regard to teachers' instructional management, although student-centered instruction is a requirement in the national education standards, the student achievement standard focusing on O-NET has by far the highest assessment proportion, so teachers (with the school administrators' promotion and support) would opt for the instruction focusing on standardized tests, that is preparing the students for attaining high O-NET scores. Ultimately, the high emphasis on this indicator results in noticeably uplifting the schools' overall external quality assessment scores; then, the schools will get promoted and more funded by the government, as well as gaining academic credits and reputations to increase student enrollment and attract high-SES families for resource contribution. With this rationale, teachers would turn back to teacher-centered instruction, that is, rote learning and drills. For example, they teach specific contents that would be generally taken in the tests, techniques to logically guess the right answer choice, and formulae or short-cuts to get the answers fast, as well as have the students drill old tests so that they get used to and remember the questions. These incidents were empirically approved in the Office of the Education Council's report (OEC, 2008), indicating that most Thai teachers heavily focused on having the students drill the worksheets and taught knowledge contents rather than high-order thinking skills.

In Thailand's educational contexts, highly centralized administration and teacher-centered instruction (rote learning and drills) have become Thai educational culture (Visathavethaya, 2001; Chiangkul, 2001.) As a result, Thai teachers are used to and have positive attitudes toward those concepts and approaches so that they are likely to

opt for teacher-centered instruction rather than student-centered instruction, a new foreign instructional approach (Tongthaw, 2000; Handal & Herrington, 2003) In addition, student-centered instruction is a Western concept, so Thai teachers are not familiar with and able to deeply and comprehensively understand this concept, and then they may not know how to properly design and adjust their curricula and instruction based on the concept, in which individual students with unique characteristics and potentials need to have their own learning processes and activities for their own growth.

Although the new-generation teachers acquire Western education and training so that they would learn and realize the importance of student-centered learning theory, they have little time (or never) to apply the theory into practice, that is, design and implement the instruction in the actual classroom. As a result, they may not have self-efficacy to initiate and develop their student-centered instruction, and they usually request for instructional manuals and/or examples in order to adopt or adapt them for use in their classrooms, rather than create them as their own innovations (OEC, 2008). That’s why the development of student-centered instruction in Thailand’s education system has continued slowly and undergone interruptions from time to time. When schools focus on raising all the students’ O-NET scores, the teachers may not feel bothered to turn back to apply teacher-centered instruction as they are familiar with and confident in.

The issues of Thai educational culture and the requirement that teachers must apply student-centered instruction would explain why Thailand’s education system does not support William Spady’s outcome-based education (Killen, 2000; McNeir, 1993.) In fact, outcome-based education supports standard-based management with the focus only on outcome standards and teacher autonomy to willingly apply student-centered instruction to help individual students qualify for the school standards. That is, outcome-based education supports the teachers’ application of student-centered instruction without process standards (the requirement of a particular instructional approach.)

In Western world, teachers are acquainted with, knowledgeable about, and competent in student-centered instruction; the government, educational agencies, and communities substantially promote and support this learning approach; and the whole education systems are developed toward the learning approach. Particularly, the evaluation of student competency not only focuses on standardized tests but also alternative evaluation with empirical evidence and allowing the students to demonstrate their knowledge and skills in their own ways; for example, student portfolios (student projects,

inventions, designs, and/or class artifacts), oral presentation, and/or on-the-job tasks. Thus, under the concept of Outcome-based Education, process standards such as the requirement of student-centered instruction are not necessary.

In contrast, due to the outcome standards with the greatest focus on standardized test scores and Thai traditional education culture with the focus on teacher-centered instruction, Thai education system basically does not support student-centered instruction and then outcome-based education. As a result, Thai teachers have been prevented from managing and developing (then comprehending and expertizing on) student-centered instruction, and finally they return to teacher-centered instruction as pressured by social demands for raising the students’ O-NET scores.

Moreover, there is the issue that school-based management (SBM) has a significantly negative effect on the focus on process standards, particularly student-centered instruction. A main cause of this issue would be that Thai traditional education culture in terms of highly centralized administration and teacher-centered instruction. The advent of SBM gives school administrators full autonomy in administration (decision-making and management in all school affairs) in order to develop the schools suitable for their own local contexts (Marsh & Heng, n.d., Elliot, 1997) without strict rules and orders of the government and the superior agencies, as well as national education standards. However, Thai school administrators by nature willingly opt for the traditional approaches, which they are familiar with.

Considering the outcome standard such as standardized test scores, O-NETs are not preferable student competency evaluation instruments for school administrators (as well as other educators) in regard to the issues of their reliability and validity. Yet, a by-product of this evaluation approach is a corresponding learning process such as the teacher-centered learning approach and its instruction. As a result, school administrators may not refuse this outcome standard, which brings back traditional education approaches.

In contrast, the process standard such as student-centered instruction would not be accepted by the school administrators in regard that they may not trust in the efficiency and effectiveness of this instructional approach (with the mixed results as directly experienced and reported in many research papers) and even refuse it. Of course, another main reason is this instructional approach does not correspond with the teacher-centered one as the school administrators have long been acquainted with and appreciated.

Research Implications

1. Thailand’s national education standards needs to include process standards with the main

focus on student-centered instruction in order to promote school administrators and teachers to seriously and continually develop this type of instruction, as well as to get acquainted with and aware of the instruction. When this instruction approach has become Thai educational culture, process standards may not be necessary (or more specific to some essential learning activities, for example, research/inquiry projects, discussion and knowledge sharing)

2. Outcome standards should not only focus on O-NET scores, but also include alternative evaluations corresponding with student-centered instruction such as the evaluation that measures student competencies with empirical evidence and allows the students to demonstrate their knowledge and skills in their own ways; for example, student portfolios (student projects, inventions, designs, and/or class artifacts), oral presentation, and/or on-the-job tasks. Student achievement standards including various types of evaluation would engage the teachers (schools) in developing their instruction toward the student-centered learning approach.

3. Standard-based management should be founded on the concept of Education-based Education, in which schools focus only on outcome standards and fully support the teachers (and students) to make sure that all the students are qualified for the standards, whereas the teachers have full autonomy in applying student-centered instruction, that is, providing the students with various learning activities, adjusting knowledge contents and instructional approaches suitable for individual students, and helping them reach their own learning achievement as specified in the standards. However, student-centered instruction needs to be specified as the main process standard in order to promote the teachers to continually develop their instruction toward this learning approach. In addition, the whole educational system needs to be reformed and developed to correspond with student-centered learning approaches, for example, 1) the teacher education and professional development focusing on acquiring deep and comprehensive knowledge content, practicing the instruction in the actual classrooms, and working on action research projects, 2) ongoing funding and educational resource contribution by the government, school districts, and local communities to support the teachers (schools) to develop their student-centered instruction, and 3) various evaluations of student achievement including alternative evaluations (e.g., student portfolios.)

Conclusion

Presently in the education reform toward 21st century learning, decentralized administration and management (as required in 1999 National

Education Act) makes schools (administrators and teachers) necessary to adapt themselves into rapidly changing situations in Thailand's society, especially the influx of Western innovations such as educational standards and quality assurance, school-based management, student-centered instruction, and Outcome-based Education. School administrators presently must be able to integrate, adjust, and keep a balance between standard-based management and school-based management. That is, on one hand, schools have full autonomy in administration and management in order to respond to the individual characteristics and demands of students, teachers, parents, and the local community. On the other, the schools must control and develop their educational quality qualified for the national education standards. In addition, school administrators should found standard-based management on Outcome-based Education; that is, schools focus only on various outcome standards, whose measurement and evaluation must correspond with student-centered instruction, whereas there are no process standards so that the teachers have full autonomy to manage their student-centered instruction in order to help the individual students develop and achieve their own competency as specified in the standards.

However, these educational concepts and approaches are originated in Western world and thus appropriate for Western societies. Borrowing Western educational concepts to apply in Thailand's education system causes chronic critical problems such as local educators' resistance against and denial of foreign innovations, administrators' lack of clear understanding and competence in applying the concepts, teachers' difficulties in implementation of unfeasible policies, and finally failure and ineffectiveness of “borrowed” educational policies. A main reason of these problems is the disparities between Western and Thai cultures. Another is the lack of educational research and development of original Thai concepts, as well as Western concepts integrated into Thai contexts. Thus, the most important is the research to study and create school management approaches suitable for Thai contexts with the concern of a balance between standard-based management and school-based management, as well as the concept of outcome-based education. Moreover, there should be studies of processes and strategies to promote and support Thai educators to understand, appreciate, and change their attitudes toward the innovative concepts, as well as to make them ones of Thai educational cultures. Particularly, school administrators should gain knowledge, competence, and leadership in school-based management and student-centered instruction for Thai students' genuine learning development.

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The Impact of Leadership and Personality on the Relationship of Job Design and Creativity among Teachers

Sabarani Ghazali, Husna Johari

This research intends to explore the existence of creativity in teaching and also to determine the influence of job design in teaching towards the development of creativity among teachers employees in Malaysia. This research also intends to identify the influence of two moderating variables, transformational leadership and Big Five personality on the relationship between job design and creativity. Data was collected from a random sample of 160 teachers and a survey questionnaire was employed. For the purpose of data analysis and hypotheses testing, statistical techniques like correlation and regression were used. The techniques were used to identify the relationship between job design and creativity and also to identify the impact of the moderating variables. The findings found the existence of high level of creativity in the studied organizations. The results from correlation and regression showed that job design dimensions are significantly related to creativity. The dimensions include the skill variety, task identity, task significant, autonomy and feedback. Based on the hierarchical regression results found that the Big Five Personality showed moderating effect on the relationship between job design and creativity, while transformational leadership did not provide any effect. This finding concludes that personal perspective has more impact on creativity as compared to situational perspective. Based on the research findings, theoretical and practical implications are discussed. Limitations and suggestions for future research are also highlighted.

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The Multilevel Causal Factors of University Development Towards An Integrated Multi-Dimensional High Performance Organization : A Case Study of Walailak University, Thaksin University and Prince of Songkla University

Sasirat Prasatkaew, Idsaratt Rinthaisong

This study was aimed to study the factors associated with multilevel and influence on the development towards an integrated multi-dimensional high performance organization and to test the invariance of multilevel causal model of the organizations performance, integrated multi-dimensional between the Autonomy University: Walailak University, Autonomy University in the transition from the Public University: Taksin University and the Public University: Prince of Songkla University. The samples used in this study were 684 people who work in the three universities. The contributors included 100 executives, 163 teachers/staffs and 421 academic support department.

The test result of validation of multilevel structural equation model of high performance organization indicated that the model was consistent with empirical data. Student and stakeholder focus variable had the highest direct effect on integrated multi-dimensional high performance organization, followed by job characteristics variable. Senior leadership variable had negative direct effect on integrated multi-dimensional high performance organization. Organization commitment variable had positive direct effect on integrated multi-dimensional high performance organization. Other variables—workforce focus, good governance, self-governance and societal responsibilities, strategic planning, operations focus and measurement, analysis, and knowledge management had positive indirect effect on integrated multidimensional high performance organization.

The test result of invariance of multilevel structural equation model of integrated multi-dimensional high performance organization indicated that the path coefficient of the three universities was not significant. Therefore, the multilevel causal model of integrated multidimensional high performance organization of the three different types of university was not different.

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The Potentials for Integrated Environmental Education in Thailand’s Southernmost Provinces

Hsin Hsiang Pang

Thailand’s three southernmost provinces are often associated with news of unrest and separatist movements. Due to its coastal location and historical importance, the area is also rich in social, cultural as well as environmental heritage. It has been suggested that education is key to the future of these Muslim-majority provinces. Environmental education, overlooked in academic research can provide students with holistic understanding of how our natural environment and human society are closely interrelated. This paper proposes that the distinctive and lush local environment provides unique real-time settings for students to become aware of, and to learn how to appreciate and conserve these little-known gems of nature in Thailand. It will also explore how integrated environment education in schools and universities can help students develop their core values and generic skills of a civic society. There is great potential for students, educators and others to collaborate in local environmental conservation, involved in sustainable tourism and other initiatives that would directly benefit local communities. This study will be based on ethnographic research methods, supported by local research and international literature.

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**The quality of the graduates according with
Thailand Qualifications Framework for
Higher Education (TQF), academic year
2011, Boromarajonani College of Nursing,
Nakhon Si Thammarat**

**Wilasinee Paewchana, Ketsara Wanachotakul,
Piyarat Jeenapun**

The purpose of this study is to analyze the quality of nursing graduates according to the Thai qualification framework for higher education and Humanize care behaviors of graduate nurses who completed their study by the academic year 2011, Boromarajonani College of Nursing, Nakhon si thammarat.

The sample were 63 nursing graduates, 63 Immediate superiors and 63 colleagues. Data were collected using the Questionnaires to assess the quality of nursing graduates and the Humanize care behaviors of the graduate nurses questionnaire. Data collected by questionnaire had five rating – scale. The reliability was tested by the alpha coefficient was 0.87 and 0.85. The collected data were analyzed in term of statistical mean, percentage and standard deviation. The results showed that :

1. The quality of graduated nurses assessment by their immediate Superiors, colleagues and self-assessment of Bachelor of Nursing science Program, Academic Year 2011, Boromarajonani College of Nursing Nakhon si thammarat was very good (= 4.52, S.D. = 0.06).

2. The humanize care behaviors assessment by their immediate Superiors, colleagues and self-assessment of Bachelor of Nursing science Program, Academic Year 2011, Boromarajonani College of Nursing Nakhon si thammarat was very good (= 4.58, S.D. = 0.18).

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The Relationship between Emotional Intelligence, Self – Efficacy and Adversity Quotient among Nursing Student at Boromarajonani College of Nursing, Nakhon Si Thammaraj

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Abstract

The study was conducted to investigate the association between the Emotional intelligence, Self – efficacy and Adversity quotient among nursing students at Boromarajonani College of Nursing, Nakhon Si Thammaraj. These samples were 248 nursing students who studied in 2nd and 3rd year. The researcher designed three instruments to gather data were: Emotional intelligence, Self – efficacy and Adversity quotient questionnaire, which reliabilities were .82, .81 and .73 respectively. Data were collected in May, 2013. Data were analyzed by frequency & percentage, mean, standard deviation, independent t – test, chi-square and Pearson Correlation Coefficient. The findings of the study were: 1) Nursing students have normal range of the most of sub – dimensions of Emotional intelligence (except self – control sub – dimension) when compared with the score of Thai people. 2) Nursing students have Self – efficacy and Adversity quotient at moderate level 3) The Emotional intelligence, Self – efficacy and Adversity quotient mean score were higher for 3rd year than for 2nd year nursing students. ($p < .05$, $.001$ and $.001$ respectively) 4) Emotional intelligence was positively related to Self – efficacy ($p < 0.01$) and Adversity quotient ($p < 0.01$) and 5) Self – efficacy was positively related to Adversity quotient ($p < 0.01$).

The findings suggest that increased Emotional intelligence in students of nursing can enhance the Self – Efficacy and Adversity Quotient. The institution should promote the project for improving the emotional intelligence, self – efficacy, which enhancing adversity quotient among students.

Key word: Emotional intelligence, Self – efficacy, Adversity quotient, Nursing student

Introduction

The major aim of any academic institutions is to focus on education and academic excellence of its students. The reality of access to this goal depends precisely on how to recognize individual member's emotions and physiological cognition of acceptance of diversities. While various factors might affect the interrelations between diversity taking in nursing academic situation, emotional intelligence and ones efficacy cognition, among other issues, count as fundamental competency concept of nursing practice.

The term emotional intelligence refers to individual differences in the perceptions, processing, managing and utilization of emotional information. Goleman (1998) referred to EI as the ability of becoming self-aware of one's emotions and managing those emotions in daily interactions with others, thereby establishing emotional liaisons. Salovey & Mayer (1990) stated that the term emotional intelligence stands for "the subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use information to guide one's thinking and action". Further Mayer et al (2004) postulated that EI involves the ability to perceive accurately, appraise and express emotion, the ability to access and/ or generate emotional knowledge, and the ability to regulate emotion to promote emotional and intellectual growth. In addition, individuals rated with higher level of EI are more sensitive to interactions between themselves and other groups or individuals. Evans (2007) studied emotional intelligence in high school students and revealed that high school students used certain self-regulation methods that led them to academic and social success. Students who have worked positively with others had self-regulating experiences that led to the students' high achievement, social adjustment, and empowerment.

Self-efficacy of Bandura, (1997) is the belief in the mastery of one's life and the ability to meet challenges as they arise. Self-efficacy beliefs influence how people think, feel, motivate themselves, and act (Zulkosky, 2009). Bandura (1997) also states self-efficacy beliefs affect how consistently and effectively students apply what they know and they are a much better predictor of intellectual performance than skills alone. Thus, it is vital that nurse educators begin to understand the influence student self-efficacy has on academic success; and the influence that they themselves have on student self-efficacy. Feltz (1994) suggests that judgments of low self-efficacy are associated with lower levels of effort and lack of persistence; whereas high self-efficacy is associated with higher levels of effort and persistence. Vicarious Experience: Vicarious experience involves observing the actions of others (Bandura, 1997). When one sees another similar to themselves being successful at completing a task or

engaging in a certain behavior, it raises their sense of self-efficacy that they also may be successful in the same task or behavior. People who see others successfully completing a task are likely to think they will be successful, as well. Modeling is an effective way to raise a person's sense of self-efficacy.

Adversity quotient or AQ is the science of human resilience. Stoltz (1997) found out that AQ has three forms: first, AQ is a new conceptual framework for understanding and enhancing all facets of success. It is build upon a substantial base of familiar research, which offers a practical, new combination of knowledge which redefines what it takes to succeed. Secondly, AQ is a measure of how one responds to adversity which can be understood and changed and can be calculated and interpreted. Thirdly, AQ is a scientifically-grounded set of tools for improving how to respond to adversity resulting to an overall personal and professional effectiveness. Thus, according to Stoltz, success in work and in life is largely determined by Adversity quotient. AQ is comprised of four CO₂RE dimensions. CO₂RE is an acronym for the four dimensions of AQ. These four dimensions determine one's overall AQ. They can be described as follows: **C**: C stands for 'control'. It is the perception of the degree of control; one has over an adverse event. Control begins with the perception that something, anything can be done. **O₂**: O₂ stands for 'origin and ownership'. It is the extent to which a person holds himself or herself accountable for improving a situation. **R**: R stands for 'reach'. It is the perception of how large or far-reaching events will be. **E**: E stands for 'endurance'. It is the perception of time over which good or bad events and their consequences will last or endure.

The study examine the relationship between Emotional intelligence, Self – efficacy and adversity quotient among nursing students. The study has significance for nursing college that support nursing students success and quality education. The college may make changes in the approach to preparing and training students in the area of emotional intelligence, self-efficacy and diversity quotient.

Objective

1. To examine of the level of Emotional intelligence, Self – efficacy, Adversity quotient among nursing student.
2. To compare mean score of Emotional intelligence, Self – efficacy, Adversity quotient among 2nd and 3rd year nursing student.
3. To investigate the association between the Emotional intelligence, Self – Efficacy and adversity quotient among nursing Students.

Hypothesis

1. There is a significant relation between Emotional intelligence and Self – efficacy.
2. There is a significant relation between Emotional intelligence and adversity quotient.

3. There is a significant relation between Self – efficacy and adversity quotient.

Methodology

Sample

The study utilized the quantitative methods of research. The samples consisted of 248 nursing students, who studies in 2nd and 3rd year at Boromarajonanicollege of nursing, Nakhon Si thammaraj.

Instruments

The questionnaires used to collect data in this research include:

- 1) Emotional quotient questionnaire, it belonging to Department of Mental Health for the Thai people (2543), aged 18 - 60 years with the 52 items that reflect emotional intelligence in lifestyle based on the concept of mental health. Which had divided into three dimensions: the good, proficient and happiness. By the good dimension are self-regulation, empathy and responsibility. The proficient dimension are motivation, Problem – solving and having a relationship. The happiness dimension are self – esteem, life satisfaction and peace of mind. Ministry of mental Health show the reliability of the series is .82.2) Self-efficacy questionnaire. A questionnaire conducted by the researcher based on literature review and research associated with the concept of Self - efficacy of Bandura. These show the reliability.81.and3) Adversity quotient questionnaire, which was adapted from a questionnaire of SaranpornKuntaros (2009). Which have adapted from The AdversityResponseProfile(ARP).These questionnaire have 5 point bipolar scale. The situation is set to respond to 20 scenarios, and each scenario will have two questions related items, totaling 40 items. Reliability is .73.Total scores are 200 points with criteria and scoring (SaranpornKuntaros , 2009) follows a very high level is 166-200, high is 135-165 level is 95. - 134 low is 60 - 94 and through the very low level is below 60 points.

Analysis

Data were analyzed using Means, Standard deviation, Frequency and percentile. Independent *t*-test was used when comparing mean score of Emotional intelligence, Self – efficacy, Adversity quotient for 2nd and 3rd year nursing student. The relationship between Emotional intelligence and Self – efficacy, Emotional intelligence and adversity quotient were test by Pearson Product Moment Correlation Coefficient. The relationship between Self – efficacy and adversity quotient was test by Chi – square.

Results

Most nursing students are female (95.16%), Buddhists (93.14%) 3rd year nursing students have more than nursing students in Year 2nd, and the most of them not have health problems (88.71%).

The results are shown in Table 1. The results showed that the mean score on each dimension of

emotional intelligence of nursing students in the normal range of the Thai people. Except self-regulation dimension have mean score more than the normal range

For the Self – efficacy showed that most of nursing students have high level (72.18%) followed by moderate level (27.07%) and by the mean overall is 3.63

The results showed that nursing students mostly have the adversity quotient in the high level (81.45%) followed by moderate (15.73%) and low level (2.82%). The highest score is 186 points and the lowest score is 119 points out of the full score 200 points.

The results are shown in Table 2. When comparing the level of emotional intelligence and self - efficacy, which found that the 3rd year nursing students have mean score more than 2nd nursing students ($p < 0.05$, .001 respectively) (Table 2) When comparing score of adversity quotient between the

3rd and 2nd year nursing students, found that 3rd year nursing students have more score of adversity quotient than 2nd year. ($p < .01$)

The results are shown in Table 3 that the all dimensions of emotional intelligence are moderately correlated with self-efficacy ($p < .01$). The research shows that emotional intelligence in sub - dimension of self-regulation and motivation have moderately correlated with the adversity quotient. ($p < .01$). While as the other sub - dimension have less correlated with adversity quotient ($p < 0.05$)

For the relationship between Self – efficacy and Adversity quotient: the results showed that self – efficacy of nursing students is correlated with the adversity quotient (Chi-square = 11.05) ($p < .01$).

Table 1 Mean and S.D. of Emotional intelligence, compare with normal range in Thai people

Dimension	Sub - dimension of Emotional intelligence	Normal range	score				
			\bar{X}	S.D.	Frequency & Percentage		
					subnormal	normal	Higher than normal
good	Self-regulation	13 – 18	18.80	2.23	2 (0.81)	103 (41.53)	143 (57.66)
	Empathy	16 – 21	19.55	2.44	12 (4.84)	186 (75.00)	50 (20.16)
	Responsibility	17 - 23	21.31	2.29	9 (3.63)	213 (85.89)	26 (10.48)
proficient	Motivation	15 – 21	18.61	2.57	18 (7.26)	201 (81.05)	29 (11.69)
	Problem - solving	14 – 20	17.55	2.33	7 (2.82)	214 (86.29)	27 (10.89)
	Having a relationship	15 - 20	17.92	2.45	21 (8.47)	190 (76.61)	37 (14.92)
happiness	Self - esteem	9 – 14	11.92	1.72	4 (1.61)	226 (91.13)	18 (7.26)
	Life satisfaction	16 – 22	20.04	2.23	9 (3.63)	207 (83.47)	32 (12.90)
	Peace of mind	15 - 21	19.05	3.03	11 (4.44)	195 (78.63)	42 (16.94)

Table 2 Compare of mean score of Emotional intelligence, Self – efficacy, Adversity quotient

	2 nd year			3 rd year			Statistic	
	number	Mean	S.D.	number	Mean	S.D.	t-score	Sig.
Emotional intelligence(Total)	110	162.54	12.39	138	166.52	14.26	-2.315	.021*
good								
Self-regulation	110	18.35	1.93	138	19.16	2.38	-2.904	.004*
Empathy	110	19.26	2.31	138	19.78	2.58	-1.668	.096
Responsibility	110	21.01	2.38	138	21.55	2.20	-1.858	.064
Proficient								
Motivation	110	18.39	2.41	138	18.78	2.68	-1.195	.233
Problem - solving	110	17.10	2.18	138	17.91	2.39	-2.741	.007*
having a relationship	110	17.85	2.40	138	17.98	2.50	-.424	.672
Happiness								
Self - esteem	110	11.99	1.96	138	11.87	1.50	.525	.581
Life satisfaction	110	19.99	2.00	138	20.09	2.41	-.336	.737
Peace of mind	110	18.60	2.43	138	19.41	3.40	-2.094	.037*
Adversity quotient	110	142.14	9.24	138	146.72	10.34	-3.636	.000**
Self – efficacy	110	3.56	.270	138	3.67	.28	-3.267	.001**

* $p < .05$, ** $p < .01$

Table 3 The relationship between Emotional intelligence, Self - efficacy and Adversity quotient

Emotional intelligence	Self - efficacy	Adversity quotient
Self-regulation	.418**	.316**
Empathy	.309**	.210**
Responsibility	.209**	.229**
Motivation	.463**	.372**
Problem - solving	.448**	.254**
having a relationship	.368**	.238**
Self - esteem	.345**	.185**
Life satisfaction	.402**	.270**
Peace of mind	.330**	.126*

**p < .01, * p < .05

Discussion

The results of this study are consistent with previous studies related to professional students. GundidaTemchavala & Suwannee Puttisri (2012) studied the emotional quotient of the 1st year medical students, PavidaPhothong & colleagues (2010) studied the emotional intelligence of 1st year nursing students that have normal range in all dimension. The level of emotional intelligence of nursing students decreased over time, i.e, the studies by Sukorntaemee & Hnuhorm (2001) for emotional intelligence of nursing. They found that the most of nursing student have a high level of emotional intelligence. As well as the study of Intaprasert (2003) who studied emotional intelligence among 1st year medical students at Chiang Mai University. It was found that the high level of emotional intelligence. The cause may be due to context of social change such as: tutorial classes in school, playing computer games in Internet. As a result, students lack of life skill for coping.

The results of study that the all dimensions of emotional intelligence are moderately correlated with self-efficacy ($p < .01$). Which consistent with Behjat (2012), studied the interrelationship between emotional intelligence, self – efficacy and diversity receptiveness of university students. It was found that the individual with high emotional intelligence have high self – efficacy. When a person is repeatedly successful at a task, self-efficacy increases. However, if failure happens, the sense of self-efficacy declines. Once a person continues to be successful, a robust feeling of self-efficacy develops and is less troubled by minor setbacks. Any failures for this person are viewed as lack of effort and another attempt is made to become successful. (Crain, 2000:203). A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They

heighten and sustain their efforts in the face of failure. In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low wishes and weak commitment to the goals they choose to pursue. Furthermore positive sense of self-efficacy and superior emotional intelligence convey more confidence in a difficult situations and consequently make constructive behavior, while inverse situation will happen if one has low density of emotional intelligence or negative perception of self-efficacy.

Suggestion

Suggestion for research utilized

Teachers can use discovery learning, by introducing the students to adversity and motivating them to try and overcome that adversity on their own, thereby allowing them to discover the same facts in a different and positive way. Stoltz (1997) said that adversity quotient can predict for the success of performance, motivation, empowerment, learning, creative thinking, productivity, energy, hope, happiness, vitality and joy, emotional health, physical health, persistence, resilience, improvement over time, attitude, longevity and response to change.

Suggestions for further research

1. The researcher hereby, suggests some areas in which AQ can be further studied and explored as a new science for human development: same study can be conducted with variables like Socio-Economic status and Decision making ability of students.

2. Experiments to study the effect of AQ on student achievement can be conducted.

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**The Relationships Between Positive
Psychological Capital and Work Performance
Satisfaction of Nursing Instructors in
Boromarajonani College of Nursing ,
Nakhon Si Thammarat**

Pakamon Songloed, Nisarath Norasing

The purpose of this survey research was to study the relationship between positive psychological capital and work performance of Nursing Instructors in Boromarajonani College of Nursing, Nakhon Si Thammarat (BCNNK). The population was 45 nursing Instructors in BCNNK. The questionnaire developed by Sumalinee Mathurapojpong and reliability was acceptable with Cronbach's alpha coefficient at 0.96 that consisted of 3 parts namely: demographic data, positive psychological capital questionnaire and work performance satisfaction. Data were analyzed by mean, standard deviation and Pearson Product-Moment Correlation Coefficient.

The results found that positive psychological capital and work performance satisfaction are significantly correlation. ($r = 0.479$, $p < .001$) The results each dimension were; 1) positive psychological capital and hope are significantly correlation. ($r = 0.419$, $p < .01$), 2) positive psychological capital and optimism are significantly correlation. ($r = 0.525$, $p < .01$), 3) positive psychological capital and resiliency are significantly correlation. ($r = 0.476$, $p < .001$), and 4) positive psychological capital and self-efficacy are not significantly correlation. ($r = 0.293$, $p < .051$). The researchers propose to administrators in BCNNK should be encourage self-efficacy and maintain hope, optimism, and resiliency of the personnel for increasing the personnel positive psychological capital in order to organization effectiveness.

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The Shifting on the Pedagogical Conceptual Model of M-Learning

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Abstract

The rapid development in information technology has influenced the current learning strategies. The teacher ability in selecting and using technology will determine the learning success. Nowadays, there is a shifting on learning in which learning becomes more personal. The affects of this shifting engage the different roles of teachers, students, and school. The aim of this research is to figure out the new pedagogical model of learning due to the information technology. The research methodology is the literature study using latest information related to learning shifts caused by information technology. Furthermore, the analysis of this research is a qualitative descriptive approach. The results of this study indicate that mobile learning becomes more personal called personalized learning. The implication of this model is that teachers, students and schools will have different roles. More focus on individual learning will change significantly on instructional design.

Keywords: *mobile learning; e-learning; education technology; distance learning; constructivism, personalized learning.*

1. INTRODUCTION

Wireless and mobile technology has developed very rapidly in recent years. This technology is becoming increasingly high- ability with a cheaper price. In the previous research (Sulisworo, 2012) stated that digital mobile technology has provided new opportunities for the availability of different new learning forms; included in the relationship between teachers, learners and learning objects. Considering the current technological developments and also the latest results of research on motivation to learn, the appreciation to the learning interest and attitude are to be more vary related to the media facilitated learning and learning resources. Learning is much more easy and

diverse (Sulisworo, 2014). Inability of teachers, students, and learning interaction adjustment will make ineffective on learning result (Sulisworo, The Paradox on IT Literacy and Science’s Learning Achievement in Secondary School, 2013).

M -learning with this changing environment needs to be seen again how the pedagogic models that can be used to guide the development of the learning system. Information technology and mobile communications are essential to allow the formation of a new social structure in learning (Sulisworo, 2014). Therefore, problems can be identified as a pedagogical model that is suitable for m-learning which more personal. Using this model, it can develop a various strategies and approach of mobile learning which can drive learning success (Sulisworo, 2013).

2. METHODOLOGY

Depending on the purpose of the study several strategies are available, each having distinct characteristics. For this research purpose, the strategy that be conducted as follow: Obtain access to source, List materials using selection criteria, Evaluate relevance and Evaluate validity, Perform check for “completeness”. Basically, the method is descriptive qualitative method.

3. RESULT AND DISCUSSION

From the previous research (Sulisworo, 2012), there are many aspect to be considered on the model development. The first is the mobile technology trends. Mobile devices are generally small, portable and compact (Attewell & Savill-Smith, 2004) (Kukulska-

Hulme, 2007) (Traxler, 2007). This device is more suitable for pocket or purse. Mobile devices are relatively cheaper, lighter, and can be used for a long time due to efficient electricity or can use disposable batteries or recharge (Chen, Chen, Hwang, & Yang, 2010) (Cobcroft, 2006). The smaller screen sizes on mobile devices are acceptable because the emergence of various mobile devices that also provides a wide screen for user convenience (Cobcroft, 2006). Some of these devices have good audio that allows students to repeat the subject matter instead of reading material on the screen (Sangrà & González-Sanmamed, 2010). In new developments, this tool is increasingly adapt to the various user needs that can be utilized in the e-learning and also enable to send much amount of and quickly information; something unavailable on the conventional computer (Cobcroft, 2006) (Farajollahi & Moenikia, 2011) (Sangrà & González-Sanmamed, 2010).

The second is the constructivism as a learning paradigm on m-learning. It is clear that the theory behind the second form of study used is the same; integration of technology in learning can improve the learning experience. M-learning gave opportunities for learner to stay involved in their learning environment while this cannot be obtained through static technology devices such as desktop computers (Traxler, 2007).

Now, we have been facing change in the philosophy of teaching and learning, moving away from a teacher-centered to student-centered approach (Cobcroft, 2006) (Farajollahi & Moenikia, 2011) (Sangrà & González-Sanmamed, 2010). Two paradigm shifts i.e. human-centered computing and learner-centered education are studied extensively; and mobile technology gives more possibilities to improve the quality of learning in many aspects (Ally, 2009) (Casey & Evans, 2011) (Chelliah & Clarke, 2011). The capability of students to actively construct knowledge, rather than the more passive in response to a tutorial action is very important in new learning approach (Chelliah & Clarke, 2011) (Chu & Kennedy, 2011). Constructivism learning approach encourages learning to make

explicit the thinking explicit, making reasoning, fostering effective problem solving & planning skills, learning to learn from errors, and developing reflective meta cognitive skills (Crampton, Ragusa, & Cavanagh, 2012) (Chu & Kennedy, 2011). The common understanding of constructivism was that by actively trying to create something concrete (physical or computational) to solve the problem (Harris, 2008) (Cobcroft, 2006) (Chelliah & Clarke, 2011). The articulation and reflection on their thinking whether it worked or needed revision is common in the constructivism approach (Sulisworo, 2012). Teacher and students should engage in an active dialogue (Chu & Kennedy, 2011) (Chelliah & Clarke, 2011). Effective methods for structuring knowledge should result on simplifying, generating new propositions and increasing the manipulation of information (Ally, 2009) (Cobcroft, 2006).

There are three main principles in the instructional approach i.e. instruction must to be concerned with the experiences and the context that make the student willing and able to learn (readiness), instructions must be structured so that it can be easily captured by the student, and instructions should be designed to facilitate extrapolation and to fill the gaps (Chelliah & Clarke, 2011) (Chu & Kennedy, 2011) (Cobcroft, 2006) (Crampton, Ragusa, & Cavanagh, 2012).

The third is the interaction between m-learning components. The m-learning component includes the device, learner, and social aspects (Ally, 2009). The attributes of the device usability and social technology intersections describe the affordances of mobile technology (Cobcroft, 2006). The intersection labeled interaction learning contains instructional and learning theories with an emphasis on social constructivism (Chen, Chen, Hwang, & Yang, 2010). All three aspects overlap at the primary intersection. Hypothetically, the primary intersection, a convergence of all three aspects, defines an ideal mobile learning situation. The aspects should be take into account are: (1) device aspect that refers to the physical, technical, and functional characteristics of a mobile device (Attewell & Savill-Smith, 2004) (Chen, Chen, Hwang, & Yang, 2010) (Sulisworo, 2012) (Cobcroft, 2006) (Crampton, Ragusa, & Cavanagh, 2012) (Sangrà & González-Sanmamed, 2010); (2) learner aspect

including an individual’s cognitive abilities, memory, prior knowledge, emotions, and possible motivations. This aspect describes how learners use what they already know and how they encode, store, and transfer information (Casey & Evans, 2011) (Chelliah & Clarke, 2011) (Kukulka-Hulme, 2007); (3) social aspect that related to and describes the processes of social interaction and cooperation (Casey & Evans, 2011) while a person joins a new community, he must share his own habit and culture and learn those of the new community (Sangrà & González-Sanmamed, 2010) (Kukulka-Hulme, 2007).

Effective mobile learning provides an enhanced cognitive environment in which distance learners can interact with teachers, course materials, physical and virtual environments, and each other. Educators need to respond with more flexible methods of knowledge management in order to prepare learners to navigate within an information rich world. Because the mobile learning process is defined by social, cognitive, environmental, and technological factors, mobile learning can help learners gain immediate and ongoing access to information, peers, and experts who can help them determine the relevance and importance of information found on both the internet and in their real-world environments. The pedagogical conceptual model of m-learning (Sulisworo, 2012) can be figured out as shown by figure 1.

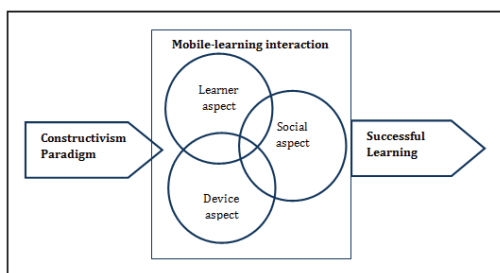


Figure 1. The model of the M-learning elements interaction

On the further research (Sulisworo, 2013), the learning environment has been shifted. This shifting especially occurred on several major trends, namely (1) the occurrence of virtualization, (2) theme -based learning, and (3) personalized learning.

The shifting to theme based learning supported by many and varied learning resources. This allows the development of learning based on a theme as the focus of the study (Sulisworo, 2013). This focus can improve motivation and interest in learning in a particular subject matter.

Information technology has facilitated the variety new learning approach allowing a student to develop naturally great driven by their own interests. They can find a wide range of knowledge through independent thought and experience in the real world. Therefore, learning becomes more personalized.

In a personalized learning environment there are a few things that need attention, especially in autonomous learning and the ability to manage individual (self - regulated learning) (Sulisworo, 2013).

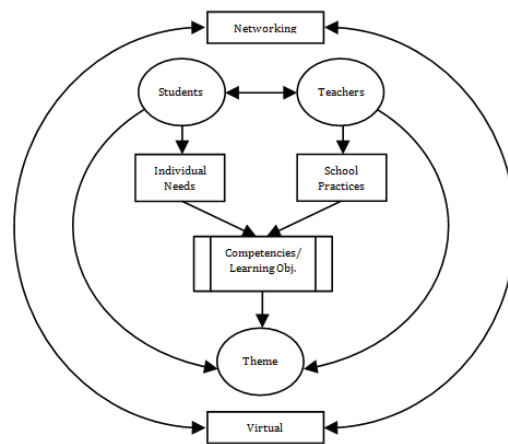


Figure 2. New learning environment on PLE

Two things into something significantly enhanced bullet. It should also be noted that an increase in responsibility and control that exist in students is not always the same as the increase in their motivation. Their active role in navigating on the virtual world to make decisions about how to look for, where to look, what to selected content related to the business and improve their understanding of the specific competencies.

Based on the further research, it can be modeled the new learning environment as shown by figure 2. Conditions change in the learning environment that encourages the emergence of a more personalized learning approach known as personalized learning environment. With this approach to learning, it is possible to determine the individual's own purposes and in designing good learning associated with learning, learning targets, learning resources, peer learning, teaching materials, and a variety of other elements to build a more convenient learning interactions and build motivation (Sulisworo, 2013).

Based on the analysis, the new m-learning pedagogical model will divide into two aspects, i.e. the m-learning interaction and m-learning environment. The interaction is the intersection between networking activity, the based learning, and individual need and interest. The learning environment will be virtual, more personalized and using constructivism paradigm. This model is shown by figure 3.

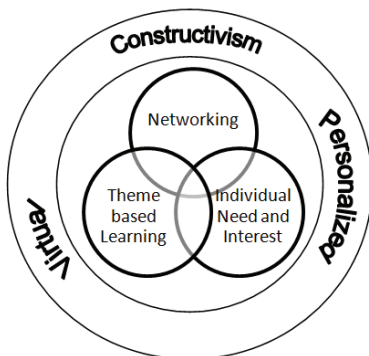


Figure 3. The new of m-learning pedagogical model

4. CONCLUSION

The learning success criteria will shift due to the rapid increase on information technology. Both, the changing of learning environment and learning interaction between m-learning components will affect the strategy and approach of learning to facilitate student. This implication should be considered by the school management decision making.

In the future learning become a personalized with learning peer from another country and also in many level of expertise. It mean learning is virtually a networking activity.

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The study of creative leadership for teachers

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Abstract

The purpose of this research was to study the creative leadership of secondary school teachers, by studying the documents and related research to analyze, synthesize concepts, principles, theories and researches on leadership of creative teachers. Methods, the researchers analyzed the synthesis of documents and information obtained through the synthesis of 11 experts. In the field of educational administration then attended and criticized in the 1st round. Took advice from the experts to improve, then, back to criticize in the 2nd round by 7 the experts in educational administration. The results showed that the elements creative leadership, composed of, communication, teamwork, problem solving ability, flexibility, motivation and critical thinking.

Keywords: creative leadership, elements, secondary school teachers.

1. Introduction

The education reform in the second decade (2009-2018) has its objective in developing educational management to be more efficient and also more standardized, in order that the more skilled labors would be produced to the society of learning.

From the result of education reform in the second decade (2009-2018), Found that there are still some problems in the crisis quality of Thai education. Thai people do not know well about the tricks of the world and cannot adapt themselves to face with the prompt change in politics, economy and society. Because the education of Thais was not organized well, it resulted in the weakened Thai society and eventually led to the conflict as well as crisis of the society. On the other hand, students, which are considered as the product of education, are unlikely to have enough potential for sustained self-development and also for learning the change of the world. (Office of the Education Council. 2009)

‘Teacher’ is a key point in the process of education reform, because he/she is the outpost and also acts as an important mechanism in developing the quality of learners. Due to the change of society, it’s necessary to improve teacher’s performance, so that he/she will own enough efficacies to develop the quality of learners. And then, the learners would be able to face with any situation at the present time and also in the future. The teacher plays an important role in building up and developing students to own some desirable features as of the aim of education. Those desirable features are as followed; to have analysis thinking, own skills in the pursuit of knowledge themselves, like to learn and exchange knowledge, know how to do adaptation, and be able to live happily in the society.

Nowadays, most of the schools do not have appropriate system for supporting and encouraging students to learn. The management structure of school is outdated and complied with the bureaucratic system that contains many levels of commanding. The old value system has been used, thus teacher has to comply with the order from the commander only. The teacher is seen to be lack of self-confidence, analysis thinking, and constructive leadership; therefore the development of teacher is irrelevant to the change of society.

Efficient leadership is important to the success of school, so that the targeted objectives would be reached. Normally, the failures of school are usually caused by personnel who lacks of leadership.

The crisis of learners occurs when the learners are unsatisfied with the knowledge they have learned from class, because they think that it’s irrelevant to the real life. They have to be reluctant to learn about something far beyond their lives, so it would cause troublesome for them in creating imagination while studying. And the learners also need to memorize all the time, since the knowledge gained from class is not associated with the real practice in daily life that leads to more confusion for them. As a result, they would

have a negative attitude on learning and at last becomes a problem of the society. (Orapin Srikaew, 2008)

For the study about components of teacher's leadership in teaching, it will be in good quality; only if the teachers change their own attitudes in learning, become more innovative, have constructive leadership and strive for developing the potential of learners. Besides these, they should also have understanding in the change of society and in the new scheme of learning management by designing learning activities mainly focusing on the learners. Also, the improvement of learning quality should be done, by emphasizing on the potentials and differences of each person.

Therefore, the researcher is willing to study about teacher's constructive leadership, in order that teacher would owe skills and behavioral features of constructive leadership later, which compose of communication, teamwork, problem solving ability, flexibility, motivation and critical thinking.

2. Research Objective

To study about the components of teacher's creative leadership.

3. Scope of research

Documents and research related composed of, concepts and theories of teachers' leadership. "Leader" and "Leadership", Definition of teachers' leadership, concepts and theories of teachers' leadership, concept about components of the teachers' leadership, theory of creative leadership, elements of creative leadership.

11 experts were of Program Committee, in the field of Educational Administration Srinakharinwirot University.

Variables used in the study of creative leadership teachers from educational theories and researches. Were used to establish a framework for research. composed of, communication, teamwork, problem solving ability, flexibility, motivation and critical thinking.

4. Methods

Phase 1, was studying documents, and related researches and then analyzed and synthesized the elements of creative leadership of secondary school teachers, indicator of each component through a critique of 11 the experts of the Program Committee, Field of Educational Administration Srinakharinwirot University, and take advice from the experts to

improve the result in the first round. Next presented to 11 experts of program committee, field of educational administration Srinakharinwirot University for the 2nd round. Commonly considered as accepted from 7 experts. then take the elements and the indication of the synthesis to proceed to the next phase.

Phase 2, researchers developed a measure of creative leadership by the elements and indicator analysis, synthesized by using the population and sample as following :

4.1 Population and sample

Population used in the study in Phase 2, were 11,079 teachers and educational personnel of the Office of Education School District 1 and District 2. 119 schools.

595 Samples used in research Phase 2, by simple random, were 2 head of sections, 3 teachers and educational personnel from 5 schools of the office of Educational of District 1 and 5 schools from District 2.

4.2 Research Tools

The tools used in this research were the questions and document analysis from the experts of the Program Committee of field of Educational administration Srinakharinwirot University, by using document analysis about the elements and indicators of secondary school teachers of creative leadership. The conceptual framework for the study was as follows, (1) Communication, (2) Teamwork, (3) Problem solving ability, (4) Flexibility, (5) Motivation, (6) Critical thinking.

4.3 Data collection

The researchers collected information from the first round meeting of 11 experts and the 2nd round joined 7 experts by collecting data manually.

4.4 Analysis

Researchers analyzed Synthesis of information from documents and related research Including suggestions from the meeting of the experts as the Program Committee, Field of Educational Administration Srinakharinwirot University for 2 times. The researchers improved the findings until getting the elements and the indicator of creative leadership of secondary school teachers.

5. The research results

The elements and indicators of creative leadership for high school teachers are composed of (1) Communication, (2) Teamwork, (3) Problem solving ability, (4) Flexibility, (5) Motivation, and (6) Critical thinking.

1. Communication, measured by observing 4 variables which are listening skills, speech techniques, abilities to use language, and politeness.

2. Problem solving ability, measured by observing 3 variables which are thinking and analyzing skills, analyzing problem skills, and solving the problem skills.

3. Flexibility, measured by observing 3 variables which are the adjustment to the situations, freedom of thoughts, and the awareness of their own behaviors.

4. Teamwork, measured by observing 4 variables which are communication, learning, sharing, and coordination.

5. Motivation, measured by observing 4 variables which are motivational, enthusiastic, self-confident, and accomplish the goals.

6. Critical thinking, measured by observing 4 variables which are self-analysis, group-analysis, Information-analysis, and self-development.

6. Discussion

The study documents the results of analysis and synthesis, which the researchers discussed as follows:

1. Effects of synthesis. This is the definition of good communication. It means that teachers have the skills to use the language both in speaking and writing, using symbols or gestures to communicate, as a facilitator who encourages creativity; from a public relations perspective and as an indicator. Measured with observed variables are four variables using the skills to listen. The art of speech, the ability to use the language, Being polite, and complying with Arun Jutiphol (2013 : 112) describes how to communicate better with them in the main book of professional education. Communication is essential because we need to use it everyday. Therefore, we need to develop communication skills and must be clear in using both facial expressions and gestures. There are two types of communication. Non-verbal language refers to speech or writing. It also means the use of body language and expression of the eyes. Communication system with multiple channels and multiple formats: Developing communication skills must be a two-way communication, so we need to develop the skills of receiving and sending. This makes everyone have a better understanding of each other.

2) Effects of synthesis. This is the definition of the ability to solve problems where teachers are encouraged to work as a team. There are variations in the common goals, the exchange of knowledge and experience together with the process of creative

problem solving. Listening to each other and thinking of the common good is important. Indicator variables can be measured by three variables: the skills to think and analyze, where one has chosen to fix the problem, and how to solve problems in accordance with Krittiya Hengnalen (2002: 23) states the solution of creative leadership is a combination of skill and creativity. Through the feedback taken it has developed a 5-step process : 1) a sense of recognition or discovery of the problem, and has chosen to fix the problem , 2) to prepare a study and collect data consistently without thinking of assumptions when conducting evaluation 3) Incubation of ideas; trying to collect with modifications made to the new format 4) to see how to solve problems; and 5) identification and applications.

3) Effects of synthesis. This is the definition of flexibility means that teachers have to adapt their behavior according to the environment, consistent with the mission and needs of the team; freedom of thought and having a heart to help others; choosing when it suits them; creating a sense of comfort for themselves while in a state of uncertainty; the confusion and complexity of the situation, and indicators measured by observed variables which have three options, are to adapt to the situation. Freedom of thought And are aware of their own behavior in accordance with Kittikarn Patiphan (2012 : 30) defines the elements of a flexible workshop where behavior is an expression of the thought to be able to answer freely. Not fall under the rules or familiarity; to adapt to different situations with ones openness to new ideas are independent indicators of flexibility is 1) the ability to figure out the answer freely and not fall under set rules, or 2) the ability to adapt to different situations , and 3) openness to new ideas.

4. The synthesis of this is the definition of teamwork, leadership behavior means that teachers show dedication and commitment to the goals and visions, together. The leader displays confidence and demonstrates unwavering commitment to be able to achieve a goal with the desire to succeed, and is eager to work. The teacher leads to build a positive attitude and positive thinking with the belief that all problems can be solved, the obligations and common needs of the team. Indicator variables measured by observing the four in a conversation are learning the roles together and coordinated in accordance with Apharat Ratchapat (2011 : 64) mentions teamwork and assertive behavior of teachers in basic education, the purpose and goal of working together under the rules with the same framework. They have to communicate with understanding, and coordinate and decide to work together to achieve shared responsibility throughout the collaboration.

5) Effects of synthesis. This is the definition of motivation, which means that teachers with leadership

qualities show the dedication or commitment to the goals and vision together. The leader displays confidence and demonstrates unwavering commitment to be able to achieve a goal, having a desire to succeed, is eager to work as a teacher, leading to build a positive attitude with positive thinking and the belief that all problems can be solved. The obligations and common needs of the team are measured by the indicator variable is observed with four morales. Enthusiasm and self-confidence with behavior aimed at achieving compliance with Rattikorn Jongwisarn (2013: 254) defines motivation as referring to the leaders to behave in ways that motivate and inspire followers. By creating internal motivation providing meaning and challenges of the job. The leader encourages team spirit in life. Officers were presented an attractive vision for the future and hope that the leaders realize the need to communicate clearly, showing dedication and commitment to the goals and visions together. The leader displays confidence and demonstrates unwavering commitment to be able to achieve a goal looking towards the future in a positive light, often finding that motivation occurs through the consideration for the individual and intellectual stimulation by taking into account the individual by giving the impression that they have value, and encouraging them to deal with their own problems to face. The intellectual stimulation helps to deal with their own obstacles and enhances creativity.

6) Effects of synthesis. This is the definition of critical thinking which means using a database analysis to identify strengths, Weakness, Opportunities and the threats to school and that lead to various activities. The leaders should have their own analysis and followers to achieve development to describe and understand the work thoroughly, it can be integrated together between the target and the nature of the incentives flexibility. Using the integrated management model which focuses on management-oriented tasks. The team to assist in the transformation of data into information and indicator variables measured by observing the four is self analysis Analysis are based on the use of information and the development of self-compliance with Alisha Roberts 's (2013: 35) mentioned in the book. " Leadership strategies dominate everyone " that principle of leadership is important. We need to analyze ourselves before the others. Because leadership is necessarily " Exemplary work " both directed and self- directed practice, we need to get ahead, directed to others or we must comply before others follow a leader for others to be analyzed; must ensure that their own self-analysis first; and has revised advantages of its own as the ideal mentor to others. Some leaders can motivate subordinates to

improve themselves with it, which may be a reflection of the fact that he was not ready enough to be a leader, not a follower. The main importance in leadership is " self development prior to the development of others," which is a way to do it such as the "self ideal " of the leader you want to be. It may be used as a model for other leaders or the people who inspire you as a guide, and try to develop strengths and improve their weaknesses successfully. We can lead the way now. Gradually we observe the demeanor of the crew and use strategies for managing people, to change them according to our needs.

7. Suggestion

1. For the current research;

1.1 The researcher should be able to apply the benefit of creative leadership for all teachers in every levels, which the different methods can be suitably adapted with the personalities of each teacher.

1.2 Encourage those teachers who already have the creative leadership abilities to create more incentives for other teachers as well.

2. For the further research;

2.1 There should be an additional study on creative leadership which related to others, such as the school administrators, the social organizations, and students as well.

2.2 Each institution should encourage and develop more on the creative leadership curriculum. Comparing the education's result of Thailand to other ASEAN countries; This education levels is relatively lower than others. Therefore, by encouraging the leader to be more create in every ways and in all levels will likely bring a higher achievement and a better quality for This students in the near future.

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The Study of the Effectiveness of Applying the Constructional Approach in Materializing the Goals of the Curriculum of the Intelligent Schools

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One the basic and the fundamental differences between the traditional and the intelligent schools, which has proposed in our country and has been conducted in some schools since 2005, is the method of learning and teaching in these schools which should be learnt by the teachers of these schools. But the constructional teaching approach, with regard to the features it possesses, can contribute to materialize the goals of the intelligent schools in case it is used by the teachers. Because the tasks of the teachers and the students in the schools match greatly with the tasks of the teachers and the students in the constructional approach if it is applied. Therefore in this article the author, by studying the features of the constructional approach of teaching and the principle bases of the intelligent schools concludes that if the teachers of the intelligent schools are well- familiar to the constructional teaching approach, they can be to large extent useful in materializing the goals of the intelligent schools and playing the teaching role.

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Through Culture to Collaboration

Jerome Banks

Educational leadership in Thailand is faced with difficulties in reforming due to cultural traditions. Top-down management and power distance are normative practices that are culturally accepted. These conditions make it difficult for collaboration to occur.

In this article, the author suggests three ways for Thai educational leaders to work through their culture to utilize collaborative practices in order to improve leadership capabilities. In fact, in the traditions of the culture lies opportunities that can be used as a catapult to infuse collaboration as a necessary means for school improvement. The three areas Thai leaders should consider exploring for improving leadership are Transformational and Authentic Leadership practices, Middle Level Leadership, and expanding the school culture. Transformational and Authentic Leadership practices will enable Thai leaders to develop leadership that would cause them to be ‘less me and more we.’ Utilizing middle level leaders will enable the power distance to become eliminated over time, and an inclusive approach will expand the school culture.

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Towards collaboration between higher education institution and international research consortiums: a study of shared functions

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Abstract

Finland is a competence focused but small knowledge related economy which is undergoing globalization development and which increasingly dependent on international research and development expertise and the strengthening of its innovation capacity and knowledge related capabilities. This conference article concludes the investigation: how an educational collaboration and shared functions of international research consortiums can be understood and addressed in a higher education institution in Espoo, Finland. The study was focused to the analysis of functions, collaboration and advancements of the international research projects and consortiums. The perspective of study was in dissemination of international research collaboration and its results by higher education, enterprises and regional-global innovation system. The outcome of this study to the Finnish innovation system, especially to the Helsinki metropolitan region was the guideline for increasing the collaborative effort on towards a research consortiums and global innovation activities, particularly by small and medium size enterprises and higher education institutions together.

Keywords: Educational globalization, knowledge economy, knowledge transition, shared research and development functions, value return

1. Introduction

Interaction and collaborative research and development (R&D) with other countries is significant for a small nation like Finland with a population of 5.44 million. Currently, the meaning of international business and research communities are expanding and Finland has to increase its efforts in globalizing its innovation activities and economic structures. Finland is at the front position of innovative culture and performance. In an analysis of European innovation performance and innovation leaders, Finland was ranked fourth out of the 27 European Union (EU) member states (European Commission, 2011). The main reason for this is the relative high level of education and resilient as well as transparent cooperation and networking between sectors of private, public, research and higher education. The operative environment of this study includes the

Helsinki metropolitan region which consists of Helsinki, Espoo and Vantaa. In this region, there are about one million inhabitants and the region is developing into an increasing hub city. In this study, the term “hub cities” are understood as nodes in cross-border networks, which attract businesses, investors and tourists in region, cf. (Asheim, 2012).

The focus of this post-doctoral study, which is mainly on towards (Pirinen, 2013) is addressed to the theme on towards shared functions of international research collaboration, such as shared functions of international research consortiums e.g. the research consortiums of the Frame Work Programmes or Horizon 2020 in European Union. In this study, a furthered continuum to the previous research by author is addressed to the higher education collaboration of international research and consortiums. The timeframe of this analysis was between January, 2010 and February, 2014. The data collection of the sharing theme in a higher education was underway at Laurea University of Applied Sciences in 2003.

The setting of this study was on the shared processes of research consortiums which for example want to respond to the need to collect and coordinate proposals and research agenda in level of European Union. Then, the reasoning of study is on thematic and strategic development, but also for exchanging information, learning and building consortia for external funding and collective knowledge creation in a higher education which focuses to national innovation, regional development and development of higher education institution (Clark, 2008). Then, the selected focus of this study is on contribution of sharing mechanisms and events which were facilitated for the processes and concentrations of knowledge building that have become important in national-international level (Rutten & Boekema, 2012).

In the domain of study, the research process advocates that knowledge and higher education can be preserved as: a service; a methodology; a product; an educational quality; an innovative benefit; or an intellectual asset which can be exported for a value return cf. (Nelson & Winter, 1982; Storper, 1997). Here, the concept of knowledge economy includes its support for building and co-creation of knowledge by learners and organizational employees and its encouragement of individuals to transfer and utilize their knowledge and competencies that are in line with

the goals and strategies of organizations and the regional-national R&D agenda (Pirinen, 2009). Here, the term “knowledge economy” also includes that the use of knowledge-intensive technologies and services, such as knowledge building and knowledge management to produce information-intensive economic benefits as well as new workplaces, confidence and welfare cf. such as described in “Humboldtian science and university model”.

The first assumption of study is that: in macro scale, the global economy is in transition to a knowledge economy; in micro scale of environment of this study, higher education is transitioning to a knowledge economy of information-intensive services, products and methodologies which are achieved in manner of R&D integration within international innovation systems and research consortiums. This transition requires that the rules and practices that determine success in the industrial and service economies need reconsideration in an interconnected, globalized economy, where knowledge resources such as know-how, know-why, know-who, expertise and capabilities are as critical as other economic resources. Then, these related rules need to be revised at the levels of firms and industries in terms of knowledge management and at the level of public policy as knowledge policy or knowledge-related policy (Rutten & Boekema, 2007; Asheim, 2012).

In this world of shared expertise and in case of research consortium, the “sharing R&D functions” addresses to the participators as experts which constantly redefine their tasks, which keeps the solved tasks from becoming routines, and instead that, they turns motivation and efforts into new focused areas which are significant for members of consortium and stakeholders. Thus, in this context, these experts work often at the upper limits of their ability and may need to exceed their own limits during the learning by R&D process. Here, the learning by “shared R&D functions” can be described by wording: “they continuously learn new things and increase their expertise during the R&D process by international challenges and research consortiums”. Then, the type of learning can be particularly referenced as constructive, regenerative, situational and expansive (Lave & Wenger, 2009).

Here, the term “expertise function” is seen as a continuous improving process, as working and exceeding at one’s own limits, and then the nature of this shared R&D functions are close to the themes of R&D-related learning and action related learning in global higher education (Revans, 1982). Hence, in the R&D-related learning, an individual learns along with a workplace, school and R&D community, as well as alongside with a learning organization which is often linked to its: customers; users; capabilities; strategy; and related research agenda (Asheim, 2012; Pirinen, 2013; Schaefer, 1967).

In this study, the term “integrative” or “integration” is related to the shared activities within functions of higher education institution, regional

development, research and development as well as functions of regional clusters, innovation systems and research consortiums cf. (Porter, 1990). Then, in this study, the term “integrative model” is destined to the student-centered integration of regional development, R&D and higher education functions. The focus of “integrative model” is on collaborative means acting and learning in an interoperable and co-creative manner with other learners and experts which are encouraged to develop their own ideas and train in competences to become developers and researchers at a regional-national-international level (Pirinen, 2008; Zahra & George, 2002).

In the our “integrative model”, the learning transactions and increasingly R&D consortium related knowledge transitions then enables learners to contribute to their collective understanding, authentic targets, regional capabilities as well as innovations from own ideas, such as building incremental innovations and utilizing of a lead-led innovation issues, such as themes of international research consortiums and dissemination of more radical innovation issues in industrial-service practice (Zahra & George, 2002). In this study, the term “learner” refers to a student, teacher, or participator who enriches their own competence through collaborative R&D, by sharing expertise and learning from others, where collaboration functions are focused as well as the term “student” is used to address a person registered as a student in the database of the Ministry of Education and Culture in Finland.

The viewpoint of this study can be related to the organizational learning and development, such as personnel of higher education institution as learners of the future, and this is promoting international interactions to the collaborative learning community as living labs and networked-pipeline structures. The basis of this kind of collective work lies in transformation that means the process of qualitative and structural change and regional configuration in international educational context (Harmaakorpi, 2004; Schaefer, 1967).

The difficulty of transferring “lessons learned” by the individual in classroom education to workplace practices can, in some situations, be explained by the fact that workplace activities require communal competence linked directly to the operative environment. In working life, learning often takes place in groups and as part of a whole work community’s changing. In an integrative process of this study, the outcome is valued in a genuine R&D process, so it would be near applicable to the context in question of research consortiums and in higher education (Pirinen, 2013) cf. (Schaefer, 1967).

This assumes that the competencies generated in the development process cannot be separate from the real world, but can be immediately applicable to genuine issues and action itself, in where action bridges knowledge to competence (Pirinen, 2008) cf. also action learning by (Revans, 1982).

2. Methodology

The data collection of this study was cumulative, and it was systematically used for a qualitative analysis between January, 2010 and February, 2014. The data was collected at Laurea and included five themes: 1) data of funded R&D projects, (n=14) from which (n=3) were analysed in this study as cross-cases; 2) management data, (n=48) files, which includes strategies, drafts of visions, legislation, papers of regional focus, scoreboards and indicators; 3) data of development days and reviews, (n=42) files, which includes data displays, evaluations, reviews, learning diaries, development proposals and reports; 4) data of FINHEEC evaluations regarding the regional development and R&D, (n=4) evaluation reports; and 5) feedback data from students, (n=28) reports from the INKA system, which is the information system for feedback from students during different phases and areas of studies.

This study concludes the realization of R&D and regional development functions of higher education institutions in response to the progress of information systems, security management, and service programs at Laurea UAS. This study addresses to the integrated and student-centered R&D projects, which are advances by R&D collaboration and agenda within master's, bachelor's and degree education in the programs of information systems (n=528 students in 2012), security management (n=403), and services (n=676). Altogether there were 7740 students at Laurea in 2012.

In this study, the multiple-case study approach was used; the used method is well known and explained fine in references (Benbasat, Goldstein, & Mead, 1987; Eisenhardt, 1989; Gerring, 2007; George & Bennett, 2005; Miles & Huberman, 1994; Robson, 2002; Stake, 1995; Yin, 2009). Here, multiple case study follow replication logic and selected cases serve in a manner similar to multiple experiments, with similar results, a literal replication or contrasting results in a theoretical replication predicted explicitly at the outset of the investigation.

In this study, the case study analysis is bringing an understanding of a complex issue and object and can extend experience or add strength to what is already known through previous research and literature. Here, case studies emphasise a detailed contextual analysis of a limited number of events or conditions and their relationships, when the relevant behaviour is not manipulated and the role of researcher is rather “objective outsider”.

The research question for this study was: how an educational collaboration and shared functions of international research consortiums can be understood and addressed in a higher education institution in Espoo, Finland.

Then, for evidence, the selected units were investigated in research consortiums viewpoints, such as effects and utility of integration. This in turn can produce competence and regional capabilities as well

as implications to the models of operative realization and vary terms of “middle-range theories” as formed in (George & Bennett, 2005).

In this study, the end of data collection and analysis was indicated in by saturation, when no new information was emerged for research purpose (Corbin & Strauss, 2008). The term “triangulation” was addressed the use of multiple sources of evidence. There are four types of triangulation in evaluations. The triangulation of data sources as data triangulation, among different evaluators as investigator triangulation, of perspectives on the same data set as theoretical triangulation, and methods as methodological triangulation (Miles & Huberman, 1994; Robson, 2002; Stake, 1995; Yin, 2009).

Reference (Yin, 2009) notes that the simplest multiple-case design would be the selection of two or more cases that are believed to be literal replications, more complicated multiple-case design would return result from number and types of theoretical replications, such as middle-range theories (George & Bennett, 2005). In this study, data of funded R&D projects (n=14) from which (n=3) with described research data were analysed deeper, followed: PERSEUS, SATERISK and REISCA.

Case PERSEUS: (Protection of European borders and Seas through the Intelligent Use of Surveillance) which is coordinated by INDRA Sistemas with (n=29) partners. The timeframe of PERSEUS research is between January 2011 and December 2014. In this study, the selection of PERSEUS as case represents a programme and research consortium which is aimed at large-scale integration, validation and demonstration of novel systems and symbolizes European research collaboration, providing a federative frame to join research and steering in areas of significant European interest. Then, the focus of PERSEUS investigation is in causalities of research consortium functions, research of international knowledge transition mechanism and events.

Case SATERISK (Satellite Positioning Risks) was initiated by two security management students at Laurea. Between 2008 and 2011, it evolved into a substantial three-year R&D project. Collaboratively shared with universities, an industry and service partner, SATERISK was funded by the Finnish Funding Agency for Technology and Innovations (TEKES). The funding of SATERISK was secured on 14 November 2008 and allocated for the period 1 September 2008 to 31 August 2011. Case SATERISK proved that, in itself, student expertise and a student-workplace relationship could be seen as a knowledge bridge, trigger and driver of externally funded R&D projects. Regarding this study, SATERISK has derived (FP7) spin-off, the PERSEUS. Here, the focus of SATERISK is in setting of path-dependency nature and knowledge economy in evolution of research consortiums: the volume 2 in sample of evidence series (Rajamäki, Pirinen, & Knuutila, 2012).

Case RIESCA (Rescuing of Intelligence and Electronic Security Core Applications), was the first of our externally funded R&D projects: between October 2007 and March 2010. The research of RIESCA addressed a number of systems such as transport and logistics, power and telecommunication, hydropower and nuclear power stations, which are critical to the day-to-day functioning of any technologically advanced society such as Finland. In RIESCA, the understanding and design of the R&D consortiums as a driver and relationships of trust-based networked expertise were founded. This was our first integrated and externally funded R&D project, which was particularly implemented in study units in an interoperative and student-centered manner. It represents the beginning of student-centered R&D discursion in publications of Laurea: as volume 1 in samples of evidence series (Pirinen & Rajamäki, 2010).

3. Research findings

The study provides insights into core process of research consortium and its mutual properties, which can be shared. One of the key finding is that building of research consortium would be before the proposal sending phase. This diverse and such as diplomatic work is noteworthy: according data of this study, then ideas and issues were progressed to proposals by research collaboration in the framework of research consortiums which were built often in first phase. Then, the proposals are as collaborative results which are comprised from ideas or issues. This setting is figured in conclusion part as action logic from bridging a world of strategies, visions, thinking and creativity activities to the world of proposals, as well as, integrating regional development activities, key regional profiles and higher education institution work with research consortium-based emergent value networks. In this sense, the consortiums have similarities to the emergent value network as stated in (Pirinen, 2008).

According the data of this study, followed the theme of emergent value, higher education institution and enterprises together can do cooperation as an educational gateway to external funding and research consortiums. It is implicated in this study, that collaboration improves an understanding of the R&D signification in the communities of work in where higher education can contribute knowledge dissemination, share information and increase understanding, especially in the field of emergent and small and medium size enterprises. The enterprise and consortium collaboration can be also understood as one significant way into international markets and global knowledge-service dissemination. This nature joins the higher education's R&D to the international research collaboration, funding mechanism and emergent global business.

As reflection about learning theories, a constructivist concept of learning, which is based on cognitive psychology, was widely spread and influenced in the context of this integrative theme and study of research consortium effects. According to constructivist view, knowledge is not transferred to students, but it would be constructed by the students themselves or it would be co-created by R&D participators. Then, in this study, the term “constructivism” as approach refers to reality being constructed individually or collectively and a social reality would be constructed by those who participate in it e.g. work packages in a consortia.

In this study, learners generate knowledge and meaning from an interaction between their experiences and participation, their ideas and the learning process were experiential through real life experience to construct and improve knowledge and understanding in international context. In this sense, the contribution of consortium work is in improvement and sharing of regional-global knowledge reserves and joining of needed critical mass and capabilities for consortium-based innovations, often these can be radical innovations, such as global information sharing artifacts-services.

In this integrated process by collaborative consortium's R&Ds, involved students interpret their observations on the basis of previous knowledge and experience, and they continuously build a world view by providing experiences with meaning through interpretation. This kind of authentic reflection means questioning the own presuppositions on which beliefs are founded. Here, the student's mind-set and knowledge building are based on individual experiences and knowledge, which, therefore, produce individual learning outcomes, spirit and mind settings. In this motivational setting, the reflection on one's own starting points may lead to regenerative, situational and expansive learning.

In this study, the learning by R&D functions was used for authentic research targets within the context of consortiums and regional innovation systems and the bindings of world of work, then; the learning mode was achieved through activities and experiences in these R&D interventions. Here, the focus of R&D related learning concerns the adult's learning process that was related to the student's professional growth: a expertise growth, learning and development, and it emphasizes the central role of concrete experience, event and mechanism as elements of critical realism (Reed, 2009). Since, this critical realism related finding implicates that R&D authenticity within consortium work expands higher education capabilities and mobility for new service-artifact development, hence, activated service-artifacts includes some mechanism, event and experience which can be described by way of ontology and epistemology.

In this study, the main advantages to the research consortium were on the improvements which were produced through the dynamics of interactions and

communications among higher education, industry and workplaces on the social mechanisms of selection for their evolution (Etzkowitz & Leydesdorff, 1998).

Here, student expertise and a student-workplace relationship can be seen as a knowledge bridge which connects path-dependency and cultural-dependency nature of knowledge of work places and realized knowledge economy in evolution of research consortiums. A process of participating in social research communities makes sense with shared cognitive processes, values, relations, trust, identity creation and situated learning. This is noteworthy, for example, due to long specialization careers and positions of networked students, students can advance the networked expertise of different requirements in the world of work and then represent the expertise organizations as a body of knowledge in a particular domain of research consortium. Then students can bring focused and expertise knowledge which is far behind the body of knowledge in university and then this knowledge is difficult to achieve in the theory oriented university alone e.g. SATERISK.

The regional development sights of sharing R&D functions were in the realization of environment with innovativeness, consisting of higher education spin-offs and initiatives for knowledge-based economic development, and strategic alliances between the actors of the regional R&D, higher education and global network. Here, the drivers consist of: regional innovation system; co-created strategies and emergent value networks; international knowledge sharing; and vision-based management with its: co-creative discursion, transparency, shared regional R&D agenda, mutual trust, strategic selections, and commonly understood volition. This can be compressed: fitting together the regional strategies, regional R&D profiles, R&D related learning processes and activities of research consortiums as a considered setting of steering elements in a regional configuration cf. (Harmaakorpi, 2004).

4. Conclusion

The governance process of consortium is concluded in left hand side of Figure 1. It includes followed steps: 1) receiving ideas and issues for proposal building; 2) synthesis of ideas and issues for proposal; 3) consortium’s building; 4) budget and financial alignment; 5) submission of proposal; 6) final evaluation of proposals; 7) negotiation with participants; 8) combining of grant agreement; 9) payment functions; and 10) management of consortium’s documents and publication of final report.

Then, in addition, the consortium’s process is compressed to the middle of figure as followed five trusting activities of process: 1) idea; 2) consortium; 3) proposal; 4) agreement; and 5) collective activities. It is noteworthy, that here, the consortium building phase is in first-second phase. Then, in Figure 1, the

feedback connections are described between appropriate steps of the consortium’s process.

The right hand side of Figure 1 concludes the shared R&D functions, also presented as a process steps: 1) thinking and co-creation of ideas and proposals; 2) groundwork of idea and issues which act as sustainable driver for thinking, building and testing of idea-proposals; here, the implication was that higher education can increase its role as gateway to small and medium size enterprises, yet only few of small and medium size enterprises participates to the research consortiums; 3) the implication was that higher education can participate to the research and validation in practice by students and teachers together as well as collaborative field testing and test bed functions; 4) the implication was that higher education and enterprises together can disseminate new knowledge and business effects in international level and it can include regional development configuration to the collaboration and globalization; and in turn, 5) research consortiums can be as leading group forum to the higher education functions and research agenda. Then, higher education institution can utilize a research consortium as a steering forum for its focused themes and shared R&D agenda.

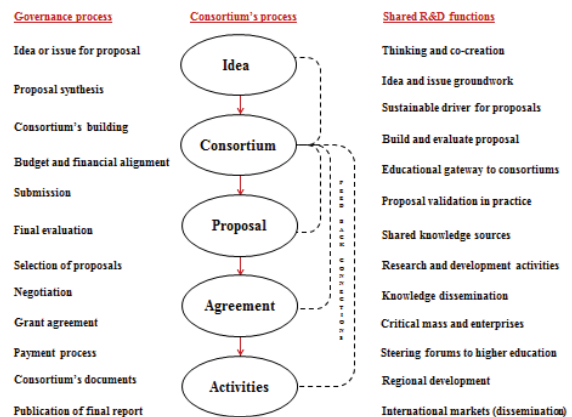


Figure 1. Shared research and development functions and processes of international research consortiums.

The research findings chapter can be concluded that various forms of shared R&D functions may serve individuals, organizations, regional development, research consortiums and higher education institutions. This way of collaboration can be as one possible setting for the future development and it can particularly response to the several challenges, such as: 1) expansion of higher education capabilities and mobility; 2) joining the higher education’s R&D to the international research collaboration and funding mechanism; 3) fitting together the regional strategies, emergent R&D profiles, R&D related learning processes and activities of research consortiums cf. building of regional configuration (Harmaakorpi, 2004); 4) improvement and sharing of knowledge reserves and joining of critical mass for (radical)

innovations; 5) raising the students' participation in R&D so that they are more in activating role in the global R&D and emergent business; 6) keeping teachers in continuous interaction with international research, which allows for quick reactions to changing, agile and dynamic needs; and 7) steering of higher education functions and pedagogical thinking.

The most critical viewpoints faced by the cross-analysis implicates followed: 1) continuous change pose great challenges for institutional structures, teachers and management; 2) challenges of establishment of new management and work culture by the R&D integration within consortiums; 3) balancing and modularizing of cognitive load and pedagogical challenges; 4) balancing of signification and understanding of the consortium-based R&D in the small size communities of work; 5) development of incipient globalization and democracy; 6) measuring of impacts and development of utility, usability and strategic measuring as an evaluation design structure in a general sense; 7) dissemination of the new R&D related shared functions in context of higher education; and 8) balancing of cyclic and linear economy in higher education institutions.

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Volunteer Hive Computing and Virtualization in Botswana’s Web Based Edification Techniques

Suresh Shanmugasundaram, Divyapreya Chidambaram

Hive computing has gone by many names and has been used for various applications from simple business to complex scientific problems, over the years. In the modern world, Hive Computing and Virtualization have been put in use to accomplish various tasks[1]. The benefit of using the Virtualization technique is that it allows creation of a virtual version like a virtual hardware platform, operating system (OS), storage device, or network resources which is quite compatible with hive computing. Hive computing involves task split-up that can be resolved by a loose federation of resources. The applications deployed under this architecture provide content sharing which enable users to serve content off their personal hard-drives and share files with others, thus representing a growing trend of decentralized content and control. In Botswana, progress in education is taken to be essential for sustainable development, environmental protection, improvement in maternal and child health and participation in democratic social and political processes. Education is also currently becoming the most important contributor to national economic growth of the Nation[2]. The Government is striving by all means to make quality education available to all in the country. This paper discusses the best practices of volunteer hive computing and virtualization techniques that can be applied not only to enhance edification approaches but also to achieve financial viability with other benefits. Furthermore the recommendations will certainly aid the relevant stakeholders to deploy this in the years to come

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Why Are There Dropouts among University Students? Experiences in a Thai University

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The purpose of this qualitative research study was to investigate premature dropping out of university study at Prince of Songkla University, Pattani Campus in southern Thailand. 21 Muslim and non-Muslim males and females and four senior staff were interviewed. The findings are discussed in terms of practical implications and also reflecting on Tinto’s model of university dropouts from western findings. The five main reasons for dropout are interesting for the Eastern cultural context. These were concerns about being enrolled in a non-preferred field of study, security, and lifestyle, problems with time management and problems caused by a break or change in an intimate relationship.

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Work Identification: Exploring the impact of Quality of Work Life and Need Satisfaction of Indian Engineers engaged in Academics

Amirul Hasan Ansari, Shehla Malik

In the era of globalisation, glocalisation is gaining importance in various fields of study. Glocalisation is the need of the hour that can be strategically applied in an academic setting. Academicians study global concepts and share these in glocal form for an effective teaching experience. In this study, we examine the relationship of work identification, quality of work life and need satisfaction among engineer academicians in India. Levels at which they are positioned were also examined. Data on Work identification and its two facets namely, ‘importance attached to work’ (IATW), and ‘satisfaction of needs through work’ (SNTW) were collected through Work Identification Scale (Shrivastava & Dolke, 1978). Also QWL scale (Sinha & Sayeed, 1980) was administered on the sample along with Need Satisfaction Scale (Porter, 1961). The data were analysed and the results were interpreted in the light of findings. Implications of the study have been discussed.

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POSTER PRESENTATION

A Causal Relationship Model Factors of Influence of Teacher Empowerment in the Three Southern Border Provinces

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Abstract

This research aimed to analyze factors affecting teacher empowerment in three southern provinces as well as to propose guidelines in implementing factors affecting teacher empowerment into practices. The samples consisted of teachers in the government primary schools in the three southern provinces totally 320 persons by multi-stage sampling method. School administrators in the three southern border provinces of 9 persons were also selected purposively. The data were collected through questionnaires and focus group. The data were analyzed by structural equation model and content analysis method. The results showed that the transformational leadership factor had the most direct and indirect influence on teacher empowerment. The environment factor was the second one that had direct and indirect influence on teacher empowerment. Both factors had indirect influence on teacher empowerment through collaboratively cultural school factor and empowerment process factor. Implementing factors of teacher empowerment into practices could be done in four ways including transformational leadership development, teacher professional development on instruction, collaboration building, and teacher morale creation.

Keywords : teacher empowerment, roadmap for teacher empowerment process, the three southern border provinces.

Introduction

Empowerment is an idea of organizational administration used to optimize and increase effectiveness of work performances on staff. The empowerment of an individual will lead to self-esteem acknowledgement. A person will become aware of advantages and values, and the empowerment will also strengthen and make that person understand life and other situations better (Kinlaw, 1995). Therefore, an organization must have a strategy and plan to work as to oblige performers in the organization to have responsibilities by providing opportunities and power for them to show off potentialities at the level of needs, stimulating staff to work according to their boundaries of abilities to achieve the goal of the organization. The areas of Three Southern Border Provinces are formed up with unique social and cultural identities, which are totally different from other regions in Thailand. The quality of education of Three Southern Border Provinces is routinely critical. The major obstacle of educational development is teacher development which has been directly affected by violent situations of the areas.

The severe situations dramatically influence teachers' willpower and courage. Since 2004, the total numbers of 157 teachers and educational staff have been killed by violent situations while others have got injured and become the disabled (Prince of Songkla University, Pattani Campus. 2012). The problem of educational development in the areas makes the researcher realize the significance of teacher empowerment. Hence, the body of knowledge will be contributed towards teacher empowerment in Three Southern Border Provinces. This will make success in learners and school development at high level of quality.

Objectives

1.To analyze external factors in transformation leaders' behavior, processes of empowerment, and school participatory culture influenced teachers' power in Three Southern Border Provinces.

2.To study guidelines for implementing factors influenced teachers' power on teacher empowerment.

Methodologies

The study is divided into three sessions.

1.To synthesize factors influenced teacher's power and request experts to screen variables out and examine hypothesis.

2.To establish the linear structural equation model of factors influenced teachers' power by collecting data from a sample group of teachers; who teach in schools, under the jurisdiction of the Primary Educational Service Area Office in Three Southern Border Provinces, and analyze the relationship of factors influenced teacher's power through statistical software.

3.To propose guidelines for implementing factors influenced teachers' power into real practice through a group discussion of school administrators, who have experiences in performing duties in Three Southern Border Provinces, and distribute the synthesis data back to those administrators to verify the accuracy.

Research Tools

The research tools are comprised the following.

1.A set of questionnaires for experts to screen variables together with determining additional variables as to cover the objectives of the study.

2.A set of questionnaires for studying the causal relationship model of factors influenced teachers' power in Three Southern Border Provinces.

3.Materials for a group discussion to find out guidelines for implementing factors influenced teachers' power into real practice.

Collecting Data

The process of collecting the data consists of three sessions.

1.To send the questionnaires of the causal relationship model of factors influenced teachers’ power in Three Southern Border Provinces to a sample group of 320 teachers.

2.To hold a group discussion by inviting nine experts who have experiences in performing duties in Three Southern Border Provinces as to find out guidelines for implementing factors influenced teachers’ power into real practice.

Data analysis

Data analysis consists of three areas.

1.To analyze the obtained fundamental data through descriptive statistics: percentage frequency, mean ,and standard derivation.

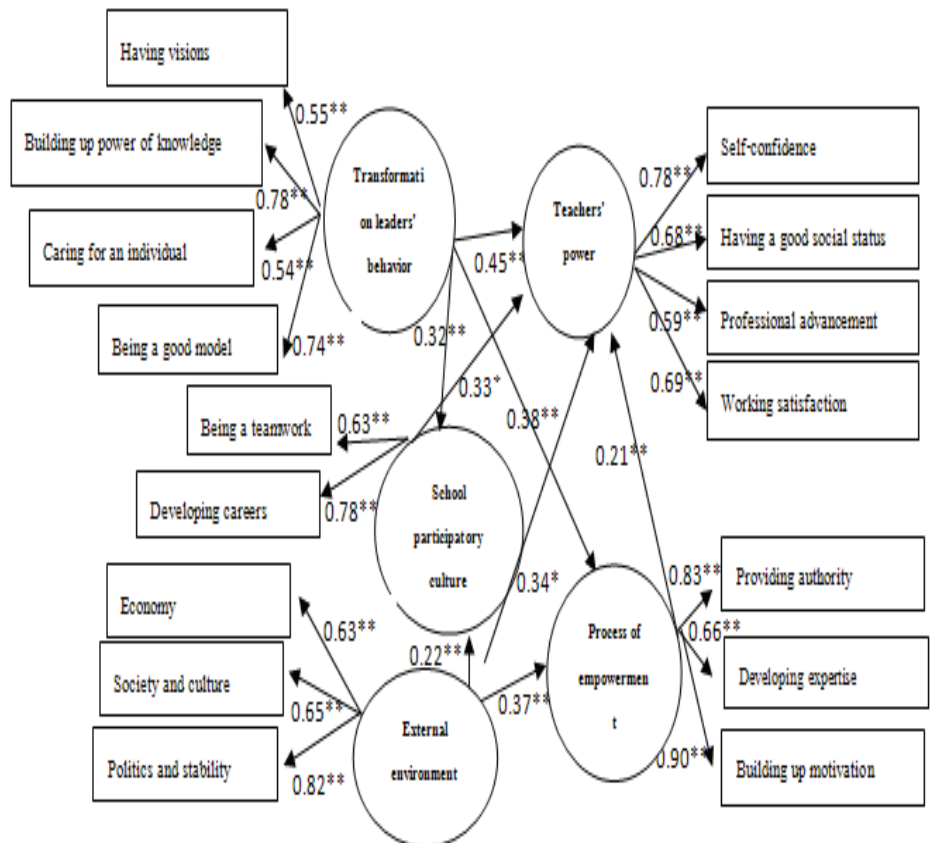
2.To analyze the Structural Equation Model through statistical software.

3.To synthesize the data from a group discussion.

Findings

The study reveals that (1) the causal relationship model of factors influenced teachers’ power in Three Southern Border Provinces is accorded with the empirical data statically significant at p - value = 0.09, df = 83, AGFI = 0.93, GFI = 0.95, and RMSEA = 0.03. The analysis of both direct and indirect influences and overall influences of factors influenced teachers’ power is found that the transformation leaders’ behavior is the direct and indirect factors influenced over teachers’ power in Three Southern Border Provinces the most, and external factors are direct and indirect influences towards teachers’ power in Three Southern Border Provinces respectively. Both factors have indirect influences through factors of school participatory culture and processes of empowerment as the same way. These indicate that the leaders; who establish power of knowledge to teachers, allow them to work independently in the boundaries of their abilities, and behave as a good model, including politics, and stabilities are external factors influenced teachers’ power the most. Settling in disputed communities and measures for protecting teachers have influences on

teachers’ power in Three Southern Border Provinces. These two factors also have indirect influences through factors of school participatory culture and processes of empowerment; that are, to develop teachers to create a new body of knowledge for developing their professions, to manage a system of working group, to exchange learning, and to enhance both internal and external motivation will have influences on teachers’ power in Three Southern Border Provinces. (2) The guidelines for implementing factors influenced teachers’ power in teacher empowerment of school administrators are consisted of four paths: (1) To develop administrators to be transformation leaders, school administrators must behave as a good model, have ethics and morality, including having nonstop self-development, (2) To develop teachers to have knowledge and abilities in managing teaching and learning, adaptation to processes of teaching and learning in line with conditions must be done. (3) To build up participation, administrators must coordinate with all sectors as to come up with ideas, set up a plan, and carry out assessment. (4) To enhance teachers’ willower and courage, administrators must have a concrete secure plan, specify clear guidelines, and provide both objective and subjective benefits for teachers. The results of studying the causal relationship model of factors influenced teachers’ power in Three Southern Border Provinces can be illustrated on picture 1.



Discussion

The results of the research can be described as the following.

1. Transformation leaders' behavior is referred to school administrators who have visions, care for an individual, build up power of knowledge, and behave as a good model. These characteristics have both direct and indirect influences on teachers' power, and they become the most influential factors. The results of the study are accorded with Mees (2008) who pointed out that the leaders who had visions, clear goals, and behaved as a good model would make followers work successfully. Wannee Hirankorn (2003) discovered that school administrators' action could make changes in an organization, persuading subordinates and colleagues to express their needs and to have strong determination to work successfully, achieving the goal of the organization better. Wanlapa Itsaratanun (2002) found out that transformation leadership could care for the needs of followers, and this would motivate the followers to have awareness and increase the level of needs higher, according to Maslow's hierarchy of needs.

2. External environment is referred to economy, society and culture, and politics which have direct and indirect influences on teachers' power. These are matched with Lunenberg and Ornstein (1996) who discovered that the environment affected a system consisted of society, politics and pressure from an economic system, and these are agreed with Ministry of Social Development and Human Security (2012) which stated that the violent situations in Three Southern Border Provinces had greatly worsened economy, society, and politics. People are directly and indirectly impacted by the situations. Moreover, the situations have also created a number of social problems. Sakda Kongpet stated about teachers' debts that when teachers were stressed about these burdens, the effectiveness of teaching would be decreased (Manager Online, 2012).

3. School participatory culture is referred to schools which work as a team and have professional development, having direct influences on teachers' power. These are accorded with Wilaiwan Meeyae (2008) who found out that school administrators provided opportunities for staff, participated in making a decision on school activities, promoted and encouraged teachers to have advancement, and had strong determination on careers. Prawit Erawan (1996) found out that the school culture which enhanced teachers' power in working was the culture in which teachers had to be praised and accepted by administrators and colleagues, opening opportunities for learning and self-development, increasing professional advancement, and accepting mistakes between administrators and teachers. Beside these, Brinton (2007) also discovered that collaborative culture was a situation in which administrators collaborated with teachers. To support each other, it would encourage teachers to work successfully.

4. The process of empowerment is to develop expertise, provide authority, and build up motivation. These have direct influences on teachers' power, according to Short and Rinehart (1992) who found out that teachers' power came from teachers who were able to make their own decisions, have independence to perform duties according to their roles and responsibilities without taking any command from administrators, and learn to make continuous self-development. Whereas, Kanter (1977) pointed out that staff who had opportunities for increasing knowledge and abilities would make them have more advancement, spirit, and make them willingly exert themselves to work. Apart from these, Somchai Boonsiripaysat (2002) pointed out that teachers who had knowledge, skills, and experiences in working, and teachers who had authority on their responsibilities would enhance teachers' power.

Suggestions

1. The high-ranking administrators of the Ministry of Education and related people in educational management in Three Southern Border Provinces should pay attention on developing factors influenced teachers' power, encouraging teachers to have power for developing learners as to achieve the goal of educational management.

2. Transformation leaders' behavior has both direct and indirect influences on teachers' power. Therefore, more attention should be paid on the development of school administrators, making them to be transformation leaders.

3. School administrators should bring guidelines for implementing factors influenced teachers' power into real practice, using for educational administration in encouraging teachers' power.

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A Factor Analysis of the Educational Administrators’ Multicultural Leadership under the Jurisdiction of Secondary Educational Service Area Office XV

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Abstract

The aims of this research were to 1) analyze the factors of multicultural leadership 2) study the level of multicultural leadership factors and 3) compare the level of multicultural leadership with the educational levels, experiences, hometowns background and language competency of school administrators under the Jurisdiction of Secondary Education Service Area Office XV. The samples were 388 school administrators. The research instrument was questionnaire. The reliability was 0.988 Exploratory Factor analysis, arithmetic mean, standard deviation, F-test and multiple comparison by Scheffe' method were used for analysis. The results were summarized as follows:

1. Multicultural Leadership factors consisted of five factors including 1) the expression of ethics on the basis of cultural diversity 2) promoting the teaching and learning that emphasizes on the acceptable in diversity of learners 3) the knowledge and understanding about cultural diversity in personnel 4) developing the relationship with the community and 5) developing the cultural diversity into curriculums. 2. Overall, the level of multicultural leadership of school administrators was found at a high level. 3. The multicultural leadership in school administrators with the different of experiences and hometown background were not different but school size and language competency were found statistically different at .01 level of significance.

Keywords: multicultural leadership, school administrators, factor, secondary educational service area office

Preface

Thailand there is a variety of races, religious, and cultures. Furthermore, the official Thai language, there are the other Thai accents. In the southern border provinces which there are a variety of cultures; especially, Pattani, Yala and Narathiwat. Mostly, the people are a Islamic and they have a special identities which the tradition, way of life, languages and cultures. They are different from the other provinces on the south of country. An area that reflects about the difference can exposed clearly by the subtlety and diversity in the multicultural society to be based on cultural identity to relate with social and their cultural high relatively. Most people still worship in Islamic

and study about the religious from the basic to advance level and show of local culture in a society that is different from other regions of the country. Including contacting with the foreigner groups, Chinese, Malay, and the West communities in the business of making economic, social religious and cultural on border of country is the variety of language source. Education in the southern border of provinces there are different from the other areas about the lifestyle, language, religion and cultural so the integrated principle educational must be related in diversity cultural. The local needs and people that looking specifically on the basis of religion that link of the academic subjects and professional are managed in a special way that is different from other areas from the three southern border of provinces study strategic interaction for peace, years 2548-2551, and the National Education Act BE 2542 (amended in 2545). Section 7 says that in the learning process needs to focus awareness on the right of politics in a democracy, and the King as Head of State know to protect and promote the rights of freedom, respect, equality, human dignity and knowledge as universal and section 10 emphasizes that the education must provide individuals with equal rights and opportunities to receive basic education at least twelve years from the government thoroughly and the quality without keeping the cost of education for individuals with physical disabilities, mental, intellectual, emotional, social, communication and learning. Which cannot be self-reliant and no one who takes care or disadvantaged, so the government have to manage them receive a basic education. Accordance with the method prescribed in the health and education for individuals whose talent. Must provide a suitable model taking into account the ability of a person to corresponding to with BanchongFahrungsang (2554) that said, the education in the southern border of provinces to the principles of integration. The way of life, diversity of cultures and the needs of local and people who have specific characteristics. Including the management studies curriculum must stand on the way of life that should be associated with the southern border of province social integration solutions as well as its social basis of economic development, quality of life for the society to live together in peace, as same with Banyat Yong-Yuan (2553) said about the education in a student group So that is the basis of

living together in a multicultural society peacefully next. And the teacher is the person who should be an example of accepting cultural differences and doing with the students, colleague and parents of student without prejudice and Akkarin Sangthong (2552) said that the society in southern border of provinces there are variety and dimension of social are quite complex. Also, the administrators have to deep understanding about the context.

Therefore, the provision of education in the three southern border provinces the administrators should take into account the differences in religion culture and lifestyle of the teacher, students and community are involved with the education as Kavanuagh (2005 ref. Akkarin Sangthong, 2551) said that an important role is up to the leadership of school administrators in organizing stuff and powerful study and to conform to society. The changing of the world and the needs of the community and parents of student as Akkarin Sangthong (2552) proposed that the school direction in the Southern border of provinces should have a leadership in Multicultural ability to recognize the cultura differences. Educate management are consistent with the context of the area and make a relationships in the ability realize the cultural differences. Have a good relationship with the community. Promote participation in working with partners from all sectors and professional development of executives Teachers and Educational Personnel Assembled in the year AD 2558, Thailand will step into ASEAN. This at that time would have more diversity, so the school administrator has an important role in the management skills to meet the multicultural society.

Objective

1. Analyze the factors of multicultural leadership of the school administrator under the Jurisdiction of Secondary Education Service Area Office XV.

2. Study the level of multicultural leadership factors of the school administrator under the Jurisdiction of Secondary Education Service Area Office XV.

3. Compare the level of multicultural leadership of the school administrator under the Jurisdiction of Secondary Education Service Area Office XV with the educational level, experiences, hometown background and language competency.

Research methodology

Population and Samples

Population were 598 the school administrator under the Jurisdiction of Secondary Education Service Area Office XV.

Samples were 490 the school administrator under the Jurisdiction of Secondary Education Service Area Office XV which determines the sample size by considering the ratio of the variable sample sizes in 1:15 Hair ed al. (1998 ref. Chowalit Keadtip, 2549) in

this research , the researchers synthesized a variable number of theoretical papers. The research related to 32 variables with a sample size of 15 480 people in research sampling Stratified Random Sampling is stratified by province basis , then using Simple Random Sampling.

Research Instrument

A questionnaire there are 2 parts; Part 1 were the checklist about the general status of the school administrators consists of education, experience, hometown, the size of the school and part 2 were Multicultural leadership of the school administrators. It was a Rating Scale by Likert were divided for 5 levels with a reliability .988

Collecting Data

The researcher was conducted to collect data a requested letter from the Department of Educational Administration to the school administration that were a sampling to collect information by mailed questionnaires and send back within 20 days. If the questionnaires were not the full amount. The researcher coordinated with school where the sample again by themselves. When the questionnaires back to the researcher to verify the accuracy of the respondents. The researches sent all 480 questionnaires and received back 406 copies about 84.58 percent, but when the researcher was checked and found 18 copies that were voided, so there are 388 copies about 80.83 percent or variable ratio of the sample was 1:12.

Data Analysis

1. Basic statistics is Arithmetic Mean and Standard Deviation.

2. Analysis of Leadership Multicultural Management

2.1 Checking preliminary statistical hypothesis testing, correlation matrices using Bartlett's Test of Sphericity showed a statistical significance level of .000 indicates that the variables were related. Show that variables are interrelated and index analysis comparing the size of the correlation coefficient and the size of the observed correlation between variables Correlation between Partial each pair using KMO (The Kaiser-Meyer-Olkin) or Measure of Sampling Adequacy was .977, indicating that the value of information was the appropriate to analyze the most elements. .

2.2 Analysis by constructing a correlation matrix . To study the relationship between different variables and presented in the form of a correlation matrix extracted components. To find the number of elements those are sufficient to explain the relationship between variables estate by selecting the link on the Principal Components Analysis and determine Orthogonal Varimax method to determine the composition of the Executive Leadership multicultural education. Using the criteria qualifying

the variable with the stools Factor Loading of .50 or higher and the number of variables in each component have at least three more variables, it was the first element and the element name. Using a name that has a meaning consistent with the structure of a component by determining the similarity between of the components.

3. Compare the level of multicultural leadership of the school administrator with the educational level, experiences, and hometown background and language competency. Analysis by One-way Analysis of Variance and 3 sampling groups if found with the different mean and the average score was paired test using Scheffé Method.

The result

1. Multicultural Leadership factors consisted of five factors including 1) the expression of ethics on the basis of cultural diversity 2) promoting the teaching and learning that emphasizes on the acceptable in diversity of learners 3) the knowledge and understanding about cultural diversity in personal 4) developing the relationship with the community and 5) developing the cultural diversity into curriculums.

2. Overall, the level of multicultural leadership of school administrators was found at a high level. To consider factors was found every factor at a high level by the factor about the relationship with the community was higher than the other factors and developed curriculums to accordance with the cultural diversity there was an average lower than the other factors.

3. To compare the multicultural leadership of the school administrators; education, work experience, hometown, size of school, and ability of the dialects were found the school administrators who has an education, work experience, different hometown were not the multicultural leadership overall by statistical significance .01 and when the researcher had the multiple testing by the method of Scheffé' they had the multicultural leadership were higher that the medium size of school and the school administrators who used the ability of the dialect; overall a different administrators leadership by statistical significance .01 and the multiple testing by the method of scheffé' was found the school administrator who spoke both of Malayu and the Southern of languages which they has higher the multicultural leadership than the school administrator who could not speak the dialects.

Discussion and Feedback

This research: A factor analysis of the educational administrators' Multicultural Leadership under the Jurisdiction of Secondary Educational Service Area Office XV. The researcher to discuss the following objectives.

1. The analysis Multicultural leadership of school administrators under the Jurisdiction of

Secondary Educational Service Area Office XV consisted of five factors including 1) the expression of ethics on the basis of cultural diversity 2) promoting the teaching and learning that emphasizes on the acceptable in diversity of learners 3) the knowledge and understanding about cultural diversity in personal 4) developing the relationship with the community and 5) developing the cultural diversity into curriculums that consistent with the results of the research Akkarin Sangthong (2551) study the leadership's multicultural education director of the state in three southern provinces found Multicultural leadership of school director has the following issues 1) educational management in accordance with the context of the area 2) community relationships 3) professional development of their teachers and personnel

When considering the details were each of factors the Multicultural leadership of the school administrators under the Jurisdiction of Secondary Educational Service Area Office XV. The researcher discussed individual factors were

1.1 The factors on the expression of a significant number of ethical cultures. Behavior of the administrators, staff, students and community show that the school administrators had an understanding of the various cultures existing in schools much. Which corresponds to Chaiset Phomsri (2551) said that the circumstances exist or that a person's ethical behavior following the adoption of social norms. Generally of the ethic was founded on the belief of the person and the social concepts which fluctuated from individual to individual, from situation to situation, and from culture to culture The ethical behavior was a reflection of the clear regardless Ongoing coexistence and equality of individuals to live together and aim to treat everyone with equality according to the research of Sirithavorn Ditsornpong (2553) studied about the ethical behavior of the school administrators according to the teacher under the Jurisdiction of Primary Educational Service Area Office I was founded the school administrator had Ethical behavior of the social practice were the average higher than the other side, thus the management focus and attend all of their religious activities of religious piety and different. Indicates that managers are aware of the religious significance, the executive is acceptable to the people of the community.

1.2 The factor to promote the education management focused on the cultural diversity of the students by encouraging individuals were aware of the difference between individual and cultural sensitivities of the students by encouraging teachers activities for teaching experience. Consistent with the diversity with the thinking of David Gay (2004 ref. Akkarin Sangthong, 2551) said about the multicultural were the most important with the school who were different individual, the education must be consistent with the differences of learners in various fields, preferably the 2 factors were the social reality

and relevance to the experience of the learner. In addition, teachers had to be directly responsible for the diversity of culture which included the integration of the students into the culture of teaching. The learners were different races, religious, languages and cultural diversity so there were the different of values. Therefore, the teaching activity should be used the materials appropriate with the learners to learn well that consistent with the result of research of Ketkhanok Rolhaviarn (2551) studied the academic administration of education in a multicultural society case studies of Dream School (Assumed name) . under the Jurisdiction of Primary Educational Service Area Office I that found the school curriculum by providing educational courses was corresponds to a multicultural society for managing the child center teaching. The measurement and evaluation in teaching and clearly the measurement and evaluation to improve teaching and learning. And also in accordance with the results of Khawnchit Niemket (2552). The development of teaching process management, curriculum, evaluation of study The development of media The research for the development of quality education. However, the graphics teaching at low level according to the concept of HuanPintthupan (2528 ref. Chompong, Mongkonwanich 2555) said that the supervision is the attempt of school administrators to improve Promoting efficiency in teaching and learning in the school well. The increase in the performance of the teacher’s education reform step effectively

1.3 Developing the personal to know and understand about the Multicultural diversity for achieving to the teacher were taught about the cultural in class and school because the personal and student were different on languages, religious, and cultural There are different attitudes and opinions to help with the conversation understanding in such a Chaiset Phomsri (2551) said the different individual were the attitudes of individuals with the variation from one person to another person. The differences of individuals were the sequel to the different physical, psychological and emotional when blended together. Cause the features that are characteristics of the individual. Therefore, the developing personal to understand the cultural diversity were important according to Chompong Mongkonwanich (2555) to recognizes the importance of staff development that.

1) Increase the capacity of personnel to be able to utilize the most organized 2) Enable personnel to function effectively, reduce errors in the work. Save resources, save time 3) the benefit of the staff have been developing the knowledge, skills, Attitudes are ready to advance in management positions to encourage cross-cultural dialogue with teachers both in the classroom and in the school to enable the students to learn and accept the differences . Consistent with the findings of Anan Wae-Umar (2551) studied the development of principals as perceived by teachers under the Jurisdiction of

Primary Educational Service Area Office I found overall the level of developing of the school administrator in high level by averaging the descending training, self-development and education.

1.4 Relationship with the community by participating in activities of the community regularly. In particular, executives from different cultures will help the community to accept the executive and the great friendship between each other and support one of the community to participate in the activities of school gladly comply with Priyaporn Wonganutraroj (2544) said interpersonal skills to establish an individual's ability to interact with another person whether that person is a colleague, supervisor or customer relationship building skills are as follows: 1) know and trust in a person. Another is essential in building relationships with 2) a contact person openly and properly without bias. 3) acceptance and support each other, and 4) to resolve conflicts and solve problems rationally together are also consistent with the findings of Wichitra Sae-Law (2552) studied Leadership multicultural principals- as perceived by teachers in NongChik district of Pattani province found that the administrators should attend community activities continuously and consistently.

1.5 Curriculum development in accordance with the cultural diversity of the students was what administrators should be encouraged to prepare seriously, especially local school curriculum can be made consistent with the context of the school and community as the Amad-Ainee Da-Oh (2551) said the study multicultural format is on human relations and integration aspects, so of course it will be focusing on the people and culture positive, so empowering of students and reduce the tension on culture and ethnicity in the classroom is conducive to teaching multicultural. The program concept experiences, issues and problems of attitude and perspective, the tribal groups will be included in the school curriculum courses must demonstrate the changes and how to implement social study multicultural than it . the course is an extension of the course being short means there will need to be adjusted by making the concept of curriculum content minorities to become part of the curriculum, not separate from the course or as a supplement to the curriculum in line with Banks (2008) said that the importance of multicultural education is to understand the key concepts which appear in the course of teaching can be divided into four main themes. 1) Format content distribution. 2) Model extended 3) The format and content changes. 4) a social practice and is also consistent with the findings of Nung-Nuch Kaengyod (2551) studied about the strategic management of public and private schools popular in multicultural societies under the Jurisdiction of Narathiwat Primary Educational Service Area Office III putting the suggestion that schools should adapt strategies wounds. Courses in schools of all categories under to meet the needs of the students, both of Buddhist and

Muslim Thailand and compliance education strategies should be consistent with the lifestyle of the people in the area.

2. The result of research was found that overall the school administrator had the multicultural leadership in high level of all factors. Conclusion the school administrator were sample group that understand about the culture diversity in religious, languages, and cultural were award and understand in the context of area as well, so that Multicultural leadership on high level according to the thinking of Akkarin Sangthong (2552) said that the main characteristic of the Multicultural Leadership that should have the factors that were 1.The leadership in the community.2) A leader in educational programs or activities. 3) The leader of the organization and structure reflecting multicultural .4) a leader in the management and development of human resources .5) Create a culture that is conducive to the concept of multiculturalism .6) Allocation of budget to promote multiculturalism in education.7) Create a system of governance of the school's governance and decision making, leadership, multicultural leadership must be formed to promote multicultural concepts clearly.

3. Compare the Multicultural Leadership of the school administrators under the Jurisdiction of Secondary Educational Service Area Office XV consisted from education, work experience, hometown, size of school, and the language ability were discussed

3.1 The research was found the school administrator; education, work experience and hometown diversity, so the multicultural leadership were not different. Thus, most of the administrator were in the area and have a working experience of 5-10 years Summary were familiar and understand in context of area, cultural, tradition, diversity students, personal and community as well, resulting in the multicultural leadership of the administrator were not different according to Chaiset Phomsri (2551) said the administrator were tried to understand and accept the different of personality.And bring out the differences that have happened to benefit their organization by bringing the men to deploy in building a good relationship between people who are different, and also consistent with the results of research WichitraSae-Law (2552) multicultural education leadership of administrators as perceived by the teacher in the NongChik district of Pattani province was found that compare the level of the administrator leadership in the variable of gender, experience, and religion were not different.

3.2 The result of research was found the school administrator works in the different size of school that there was the different multicultural leadership. This conclusion meant the big size of school there were more different cultural that the medium size of school because the big size of school there were personals and students more than the medium size of school which diversity of cultural,

racess, language, religion, gender and social. So, the school administrator should be developed the curriculum according with the cultural diversity by making the school and local curriculum with the different of races, religion, and cultural of students which according to the thinking of Banyat Yong-Yaun (2553) said that the Multicultural was the education reevaluation in the school with the learner from the different cultural, races, language, religion, gender, social, and special need have to learn to accept differences without prejudice to each other without any discrimination and discrimination in the area of the multicultural education should have special characteristics that should instill values on the recognition of cultural diversity occurred in every student group to be the basic of living in the multicultural according to Bennett (2003 ref.

Akkarin Sangthong, 2551) said that the teaching technic was help to promote for the learner success in learning. Whether learners are presented with different racial, nationality or social class learners, different groups would be counted promoting cares equally so instructors or administrators to create a tool to help students with the different abilities to learn to succeed or help birds learning achievement.

3.3 The result of research was found that the school administrator under the Jurisdiction of Secondary Educational Service Area Office XV who had ability of different dialect there was the multicultural leadership in overall was different. The school administrator who could speak both of Malayu and Southern dialect would have the multicultural leadership was higher than the school administrator who could not speak all the dialect according to the dialect for communicating by understanding of each individual communication and reduce the gap between the school administrator and personal, or between the school administrator and parents of students because the most parent couldn't use the official language communicate which according to Wanchai Meechard (2544) said that the communication informal system was always use relationship between personal by personal to be source data. Informal communication was not pattern depending on the condition of each organization in which the messenger as this will take time, but it is very powerful and generally occurs in organizations.

Suggestion

1. Suggestion to use the result of research

1.1 The Office of Educational Service Area should be developing the personal to know and understand about the learner and personal's cultural diversity.

1.2 The Office of Educational Service Areashould be promoted to have the community relationship activity to make a good relation between school and community.

1.3 The Office of Educational Service Areashould have arranged the seminar about writing

the teaching plan according to the cultural of students' diversity.

2. Suggestion to do the research

2.1 Study the Multicultural Leadership that affects the work ability of teachers.

2.2 The factors of the Multicultural Leadership are developed to evaluate instrument the school administrator in the cultural of students and personals diversity.

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A Model of Conflict Management Competency Development for School Administrators under the Office of Basic Education Commission in the Southernmost Provinces

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Abstract

The purposes of this research were to: 1) determine the components of conflict management competency for school administrators under the Office of Basic Education Commission in the southernmost provinces and 2) propose a model of conflict management competency for school administrators under the Office of Basic Education Commission in the southernmost provinces. The samples consisted school administrators and board of the Office of Basic Education Commission in Pattani, Yala, Narathiwat, Satun provinces and 4 districts in Songkla province totally 320 persons by Stratified Random Sampling method. The number of school in the Southernmost Provinces of Thailand consisted 283 schools which the data was collected out of 4 persons per school from 150 of secondary schools and out of 3 persons from 133 of primary schools with a total of 999 persons. The research tool was questionnaires. The statistics used in data analysis were Content Analysis, Frequency, Percentage, Mean and SD to classify variables. The findings of this research were: The components of conflict management competency for school administrators under the Office of Basic Education Commission in the southernmost provinces consisting of six components as followed; 1) Control and Solve of Conflict 2) Confront of Conflict with Superior Leadership 3) Relationships and Equality 4) Organizing for Conflict Balance 5) Respect for Cultural Diversity and 6) Self-control in Conflict Situations. The application of a model of conflict management competency for school administrators under the Office of Basic Education Commission in the southernmost provinces which comprised of six components were found appropriate, accurate and accordance with the research conception framework.

Keywords: Competency, Contemplative, Conflict and the Southernmost Provinces

1. Introduction

In the current era of globalization is a society with different values, attitudes, languages, religions, needs, interests and ethnic groups. The various interests' groups endure to maintain the identity of their own and led it to the conflict. So the important strategic is education institutions to play a vital role of developing and creating the values to take pride in their own culture and accept the differences of cultural diversity by requiring the administrators with the knowledge, skills, abilities and other qualifications. (Office of the Civil Service Commission, 2005) As a leader of organization to influence the individual to reduce the conflict of ideas and create unity in society, the situation at present is highly variable so it is necessary to develop the management capacity to deal with conflicts in education institutions to allow education institutions' administrators to achieve their goals.

Especially in the southernmost provinces of Thailand that there is a special education for a different visual identity in the way of life, language, religion, culture and a variety of education formats. The concept of contemplative education focuses on learning through direct experience, listening students' mind which will lead to awareness, intuitive respect for the human and the acceptance of diversity (Chollada Thangthongthawee, 2008), which is contemplative education as part of comprehensive learning able enhance the performance of human Prawet Wasee (2007) and to develop people in the 21st century that a multicultural society can live together in society and society 's future to be peaceful and happy, according to a state of their own can learn and adapt to changes over time (Woraphot Wongkijrungrueng, 2013).

This research aims to propose a model for developing performance conflict management for administrators of the Office of the Basic Education Commission in the southernmost provinces in Thailand which is appropriate and feasible to implement in order to solve the situations.

2. Objectives

2.1 To study the components of competency for school administrators under the Office of Basic Education Commission in the southernmost provinces, Thailand.

2.2 To propose a model for developing performance conflict management for administrators of the Office of the Basic Education Commission in the southernmost provinces in Thailand.

3. Research Methodology

The research was divided into two phases: Phase 1 to analyze the components in conflict management for school administrators under the Office of the Basic Education Commission, Phase 2 to propose a model for developing performance conflict management for administrators of the Office of the Basic Education Commission in the southernmost provinces in Thailand. The population was school administrators of basic education in the southernmost provinces with total 1,348 schools. The samples were school administrators of basic education in the southernmost provinces including Pattani, Yala, Narathiwat, Satun and four districts of Songkhla province. The samples used stratified random sampling a number of school comprising 283 secondary schools with 4 respondents per school and 133 primary schools with 3 respondents per school. A total samples of 999 respondents. The trying out questionnaire starts at the following steps: Step 1 to perform the synthesis, concepts, theories, and literatures review. Step 2 to build and develop research instrument in studying the components of conflicts management competency for school administrators under the Office of the Basic Education Commission in the southernmost provinces in Thailand. Step 3 Data collection. Step 4 Data Analysis. Step 5 Conclusion, Implications and suggestions. The statistics used in this research were Content Analysis, Frequency, Mean average, Standard Deviation (SD). The statistics used to classify the variables were Factor Analysis, Exploratory Factor Analysis and Principal Component Analysis (PCA) to define variables and set a model for developing performance conflict management for administrators of the Office of the Basic Education Commission in the southernmost provinces in Thailand. Then analyze a model developing performance conflict management for administrators by the experts and specialists for considering the appropriateness and feasibility of utilization and give a recommendation to improve the proper model for developing performance conflict management for

administrators of the Office of the Basic Education Commission in the southernmost provinces in Thailand.

4. Research Instruments

Instruments used in research comprising:

4.1 The questionnaires on the components of conflict management competency for school administrators under the Office of Basic Education Commission in the southernmost provinces, Thailand. The questionnaires generated from concept analysis on competency development performance in conflict Management.

4.2 The expert and specialist interview forms on competency development performance for school administrators under the Office of the Basic Education Commission in the southernmost provinces, Thailand.

5. Data collection

Researcher try out sample questions with school administrators 30 persons then analyzed the components of competency for school administrators to determine the feasibility of questions. Of the total 30 copies of questionnaires distributed, 100 percent of all respondents to measure the reliability and validity of questionnaire was 0.964, after that revised the questionnaires and distributed to the school administrators and board of school 1,000 copies. The questionnaires were returned 897 copies or 89.7% from all questionnaires and then apply the questionnaires to a survey analysis set a model of conflicts management competency for school administrators under the Office of the Basic Education Commission in the Southernmost provinces of Thailand to interview the experts and specialists to consider the format, an appropriate and possibility then revised a model till to be a complete model.

6. Data Analysis

6.1 Analyze respondent's data by Likert Scales with 5 point scale. Statistic used Mean and Standard Deviation (SD).

6.2 Analyze statistic data by Factor Analysis in Exploratory Factor Analysis by extracting the components with Principal Component Analysis: PCA.

6.3 Analyze interview data by counting the frequency of appropriate clustering in the suggestions of experts.

7. Results

The results were as followings:

Section 1 The components of conflict management competency for school administrators under the Office of Basic Education Commission in the southernmost provinces of Thailand there were six components: component 1 Control and Solve of Conflict described by 31 variables, component 2 Confront of Conflict with Superior Leadership described by 40 variables, component 3 Relationships and Equality described by 19 variables, component 4 Organizing for Conflict Balance described by 18 variables, component 5 Respect for Cultural Diversity described by 16 variables and component 6 Self-control in Conflict Situations described by 7 variables.

Section 2 After the model was considered by experts and specialist with 5 persons to determine the suitability and feasibility, accuracy and utilization of the model of conflict management competency for school administrators under the Office of Basic Education Commission in the southernmost provinces, Thailand by the interviewing the results shown the model of conflict management competency for school administrators under the Office of Basic Education Commission in the southernmost provinces, Thailand was suitable and feasible accurate and can use it. The shown the model of conflict management competency for school administrators under the Office of Basic Education Commission in the southernmost provinces, Thailand consisting of six components were followed: component 1 control and solve of conflict, component 2 confront of conflict with superior leadership, component 3 relationships and equality, component 4 organizing for conflict balance, component 5 respect for cultural diversity and component 6 self-control in conflict situations.

The process of development consisted of 7 processes were preparing, estimated pre-development, development, reviewing, developing assessment, repeating and the end of development, as shown in Figure 1.

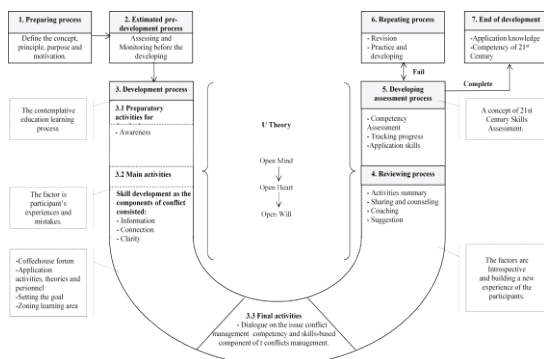


Figure 1. A Model of Conflict Management Competency Development

8. Analysis

8.1 A model for developing performance conflict management for administrators of the Office of the Basic Education Commission in the southernmost provinces in Thailand composited conflict management competency structure which is consisted 6 components to be a roadmap and a vital role for school administrators cannot be avoided especially in the era of “Intellectual Society” and Pluralism surrounded with diversity and difference. Such components described to the characteristics and behaviors of school administrators under conflict situations to achieve the ultimate goal of the organization which according to the principles and concepts of the components about the competency of Boyatzis (1982) reported that the motivation, individual characteristics in their conceptions of knowledge, skills, values, behaviors and attitudes blended until it becomes a competency in various fields and made a human achieved their goals or objectives of the organization. When considered of each component found that the component 2 to face conflict with superior leadership described the most important variables that was a conflict management as professional relied on professional leadership and a leadership that exists in every field especially the administrators consistent with the concept of Thira Runcharoen (2007) Stated that school administrators must have a leadership and academic competencies on knowledge, ability and morality in managing to succeed effectively. Additionally Holt (1986) to study the relationship between leadership and behavior of problem solutions of the hospital administrators found that the leadership supported for the management conflict to achieve both of performance and relationships. The high factor loading was component 3 to build a relationships and equality which cause of the conflict was bellowing the belt in the society or organization this research has shown that the “justice was the way in conflict managing and avoiding the violence according to Prof, Dr. Prawet Wasi. “Society required justice and justice as the basic of civilization, any society has no the justice that means society cannot move forward to prosperity and led conflict in society which is in Thailand not concerned about it.” (Phra Maha Hansa Thamamahaso, 2011) The lowest factor loaded was in component 6 self-control in conflict situations but the variables are significant and close to administrator was the personality of those administrators which consistent with the concept of

Thuen Thongkaew (2007) mentioned that the individual competency was the unique ability that others cannot imitate. The group of competency has been hidden in each person and dramatic effect on attitudes, achievement and the leadership which consistent of Dalf (2005) found that personal characteristics of a leader must have Self-confidence, honesty, enthusiasm, leadership and freedom from the control of others.

8.2 As a concept of Contemplative Education, U-shaped theory (Otto Schamer) and skills of the future in the 21st century were a part in determining the model of conflicts management competency for school administrators under the Office of the Basic Education Commission fetched out of the competency development relied on self-learning, experience, contemplating mind because of developing conflict competency was the human development which is generally of learning along the contemplative education that respect to the background and learning potential. The importance things of creating a learning community was focusing on the contemplating mind with the process. For the development of competency for the administrators, Aran Sotthiphan and colleague (2548) described that a workshop for staff of the Department of Agriculture used Self-directed Studying which is the way to develop the competencies of civil servants and it is the one of the skills of the future in 21st century, according with the concept of Sermsak Visalaporn (2002) reported that the roadmap of leadership development was the studying, training, self-learning and learning from inside and outside the organization. Moreover, the process of developing the model conflict management competency for the school administrators under the Office of Basic Education Commission. in the South is consistent with the findings of Benjaporn Kaewmeesri (2002) studied the model of leadership development of nursing college administrators under Ministry of Public Health, the result of model composition was divided into 7 steps: 1) defining the concept 2) defining the characteristics for developing 3) preparing the development, 4) developing 5) evaluating the development and 6) practicing and 7) evaluating performance.

9. Suggestions

9.1 Should focus on the development of conflict management competency, especially the individual characteristics by using administrators’ ability to apply and make a high benefit to the organization and requires motivation in developing the administrators of basic education.

9.2 The school administrators of basic education should have a roadmap for following development of conflict management competency by self-assessment, by peers-assessment and evaluation of the performance in the institutions by providing a supportive process by asking the recipients in developing competency to find out their ability skills or lacking skills and help them achieve their goals in the current work to guide them in strengthening. Develop and improve the conflict management competency, the atmosphere also building development process continued to develop a culture of self-learning and organizational of learning in the 21st century.

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A Model of Excellent Project Management in Schools under the Jurisdiction of the Primary Educational Service Area in Southern Thailand

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Abstract

The model of education management developed in this research reflects the strengths of various projects in terms of goals, vision, mission and strategy. The quality of education management depends on such a model of excellent project management that reflects school objectives and relates to the needs of learners and the community. The purposes of this research were to examine the elements and develop a model of excellent project management in schools under the jurisdiction of the Primary Education Service Area in Southern Thailand. The representative sample involved in this research comprised 1,763 principals of schools in Southern Thailand and 14 other participants in a position to provide important information relevant to this research. The data collection methodology comprised two phases: the first phase involved a survey of school principals by means of a questionnaire; the second phase involved interviewing seven school principals selected on the basis of their schools having objectively demonstrated outstanding performance and seven teachers in charge of projects in these schools. Analysis of the data thus collected identified ten key elements of excellent project management of schools under the jurisdiction of the Primary Education Service Area in Southern Thailand, namely 1) Management, control, and follow-up, 2) Human resource management, 3) Executive leadership of the project, 4) Documentation of project features, 5) Investigation of the feasibility of the project, 6) The project information system, 7) Project planning, 8) Project writing, 9) Integrated risk prevention mechanisms, 10) Evaluation and closing of the project. There are key three steps in the life of a project that must be evaluated in order to developing a model of an excellent project: the initiation phase, the efficient implementation of the project, and the closing phase, which involves inspecting and closing the project in a cooperative manner, monitoring time management and advertising.

Keywords: Project management, Project excellence, Southern Thailand

Introduction

In the 21st century, the concept of project management has become a key element of education management. The concept of project management involves a systems approach to management that emphasizes understanding the project as a whole that involves various subsystems. Best practice in project management involves interface management and subsystem management of the project in order to manage interactions between project components. The aims of such management are to produce outcomes, products and services that form a unified whole, to enhance system performance, and to achieve the objectives of the project (Ratchatou, 2008; Obradovitch and Stephanou, 1990).

The utilization by educational institutions of appropriate policies, planning and project goals provides a compass which: enables education management directors to understand what needs to be done and how and when to do it; enables all staff to understand the project vision; and encourages directors to use their authority appropriately, using reason and inquiry to provide education management that saves energy, money, and labor through system evaluation and quality control (Promshui, 2007). However, although educational institutions have used the concepts of projects and project management to develop education administration for a long time, it has been found that in Thailand, the ratio between the number of such institutions with the good project management skills necessary to achieve excellence and recognition and the number of educational projects is low. Academics have misused the term “Project” and have not been able to use the concept as a tool to assist them in their work. Some education professionals go through project paperwork only in order to receive funding.

A key aspect of the definition of “project” is the endeavor to improve performance and create new products and services (Project Management Institute, 2004; Kloppenborg, 2009). According to Kerzner, Harold and Frank (2006), the power of using budget, the need of customer and the natural of organization can be start and finished. For this reason, academic institutions engaging in project management need to use this concept to enhance students’ skills. In doing so, they should endeavor to develop and innovate within constraints of quality,

cost and time (Turner,1997). Projects are group activities that require interaction among team members, good performance and sophisticated techniques in order to achieve desired results and planned objectives and to ensure that the activities involved in the project begin and end well according to plan (Packendorff, 1995). Management integration is required to ensure that project activities make appropriate use of limited resources while achieving the level of quality and effectiveness demanded by the objectives of the manager and project director, who must be able to manage the project well in order to achieve project management excellence and recognition and to outperform competitors (BNET Business Dictionary, 2000).

Establishing superiority over competitors is necessary to the survival of academic institutions. Doing so challenges the ability of directors. The term “expert director” can be applied to a director who has the knowledge required to understand the nature of the project clearly. Projects both large and small are conceived of as having a life cycle with time limits defined by their starting and completion dates. To achieve excellent project management, directors should pay attention to the life cycle of the project. There are three phases in this life cycle: the initiation phase; the implementation phase; and the closing and evaluation phase (or divestment phase). Achievement of project goals and objectives involves many factors. At each stage in the project life cycle, an expert director must skillfully manage the project in terms of the degree of work required, working skills, and management techniques in order to gain ground and achieve the objectives of the project successfully, to innovate, and to develop new targets and take advantage of new opportunities (Saiknit, 2552 ; Larson, 2008).

The topic of this research is “A model of excellent project management in schools under the jurisdiction of the primary educational service area in southern Thailand”. The researcher presents both element analysis and interview results as follows:

Purpose

To study the elements of the development of excellent project management in schools under the jurisdiction of the primary educational service area in Southern Thailand.

Research Methodologies

This research employed integrated research. This involves two steps:

Step 1: Exploratory factor analysis was conducted by means of a questionnaire completed by school directors of school regarding key variables in the development of excellent project management in schools under the jurisdiction of the primary educational service area in southern Thailand.

Step 2: Studying the key elements in the development of excellent project management in schools under the jurisdiction of the primary educational service area in southern Thailand by means of in-depth interviews with educators involved in projects that have demonstrated good performance, including both project directors and teachers in positions of responsibility in the project.

Data Analysis:

Step 1: Qualitative research involving frequency, percentage and exploratory factor analysis.

Step 2: Qualitative research involving content analysis.

Participants:

This research project implements a qualitative methodology by employing a survey to study the opinion of school directors under the jurisdiction of the primary educational service area in southern Thailand. In total there were 1,763 participants.

Table 1: Characteristics of the sample

Characteristics of the sample	number	Percentage
School size:		
Large	227	12.88
Medium	785	44.53
Small	751	42.60
Sex:		
Female	1,400	79.41
Male	363	20.59
Education:		
Doctorate	1	0.06
Master	1,307	74.13
Bachelor’s degree	433	24.56
Diploma	8	0.45
Others	14	0.79

In Table 1 above, the sample consists of directors of schools under the jurisdiction of the primary educational service area in Southern Thailand. Of these participants, 785 (44.5%) were in medium-sized schools and 751 (42.6%) in small schools; 1,400 were male (79.1%) and 363 female (20.6%); and 1,307 held a master’s degree, while 433 held a bachelor’s degree only.

This research project also implemented qualitative research by means of in-depth interviews with a smaller number of participants, 14 other participants in a position to provide important information relevant to this research. This sample consists of: three directors of schools which have demonstrated excellent project performance and achieved recognition in the form of awards for outstanding performance in terms of international

standards from the Office of the Basic Education Commission; directors of four schools that have demonstrated excellent performance at a level similar to those which have received awards; and seven teachers responsible for academic projects in their educational institutions selected by purposive sampling.

Instruments

The instruments and collection techniques used in this research project consist of questionnaires testing variables in the development of excellent project management in schools under the jurisdiction of the primary educational service area in Southern Thailand and of a semi-structured interview protocol used to investigate what kind of project management results in excellent project management in schools under the jurisdiction of the primary educational service area in Southern Thailand.

Findings

The outcomes of this research investigating the nature of project management resulting in excellent project management in schools under the jurisdiction of the primary educational service area in Southern Thailand are as follows:

1. Analysis of the data collected identified ten key elements of excellent project management of schools under the jurisdiction of the Primary Education Service Area in Southern Thailand is shown in Table 2 below:

Factor	Factor Score	Eigen values	Name of factor
1	.550-.745	35.477	Management, control, and follow-up
2	.532-.706	6.817	Human resource management
3	.507-.634	3.296	Executive leadership of the project
4	.511-.693	2.453	Documentation of project features
5	.521-.726	2.125	Investigation of the feasibility of the project
6	.686-.757	1.846	The project information system
7	.591-.675	1.663	Project planning
8	.529-.690	1.511	Writing the project plan
9	.519-.710	1.490	Integrated risk-prevention mechanisms
10	-	-	Evaluation and closing of the project

Table 2 above shows the key elements of excellent project management of schools under the

jurisdiction of the Primary Education Service Area in Southern Thailand identified by exploratory factor analysis. Analysis of the data identified nine key elements, namely: 1) Management, control, and follow-up, 2) Human resource management, 3) Executive leadership of the project, 4) Documentation of project features, 5) Investigation of the feasibility of the project, 6) The project information system, 7) Project planning, 8) Writing the project plan and 9) Integrated risk-prevention mechanisms.

Analysis of data derived from interviews with school directors and teachers involved in projects (14 participants in all) found that 13 of the participants (92.86 %) suggested a further key element, namely the evaluation and closing of the project. This element is therefore included as the tenth element in excellent project management.

2. These ten key elements of excellent project management of schools under the jurisdiction of the Primary Education Service Area in Southern Thailand are related to the life cycle of the project. Documentation, the project information system, and project planning and writing are the key elements of the initiation phase; management, control, and follow-up, human resource management, executive leadership of the project and integrated risk-prevention mechanisms belong to the implementation phase; evaluation and closing of the project (which require prior planning) belong to the divestment phase. The key elements of these guidelines – planning, implementation, monitoring and evaluation including following up the work both formally and informally, advertising, and organizing appropriate times for project activities, as well as the stages in the life cycle of the project – are shown in the diagram below

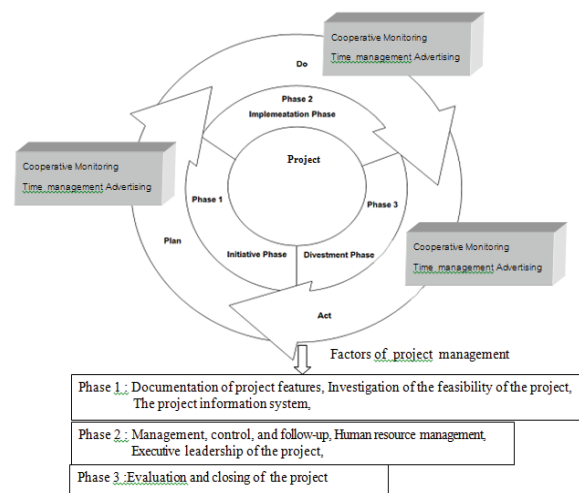


Fig.1: factor of Excellent Project Management in Schools under the Jurisdiction of the Primary Educational Service Area in Southern Thailand are related to the life cycle of the project.

Discussion

This research project has identified ten key elements for a model of excellent project management in schools under the jurisdiction of the primary educational service area in southern Thailand. They are: management, control, and follow-up; 2) human resource management; 3) executive leadership of the project; 4) documentation of project features; 5) investigation of the feasibility of the project; 6) a project information system; 7) project planning; 8) writing the project plan; 9) integrated risk-prevention mechanisms; and 10) evaluation and closing of the project. These results are integrated into the concept of the project life cycle as follows:

Initiation phase : key elements in the initiation phase are documentation of project features, developing the project information system, project planning, and writing the project plan. These elements are required because in order to create excellence and out-perform competitors, directors need to realize the importance of using the right information system (Anumanratchatorn, 2008; Juile, 2010). Learning, understanding and utilizing an accurate, up-to-date information system that is relevant to the problems that the project addresses are key factors enabling the project director to successfully initiate a project (Kloppenborg, 2009; Marchewka, 2010). Tiewtoy (2008) states that the preparation and implementation of a plan to achieve the goals and objectives of the project and to create excellent project management provides clear policies for implementation of the project. Control, monitoring and evaluation of the system and the monitoring of performance encourage project team members to work together and improve the quality of their work.

The need to study the feasibility of the project and project documents is a further important aspect of project planning. (Anumanratchatorn, 2008 ; Chinpaisan, and Shewathakulkit, 2009). The project feasibility study requires analysis of the economic, political, social and material environment, of the level of technological support and equipment, of human resources, budgets, and time constraints, of limitations to the implementation of the project, and of risks. Team members must jointly analyze the consistency between the project objectives, budget and methods of operation to ensure their suitability for the project goals and objectives, the budget, the principles and reasons underpinning the project, and the beneficiaries of the project (Saikanit, 2009; Marchewka, 2010) in order to apply an information system to the writing of the project. Good project writing involves understanding of the project scope, project benefits, stakeholders, time limits, and available material (Anumanratchatorn, 2008; Bruce, 2001; Kerzner, 2006; Julie, 2010).

Implementation phase : key determinants of the success of project implementation in achieving

goals and objectives include management, direction, control, follow-up, human resource management, executive leadership of the project and integrated risk-prevention mechanisms. Above all, the implementation of a project relies on the project team. Team members typically possess different backgrounds in terms of knowledge, ability, and work experience. These factors affect the quality of the project and the achievement of project goals (Anumanratchatorn, 2008; Robert, Kajhohepaunharm, (Translated and edition), 2009).

Sattapanit (2007) found that the most important factor in management success is the ability of the executive leadership of a project to provide clear directions to the educational institution and aspects of the character of the leadership in terms of physical suitability, relationship skills, communication skills, coordination with members, ability to solve problems, creative thinking, identification of new opportunities, listening to the ideas of other people, the ability to assign the right people to the right tasks, and being reasonable (Moolee, 2009). Julie and Marchewka (2010) demonstrate that executive leadership is the key to project management: the result of assigning the right administrators to the right work is outstanding performance that will be recognized by people and organizations in general. There are three kinds of dynamic project interfaces that are the key factors in excellent project management: human interfaces, organization interfaces and system interfaces. Achieving goals and objectives requires the application of skills including coordination skills, delegation skills, taking responsibility, and team behavioral development (Robert, Kajhohepaunharm, (Translated and edition), 2009; Jiradurmngeng, 2009).

Divestment and closing phase : the key element of the divestment and closing phase is project evaluation and closing the project because projects have a life cycle that includes both a starting and closing phase. The outcome of successful, high-quality, high-standard projects demonstrate the potential of excellent project management to out-perform competitors. In doing so, directors need to apply expert management (MoomJun, 2013; Tongsen, 2013; Noosanguan, 2014). Evaluation of a project assesses the progress of work and involves earned value analysis in relation to success in achieving objectives and limiting costs, shortcomings, progress and the effect of the project. A report summarizing the outcomes of implementation to provide guidelines for future projects, solve problems involved in the implementation of the project, and to decide whether to continue or close the project. Doing so can provide a good opportunity to learn how to implement projects better and to create appropriate objectives (Pisanboot, 2007; Jiradurmngeng, 2009). Closing the project is a good time to say

thank you to your staff for their help and support ; Robert, Kajhohepaunharm, (Translated and edition), 2009).

Suggestions

1. The ministry of education and others responsible for developing education institutions should focus more on giving suggestions, basic knowledge and clear guidelines regarding projects so that they can become a model of excellent project management in schools under the jurisdiction of the primary educational service area in Southern Thailand. The ten key elements identified in this research regarding education management can assist projects to be high-quality, effective, and efficient in terms of preserving resources.

2. This research project found that management, control, and evaluation play a vital role in the achievement of excellent project management in schools.

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A Study of the Unrest Situation in 3 Border Southern Provinces of Thailand and Applying the Incidents to Creative art Works by the Secondary School Students in 3 Border Southern Provinces

Woothi Wattanasin, Rawewan Chaumpluk

The purpose of this research is to study the unrest situation in 3 border southern provinces of Thailand and applying the incidents to creative art works by the secondary school students in 3 border southern provinces. Researcher studied and analyzed the works of art according to criticism theory of Jean A. Mitler. The populations of this research are 60 poster paintings in the title how to make “Peace in the South ” by the secondary school students in Pattani ,Yala and Narathivas from 4 January 2004, at KhongpunPattana Camp 4, Krom LuangNarathivasratchanakarin Camp, AmporJohhiroung, Narathiwat, 400 rifles 20 pistols and 2 machine guns were robbed. The violence unrest situation in three border southern provinces of Thailand, PattaniYala and Narathiwat, such as ambush , stealthilying commits arson , bombs , rebellion ,and riot, happened every day, until now. The research finding revealed that all of the secondary school students in 3 border southern provinces have different effected from of the unrest situation in 3 border southern provinces of Thailand, expressed different issues in their works of art, according to their experiences and their own opinions. The art composition of the most paintings are asymmetrical balance. The dominance of most paintings are national Thai flags. Most of paintings are harmonious in cool tone and are of a good unity because harmonious of colors and forms. The research finding also revealed that art works by the secondary school students in 3 border southern provinces believed that the rest situation in 3 border southern provinces of Thailand will not occur in the near future if we have unity (51), respected in their own religions (46) ,looking for peace.(36), prestige of the King (24) and love ways of life in the south of Thailand (13). And patriotic (11).

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Application of Pressure Sensor for Measuring Particles Density

**Nuttapol Thirawichitkun, Kheamrutai Thamaphat, Chutima
Oopathump, Pichet Limsuwan**

An experimental set for determining a density of granular solid or powder material without immersion of a sample in a liquid was developed in this work. The experimental set composes of a glass syringe, glass jacket, and pressure sensor. The syringe inserted inside the glass jacket was connected to the pressure sensor. In order to keep the temperature of air in the syringe to be constant, water was flowed through a space between the syringe and jacket. For an isothermal process, the volume of the air in syringe can be obtained from an output voltage of the sensor based on the state equation of ideal gas. In the experiment, a granular sample with known mass was placed in syringe; the volume of sample is equal to the syringe volume minus the air volume in syringe. With known mass and volume of the sample, the density of sample can be calculated. In this work, the density of household salt and the suitable mass for determination of its density using this proposed technique were investigated. The results showed that the appropriate mass was 14.49 g that yielded the density value of 2.153 g/cm³ with an error of 0.7192 %. It indicated that the experimental set presented herein is a perfect tool for undergraduate and graduate physics teaching as well as industrial applications.

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Civic-mindedness in Students attending Intensive Secondary Schools: A Case Study of Songkhla Province, Thailand

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Abstract

This qualitative research aimed to 1) identify factors that impede civic-mindedness of students in Songkhla province, 2) propose practical guidelines in promoting civic-mindedness of students in intensive schools. Key informants in this study were a principal and 9 teachers from intensive schools. A purposeful selection was employed to select sites and participants for the study. Research instruments were a semi-structured interview protocol, related documents and the researcher as a key instrument. Data were analyzed by using content analysis. This study found there were eight characteristic of civic-mindedness including student discipline, responsibility, savings, respect to rights, respect to opinions of others, team working, logical thinking, and realistic and conflict resolution. The study revealed that there were different factors that hindered students' public-mindedness of intensive schools such as mass communication, family and politics. Practical guidelines in strengthening the civic-mindedness of students were introduced such as content integration of civic-mindedness in school curriculum, knowledge of civic-mindedness and citizenship, practical skills provided in the curriculum and social skills promotion through doing public minded activities with peers and others were also necessary.

Keywords: Civic-Mindedness, Intensive school

Introduction

As a result of globalization, science and information technology, the world has been changing rapidly. This has increased the mutual dependence between countries, making it more and more necessary for people to communicate with each other, cooperate, and solve problems together. Global social networks are full of information. People need to think, analyze, evaluate and make decisions quickly in order to understand up-to-date news in a complex global society.

These factors also boost economic competition, trade and international industry. This has inspired many countries to reform their education systems and the quality of education management to

make them suitable for the 21st century increase their potential to compete on the world stage. The countries that will be able to survive and maintain their competitive advantage are those with the power of knowledge and social learning. In addition, society is now faced with the problems of resource depletion and environmental degradation, which has a strong effect on people's lives. Thus, those who live in this new era have to face many challenges. People ought to be aware that the future will bring new phenomena beyond their expectations. To face these challenges, every country needs a population with the skills and ability to adjust to the new world and achieve peace, quality of life, and self-sufficiency.

Using these concepts, the Ministry of Education is focusing on the importance of citizenship, as can be seen in the Eleventh National Economic and Social Development Plan B.E. 2555 – 2559 (A.D. 2012 – 2016). The objective of this plan is to build the potential of all Thais based on a holistic approach that fosters physical, mental, intellectual, emotional, ethical and moral development through social institutions and by respecting the king (Office of the Education Council, 2012). The basic curriculum is being reformed to provide a framework for development of national youth in the 21st century that focuses on promoting Thai and universal morality, love of being Thai, the ability to think and solve problems, knowledge of technology, creativity, the ability to communicate, life skills, and the ability to work with other people and to cooperate.

The Ministry of Education has employed innovation in education management to create schools of a world-class standard, with world-class education management quality, development in activities management with regard to both learning and teaching, and a focus on the development of cosmopolitanism and skills, knowledge, and abilities to the same degree as countries with high-quality education (Office of the Basic Education Commission, 2013).

Hatyaiwittayalai School is one of 500 world-class standard schools and one of nine intensive model schools in Songkhla Province. This province is a center of economics, trade, politics, and education in the South of Thailand. Economic, political, and cultural changes in the province have resulted in a growing level of exploitation, selfishness, lack of

integrity, and lack of discipline and lack of accountability to self and society. This has resulted in social problems such as crime, drug use, theft, and smuggling. These problems are also reflected in young people who favor material values, lack religious faith and practice, discipline and social ethics.

To address these problems, the researcher intends to study the civic-mindedness of students in an intensive secondary school. The outcome of this research takes the form of guidelines for education management in how the quality of students may be developed in the 21st century.

The research questions

1. What factors are obstacles to civic-mindedness in students attending intensive secondary schools?

2. How can intensive secondary schools develop guidelines and suggestion for promoting civic-mindedness in students?

Research objectives

1. To study factors that promote and impede the development of civic-mindedness in students attending intensive secondary schools.

2. To suggest guidelines for promoting civic-mindedness in students attending intensive secondary schools.

Definition of terms

1. Civic-mindedness refers to behavior that shows recognition of, responsibility for, and the desire to benefit society.

2. An intensive secondary school is an educational institution that has developed curriculum activities for learning and teaching and education management to achieve a high-quality system that focuses on preparing learners for citizenship, and imparting the skills, abilities, knowledge and desirable characteristics in line with international or national standards of high-quality education.

Civic-mindedness

Civic-mindedness is a moral attribute concerned with public virtue and an awareness of human interdependence. Civic-mindedness plays a vital role in motivating human thought and behaviors that is essential for the accomplishments of humankind, which cannot be achieved solely by individual efforts. Jareonmueng, S. (2008) contends that the nature of citizenship in a democratic society is universal and requires the following elements:

1. The knowledge, education and ability to understand one's own society and the world
2. The ability to work together with other people and take responsibility for one's work and that of others
3. Understanding, recognition, and patience with cultural differences
4. The ability to think critically and rationally
5. Willingness to resolve conflict in a peaceful and non-violent manner

6. Willingness to change one's lifestyle and dietary habits to protect the environment

7. The ability to understand and protect human rights

8. Willingness and ability to participate in politics at the local, national and international level (Cogan 1997 in Tuntisuntorn 2009); the foundation of democracy is a strong sense of democratic citizenship.

Research Methodology

This research project employed a qualitative research to study factors that impede and promote the development of civic-mindedness in students attending intensive secondary schools and thereby develop guidelines for promoting civic-mindedness in these students. The research methodology comprises the following elements:

Research design

The case study method was applied for research designed to understand social situations and contexts (Bogdan & Biklen, 2003 in Sangthaawng 2008). For this project on the topic of “Civic-mindedness in students attending intensive secondary schools: A case study of Songkhla Province, Thailand”, the case study method was applied to identify similarities and differences in the factors and issues that relate to the research objective.

Research Participants

The research participants comprise ten teachers at an intensive secondary school in Songkhla. These participants were selected because of their potential as sources of information and insight concerning gender differences, education level and work experiences. The selection of participants involved purposeful selection (Law, et al., 1998). Purposive sampling was deliberately chosen as a method of obtain relevant information given the framework of the research project. The following criteria applied to participant selection:

Participants must teach at the secondary intensive school.

Participants must provide research information for the study voluntarily

All participants are referred to only by pseudonyms in the reporting of this research. This is necessary to keep the information and personal perspectives that they provide confidential. Respect for the confidentiality of sensitive information is regarded as a key ethical value in qualitative research (Fraenkel & Wallen, 2006).

Research Tools

The following research tools were employed in this research project:

Relevant information regarding national education policies, citizenship, guidelines for studying and teaching at schools that follow a universal standard, and any research into or guidelines for civic-mindedness in students in secondary intensive schools.

The researcher can be considered as a key instrument in such a qualitative research project

(Glesne, 1999; Podhisita, 2006) because the researcher interacts directly with the circumstances and context of the research, engaging in data collection, data analysis, and theory-building to create insights and generate inferences relevant to the research.

A key research tool for data collection is the semi-structured interview protocol for in-depth interviews with participants. The credibility of this protocol and the quality of the research has been judged by three education professionals with knowledge of citizenship education to check the suitability of questions and objectives.

Data collection equipment such as a tape recorder, pens and notebooks.

Data collection:

The data collection technique used in this research project was face-to-face in-depth interviews lasting from 80 to 120 minutes each. This is the optimum time period to enable the researcher to obtain information relevant to the research objectives. The participants, from Hatyaiwittayalai school, provided information on policies, the national education system, citizenship and civic-mindedness, and guidelines for teaching and learning management at intensive schools.

Data Analysis

The data analysis technique used in this research project is content analysis. This implies synthesizing all information from participants to provide a basis for typological analysis, which involves organizing the information into categories or genres.

The principles of this data analysis technique involve drawing inferences that identify relationships between more than two variables in the data obtained from the case study or primary source. In doing so, it avoids excessive complexity and only uses data obtained during the research project to reach conclusions (Jantawanit, S., 2012-2013). Analysis of the data involved several steps:

Data entry and storage – interviews were transcribed verbatim from interview recordings and stored in computer files to facilitate analysis. However, the researcher did not use a specially-designed computer program to facilitate analysis.

A separate step involving creative quantitative information by counting terms or concepts appearing in the interview data. This required care in checking the original data for words that appear many times in data obtained from all interviews. These numbers can result from many people using a term or just one using the term many times. This process can facilitate accurate interpretation of the data obtained from the interviews (Bprasittrattasin, S., 2004).

A comparison of the data to identify similarities in the responses of interview participants involving matching interviewee responses in pairs. The scope of the comparison was then expanded by examining further interview transcripts. This assisted

the researcher to combine sub conclusions into conclusions that are larger in scope and generality (Jantawanit, S., 2012-2013).

Ensuring accuracy of the data and analysis

The research aims for creditability (Lincoln and Guba, 1985 in Sangthaawng, 2008) with regard to the data collected from the research and the analysis process by applying good qualitative research practices. These include:

1. The researcher ensures a prolonged engagement in the field: that is, the relevant community, through informal and formal contacts to build rapport with research participants both before and during the interview. This enhances the usefulness and reliability of qualitative data.

2. The researcher engages in exchanges and peer debriefing with other researchers to discuss the suitability and accuracy of research methods and practices (Schwandt, 1997). Undertaking this research project benefits from guidelines and perspectives regarding qualitative research from peers, especially regarding the design of research and data analysis, although it can apply to all stages of the research process, before, during and after the interviews.

3. The research applies triangulation of data collected from different sources to enhance reliability of analysis (Denzin, 1988; Seale 1999). In this research project, this involved combining interviews with information obtained from government sources. Checking and rechecking data is necessary to ensure reliability.

The researcher applies techniques to build rapport with participants from the beginning of the research process. These include coordinating with participants to explain the objectives and importance of the research, introducing oneself to participants to build familiarity and trust, which enhance the accuracy and reliability of data (Patton, 2002).

Finding

The outcomes of the case study of civic-mindedness in students attending Hatyaiwittayalai School in Songkhla Province are as follows:

1. General characteristics of the sample of a total of ten participants interviewed, five are male and five female, four have graduated from a bachelor degree, five with a master's degree and one with a doctorate. Two or three participants have approximately thirty years of teaching experience.

2. Factors that impede and promote civic-mindedness in students attending intensive secondary schools. This research identified four key factors:

2.1 The family

Several of the participants commented that the family plays a key role in the development of civic-mindedness through the family environment and through behaviour and attitudes, which are imitated by the child. One teacher stated:

“The family has to teach their children first because we believe that discipline starts with the family”. (Teacher 5)

Similarly, teacher 6 states: “Child behavior comes from the foundation of the family and community environment that they live in”.

2.2 Educational institution

Schools provide a key environment for children that can improve their understanding of how to live as a member of a community. Teachers do not merely teach students how to read and write, but also pass on their knowledge and experience to their students. For example:

“The school is an institution that instills discipline and good habits in children..because we teachers can have a good influence on children. This plays a vital role in their future life”. (Teacher 3)

Similarities, teacher 6 comments: “Activities inside and outside class provide the best direct experience to prepare children for their future”. Another teacher (Teacher 8) contends: “social rules governing behavior both inside and outside schools need to be followed in both thought and performance”. This teacher gave the examples of using pedestrian bridges to cross the road and observing speed limits. A further example of this attitude is the comment of Teacher 9: “teaching children to think about each other is important for their future”.

2.3 Mass media

Participants identified mass media as a key influence on values and beliefs, contending that people tend to trust mass media and imitate the behaviour depicted by the media. For example, teacher 3 contends: “Mass advertising is a tool that persuades children to buy products whether they have a good reason for buying it or not”. Another teacher noted that “Children like to go 7 eleven more than twice a day - I think this is the fashion” (Teacher 8). A similar comment was made by Teacher 10: “Children will buy the products they want because of their exposure to advertising in mass media”.

2.4 Exposing students to political processes

The practice of providing opportunities for children to take part in school administration has a positive impact on children, motivating them to take interest in the role of democracy as well as developing their personality and comportment. For example, “The selection of school administration and other activities ... I think this follows the tradition of older people teaching younger people” (Teacher 2). A similar comment was: “All children would listen and open their minds more if they had new opportunities to explain situations” (Teacher 4).

Creating new guidelines for developing civic-mindedness in students attending intensive secondary schools.

The research found that creating policies and new curricula that focuses on action learning involving the community would be a positive step, but that this also require training students. Teacher 1, for

example, stated that “Training students is very important”. Another example of this view is provided by Teacher 2: “citizenship is cultivated by beginning to behave differently and continuing this behaviour regularly until it becomes a good habit. In doing so, training and doing activities with others is very important”. Another similar comment is that of Teacher 3: “everyone needs discuss and share their thinking with others and then put their ideas into practice” (Teacher 3). Further examples: “Action learning and doing activities should be added to the curriculum” (Teacher 4); and “Both expert direction and performance are important” (Teacher 5); “civic mindedness institutions in school motivate students to achieve the same standard” (Teacher 6); “Intensive schools need to have politics as a subject in the curriculum” (Teacher 8); and the “family plays a vital role for children.. from birth until death” (Teacher 10).

Discussion

1 This research identified four key elements that play a vital role in impeding or promoting civic-mindedness in intensive secondary school students: the institution of the family; educational institutions/schools; mass media; and political institutions.

Nopakert, S. (2008) identifies seven key elements influencing the development of civic-mindedness:

1. Government
2. Parliament
3. mass media
4. The provision of mass education
5. Political parties
6. The promotion of knowledge about politics by the Election Commission
7. Academic institutions

Similarly, Tuntisuntorn, T. (2012) contends that sufficient support from government, educational institutions, mass media and family is a key factor in the promotion of democracy. The main forces encouraging civic-mindedness among secondary students, however, are the family and the school; everything else begins from that starting point. Sawatdee, et al. (2010) contend that educational institutions must take seriously their role in imparting values, attitudes, knowledge, and skills and in cultivating a sense of the duty to respect the norms of interaction, to know how to make decisions, respect the rights of others, and make life-long learning a habit. Educational institutions play a vital role in developing civic-mindedness in students through learning and project management activities and in encouraging learners to exhibit behaviour appropriate for a citizen of a democracy.

2. This research project resulted in the development of the following new guidelines to promote civic-mindedness in students attending intensive secondary schools:

Put policies into practice to continuously plan ways to promote civic-mindedness in the curriculum, activities, training including steps to ensure control, follow-up and evaluation so that projects reach a common standard. It is necessary to encourage people to systematically prepare themselves for lifelong citizenship by cultivating values through practice, performance, and communal activities relevant to democracy through the process of education, mass media, and political participation. Kamsrichan, W. (2011) identifies a need for social research to provide more information regarding the knowledge, skills, behaviour, moral qualities and ethical attitudes required to be a citizen of society as a guideline for citizens in working together as a community, and regarding the cultural activities that provide the foundation of knowledge, attainment, social ideals, and democracy-building in the family. Niruntawee, S. (2005) suggests useful guidelines for build civic-mindedness in the community: development of appropriate policy, incorporating the study of citizenship into the curriculum of education institutions, and changing the social and political environment in ways that promote civic-mindedness. Niruntawee, S. (2005) contends that this is the responsibility of every citizen.

Recommendations

1. Recommendations for making use of the research outcomes:

Based on the findings concerning the factors promoting and impeding civic-mindedness among students in intensive secondary schools include schools, mass media, family, and political institutions, the following guidelines for education management to promote civic-mindedness are proposed:

1.1 Education management to promote civic-mindedness in schools

Schools play a vital role in implementing policies and creating the curriculum. Education management to promote civic-mindedness in secondary schools should: provide suitable information to students; prepare strategic “one class one community” excursions for action learning outside the school to provide students with the opportunity to stay in nearby communities and schools to learn about real-life problems and how to solve such problems and promote democracy; and institute a student council involving the appointment of leaders of groups and of activities.

1.2 Education management to promote the encouragement of civic-mindedness in family life

Families and schools play a key role in bringing up children to be civic-minded and promoting democracy. A guidebook on the topic of “How to raise children to be civic-minded” should be created. In addition, seminars and workshops can provide knowledge in various ways to promote accurate understanding about the principles and guidelines of education in civic-mindedness.

1.3 Education management for civic-mindedness in the community.

Schools should engage in “Education for citizenship” outreach through media such as TV and radio to promote understanding among parents of the principles and guidelines that apply to the promotion of civic-mindedness.

2. Suggestions for future research

2.1 It is important to study civic-mindedness behavior in each class and gather specific data on the strengths, weaknesses and the characteristics of students so as to develop suitable ways of achieving the goal of developing civic-mindedness.

2.2. It is very important to undertake research to develop indicators and criteria for the evaluation of civic-mindedness and to define the desirable characteristics of good citizenship.

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Construction of a Simple Electronic Balance Based on Faraday’s Law of Induction

**Pollawat Dumrongkitpakorn, Kheamrutai Thamaphat,
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An accurate electronic balance was constructed in this work. The principle of the apparatus presented herein is based on the Faraday’s law of induction. The main components consist of a pan, spring, search coil, and field coil. The pan was attached with the spring that occupied a spring constant of 39.79 N/m. The search coil, which was 2,000 turns of 0.1 mm wire wound on a small plastic bobbin, was fixed with the core of pan and inserted in a center of the field coil. The field coil was 1,400 turns of 0.6 mm diameter wire wound on a cylindrical plastic with an inner diameter and height of 8 and 5 cm, respectively. A 0.3089 mA AC current was applied to the field coil. As a result, a magnetic field inside the field coil acted as a solenoid was produced. When a sample was placed on the pan, the pan and search coil level decreased. Due to the Faraday’s law, changing in the magnetic environment of the search coil produces induced voltage across itself. The induced voltage was found to be increased linearly when the mass was increased with high R² value of 0.9983. The mass measured using this developed electronic balance is accurate up to four digits. The maximum mass that can be measured is 30 g. Additionally, it can be used for demonstration of the magnetic phenomena.

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Context and Direction of Physical Activities Promotion for Setting Strategies for being a Healthy University of Prince of Songkla University

Nopadol Nimsuwan

Over 10 years ago, strategies to promote the physical activities of students and staff of Prince of Songkla University in its development plan were not concrete. Promoting physical activities projects did not achieve objectives as they should have, as many students and staff members at all levels did not cooperate with or participate in them. This qualitative research aimed to study the context and the direction of physical activities promotion of Prince of Songkla University in order to bring about research results to guide the strategic planning for the operation of capability development programs for being a healthy university in physical activities promotion in its Development Plan during 2016-2019. The study was conducted with 30 personnel on the 5 campuses of Prince of Songkla University. A semi-structured interview protocol and an open-ended questionnaire were used as research tools.

Findings about the context and the direction for physical activities promotion in PSU, based on the process of creating organizational analysis or SWOT Analysis were presented and discussed. These will be relative to the current state, purpose of developing, development process, planning needs survey and the problems of physical activities promoting with emphasis on the following: university policies and development plans, information perception, university agencies' support, personnel cooperation, budget and personnel and student behavior modification, including solutions to these problems.

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Current Conditions, Problems and Guidelines of Security Prevention for Teachers and Educational Personnel in the three Southern Border Provinces :A Case study of Pattani Primary Educational Service Area Office I

Nida Munde, Ekkarin Sungtong

Pattani located in the three Southern border provinces is a diverse region. Due to its diversity and longstanding historical backgrounds, the unrest took place in 2004 harmed many teachers and educational personnel's lives. Different strategic security preventions were developed in order to deal with the ongoing unrest. This qualitative study aimed to examine current conditions, problems and guidelines of security prevention for teachers and educational personnel in the three Southern Border provinces : A case study of Pattani Primary Educational Service Area Office I. Key informants of this study were 10 teachers and educational personnel of Pattani primary Educational Service Area Office I, 4 military, 4 policemen, and 4 civil-political in Pattani Province. A purposeful selection was employed to select sites and participants for the study. Research instruments were a semi-structured interview protocol, related documents and the researcher as a key instrument. Data were analyzed by using content analysis. The findings of this study revealed that current condition of the security of teachers and educational personnel were to make a plan of teachers security for implementation, pursue daily satiations, Problems of the security of teachers and educational personnel were to lack of forward, Area boundaries, failure to comply with the security plan of all parties, lack of self-defense skills and relationship between schools and community and forces. The policy recommendations of the security of teachers and educational personnel were to 1) building a better relationship between school and community and forces 2) organize a joint meeting fall the parties to exchange information and suggest the need to participate in the security 3) self-defense skills in the unrest of three southern border provinces and 4) provide a structure of security in the area and the school. It is important information for executive policy of this area to considering guidelines on the implementation of security for teachers and educational personnel more effectively and sustainability in tackling unrest in the southern provinces.

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Development of Information Management System in Primary Schools under the Jurisdiction of Narathiwat Primary Educational Service Area Office III

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Abstract

Effective information management significantly influences administrators' appropriate decision making and other school administration affairs. However, development of appropriate information management system is a challenging task for schools. This qualitative study examined statuses, problems and guidelines for development of information management in primary schools under the jurisdiction of Narathiwat Primary Educational Service Area Office III. Participants were 15 principals and 15 teachers from primary schools. A purposeful selection was employed to select sites and participants for the study. Research instruments of this study included semi-structured interview protocols for school administrators and teachers who were in charge of information systems.

Data were analyzed by using grounded theory techniques as well as constant comparative technique. This study revealed that schools appointed appropriate persons to be in charge of information systems in all affairs including academic affairs, personnel administration, budget administration, and general affairs. Main problems found in information management system included inappropriate system for data storage, inappropriateness of data collection by data collectors, knowledge deficiency of administrators about information technology storage, instability of persons who were in charge of system as well as instability of internet system. Importantly, the unrest impeded use of fast data utilization. Guidelines for a development of information management included promotion of trainings about informational technology knowledge and techniques and modern system for personnel, provision of quality computer, adequate information technology which covered an appropriate and wide range of tasks for administrators for data decision making and seriousness on internet problem solution.

Keywords: Management, Information Technology, Narathiwat Primary Educational Service Area Office III

Introduction

The Ministry of Education issued regulations on the system, rules and procedures of Quality Assurance (QA) in education by 2010 has specified the administration management and information systems as the one of eight regulations of rules and guidelines of the Quality Assurance in basic education are operating systems and management information as follows: 1) Structure or institution's administration contribute to the developing of Internal Quality Assurance system. 2) Define the responsibilities and manage categories in information system for easily accessing 3) Provide useful information to develop in teaching and learning. Moreover, the structure or institution's administration, institution's mission, National Education Act, B.E. 2542 (1999) as amended by Act (No.2), B.E. 2545 (2002) Section 38 and the rules and regulations on how to decentralize of administration and education management Ministerial Regulations, 2550 distribution the power in management and education in the areas of academic administration budget administration, personnel administration and general administration to the education area and educational directly.

However, an effective system for the educational institution should have a quality processes or procedures and meet the need of the users (Office of the Basic Education Commission, 2011 : 26) reported that in generally, the information management system consisted five steps as follows :

1) Data collection should collect from the different sources then define the desired information, create the research tools accordance with the nature of

data and sources such as surveys, interview forms, questionnaires, observation etc. Moreover, it should be scheduled in storing and responsibilities by thinking the need and reliable.

2) Data checking, the data collected should have checked the accuracy of the data by considering the accuracy, recently and completely of the information.

3) Data processing, the data is processed into information or to change the data in a form that can be used the advantage of the information is information will be grouped according to the nature and type of information to digest. This process may be categorized sorting and enumeration.

4) Presentation of data and information, the data has been processed or created information to be meaningful should needs and easy in use or might be presented in the form of tables , graphs or diagrams to describe the composition regarded to the appropriateness of its use and the nature of the information.

5) Data and information storage, the storing the data and information in the type of media will be made the information easy to find and use or might be storage as files or electronic files as the potential of the intuitions which should be considering to the search system to facilitate change, updated to be recently and the Importing data to the new processor Including the information to be used in various applications.

For schools which have a complete information system and met the needs to support schools improve the quality of education in operational efficiency and effectiveness. To ensure that sits on a basis of core subjects. The evidence of facts was verified. The analysis process was reasonable. The information used in planning, operations and decision then. Also lead to the development of concepts and create new options in action also. By the Office of Basic Education Commission (2011 : 28) states that the system can be classified under the action into three systems : 1) the system was made by hand (Manual System) was a system to store the document in types. This system has the advantage was low cost . The disadvantage was inconvenience and delay, if not the entire file systemic. 2) semi-automatic system was used for part and mechanical part. Which the part of the documentation done by hand and the creation of information system used computer -aided . This system has the advantage was low cost , not much in training but for the disadvantage was if the document format and operational errors, improper filling will be

caused delays This system will be effectiveness when it is done by hand included a completely, accuracy, and control inspection 3) full-automation was a computer operating system has been designed to appropriate with the job because computers were built for the size of different information system. However, when users need to use the system the information should complete, accurate and timely on all the circumstances of the institution. Moreover, it was used to store data for educational institutions, whether large , medium or small , urban or rural if storing data and information compiled using files, it will be processed of quality improvement of educational institutions in various fields by performing efficiently.

So the information was so vital for the administration. As a mention that "anyone in possession of the data, that one will has the most power in the world" but we also knew that the data and information were for how to determine what is appropriate and how much of volume. So the information is important for school administrators to use the information to make decisions. The analysis of the research found that information technology problems related to information rich, mostly due to administrative factors such as human resources, materials and equipments, management and the atmospheric environment. Office of the Basic Education Commission has a policy to improve the administration by distribution and centralized authority to agencies and educational institutions located in the region by providing a organization coordinating center for sharing of resources in the education area

For the another key issue of education in the most southern. This was an area where there were more than 80 percent of Muslims lived in Thailand did not achieve education management due to the differences of language and culture. The Office of Basic Education Commission has tried to solve serious all the time. The operation was good enough but rather slow and limited it may be because of the unrest situation.

As above showed that the educational institutions have to adjust the way of thinking and modifying the roles and missions. Schools need to improve the management information system by using a plan and made effective decisions in line with the realities and needs of the Office of Educational Service Area 3 Office of Narathiwat, the Ministry of Education.. For the reasons has stated above let the

researcher learned the problems of the old system which need to improve the information management system of schools under the Office of Primary School in Narathiwat. Which the results of this research it was important for the information management system to make it more efficiency .

Conceptual Framework and Theories

As a concept of information management systems from researchers such as (Wasana Chaturonransri , 1998) , (Nittaya Thapphum, 2005) , (Pramote Faikamta, 2548) , and (Vorawut Jongjai-ngam, 2010) can be summarized that Information management System was divided three fields as follows;

- 1) Resource of Information Management System consists of staff, budget, materials, and equipments.
- 2) Process of Information Management System consists of data collection, data checking, data processing, data storing, data analyzing and data usage.
- 3) Database and information system consists of academic information, student activities information, staff information, financial and supply information, engineering information and relations community information.

Research questions

- 1) How was the situation of the Information Management Systems in primary schools under the Narathiwat Primary Educational Service Area Office 3?
- 2) How many problems of the Information Management Systems in primary schools under the Narathiwat Primary Educational Service Area Office 3?
- 3) What is the way to develop of the Information Management Systems in primary schools under the Narathiwat Primary Educational Service Area Office 3?

Research’s objectives

- 1.To study the situation of the Information Management Systems in primary schools under the Narathiwat Primary Educational Service Area Office 3.
- 2.To study the problems of the Information Management Systems in primary schools under the

Narathiwat Primary Educational Service Area Office 3.

3. To study the development of the Information Management Systems in primary schools under the Narathiwat Primary Educational Service Area Office 3.

Definitions

Situation refers to the condition of being in the present of the Information Management Systems in primary schools under the Narathiwat Primary Educational Service Area Office 3.

Management refers to the operation or performance of any primary schools and staff of the Information Management Systems in primary schools under the Narathiwat Primary Educational Service Area Office 3.

Information refers to the data that has been organized by analyzing or processing with various methods and creates the relationship or meaningful which can be used in making a decision or answer the question as well.

Information system refers to the data collection process which be processed into a form most useful information and maintain a system for the simple to use. The information that be stored in a system can be used in supporting administration in making a decision in both of the operators and administrators to achieve an understanding.

The Narathiwat Primary Educational Service Area Office 3 refers to the office is responsible for educational institutions of primary schools in three district of Narathiwat province consists Ra-Ngaeh district, Cha-Nhaeh district and Ba-cho district.

Research Methodology

This research was the qualitative research aimed at studying in the situation, problems and the roadmap of development for information management systems in of primary schools under Narathiwat Primary Educational Service Area Office 3. the responders totally 30 persons consisted the administrators 15 persons and teachers who in charge of information system 15 persons. The researcher used purposeful selection method to select unstructured. The researchers used a pseudonym represent all responders . Data collection in this research was done by personal interviews focused on the study of directly experience and used open-ended

questions rapport, the researcher introduced by defining role by creating a positive interaction to give the interviewee to feel an impressed, trusted and courage to disclose information to the interviewer. Data collection in this research by using in-depth interviews took about 1-2 hours, which is considered to be the appropriate time for the interview. The researcher used the Face-to-Face interview to major responders to the study provides important information on the site operation or other locations as appropriate, on the basis of safety. This paper used analytical techniques to analyze data content (Benja Yorrdamnuen Attick and Karnjana Tangchonlatip, 2009) and analyzed by using methods of content analysis to describe the content as it was appear in the text which based on the theoretical framework of (Yin, 1998 referenced to Benja Yorrdamnuen Attick and Karnjana Tangchonlatip, 2009) which comprised the seven steps of data analysis: 1) read and summarize the key issues 2) change the code by changing the issues as code 3) grouping the data 4) linking concepts together to find patterns of relationship, theme and phenomena occur 5) extend the linkage by expanding the scope of the link to an overview of the subject or phenomenon in studying 6) interpretation and meaning or description of the patterns of relationship or phenomenon 7) conclusion : a conclude the subject of analysis, interpretation and meaning . The analysis of the reliability of the data, the researcher created exchange or discussing ideas with friends, researchers and advisors.

Results

1. Situation for development of information management system in of primary schools under Narathiwat Primary Educational Service Area Office 3.

1.1 Resource of Information System, most of schools has appointed the staff to take responsible for four departments comprised academic department and general management, human resource and budget. The allocating of resources was recruiting a qualified staff in information technology, allocating tools and equipment and quality of management.

Because of Narathiwat Primary Educational Service Area Office 3 was the agency which took a responsible for education. Educational institutions set a policy under their agent. The performance under the quality assurance of the institutions and information systems is one of the eight .for quality assurance and educational institutions have to prepare an annual report submitted to the agency. The report shall

contained information as to the management , administration, general academic personnel and budget. This information must be processed. Or act as the information to be effective. The school will be directly responsible for the appointment of the 4 fields. So the school provided a clearly information system, compacted on- demand, easy for adoption which consistent with the research of (Teerasak Phingphak , 2001) found that IT departments needed to be established by defining the policies, plan, resource and defined structure as the role in collecting and processing system for using in making decisions correctly and appropriately.

1.2 Process Information System, the school has stored the information in computer using the internet in the management of all information stated form the planning the performance, backup system and safety of data and created searching system

As above result, the checking the accuracy before the processed until the information present information in the form of data files into categories as subject of each topic And the information that was organized into book form is the form of documents and computer system to be presented in a format that is easy to apply and easy to understand and corresponded with Office of the Basic Education Commission. The process of data processing was taking the data into information or changing data into a form that can be used in advantage. Information was information that was already available which will be grouped according to discern the nature and type of information can be categorized by sorting and enumeration.

1.3 Information system’s database, a system of school for management planning and decision-making practiced in management and operations. The responsibilities will be control and perform all the time for accuracy and precise of information. Listening to the feedback and requirements of the services performed systematically. School has sufficient information to the needs of the users.

The results were consistent with the concept of (Burch and Gruditski, 1989) to determine the properties of the information recorded three reasons: 1) accuracy 2) timely 3) the relevant research results came out like this is because information systems a good education has to adhere to quality processes or procedures and met the needs of the user and the

Office of the Basic Education Information System indicated that in general, the process of implementation divided into five mainly steps : 1) data collection must be set to the desired information. Determine how storage create or supply storage in accordance with the nature of the data and resources. Also, it should be scheduled in the store or person to take responsible for the storage by taking into account the needs defined and reliable 2) inspection data, the data collection has been processed before . Should have checked the accuracy of the data by considering the accuracy of the information was currently and completely 3) data processing, the data was processed into information grouped to distinguish the nature and type of information 4) presentation of data and information, data through processing or prepared information meaningful, needs and ease to deploy 5) store data and information in various media the system.

2. Problems of Roadmap for development of information management system in of primary schools under Narathiwat Primary Educational Service Area Office 3.

2.1 Resource of Information System, the school will be storage data by their feeling. The administrators lack of knowledge of storage systems. Admin often changes and the Internet is also a lack of illiquidity. The results were consistent with the findings of the (Thapphum, 2001) found that the problems in the educational system of primary schools, most of the problems was staff, lacking of knowledge and experience in information systems and accordance with (Jaturonrangsri, 1998) showed that the problems of Information System Management Information System resources include staff, materials , equipment and budget.

The results came out like this because the problems of information management systems in primary schools under Narathiwat Primary Educational Service Area Office 3 was resources of the information system, such as staff issues that has often changed. The operators lacked of knowledge and skills in the field of technology. Limitation of staff for monitoring by 1 person per school and let staff had to work harder. Lacking of modern materials and equipments in use. Therefore, the lack of quality of information systems and performance and Internet still be illiquidity

2.2 Process of Information System, the school has a problems with data In checking process,

data analysis and data storage computer ware not as a systematic will according to the results of (Yindee, 1998) found that the process of information management system consisted of data collection, data monitoring data processing, data storing, data analyzing and data applying

The results came out like this because the problems of information management systems in primary schools under Narathiwat Primary Educational Service Area Office 3 was the process of information system such as data collection was delayed , incomplete, inaccurate information or admin may not understood the purposes. The coordinator was inconvenience because of unrest situation in the area. The data analysis Lacked of cooperation from the aid. Lack of tools to analyze and lacked the technical methods of analysis and the data of the agencies used urgent so made the data available do not cover the demand.

2.3 Information system’s database, the school has a problem with collecting the database for student academic management system, human resource system, administration system and finance and supply system. Findings according with (Jaturonrangsri, 1998) found that the information system database comprised with the information, academic information, student Affairs, human resource information, finance and supply information and data of relations between school and community.

The results came out like this because the problems of information management systems in primary schools under Narathiwat Primary Educational Service Area Office 3 was the database and informatics . Office of the Basic Education Commission have been set up information centers to collect the data and information for planning and making decisions. There was a establishing a coordination center area level but in each school still lacked of knowledge on the Internet and low signal of internet connection. For the problems in information management system (a switching report system), the information was incomplete, not reliable And other important problem was staff shortage.

3. Roadmap for development of information management system in of primary schools under Narathiwat Primary Educational Service Area Office 3.

The results showed that the development of information management system as follows:

3.1 Resource of Information System, roadmap for development is to encourage people to attend a training course in knowledge and techniques of modern information systems to develop existing knowledge and skills to the operating system and should allocate a quality computer.

The results consistent with the concept of Hicks (1993) mentioned that the organization has managed a clearly task as a complete unit. Specialist staff with knowledge in equipment, an information system and network management to provide information thoroughly and give a training course to other agencies.

Encouraging staff to take responsibilities in training an information and techniques for modern information system. There is a great need for improving the information system. The agency should provide specialized knowledge to staff then comes up with the responsibility or training to existing staff to operate continuously and should allocate quality computer. However, the school has similar information management system. Administrators and operators' feedback will be shown the fact of primary schools under primary schools under Narathiwat Primary Educational Service Area Office 3 and no chance to select the human resource, equipment resources in managing an information systems to complete and flow to meet the policies of the Ministry of Education and reflects from administrators and operators of information systems is also consistent with the roadmap of operation for institutions' information system of the Bureau of Academic Affairs and flexibility in the quality development of each level from executive level to operators in the future .

3.2 Process of Information System, the roadmap for development should be concentrated in solving the internet problems and unrest situations in order to have an effective information system with accurate, precise, in time and up-to -date..

As the results consistent with the Felps (1988) proposed the concept of progress and roles of computer and according to environmental factor which it is important to link the staff to have good relations with organization.

However, solving the internet problems and unrest situations, schools need to ask for the cooperation of the agencies responsible for information technology as a consultant to develop the Internet system such as an employment consultant in information technology, instant software supply and

the government have to urgently solve the situation for a safely information management system.

3.3 Information system's database should have sufficient and comprehensive information for making decisions of the administration. And the operations, the information must accurate, precise and present appropriately and get to the point.

As a research of Laudon and Laudon (2006) with a concept that information is a tool of the administrators for making a decision, controlling and analyzing the organization's problems. In the other research of Meeyindee (2547) to study the roadmap of information management system effective in primary schools, the results reported that the information required to prepare policies and plans clearly in information which an information will be used in planning, decision and operation by grouping the data as mission in management.

According to the roadmap of development in information system for the administrators and operators of information system, showed how was a good and effective information system and how to get the valuable and complete information for making a decision and administration process to achieve the objectives of the National Education Act and policies of primary schools under Narathiwat Primary Educational Service Area Office 3.

Conclusion

According to the findings reported that the administrators and operators of information systems reflects the situation of information management system in primary schools under the Narathiwat Primary Educational Service Area Office 3. In the present situation still use the information system which be divided into three fields are the resource, the process, the database of information systems, in each school has the same concept of systematic information management and appoints the responsibilities in order to in charge of 4 departments are academic department, general administration department, human resource department and budgetary department.

The findings indicated that the administrators and operators reflect the views of information systems go the same direction. The problems of management of information systems in primary schools under the Narathiwat Primary Educational Service Area Office 3 is lacking of expert in information technology so

need to provide the knowledge to improve the quality of IT staff and tools to monitor the operations continuously and improve the current information system for editing easily and seriously in solving the problems of the internet.

Allocate the quality computer and roadmap for development of information management systems requires to manage the responsibilities by clearly defining the roles and qualifications for organizing an information system and network management to provide information thoroughly includes the training to those responsible for information systems.

Suggestions

1. For the substantial result should have educational administration Information. In the same way when the development plan is done and the development plan has used for a while the development of the management process in the information system of institutions will be more clearly.

2. In currently there is several government agencies lack of the Information Management System clearly and effectively then should study the ways in management of information system in the other agencies to leverage and integrate the performance of the agencies to be modern and carry quality information for educational development in national level.

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Development of Quality Management System for Secondary School towards World – Class Standard School

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Abstract

This qualitative research aimed to study elements of secondary school management for World – Class Standard School. Three secondary schools were selected from those participating in World – Class Standard School project and managed according to Thailand Quality Award to develop potential for educational institutions management. Instrument employed in the study included five semi-structured interviews. The results revealed that the development of quality management system for secondary school towards World-Class Standard School included three main systems which were curriculum development, teaching and learning, and TQA management. TQA management systems composed of seven modes including Leadership, Strategic Planning, Student and Stakeholder Focus, Measurement Analysis and Knowledge Management, Staff Focus, Practices Focus, and Result. Each system had a systematic and effective approach led to effective deployment, had clear follow-up, and assigned indicators which correspond to school’s objectives.

Introduction

Since only few schools were able to fit in World-Class Standard School project launched by Office of the Basic Education Commission a project the researcher aimed to develop the quality management system for secondary schools towards World-Class Standard School. The study employed factors from the Thailand Quality Award (TQA) to develop potential for educational institutions management in

order to: gain excellence practices and performance; and propose to the affiliation unit for supervise and follow-up as well as schools to use as a guideline for school management towards the World – Class Standard School and achieve the goal in the educational reform in the second decade.

Objectives of the Study

The researcher aimed to develop quality management system for secondary school towards World – Class Standard School and to study elements of secondary school management towards World – Class Standard School.

The study area and informants

This quantitative research with typical case (Patton, 1990) and multiple case study (Yin, 1993) was organized in the following steps:

1. Three World – Class Standard Schools model under Secondary Educational Service Area Office were selected including Wat Raja-O-Ros School in Bangkok, Uttaradit Darunee School in Uttaradit, and Phukhieo School in Chaiyaphum.

2. Seventy five informants selected using purposive sampling method included in each school consisted of one school director, one deputy school director, eight supervisors, five lecturers, five students, and five parents.

Methodology

1. To study elements of quality management for secondary school towards World – Class Standard Schools, the researcher studied documents, analyzed

principles; concepts; theories; and works related to education quality management towards World – Class Standard Schools.

2. Fieldwork data were collected from the three schools in order to study main elements, sub-elements, and practices in quality management for secondary school towards World – Class Standard Schools.

Research Instruments

This quantitative research with case study, followed Stake’s concepts (1995, quoted in Creswell, 1998), employed several tools for data collection. Since the distinctive point of case study research was clear and complete picture, various data were necessary. Documents study, interviews, and observations were then employed in the study, as follows,

1. Document analysis form.
2. Structured-interviews for school directors, deputy school directors, supervisors, lecturers, students, and guardians.
3. Fieldwork observing participant form.

Data collections

Before the fieldwork, the researcher gathered all information from documents and related works and put each issues into the structured interviews, using the following process,

1. Collect data from related documents such as quality development plan or strategy, school operation plan, performance standard guideline, school curriculum, reports, documents, and other information related to World – Class Standard School development. The data collection included four steps which were
 - 1.1. Study documents and ask for permission to study private schools’ documents.
 - 1.2. Study schools’ public documents.
 - 1.3. Review, analyze, arrange, and note all information on filed notes.

- 1.4. Inquire important information from studied document for further analysis.

2. Two types of in-depth interview or structured interview were employed in the study. Individual interview was used with administrators and supervisors, while group interview was used with lecturers, students, and parents.

Data analysis

The data analysis and data collection were done at the same time until saturation (Creswell, 1998), as follows,

1. Content analysis and constant comparison techniques were used to analyze data in order to make a draft on components of quality management system for secondary school towards World – Class Standard School. The process included

- 1.1 Review and summary the data related to components of quality management system for secondary school towards World – Class Standard School.

- 1.2 Interpret the meaning or description of the relationship pattern and connection between each issue.

- 1.3 Make solutions of the analysis, interpret and find meaning of each component.

- 1.4 Make a draft on components of quality management system for secondary school towards World – Class Standard School.

2. Analyze data from fieldwork including in-depth interviews, observations, and documents related. The steps were as follows,

- 2.1 Transcribe the interview and type it on a file using Microsoft Word program. Revise before the analysis.

- 2.2 Arrange data from filed notes according to date and occurrence on a file using Microsoft Word program. Revise before the analysis.

- 2.3 Arrange data from documents study according to their references on a file using Microsoft Word program. Revise before the analysis.

2.4 Identify patterns and themes of each data set separately including the interviews, observations, and documents study using constant comparison techniques. Then To-and-fro process was used to study differences and similarities of the data type (interviews, observations, and documents study) and summarize them.

2.5 Recheck and reflect data analysis including the interviews, observations, and documents study using To-and-fro process to assure that issues were in accordance with the analyzed data.

2.6 Confirm final data analysis in order to make a summary on main issues, sub points, and guideline for quality management for secondary school towards World – Class Standard School.

3. Analyze and compare data from the documents study and fieldwork.

3.1 Compare the two sets of data and identify their similarities.

3.2 Group the data.

3.3 Arrange and categorize the data into components including main components, sub-components and guideline from fieldwork.

Findings

The findings revealed that the development of quality management system for secondary school towards World – Class Standard School composed of three main systems: curriculum development, teaching and learning, and TQA management. TQA management systems include Leadership, Strategic Planning, Student and Stakeholder Focus, Measurement Analysis and Knowledge Management, Staff Focus, Practices Focus, and Result. Each system had a systematic and effective approach led to effective deployment, had clear follow-up, and assigned indicators which correspond to school’s objectives. Objectives and students performance indicators of World-Class Standard School comprised of 5 attributes: Academic Excellence, Bilingual

Communication, Progressive Thinking, Creative Production, and Global Responsibilities.

Curriculum development as the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and further develop as an international curriculums by bringing “Independent Study” added to the World-Class Standard School’s curriculum . Adding two more contiguous courses and learning activities one subject per semester. Using the any one year of student in high school as followed courses: 1) Use a title courses as “Research and Knowledge Formation: IS1” of 1-1.5 credits, which students are able to choose interested topic of learning , to define problems, to formulate hypotheses, to search the data from difference resources, to practice critical thinking and knowledge synthesis . 2) Use title courses as Communication and Presentation: IS2 of 1-1.5 credits, IS2 subject was a contiguous course of IS1 subject for learning report writing or academic papers and transfer knowledge to others. 3) Social Service Activity Subject: IS3) by the students apply what they have learned or experience from course IS2 applied in society.

Teaching and Learning provided students with the characteristics and potential for the international. In other words, a quality student should has skills in searching knowledge and basic knowledge required. Moreover they should be able in synthesizing, creative thinking and communicating effectively, collaborative with others as well. So should have a process of continuous learning, properly sequence of steps and according to development of the students in each level are important in the learning process called “Five Steps for Student Development toward World-Class Standard” consisted;

1. Formulating questions and hypotheses made the students to think rationally and creative which will encourage students to learn in formulating the question.

2. Searching and Information, the data and information are able to find out from a variety of sources such as the libraries, the Internet or from the practice and trials which it will support students in learning to search.

3. Formulating knowledge will practice students to apply the knowledge and information that they have gained from the study to discuss, summarize knowledge and learn to construct the knowledge.

4. Effective Communication and presentation will practice students to apply the knowledge acquired to communicate effectively which will encourage students to learn in communications skills.

5. Social services and the public mind is the taking the knowledge management into practice which students need to link their knowledge to make a benefit to society and the community around them. The maturity will make them to be public mind and social services students.

quality management system according to the National Quality Award TQA in order to develop the potential of school conducted by World-Class standard or a leading country’s top-quality standard. The implementation under the conditions of the National Quality Award (TQA) divided into 7 categories as followings;

1. Leadership System, the organization’s vision and value will be defined by the administrators of school through the workshops and the participation of stakeholders from all departments. The vision is communicated to staff to understand the goal of organization. A review of the school administration, strengthening leadership skills to the operators of all levels. A leadership development motivates the action seriously by leaders as role models. A creating a good atmosphere encourages ethical behavior by using he tools of leading working process improvements to achieve a good performance.

2. Strategic Planning System, making a strategic plan to achieve the vision and making an action plan

with the stakeholder of all departments. Appropriate resources are allocated. A Plan is based on fact and focused to the future. The monitoring the implementation has an action plan into literally action.

3. Student and Stakeholder Focus, aiming to produce the students by burying the suggestions or feedback of students and parents. Offer a good services and benefits to students in learning the programming. And building a good relationship with parents, create a priding and loyalty of students in their school and evaluates satisfaction of students and stakeholders.

4. The measurement, analysis and knowledge management systems as the basis of management systems to strive for excellence. Particularly making school management effectively to improve performance and capacity in competition by using real data. A performance evaluation of indicators is a learning in exchange to the best practices and good management information systems and information and knowledge management.

5. Staff-oriented system (Staff Focus) , setting a good environment for advocating the performance results. The security of staff and welfare. Relationship building activities and develop the capacity of the staff and manpower.

6. Practices oriented system (Practice Focus) school with an excellent performance will focus on excellence by creating the managing and improving the performance system. Teaching and learning process deliver continues good value to students, stakeholders and lead the school success.

7. The results of the performance of World-Class standard schools focus on enhancing the features of an international students which is the student gained the knowledge, ability and desirable characteristics of student in the 21st century, consistent with the Core Curriculum for Basic Education B.E 2551 and in according with the World

Declaration on Education of UNESCO including “Learning to Know” is a learning from things that useful such as seeking knowledge, further their knowledge and creation of new knowledge. “Learning to do” is learning to practice or action which led to the occupation including to make a benefit society. “Learning to Live Together” is a learning to live with other people such as The life style, family, social and work. “Learning to be” is a learning to recognize their own potential, ability, interested thing and can use knowledge their ability to make a benefit to society. Self -Development plan based on the potential of them .For the further study planning and occupations also consistent with their potential.

Objectives and students performance indicators of World-Class Standard School comprised of 5 attributes:

1. Academic excellence: student’s academic result should be at a high level or equivalent of students in high quality education of country.
2. Bilingual communication: students should have the skills and proficiency at a high level or equivalent of students in high quality education of country.
3. Progressive thinking: students should have the skills and ability in thinking and using the ICT at a high level or equivalent of students in high quality education of country.
4. Creative production: students should have skills and ability to study by themselves (Independent Study) and potential in producing at a high level or equivalent of students in high quality education of country.
5. Global Responsibilities: students should have an understanding of the lifestyle, culture and national identity at a high level. Moreover, they have to concentrate and willing in working and do not discourage to face the problems and barrier. The student also should have the consciousness of public

mind and social services at a high level or equivalent of students in high quality education of country.

The influencing factors in the successful of World-Class Standard school are the quality of the students, courses, teaching and learning and high quality management system which based on the belief that If the school offers courses, teaching and learning and high quality management system which can help students become a good students. quality management system according to the National Quality Award TQA in order to develop the potential of

Discussion

Factors effecting quality management of secondary school towards World – Class Standard School were high level administrators’ determination, loyalty, people driven, and team working. This idea was similar to those presented by Office of the Basic Education and Commission (2012), and Thailand Productivity Institute (2005) who pointed out that the successfulness of an excellence organization depended on strong determination of high level administrators at 79.6%; participation of high level administrators at 76.3%; communication with personnel at 49.5%; and team approval at 48.9%. Therefore, we can conclude that a high level administrator was a key person who would drive the organization towards excellence. Greg (1994) and Pansak Polsaram (1997) further suggested that high level administrators should have strong will and should develop the quality of the organization continuously. Since the organization wouldn’t succeed without participation from its personnel, an effective communication in carry out short -term and long-term policy of the organization and team working were also important. In addition, World – Class Standard School should place importance on excellence operation system by continuously designing management system, improving job system, working process, and learning process in order to

serve excellence services to students and shareholders.

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Educational Quality Development towards Science School A Case Study of Princess Chulabhorn’s College,Trang

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Abstract

The objectives of this research are: 1) Study the context of Princess Chulabhorn’s College, Trang.2)Study the educational quality development of Princess Chulabhorn’s College,Trang. 3) Propose guidelines for educational quality development towards Science School. The sample is 31 people selected by purposive sampling and consists of 3 executives, 16 teachers, 6 students and 6 parents. The instruments used were an in-depth interview to collect data from executives and teachers and the story telling method to collect data from students and parents. The data were analysed by using qualitative data analysis. The research findings were as follows:

The context of Princess Chulabhorn’s College,Trang is operating and managing education for students who are especially talented in mathematics and science for both lower and upper secondary levels of a boarding school. The aim is to disperse opportunities to talented students who live in different regions of Thailand and also to give opportunities to students who have no chances and are poor in order to develop those talented students in mathematics and science to be researchers and inventors in the fields of mathematics, science and technology at a world-class standard. The educational quality development of Princess Chulabhorn’s College, Trang consists of 1) Input factors which are the characteristics of students, teachers, executives and other resources. 2) Processes including the processes of students, teachers, executives and administration, teachers and executives development and students admission. 3) The output/outcome consists of learning achievement and the expected characteristics of students of a Science School. Finally, the guideline of educational quality development towards a Science

School is operating and managing education aimed at developing excellence in mathematics and science according to the standards of a Science School which consist of 1) students, 2) teachers and teachers’ teaching activities, 3) executives and their administration, 4) the curriculum, 5) information technology for education, 6) the school dormitory and building, 7) the science laboratory and 8) the library.

Keyword: Educational quality development, Science School

Introduction

The process of educational quality development can be operated and managed in various methods. One method is to study the outcomes of a successful school, which has best practices for each area. Best practices are work methods or procedures that result in quality work or successful work. Schools use best practices to develop their work in order to search for data or knowledge to progress their work to achieve the highest success. Beliefs, knowledge, principles or guidelines of good management are not only found in documents or textbooks, but are also found in successful individuals or organisations (Choosak Aikpetch, 2012). The project to develop Princess Chulabhorn’s College, Trang to be a Science School requires the directors to specify Science School standards, and to set up administration and teaching management aimed to develop mathematics and science excellence for high school level. It is found that the students of Princess Chulabhorn’s College, Trang have shown high learning achievement according to O-Net results from 2005-2012. This learning achievement places Princess Chulabhorn’s College, Trang as one of the top ten schools, ranked by O-Net results, in Thailand. Furthermore, the three assessment results

organised by the Office for National Education Standards and Quality Assessment (Public Organisation) ONESQA are also at an excellent level across all standards. Most of the schools in Thailand do not meet these assessment requirements, especially in terms of students, which is standard number 3: reading, thinking and analysing. Finally, the College meets all the requirements as their assessment results of the Programme for International Student Assessment (PISA) show. PISA is an educational assessment project, which measures educational organisations against benchmarks for reading literacy, mathematical literacy and science literacy for students of 15 years of age who reside within the member countries of the Organisation for Economic Cooperation and Development (OECD). PISA operates every 3 years and assessments took place in 2003, 2006 and 2009. The results showed that Thailand recorded a lower points average in three areas than the points average recorded for other member countries of the OECD. Thailand has scored a lower points average in all three rounds of the assessment by PISA (The Institute for the Promotion of Teaching Science and Technology, 2010). The National Institute of Educational Testing Service (Public Organisation) organised the Ordinary National Educational Test (O-NET) for Mattayomsuksa 3 level students (Grade 9) and Mattayomsuksa 6 level students (Grade 12) for the subjects of Thai, Social Studies, Religion and Culture, English, Mathematics, Science, Health and Physical Education, Art, Occupation and Technology and found that the scientific educational management of Thailand has not been successful. This outcome is in accordance with the external quality assessment result for basic education organised by the Office for National Education Standards and Quality Assessment (Public Organisation). The first assessment was organised from 2001-2005 and the second one from 2006-2010. The assessment results indicated that the students’ thinking ability, analysis ability, synthetic thinking ability, judgement ability, creative thinking, consideration and vision are at low level (Office for National Education Standards and Quality Assessment, 2011). Hence, the purpose of this research is to study educational quality development towards Science School using a case study: Princess Chulabhorn’s College, Trang, which has achieved educational assessment results at excellent levels consistently, in order to provide

guidelines to develop educational quality in the future.

Objectives

1. To study the context of Princess Chulabhorn’s College, Trang
2. To study the educational quality development of Princess Chulabhorn’s College, Trang
3. To propose guidelines for educational quality development towards Science School

Methodologies

The study is divided into three sessions.

1. Study the context of Princess Chulabhorn’s College, Trang.
2. Study the educational quality development of Princess Chulabhorn’s College, Trang. By Lesson Learned
 - 2.1 In-depth interview to collect data from executives and teachers.
 - 2.2 Story telling to collect data from students and parents.
3. Propose guidelines for educational quality development towards Science School.

Sample

The sample is personnel and people related to Princess Chulabhorn’s College, Trang from 1996-2012: directors, vice-directors, teachers, students and parents. The sample, a total of 31 people, was selected by purposive sampling: 3 directors and vice-directors, 16 teachers, 6 students, 6 parents.

Research Tools

The research tools are comprised the following.

1. The researcher studied the context of Princess Chulabhorn’s College, Trang by using document analysis for both quantitative data and qualitative data.
2. The researcher studied educational quality development of Princess Chulabhorn’s College, Trang by Semi-structured interview and story telling .
3. Materials for a group discussion to find out guidelines for educational quality development towards Science School.

Data analysis

Data analysis consists of three areas

1. To analyze documents.
2. To analyze Semi-structured interview and story telling .
3. To synthesize the data a group discussion.

Findings

1. The context of Princess Chulabhorn’s College, Trang: Princess Chulabhorn’s College, Trang operates and manages education for students, in both the lower and upper secondary levels, who have talents for mathematics and science in the form of a boarding school. The College aims to disperse opportunities to talented students who live in different regions of Thailand and also to provide opportunities to students who have no chances and are poor in order to become a world-class Science School.

2. Educational Quality Development of Princess Chulabhorn’s College, Trang: According to System Theory, input factors consist of the characteristics of students, teachers, executives and other resources that benefit teaching management. The processes consist of students’ processes, teachers’ processes, executives and their administration processes, teacher and executive development processes and student admission processes. The output/outcome consists of learning achievement and the expected characteristics of students of a Science School.

3. Guidelines for Educational Quality Development towards Science School : The operation and management of education aims to develop mathematics and science excellence according to Science School standards. These standards consist of 1) the students, 2) teacher and teaching activities, 3) executive and administration, 4) the curriculum, 5) information technology for teaching, 6) the dormitory and building, 7) the science laboratory, 8) the library.

Discussion

The results of the research can be described as the following.

1. The Students

The characteristics of the students of Princess Chulabhorn’s College, Trang are to seek knowledge, be eager to learn, help each other, have responsibility, be committed to work, enjoy team-work, have self-confidence to think and decide in a positive way, are engaged in public service, be

creative thinkers and have skills to search for knowledge independently, which includes the ability to use technology for learning. Student processes included processes through which the students participate in different activities, have enthusiasm and responsibility for activities and are able to choose the activities in which they are interested. Students participate in designing or creating activities, planning activities, operating activities, and managing activities evaluation and reporting. Students are trained to work in teams and are encouraged to engage in learning by doing. This is in accordance with the characteristics of students at Mahidol Wittayanusorn School (2010) who have developed world-class knowledge, skills and abilities. Students are able to effectively communicate in Thai, English and other foreign languages. Students have thinking skills, judgement, consideration, analytical skills, creative thinking, and problem-solving skills and have the self-confidence to think and decide in a positive way. Students are able to design, create, and develop their work, inventions and innovations by using proper technology. Students have the skills to plan, manage, engage in team-work and are able to find ways to run businesses in a new economic system. Students have a sense of responsibility, leadership, self-worth, pride, discipline, morality, ethics, compassion, and public service. Students are aware and proud of the Thai identity: our language, arts and cultures and wisdom. They are able to understand our national history and uphold democratic values and are able to be confident in cross-cultural situations.

2. Teacher and Teaching Activities

The analysis shows that teachers are responsible, are committed and have the intention to teach, plan lessons and pay more attention to students, especially students who stay in the school dormitory. Teachers always develop themselves to be able to pass knowledge onto their students. Teachers listen to students’ opinions and exchange opinions with students. Teachers are knowledgeable and hold expertise in their subjects and are able to realise the differences in students’ potentials. As for the teaching process, the results indicate that teachers have various teaching techniques based on their experiences. The teachers use media and technology to teach, and incorporate the use of scientific process skills, searching skills and project processes in their teaching management.

The teachers use internal and external learning sources and learn by doing, and organise integration instruction and do research to develop their teaching. It is in accordance with the research of Jintana Sakpuaram (2002), research title: A Proposed Model of the Charter School Administration for Thailand. It is found that assessment and evaluation processes will assess all areas of a school such as knowledge and realisation development, thinking skills, morality and expected values. Students’ works, their operation and behaviours, their learning behaviours, their participation in various school activities and their portfolio are used to assess students’ learning.

3. Executive and Administration

This study shows that the executives of Princess Chulabhorn’s College, Trang have a clear vision, display academic leadership, have good interpersonal relations, have administration and coordination abilities, have a dedicated support staff, are able to think creatively, show diligence and patience, are committed to efficiently administrating the school, have technological abilities, listen to the opinions of others and are committed to developing the school. The executives have developed administration processes based on participation and cooperation from every facet of the school. Teacher and executive development processes take place continuously. This is in accordance with the research of Jintana Sakpuaram (2002), research title: A Proposed Model of the Charter School Administration for Thailand. Here, findings indicate that teacher quality development is considered the most important factor in achieving the objectives of the school. All teachers and school staff have opportunities to develop themselves by participating in lectures, meetings or seminars. Likewise Supaluck Setthapanich (2007) studied the development of a school administrative system which was aimed at achieving excellence in a private school and found that the role of the school executive leadership is to specify the direction of developing a school, pass on information about the direction of developing the school to the school personnel, authorise and support participation by all stakeholders, manage education according to the requirements and expectations of the students, parents and other people involved, plan and follow a clear strategy, ensure that the organisation is flexible, support

training and development of personnel, foster motivation amongst personnel and allow for personnel to progress in their careers.

4. The Curriculum

The twelve Princess Chulabhorn’s Colleges create the curriculum together and all stakeholders in the schools participate in this process including, among others, teachers, parents and school committees. Mahidol Wittayanusorn School is a consultant in creating the curriculum of a Science School, which emphasises science, mathematics and technology. The standards and indicators of the curriculum are specified and the regulations for curriculum evaluation and administration are conducted by the curriculum administration committee of Princess Chulabhorn’s colleges. All the groups involved think, create and are responsible for the curriculum together. The curriculum is developed and improved gradually. The regulations and criteria of the curriculum are set up in order to be applied to learning management in order to ensure that the curriculum standards are met. It is in accordance with educators’ opinions (Tyler, 1949; Wichien Wongyai, 1990; Phaitoon Sinlarat et al; Adul Wiriyavechakul, 1998): A curriculum is an important instrument that allows education management to achieve the expected objectives. Finally, the curriculum is considered as a work plan for a school to manage education, and to respond to students’ and society’s needs. Evaluation and assessment processes are done continuously using various methods. A subjective test is used and this is a standard test for groups of Science Schools. It is in accordance with the research of Jintana Sakpuaram (2002), research title: A Proposed Model of the Charter School Administration for Thailand. It is found that assessment and evaluation processes assess all areas of education management such as knowledge and realisation development, thinking processes, morality and expected values. Learning assessment is evaluated from students’ work, work processes, behaviours, learning behaviours and participation in activities.

5. Information Technology for Teaching

This study finds that the school has a policy and plan to use information technology for teaching. The school has a personnel development plan to be able to use technology for teaching and has enough efficient technology for teachers and students. It is in accordance with the research of

Sananjit Sukonthasap et al. (1999), research title: A study of factors affecting success of a charter school. It is found that media and technology, in terms of materials and methods, are the factors that help a school to be successful in teaching management. Innovation media attracts students' attention, saves time and makes lessons interesting. Method technology, such as innovation in teaching management, evaluation and administration techniques, also helps the school to administrate effectively and students are able to learn effectively. Likewise Wuttichai Niemted (2009) studied the factors affecting the educational quality of the English Programme in secondary schools under the Office of the Basic Education Commission, Ministry of Education and he found that technology becomes a very important factor because it allows for new findings and new development of things. Scientific development goes on very fast, so technology becomes a necessity for developed and developing society. Technological progress and advances make a society closer. It is easier and faster for people to receive news and information. Now, an education society uses technology for teaching management.

6. The Dormitory and Building

This study finds that the dormitory system is standardised, convenient, safe, suitable and can be a source for students to search for knowledge or information by themselves.

7. The Science Laboratory

It is found that the science laboratory is equipped with experiment materials, and that it is modern, effective and enough for students. Students are allowed to use the science laboratory beyond opening hours of the laboratory and there are scientific staff helping and supporting students. This is in accordance with the research of Amrung Jantawanich (2004). He studied the basic concept of a perfect school and found that media, material, modern technology, various learning sources within the school and suitable surroundings affect quality education management.

8. The Library

It is found that the library atmosphere and surroundings are suitable for learning and searching for information. There is a room for searching for information and there is the necessary technology to allow students to collect and search for information data. Librarians support the

students and have consultation hours. There are books that meet students' and personnel's needs. The school allows students and personnel to participate in selecting and buying books. The library is open on public holidays and stays open until 10pm on normal working days. The library also organises activities to encourage students to search for knowledge continuously. It is in accordance with the research of Setthaphorn Norkam (2005) who studied indicator development of educational quality concerning the characteristics of learning sources. She found that schools should have learning sources that promote learning; that is a classroom, language laboratory, library, and other resources that support enough and various types of learning and provide physical convenience effectively. This is one of factors affecting educational quality.

Suggestion

The research of educational quality development should be studied more on the following:

1. Student
Technology skill, Thinking skill and Information skill.
2. Teacher
Teaching and learning process.
3. Executive
Management Style

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Educational Strategies of Vocational Education for Special Administrative Zone in Southern Border Provinces in the Next Decade (2012-2021)

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The objectives of this research were to present Strategic Education of Vocational Education for Southern Border Provinces for 2012-2021.

This policy research or strategic study was the mixed methodology research involving two phases. The first phase was documentary research on the past educational management of vocational education by content analysis method. The second phase then followed by the development of educational strategy of Vocational Education for Southern Border Provinces for the next decade with Delphi technique.

The study results were the following. The study revealed the educational management strategy for Strategic Education of Vocational Education for Southern Border Provinces in 2012-2021 comprises 4 strategies. Strategy 1 involves morale and safety boosting for personnel such as hiring security guards and road show presentation. Strategy 2 contains learning resources development and teaching adaptation according to situation such as standard vocational learning laboratory and promotion of dual language learning. Strategy 3 includes increasing college potential and learner’s efficiency such as job training outside the local area and long distance satellite information system development. Strategy 4 comprises building collaboration network such as parallel curriculum.

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Educational Management Problems and the Promotion of Early Childhood First Model Centers in Songkhla Province

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Abstract

Appropriate and effective educational management of early childhood is critical and meaningful for further study of children in the changing world. This qualitative study aimed to examine educational management, encountering problems including practical guidelines for educational management of early childhood first model center in Songkhla Province. There were 13 key informants including 5 directors and 8 teachers. A purposeful selection was employed to select sites and participants for the study. Research instruments were a semi-structured interview protocol, related documents and the researcher as a key instrument. Data were analyzed by using content analysis and constant comparative method. The findings of this study revealed that educational management of early childhood first model center in Songkhla Province significantly scrutinized its administrative structure in the form of active committees. The management also tightly tied with curriculum application which was appropriate to the nature of learners, qualified early childhood teachers and the environment which was conducive to students' learning. This study revealed that main problems were insufficient budget included deficiency of teachers' and directors' awareness and recognition in developing early childhood first model center, inadequate and unqualified teachers. The critical guidelines in promoting educational management of early childhood first model center were personnel' professional development and adequate of the budget allocation.

Keywords: Management, Problems, Promotion, Early childhood first model center

Introduction

There are many important factors influencing national socio-economic development, but the most important is the quality and effectiveness of human resources. For this reason, early childhood is a key period for building the foundations of national development (Ministry of Education, 2004). Young children are a key resource requiring adequate support especially before the age of six, a key age for learning compared to other stages of life (Sulaisri, K., 2004). Because both body and brain are developing at this age, receiving proper guidance and support from parents is a crucial influence on the child's character and abilities in later life (Auammanee, P., 2004). According to Khunwetviriyaya, P. (2005), early childhood is a valuable stage of life that involves physical, psychological, emotional, social, and intellectual development.

Education is a key mechanism for improving the quality of national human resources. The quality of education management for children aged 3-5 years old should be emphasized given the research worldwide demonstrating the importance of the first six years of children's life in their development. Researchers believe that the process of learning at this age has a life-long influence on character and abilities, as in this phase, the development of the nervous system and the brain are building a foundation that accounts for 80 percent of the adult nervous system. A supportive and caring environment during early childhood is a crucial factor in the development of lifelong personality and character traits, and healthy brain development during this period lays the foundation for future intellectual ability (Ministry of Education, 2006).

There are many key terms early childhood education management, such as *kindergarten*, *pre-primary* and *early childhood*. Particularly important is the definition of *early childhood education*, which refers to caring for and educating children from birth

until the age of five to prepare them for primary education. Early childhood education has existed in Thailand for about fifty years, and there are many academies providing early childhood education such as schools under the Office of Basic Education, private primary schools, kindergarten schools in temples, schools in Bangkok, early child centers, and district (*tessaban*) schools.

In 1999, after the promulgation of Section 12 of the National Education Act, families, organizations, and communities were granted a degree of self-management with regard to education. Although schools apply the same curriculum, the result may vary because of diverse family backgrounds and different degrees of knowledge, experience and preparation on the part of organizations. In particular, when parents do not have enough time to look after their children and have to depend on older relatives to look after them instead, children are not able to develop appropriate skills and knowledge because their caretakers lack the knowledge to educate them. This retards child development and can result in disabilities. The national education plan 2002-2016 provides policies covering education from birth to death. Its goals include support for early childhood centers to foster all aspects of child development and prepare children to enter the education system. At present, early childhood education management in rural areas faces the challenges of insufficient education facilities, staff, materials, and tools in addition to coping with deprivation caused by poverty. For this reason, the government has initiated policies that support rural early childhood education management with the eventual aim of matching the quality of urban early childhood education. The role of primary education service areas is to choose an educational institution as a model center for early childhood education. This policy of selecting model early childhood centers in primary education service areas using the early childhood education curriculum began in 2006. To achieve the required performance goals, it necessary to put the curriculum into practice and support early childhood education management. Having a good role model or prototype makes it easier to achieve success.

In Songkhla, one early childhood center was chosen as the first model center from each of the sixteen districts, as well as one center chosen as a model for the whole province. The researcher is interested in studying early childhood education management in order to apply this knowledge to identify problems in first model centers in Songkhla

and develop guidelines to further promote good early childhood education management practices there.

The research questions are

1. How successfully is early childhood education management being implemented in first model centers in Songkhla?
2. What problems in early childhood education management exist in these centers?
3. How might early childhood education management be improved in these centers?

The objectives of the research are

1. To study education management in first early childhood model centers in Songkhla.
2. To identify and study problems in education management in these centers.
3. To develop guidelines for the promotion of good early childhood education management practices in these centers.

Definition of terms

1. Early childhood education management in first model centers involves identifying high-quality processes for employing existing resources in order to achieve goals.

2. A first model early childhood center is defined as an educational institution with high-quality education management, sufficient support for all kinds of children, and a focus on child development. Such a center is a place where students can learn and access academic resources, one that provides early childhood education that receives recognition from the community and society.

3. Executive committee management in a first model early childhood center refers to the executive director of the center, the head of academic studies, the head of budget management, the head of human resource, the head of administration, teachers at the early childhood level, the early childhood parents' committee, and the basic education commission.

4. Academic management refers to the implementation of the early childhood center's mission with regard to fostering the psychological and academic development of rural children. The core curriculum for national education plays an essential role in evaluation and follow-up for both normal and disabled children.

5. Management of human resources refers to the implementation of the early childhood center's mission with regard to recruitment and staff selection to suit the needs of children, the qualifications of early childhood teachers, teacher training and development, networking, welfare and morale, follow-up and evaluation as well as reporting on the implementation of these responsibilities.

6. Budget management refers to the implementation of the early childhood center's mission to identify and utilise sources of income, save money, utilise appropriate accounting practices, monitor the accounting system, create monthly and

annual financial reports, analyse the financial results of the center's service and implement programmes to improve efficiency and effectiveness following the regulations of the Ministry of Finance.

7. General administration refers to the implementation of the mission of the early childhood center with regard to supporting and coordinating academic staff, personal budgeting, and taking care of buildings and the environment. Such factors influence the quality of work and information systems and may require assistance from other organizations and people.

8. Problems of education management in a first model early childhood center refers to obstacles to implementation that cause delays in the process of education management.

9. The process of education management in a first model early childhood center refers to improvements in the implementation of early childhood education in order to achieve greater efficiency and effectiveness.

The research framework

Policies and the implementation process at first model early childhood centers.

The Ministry of Education have created policies to develop rural early childhood centers to improve quality management so as to equal the level of urban schools. In keeping with these policies, the Office of the Basic Education Commission has directed each primary educational service area to choose schools as Ministry of Education first model early childhood centers in each district to achieve the following goals: to develop their education quality; to assist other schools in developing high-quality education management in order to support child development and learning; to promote academic coordination; and to be exemplars of early childhood education that achieve community and social recognition; and to maintain education quality so that other childhood education centers can emulate the key elements of the process of implementing high-quality early childhood education.

Early childhood education management in first model centers involves identifying high-quality processes for employing existing resources in order to achieve the center's goals. The scope of education management in early childhood centers under the Office of the Basic Education Commission involves the following four aspects (Ministry of Education, 2007):

Academic management involves the implementation of the early childhood center's mission with regard to fostering the psychological and academic development of rural children and working together is a key factor to provide stronger in education management and be able to develop the

curriculum, education institution, experience as well as quality evaluation.

Budget management involves the implementation of the early childhood center's mission to achieve qualitative goals by means of strategies formulated according to data analysis covering all aspects of the center's operations and plans for implementation and budgeting.

Human resource management involves assigning the right teacher to the right work, ensuring that teachers are appropriately qualified, and developing staff capabilities to achieve the center's goals.

General administration staff in first model early childhood centers emphasize information systems to provide services to other departments in achieving the center's goals through coordination, motivation, support, and convenience.

Research methodology

This research project implements a flexible qualitative methodology involving a case study aimed at understanding and facts and phenomena via in-depth research emphasizing relationships between facts and social issues (Lincoln & Guba, 1989). The data collection methodology involves interviews with 13 participants: 5 school directors and 8 teachers. These participants are selected either because they are potential sources of insight into education management in first model early childhood centers in Songkhla or they have extensive real world education management experience of more than 5 years.

Instruments

A semi-structured interview with a standardized set of questions, which were asked in order, was employed. The data collection method used in this research project was in-depth interviews taking place at participants' workplaces. These interviews lasted between one and one and a half hours. Researchers aimed to build credibility by creating rapport with participants. Data analysis involved identifying and scrutinizing similarities and differences between elements of data.

Finding

It was found that education management at the first model early childhood centers focuses on its scope and mission management by utilizing the following management structure:

1. The first model early childhood centers will select a new management committee for assisting children. This may be the same committee as the Office of the Basic Education Commission, comprising directors, the heads of four departments, teachers who can teach at the early childhood level, and a parents' committee, but the management committee composition will depend on how well prepared the schools are and on the decisions of the schools. The committee will play a vital role in improving education management by following up the

implementation of early childhood education by the centers.

2. Early childhood education management in the centers emphasizes: 1) the reforms made to the early childhood curriculum in 2003 to adapt it to the needs of learners and real-life situations as well as to make it more up-to-date; 2) using the curriculum in consultation with parents and the community, ensuring that the environment, study atmosphere, materials, and child evaluation are suitable, and preparing teachers by providing early childhood education training; 3) providing curriculum supervision to follow up and evaluate the first model early childhood center curricula in the form of one-on-one consultations, group discussions among academic staff and directors, and informal collaboration and mutual supervision.

3. Budget management reported that first model early childhood centers received an initial combined grant of 500,000 Baht divided among three educational service areas in Songkhla. The centers need to plan how to manage this budget by analyzing the school's needs and budget planning. All the processes implemented in the first model early childhood centers must fulfill the conditions set by the Office of the Basic Education Commission.

4. Human resources staff reported that the centers emphasize consideration of the role of teachers, qualifications, assigning the right staff to the right work, and training teachers in order to achieve the centers' goal of assisting children in their development. First model early childhood centers are places where teachers participate in group activities, work diligently, and utilize innovative pedagogy to enable learners to improve their abilities.

5. General administration staff report that first model early childhood centers emphasize information systems to provide services to other departments in achieving the center's goals through coordination, motivation, support, and convenience. They focus on developing the first model early childhood center in terms of management, buildings and facilities, to promote the overall goal of child education. The centers apply information systems from all departments to manage study and learning, address problems, identify necessary changes in academic management, budget, human resources, technology, material and performance.

The first model early childhood centers encountered several problems in implementing their program:

1. Lack of funds has caused education management budgets to decrease every year because budgets depend on decisions made by the Office of the Basic Education Commission.

2. Teachers and office workers do not understand the importance of developing first model early childhood centers, and directors in particular

emphasize basic education management rather than the institution's role as a first model early childhood center. This problem impedes the development of the center.

3. Teachers whose duties include caring for young children still lack adequate knowledge and understanding of early childhood education management. Teachers often have not studied an appropriate major, and there are often not enough teachers to meet requirements.

It was found that the process of promotion of education management in first model early childhood centers in Songkhla involve two key factors:

1. Sufficient funds – it is important to provide enough money to the first model early childhood centers to enable centers in each education service area to implement education management and sufficient funds to support improvements in early childhood education in all departments to provide the foundation for students' later study in pre-primary schools.

2. Training directors and teachers – there is a need for training to understand education management for both directors and teachers. Directors in particular play a vital role in education management, so they need to understand what children need and how education management can be developed to fulfill those needs. Training directors and teachers is the key factor developing insight and up-to-date knowledge of education management to motivate staff and emphasize the promotion of developing early childhood education so as to fulfill the potential of each individual student.

Discussion

The research outcomes are presented here as they relate to the three research objectives given above.

1. It was found that education management in first model early childhood centers in Songkhla can be characterized as follows:

1.1 The selection of committees coordinating first model early childhood centers play a vital role in education management because education management, which is distinguished from other kinds of management by its mission to prepare children to develop physically, emotionally, mentally, socially and intellectually. Because of the need for cooperation between directors, teachers, schools, parents, and the community, it is necessary to involve the education management committee in the planning, implementation, evaluation and discussion of new ideas. Hhinnukool, N. (2001) states that in addition to the role of education committees in formulating policies, planning the development of schools, and implementing plans to assist early childhood education management and the role of the child's environment, parents also play a vital role in caring for children. According to Wilaichon et al. research

demonstrates that parents support children in their development and create new experiences for them.

1.2 Academic management needs to improve the development of early childhood curricula. This research project found that curricula, supervision, and evaluation are key tools within the scope of education management for the development of learner’s basic capabilities, laying the foundation for later quality of life and contribution to society. Excellent education management needs to relate to the life and society of the learner, and it is necessary to reform and develop the curriculum and regularly evaluate it to ensure that it is suited to current economic and social conditions. Such regular updating of the curriculum is a tool for developing education management and providing clear goals. Thus, curricula play a vital role in the education management of first model centers. Wonganutraroed,P. (2000) states that academic management is a key factor in improving the standard and quality of education institutions in that it uses information to make decisions affecting academic outcomes, programs, curricula, and study, which are the core roles of education institutions.

1.3 Budget management of the center involves planning to meet costs by analyzing school characteristics first and then formulating a strategy to limit costs while developing the first model early childhood center. The research also found that budgets relate to objective and policies, implementation and structure, so budgets play a vital role in promotion and support of measures to achieve objectives. This relates to the emphasis placed by the Office of the Basic Education Commission on the necessity of appropriate use of grants.

1.4 It was found that human resource management have the duty of assigning the right teacher to the right work, ensuring that teachers are appropriately qualified, and developing staff capabilities to achieve the center’s goals. The reason for this finding is that education management must consider limitations of work load and the individual ability of staff members to undertake particular jobs. Radomkit, S. (1999) found that almost all schools manage staff in three key ways: first, they ensure that teachers are assigned to particular duties on the basis of their educational qualifications, ability, and experience; second, they conduct work evaluations, monitor the performance of teachers, and organize training and site visits to other organizations; and third, they follow Ministry of Education guidelines and use them to develop teachers.

1.5 General administration in first model early childhood centers involves all department work to build information systems such as academic administration, budget, and human resources. General administration uses this information support the first model early childhood center. This research found that the reason for this result is that general administration relates to the education management system that provides services and promotes

administration and supports other departments to achieve the goals and objectives of the educational institution of which it is part. Assawapoom,S. 2006 states that general administration involves activities that support education institutions in achieving goals and coordinating with other organizations to achieve joint goals.

The research identified several problems in the education management of first model early childhood centers in Songkhla:

2.1 Insufficient budgets are a problem that needs to be addressed immediately because it results in work delays that affect the quality of teaching at all levels. Therefore, centers receiving budget allocations for project activities for all work need to know how much is needed for each project and improve their organization’s ability to make efficient use of funds. This finding conforms with the finding of Runjareon, T (2002) that budget shortfalls are a key obstacle to effective administration and management of educational institutions in Thailand, and with the finding of Changkul, W. (2009) that education management in Thailand faces many problems that need to be addressed immediately.

2.2 Lack of awareness is another problem identified in this research project. Directors and teachers do not focus enough on developing the first model early childhood centers because directors pay more attention to basic education management. Directors do not understand education management in early childhood clearly to take care of children properly. This supports the findings of Saraban, R. (2004) that directors of first model early childhood centers lack expertise in education management, teachers have not graduated with the right major, there are too few teachers and assistant teachers, compensation is inadequate, and the community lacks knowledge and understanding of education management.

2.3 Teachers lack understanding and knowledge to look after young children well. In addition, many teachers have not graduated with the right major, and child-teacher ratios are too high. This research found that teachers in early childhood centers need to have specific ability and knowledge to assist children to improve their skills and knowledge because early childhood is a distinct stage of life requiring special skills. Children also need to spend time with their parents, so it is a challenge for teachers in early childhood centers to apply their ability, patience, and skill to impress the parents. To solve these problems, recruitment of teachers needs to focus on candidates who love their work and are kind and patient with children so as to provide children with a good experience and make study attractive to their students. It is also necessary to encourage teachers to continue in their careers by encouraging them and maintaining their morale. This relates to the research of Saythong, R. (1999) who identified the following problems with activities management in

early childhood: lack of teachers and inadequate materials, equipment, and playgrounds for the large numbers of students enrolled; lack of understanding about activities on the part of parents; and lack of understanding of evaluation and follow-up.

3. In Songkhla, education management first model early childhood centers have presented the following suggestions about the process of education management for relevant government organizations to consider in developing and promoting first model early childhood centers:

3.1 It is necessary to allocate sufficient funds to first model early childhood centers considering the needs of the centers. Education institutions should be free to manage their budgets subject to monitoring by the government. Education management plays a vital role in developing learner’s abilities. To do so effectively, it is necessary to have appropriate objectives, policies, implementation, structure and budget. This will promote the capacity of organizations to achieve objectives and produce high-quality outcomes. These suggestions may be compared to those of Suwannate, M. (2003), whose research into strategies to organize budgets in primary schools in Saraburi province found that such strategies involve four steps: analysis of the status of the educational institution; analysis of the management of students; carrying out a SWOT analysis of the environment; and group decision-making to create a vision of the school’s future, to learn from experience, and to develop strategies for success.

3.2 Training of directors and teachers is necessary in order to improve their understanding of early childhood education management. Such training should provide directors with a clear understanding of education management and its aims and of children’s needs. Similarly, Khewying, K. (2000) states that training combined with effort enables trainees to employ innovative methods, increase the quality of their work, increase their ability to solve problems, and develop an attitude to their work that suits their organization.

Conclusion

Education management in first model early childhood centers in Songkhla involves four aspects: academic administration; budget; human resources; and general administration. To coordinate these aspects, it is recommended that a committee be formed in collaboration with parents and the community. Parents need to be involved because of their vital role in caring for and supporting their children. The first model early childhood centers face several problems, including lack of funds to implement projects, lack of expertise in education management, lack of teaching experience, and inadequate care of children by teachers resulting in negative experiences at the centers. The outcome of this research will be available to senior directors to

assist them in solving problems and identifying useful approaches to developing excellent education management in first model early childhood centers. In particular, the necessity of providing sufficient funds and of providing training to directors and teachers should be emphasized because of its potential impact on children’s futures.

Suggestions for future research

1. Budgets for first model early childhood centers need to be managed more effectively .
2. Directors and teachers need to emphasize education management in first model early childhood centers.
3. Directors and teachers require further training in the management of early childhood education.

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Educational Quality Assurance Development of Colleges under the Jurisdiction of Praboromarajchanok Institute Ministry of Public Health

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Abstract

The purposes of this research were 1) to analyze the results of educational quality assurance assessment 2) to study the process of educational quality assurance of colleges under the jurisdiction of Praboromarajchanok Institute, Ministry of Public Health by lesson-learned of the best practice and 3) to propose guidelines for the development educational quality assurance of colleges under the jurisdiction of Praboromarajchanok Institute, Ministry of Public Health. Regarding quantitative research, this study applied data from the results of the quality assurance accredited by internal and external quality assessment committee (Public Organization). Only three colleges were employed to investigate in terms of qualitative research by analyzing from lesson learned how to do best practice. The collecting instruments applied in this research were using observations, in-depth interviews, focus group discussions, and document analysis.

The research results can be summarized as follows; the assessment results of educational quality assurance by internal and external quality assessment teams at the second and third round of public organization assessment). There were 10 of 37 colleges presented in the excellent level and three colleges indicated their best practice such as Borommarajonani College of Nursing Ratchaburi, Borommarajonani College of Nursing Suratthani and Phrapokkiao Nursing College Chantaburi. In this case, the educational quality assurance system composed of three main elements. First of all, input factors consisted of policy, system of quality assurance, and database of information technology, resources, personnel, budgets and management. Secondly, process factors consisted of quality control, quality audit, quality assessment and quality development. Thirdly, productivities consisted of graduate, research and development, academic service, and Thai culture and value. In terms of the processes of educational quality assurance demonstrated for the each elements had four steps as the follows; 1) quality assurance planning 2) implementation of the quality assurance plan, 3) control and assessment, and 4) improvement by doing the action plan. Finally, guidelines for the development educational quality assurance of colleges under the jurisdiction of Praboromarajchanok Institute, Ministry of Public Health which consist of 1) inputs 2) process and 3) outputs.

Keyword : Educational Quality Assurance Development, best practice

Background and Significance of the Study

Managing quality education is highly significant. The educational quality and standard are important goals of educational reformation in the second decade (2009-2018) as to make Thai people have opportunity for a life-long learning qualitatively (Suwimon Wongwanit, 2010). The National Education Act, 1999 and Reviewed Edition (2nd Edition), 2002 have specified goals and principles emphasized quality and standard of education. Being written down on chapter 6, standards and quality assurance, section 47 to 51 (government gazette, 1999, 2002), it required a system of educational quality assurance to improve the quality and standards of education at all levels. Both original affiliation units and schools must have an internal system of quality assurance, recognizing as inside quality assurance.

Educational quality assurance is an important mechanism and tool for developing quality of education because it becomes a system to ensure that educational management with quality and a standard will be in line with the needs of community and society (Ketkanok Auewong, 2003). The internal educational quality assurance is part of processes of educational administration, which require consecutive operations, leading to quality development and a standard of education (Office of the Education Council, 2009). Hence, it is necessary to set up and encourage staff to have knowledge, a system, and a mechanism for continuous performances, making graduates to have knowledge and required characteristics according to the curriculum.

Therefore, to develop the quality assurance of colleges under the jurisdiction of Ministry of Public Health to be comparable to the level of higher education of the country, the study of the process of educational quality assurance of colleges which have best practice performances must be done by lesson-learned processes. The results of educational quality assurance development can be used as guidelines for quality assurance. Thus, the researcher is interested in studying the development of educational quality assurance of colleges under the jurisdiction of Praboromarajchanok Institute, Ministry of Public Health, as to strengthen and increase more effectiveness.

Objectives

1. To analyze the results of educational quality assurance assessment of colleges under the jurisdiction of Praboromarajchanok Institute, Ministry of Public Health.

2. To study the process of educational quality assurance of colleges under the jurisdiction of Praboromarajchanok Institute, Ministry of Public Health by lesson learned of the best practice.

3. To propose guidelines for the development educational quality assurance of colleges under the jurisdiction of Praboromarajchanok Institute, Ministry of Public Health.

Methodologies

The study is divided into three sessions.

1. To analyze the results of both internal and external educational quality assurance assessment of colleges under the jurisdiction of Praboromarajchanok Institute, Ministry of Public Health

2. To study and analyze the work processes of educational quality assurance of colleges under the jurisdiction of Ministry of Public Health by lesson-learned of the best practice – following 9 qualitative components of educational quality assurance, following the process of PDCA, and managing input, process, and output.

3. To propose guidelines for the development educational quality assurance of colleges under the jurisdiction of Praboromarajchanok Institute, Ministry of Public Health by a group discussion.

Samples

A sample group is from three colleges, under Ministry of Public Health, which have the best practice performances.

Research Tools

The researcher investigates the work processes of educational quality assurance on planning (Plan), taking action (Do), making assessment (Check), and making improvement (Act) conducted towards the in-depth interview and a focus group discussion.

Data Analysis

The researcher analyzes the obtained data through investigation and interpretation. While working on the field, the data is neatly recorded into details and a systematic way, including making an index along with the conceptual framework to answer problems of the study. The content analysis is employed to analyze the data obtained from documents, while the data collected from the observation, an in-depth interview, and a group discussion are conducted through typological analysis, comparison, and analytical induction.

The synthesis of lesson-learned results of the best practice is about to bring the finding of the study to be synthesized into a conclusion of knowledge connected with the objectives of the study. Then, all kinds of conclusions will be formed up into a structure of conclusion which will be able to answer the questions of the research.

Finding

The quantitative study is used for analyzing the results of external educational quality assurance on the second and third rounds which are evaluated by Office for National Education Standards and Quality Assessment (Public Organization) and the committee of Praboromarajchanok Institute Ministry of Public Health. The results of both internal and external educational quality assurance of 37 colleges under Praboromarajchanok Institute, Ministry of Public Health indicate that the colleges which are at the top-three Borommarajonani College of Nursing Suratthani with the level at 4.74, followed by Borommarajonani College of Nursing Ratchaburi at 4.63, and Phrapokklao Nursing College, Chanthaburi at 4.60. These three colleges have the best practice results in educational quality assurance.

The results of qualitative finding in analyzing the best practice of educational quality assurance in the three colleges conducted through documents and the in-depth interview are found that they have a process of educational quality assurance matching with the system of quality assurance: input, process, and outcome. (1) The input consists of a policy and mechanism of quality assurance, database, information technology, staff, budgets, resources, and management. (2) The production process consists of quality control, quality monitoring, quality assessment, and quality development. (3) The production consists of graduate production, researches, academic services, and arts and culture conservation. The operational process of educational quality assurance in 9 components is followed by the process of PDCA: planning of quality assurance, doing the plan, checking quality, and acting – improving quality.

The operational process of educational quality assurance

Component 1

Philosophy, aspiration, objectives, and an acting plan. The whole three colleges with best practice operations have a policy on educational quality assurance, having a system and mechanism for working in educational quality assurance and developing indicators of identity of graduates named “Health services with human heart”. That is a friendly service with love, kindness, paying attention to a problem and suffering of clients and related people. It means to serve by problems and true needs of clients by listening to their opinions with service minded characteristics, using an analysis in a service, and emphasizing the participation of clients. The process of planning, philosophy, aspiration, objectives, and the action plan of colleges is formed up with a QA plan and other plans for making a strategy by mixing KPI of a strategic plan with KPI of the QA together. The colleges have a process of making a strategic plan through the participation of staff of the colleges, a workshop, having a philosophy revision, visions, missions, and analyzing the correlation of the

strategic plan with a 15-year higher education framework. The Higher Education Development Plan Vol 10 is a five-year strategic plan with indicators of success of plans, aims, and a plan analysis. The plan analysis can estimate the numbers of yearly budgets and answer the numbers of indicators of educational quality assurance. The analysis of the action plan is conducted through a plan hearing by inviting related people in the province from both government and private sectors. Thus, the colleges can make the plan into ESAR, making to know whether the performance of the action plan in that yearly budget will reach the indicators or not. The running of projects will be done through PDCA methods.

Component 2

The graduate production of colleges under Praboromarajchanok Institute, Ministry of Public Health is in group C 2. The colleges produce graduates according to the needs of Ministry of Public Health. In each year, Ministry of Public Health and Praboromarajchanok Institute of Health will decide on the goal of production and let each college to do such job. The colleges will work on a system and mechanism of development and curriculum administration by appointing committee to monitor the process of work according to Thai Qualifications Framework for Higher Education and criteria of federation of professions. The colleges have a system and mechanism for managing teaching and learning with learner-based teaching, encouraging self-learning, and learning from the real practice both indoor and outdoor, and have a system and mechanism for student development in line with characteristics of students. The colleges also have a system for teacher development and supporting staff. In this respect, a full-time teacher must have at least three years of teaching experiences because everybody must have the development of teaching and assessment.

Component 3

Activities for student development of each college have its own system and mechanism which encourage learning through Thai Qualifications Framework for Higher Education, and encourage students to bring skills of quality assurance for setting up activities in each batch of students on five categories specified by Office of the Higher Education Commission. The five categories of activities are academic activities which encourage ideal graduates, sport or health activities, charity activities or environment protection, activities for encouraging ethics and morality, and activities for encouraging arts and culture conservation. The activities set up by colleges, students, clubs, and student organizations are done through PDCA processes. Each college will set up activities differently, depending on a policy of student development and the way of specifying students' ethical behavior from that institution. To develop

students to have knowledge of educational quality assurance, the colleges have regularly invited guest speakers to provide knowledge for students, and encouraged students to set up networks of quality development both inside and outside the institutions and had activities together.

Component 4

A research conduction of every college has a system and mechanism for research development and works through such system. Each college has its own way of performances, and has a different supporting system, depending on each organizational culture; as for example, the development of research potentiality, research reinforcement or awarding teachers who present work, or specifying KPI for doing research. Each college can manage knowledge of researches for distribution or publishing on the internal journal with a high impact factor. Doing a research on teaching and learning development to make teachers come up with a new body of knowledge, some improvement must still be done due to the limitation of budgets and over workload of teachers.

Component 5

Academic service for society of every college has excellent level of academic service performances through a system and mechanism on academic service for the society, a process of academic service for benefits of the society, and cueing the society. At present, the Excellence Center according to expertise of teachers in each college is set up. The center will enhance teachers' knowledge and experiences for curriculum development, integrating in learning and teaching management, doing researches, and building a network with other units.

Component 6

Arts and culture conservation maintenance is one mission that all colleges are able to achieve effectively under a system and mechanism of maintaining arts and culture specified by the colleges, and follow the system qualitatively, integrate with other missions. Every college is aware and pays attention to maintenance, reservation, conformity, and distribution, and supporting local wisdom. Each college is still unable to build the standard quality on arts and culture and make acceptance on the national level. However, all colleges accept that the indicators of Office for National Education Standards and Quality Assessment about the development of aesthetic in the dimension of arts and culture make the colleges to improve a landscape with the participation of all staff, making the colleges aesthetically livable and have a particular taste.

Component 7

The administration and management of leadership of the council and administrators become a mechanism for setting up a policy and strategy for college development. The performances of college administrators will be evaluated by the committee of Praboromarajchanok Institute of Health. To develop an institution to be a learning institution,

colleges have a system and mechanism for managing knowledge on both Tacit Knowledge and Explicit Knowledge, performing through such system and mechanism. The information technology for administration and making a decision is still under the development for database by all colleges. Praboromarajchanok Institute of Health has developed the database of all colleges by asking Burapa University to design and set up the system of information technology which every college can utilize. On risky administration, colleges have a system and a risky analysis, and the committee of risky administration can handle the problem at an acceptable level.

Component 8

Money and budget is related to indicators and a system and mechanism of money and budget. Colleges have made strategic plans according the institutions by setting up guidelines for making income, criteria of allocation, planning to use money effectively, transparent, accountability, and having a spending plan by setting up as an action plan. Every part of missions will have a particular responsible unit to do both internal and external audit, monitor, and follow up the spending with disciplines and regulations of the institutions. Besides these, a process of following up the use of money and information from a financial report will be used on planning and making a decision.

Component 9

A system and mechanism of quality assurance of every college has regularly improved as to develop educational quality assurance of the colleges on input, process, outcome, and results. Then, the information technology system which can provide information on the nine components of educational quality assurance for all colleges is being developed for the usage of making a decision.

Guidelines for the development educational quality assurance of colleges under the jurisdiction of Praboromarajchanok Institute, Ministry of Public Health which consist of 1) inputs 2) process and 3) outputs. The colleges ought to develop database of information technology, resources, personnel, budgets, management research system, develop new body of knowledge though their research and encourage publicizing of the research.

Discussion

From the results of the study, the researcher has issues for discussion as the following.

1. The system of educational quality assurance of colleges has the best practice level. It consists of three elements: an input factor, a production process, and a product. These are matched with Lewis and Douglass (1994) on a system of educational quality assurance, Office of the Higher Education Commission (2008), Autoomporn Jamornmarn (1998), and Wanchai Sirichana (1994). The production

process consists of four procedures: quality control, quality monitoring, quality assessment, and quality development. These findings are accorded with the study from Chotika Wannaburi (2004), Warin Sinsungsud (2007), Suwimon Anumanrajchamon (1998), Autoomporn Jamornmarn (1998), and Chanai Wannalee (2003), who found out that the production process had four procedures.

2. The performance of educational quality assurance on the nine components consists of four steps according to PDCA processes: planning, taking action, evaluation, and improvement. The processes are accorded with Office of the Higher Education Commission (2007), Umnat Jankum (2012), and Aummaret Netasit (2010). Also, the information technology for administration and making a decision should be accompanied, according to Supranee Wongsangjan (2009), who stated that sources of information that administrators used to make a decision had to come from both internal and external organizations.

3. Production

3.1. Graduate production is one of the most important missions of higher educational institutions. Colleges with best practice performances have continuously developed a system and mechanism for academic management through the committee of curriculum administration and committee of academic affairs. The development of teaching and learning to make students have both academic and professional knowledge according to the curriculum is set up by a system and mechanism for managing the process of teaching and learning focused on student-based learning. Experienced academics and professional people will participate in teaching such as academic and professional experts from the community, hospitals or outside units and including building up foreign relationship with countries in ASEAN to exchange learning between students and teachers. This performance is linked to Potool Sirarat (2008) who suggested that setting up networks between teachers and staff of other departments and institutions both on national and international levels to make academic collaboration should be encouraged. The processes of specifying input, workforce of teachers and qualifications of full-time teachers are related to quality, curriculum standard, and federation of professions with the proportion of teachers and students at 1:6. To be a full-time teacher, at least three years of teaching experiences are required because during these times a teacher must be developed as a clinical teacher, and develop for teaching techniques and evaluation. The college with best practice performances in the previous year (2013) was Phrapokklao Nursing College, Chanthaburi Province; where 100 % of students passed the test of professional certificate, becoming another guideline for academic administration and graduate production mission that are discovered. This kind of performances is an effectively risky management

employed by various types of strategies. Students are provided with academic preparation from the 1st year to 4th years in each subject in line with curriculum. And the college has run projects to students such “Elder teach Younger” and “Friends help Friends”, and invites experts on a specific field to provide tutorials.

3.2 For research conduction, every college has a system for research administration which is followed by a system and mechanism, a handbook for research administration, a clear operational process, and a following up plan. The colleges also set up research commentators, committee of ethics, and committee of format revision. Most researches are applied researches, using a body of knowledge in the community. Most research budgets are internal budgets rather than outside ones. Hence, the institutions in group C 2 must support budgets of 50,000 bahts per one full-time teacher, and facilitate a teacher who does a research. Most research topics are about teaching and learning reformation, educational quality assurance, strengthening community, researching in a clinic, issues cueing society, fulfilling the needs of the local area and wisdom. Thus, the development of effective researches for publishing on national and international levels and citation must be immediately operated as to encourage teachers to allocate times for doing a research and developing a new body of knowledge, according to Jaras Suwanveila (1991) who suggested that a reducing teaching load of teachers for doing a research was a key thing that had to be done, but it didn't mean to reduce the teaching quality. Instead, allocating the proper manpower resources had to be done.

3.3 Academic service is found that the college with best practice performances has set up a strategy for academic service, working group for planning and operation according to the strategy of the college, focusing on basement of knowledge and expertise. The academic service fulfills the needs of the community and society, and cues the society. The service can be either a charity work or make income to the college, according to Thai Tipsuwankul (2009) who pointed out that the academic service was a role of higher education intuitions, which must provide services to the society, providing services with expertise of each institution.

3.4 Culture and arts conservation that the colleges specify and qualitatively perform along with a system can be integrated with other missions. Every college is aware and pays attention to maintenance, reservation, conformity, and distribution, and encourages local wisdom. However, each college is still unable to build up the standard quality on arts and culture accepted on national level. All colleges accept that the indicators of Office for National Education Standards and Quality Assessment about the development of aesthetic in the dimension of arts and culture make the colleges to improve a landscape with participation of all staff, making the colleges

aesthetically livable and have a particular taste. The encouragement of culture and arts conservation to reach the standard should be done, according to Piyapong Kaiklueng (2008) who suggested the guidelines for production development on issues of culture and arts conservation that there should be more various, fulfill the needs of target groups, and encourage faculties or units to develop and build up the standard on culture and arts.

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Educational Reform in Southern Border Provinces: Second Year of the Extension Project

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ABSTRACT

This research on educational reform in southern border provinces consisted of 3 sub-projects including a new type of educational service area office administration, typical model schools in plural society, and curriculum research and development for plural society, especially Social Science. The research plan aimed to investigate systematic problems by applying research process integrating interdisciplinary science and qualitative methodology. The results of this study would lead to practical resolutions to solve educational reform problems. The outcomes of research plan on the educational quality development were illustrated in 3 aspects – the new type of educational service area office administration, the typical model schools in plural society, and local history curriculum of the southern border provinces defined in Social Science. According to the results, it found that these above studies could be applied to solve the educational reform problems to expand educational opportunity and equity in the plural society. The results of above studies should be integrated to solve the social and educational reform problems at present and in the future. They were also beneficial at policy level and coordination between both public and private sectors. The proposal integration of educational quality development under the educational reform policy should be combined with the policies of Ministry of Education to enhance educational potential to ASEAN. The local basis should be improved sustainably as well by emphasizing the reform of whole educational system, educational administration, school development, curriculum development, and educational personnel in the southern border provinces.

1. Introduction

Problems in educational reform in southern border provinces have not been solved for over a decade since the government announced the preparation of the educational development plan for developing educational management in these areas. There were problems in education in the southern border provinces under the educational reform policy that should be solved in order to improve the efficiency of education in terms of quantitative and qualitative developments. The problems should be studied in order to set directions of education in the present time and the future that comply with the National Education Plan (B.E. 2552 - 2559), which identified the trend of educational development according to the policies of the Ministry of Education.

A solution for educational development is that the government should develop the capabilities of educational personnel by selecting and developing model schools that will be the good models for managing schools with the integration of common and religious subjects in schools in these areas. Curriculum development according to the concept of developing curricula appropriate for local communities needs the participation of private sector in providing suggestions. For the education reform in the southern border provinces, it was found that different structures and curricula, especially for private schools, for teaching religions were attributed to the demands of local

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communities. There was a lack of educational management system that had private sector participation. Additionally, experiments for extending the results of the educational development with the educational reform in the new decade (B.E. 2552 - 2559) should be conducted in both quantitative and qualitative terms. The development of applicable models (i.e. prototypes) should be appropriate for the implementation in the southern border provinces.

2. Objectives

1. To examine new methods for educational management in the pluralistic society in the southern border provinces.

2. To examine model schools in the pluralistic society in the southern border provinces.

3. To examine local prototype curricula in the southern border provinces.

3. Methods

The present study is a qualitative research study. Multimodal approach without non-manipulative variables was applied to this study in order to explain phenomena about school management and teaching in the context of the pluralistic society by reflecting various issues and implications of the society based on the qualitative identity of the community. The following instruments were utilized in the study in order to collect data:

documentary research (i.e. exploring and reviewing data about academicians' and experts' visions), semi-structured in-depth interview, group discussion (i.e. discussion among academicians, school administrators, and stakeholders), and participation of the population and samples in three educational services areas (i.e. Area 1-3 Pattani Province, Area 1-3 Yala Province, and Area 1-3 Narathiwat Province).

Documentary research method was used for analyzing all parts of data by utilizing content analysis. The mentioned method is a technique for interpreting contents in order to inductively generalize the contents. For the data from the in-depth interview, the participation and group discussion with the direct interaction with the researchers were inductively conducted by collecting empirical data and identifying prominent patterns and themes.

4. Results

Results can be divided into three terms: 1) management system in the educational service areas, 2) model school, and 3) local curriculum.

1. By exploring new management methods in the study areas, it was found that there were strategies for accelerating the development in the special development areas or southern border provinces. Moreover, problems in basic education

development were solved in order to improve the quality of the education with cultural diversity. The development plans for educational management system aiming for achieving unity were created. Accordingly, databases and educational information sources were developed. There were also plans for establishing educational coordination and management centers in order to promote collaboration between central and local organizations. Policies for preparing educational plans were implemented in order to support educational cooperation in the provinces at district and provincial levels. Hence, plans for solving educational problems were implemented by using educational, security, and quality strategies that aimed at the learning achievement of the students in those provinces.

Regarding the guidelines for educational development at provincial level; it was found that the educational development plans in the special development areas emphasized on security, management, and quality. In terms of security, the focus was on strategies that were consistent with the development strategies in the special development areas and the management strategies of the educational service area offices in the southern border provinces. The preparation of educational plans at provincial level was for promoting the integrated management system within and across the provinces in order to collaborate with organizations and then maximize benefits from the management activities under the educational reform policy in the new decade.

For the management development guidelines for the educational service areas, it was found that the educational management activities should be clear and focus on the efficiency and effectiveness of the education in schools. Roles in improving the quality of management systems (i.e. educational efficiency) of school directors and administrators should be identified. This is especially for promoting the roles of information workers, following up the evaluation of education, reforming management systems by motivating personnel including teachers, amending education laws at district level by education commissions in order to promote actual educational development networks in communities, and developing management systems with committees consisting of people in the educational service that are appropriate for the context of self-administered community. It is expected that good results will be obtained if these education development ideas are implemented.

2. By examining model schools in the pluralistic society; it was found that school development plans were correctly created and implemented by school administrators according to the information follow-up, evaluation, and improvement program. The practical limitations

were identified in the development plans. It was also found that administrators conducted more activities than other personnel. The schedule or structures of common and Islamic studies were managed as the administrators publicized about intensive Islamic study programs, educated the users of the programs, promoted and supported personnel development for Islamic studies, established committees who identified wants and needs for the programs, supported and encouraged workers, evaluated results, and improved activities. Regarding the intensive Islamic study programs of the administrators, it was, however, found that conducting research studies for improving the programs were promoted less than other activities.

Results were systematically followed up and evaluated by the administrators of the public schools that provided Islamic studies as they explicitly established committees who followed up and evaluated the results. They did not only create information plans and materials, but they also systematically followed up and evaluate results by using different information techniques and then analyzing and reporting the results.

The administrators improved their educational management activities according to suggestions. In terms of activity, the most frequently conducted activity was establishment of information committees who followed up and evaluated results. The least frequently conducted activity was data analysis and report.

In terms of educational preparation, learning materials and evaluation were utilized. In all terms, practices were appropriately done. Islamic study programs were reviewed, subject structures were developed, learning units were determined, students were individually considered, and educational plans were created designed by teachers of Islamic studies. Educational preparation was considered as an important process that helped teachers efficiently conduct teaching activities. The teachers developed their students' skills; allowed them to take actions; and taught them about justice, ethics, and desirable behaviors of Islamic people. Due to the fact that the programs identified student competency, teachers had to conduct teaching activities according to the Basic Education Core Curriculum (B.E. 2551). Learning processes were set and contents of subjects and activities that met the students' interests and skills were provided by the teachers as they considered individual differences. Students' skills and thinking processes for preventing and solving problems in situations were developed by them. Activities inside and outside classrooms were emphasized in order to let the students to gain real experiences.

By evaluating the satisfaction of community representatives towards Islamic study management and teaching of public schools; it was found that community leaders, religious leaders,

and parents were satisfied with the management and teaching. In overall terms, the satisfaction levels were high. The term that had the highest average was teaching. Furthermore, the community leaders, religious leaders, and parents were also satisfied with religious activities conducted by the schools.

3. Regarding the research and development of curriculum in social studies for the pluralistic society in the southern border provinces, it was found that there were factors for the research and development of the curriculum for peaceful cohabitation. The factors included the understanding of the pluralistic society of the provinces; educational visions of students and teachers; educational systems of schools; understanding of ethnic diversity; cultural exchange; mutually historical development; as well as the differences of ethnic groups, religions, and wisdoms.

The curriculum for the pluralistic society focused on developing integrated learning about the local histories, societies, and cultures of the southern border areas. The curriculum would be used as the guideline for developing the education for young people in the areas. By considering requirements of the curriculum development, teaching activities in social studies, especially for history, should be conducted in these areas. It was found that teachers' attitudes towards teaching students about pluralistic society indicated their unfamiliarity with this topic because teaching focused on national identities rather than the understanding of the pluralistic society. To develop good and appropriate attitudes, this issue should be considered in order to promote acceptance among the teachers and their students who were the representatives of the pluralistic society. This was because teaching social studies at local level only emphasized on social condition, culture, geography, and history. Moreover, the core curriculum did not have specific contents for local contexts. Consequently, the mentioned educational management was not consistent with the actual context of the students. In other words, it did not link to issues that were both closely and partially related to the students. Additionally, some issues might cause misunderstanding of the students. Therefore, educating the teacher about the curriculum, training them about other contents, and improving their attitudes were important for solving educational problems.

In terms of teaching, the development of good and appropriate attitudes towards the acceptance among teachers and students (i.e. the representatives of the pluralistic society) should be emphasized. In terms of learning source, there was the lack of learning sources and materials that could improve the knowledge of subjects. Put differently, there was no completed learning

sources existed. Guidelines for developing learning materials should be provided, seriously considered, and complied with the current policies of the Ministry of Education.

5. Conclusion

The current educational reform in the southern border provinces should be improved in terms of educational management, model school, and local curriculum in order to support and suggest public educational organizations to learn the lessons from the present study and then apply them to developing policies and practices regarding educational reform at organizational level that will lead to the educational development in these areas.

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Effect of Supportive Group Counseling on Increasing Purpose in Life of
Widows and Orphans in Terrorism in Southern Thailand.

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Abstract

This research aimed to study the effect of supportive group counseling on increasing purpose in life of widows and orphans in terrorism in Southern Thailand. Quantitative quasi experimental approach are applied in this study. Through purposive sampling total of 36 persons, the sample composed of 18 widows and 18 orphans, with the age between 12-18 years old at Pattani Province. The volunteer sample group had scores in the purpose in life test lower than 25th percentile. The simple randomization sampling method was used to assign sample into two groups : an experimental group and control group, with 9 widows and 9 orphans in each. The instruments were the Purpose in Life Test : PLI (Crumbaugh & Maholick, 1969), are the administered to the treatment group before and after the program treatment. The sample group receives supportive group counseling program. The intervention was

administered for 3 periods (session 8). The first period (session one) lasted about 6 hours performed together for the widows and the orphans, the second period (session two - seven) lasted about 1 ½ hours and the third period (session eight) in one day lasted about 6 hours performed together for the widows and the orphans. The study was divided into 3 phases: the pretest phase, the post-test phase, and the follow-up phase. The data were analyzed by mean, standard deviation and t-test. The result revealed that there was a statistically significant interaction between the method and the duration the experiment. The analysis of mean difference show the levels of purpose of life were significantly different at .05 after being subjected to the supportive group counseling program in widows and orphans when measured in the pretest and follow-up phase.

Key Word : Supportive Group Counseling, Purpose in Life, Widows, Orphans, Terrorism in Southern Thailand

Introduction

Thailand, like other developing countries in the South East Asia, is not spared from these problems. One of the ways of assisting the children are through group counseling which has been an effective means of bringing about purpose

in life. These young people are the national asset that needs to development. It is on this strength that the present study is undertaken with a view to helping the subjects in the study change their purpose in life through the supportive group counseling. Scenario of the widows and the orphans in Pattani, (one of terrorism in the Southern Border Provinces) a proportion of woman and young are facing many social problems dealing with violence in Southern Thailand. This is having a serious impact on the life. In case of Pattani, an increase rate in the widows and the orphans have risen rapidly, especially in the orphans. The orphans are years of growing and developing in every way: physically, mentally, and

socially which can cause many mentally issues. These issues would be transformed in lots of misbehaviors such as stubbornness. Some of these issues have occurred

for so long that we find them are hard to be cured, therefore, supporting and developing are more necessary and more essential than repairing. The way to make an improvement is to encourage the purpose in life and to build up self-esteem. Psychologist or counselor should play roles in supporting. Therefore, the best way to support the widows and the orphans for increasing good life skills that can have a strong influence on performance when we are upset and understand the problem how to past and how to develop throughout life the future for the purpose in life becoming a well-rounded individual the achievement motivation are social competencies that learn through the supportive group counseling.

Research Objectives

To study the effect of supportive group counseling on increasing purpose in life of widows and orphans in terrorism in Southern Thailand.

Research Hypothesis

1. The received score from the measuring of purpose in life of widows and orphans in the post-test phase of supportive group counseling are higher than the pretest phase, compared with the test-term follow-up four months and five years respectively.

2. The received score from the measuring of purpose in life of widows and orphans in the post-test phase of supportive group counseling higher than the control group, compared with the test-term follow-up four months and five years. respectively.

Research Design

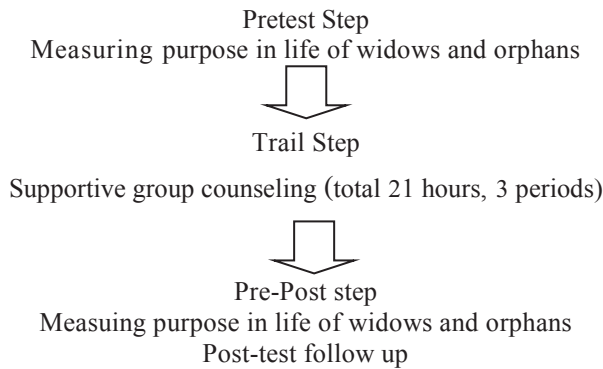
The research uses the Quasi-experimental methodologies by using conventional laboratory tests Group Design). The variables are evaluated over four times which are the pre-experiment, after experiment,

before and after the control group and the experiment group for three times (Pretest - Post-test Control the follow-up 4 months, and follow-up of 5 years. This is the format of the research design.

Groups					
Control Group (C)	O5	B	O6	O7	O4
Experimental (E)	O1	A	O2	O3	O8

E ,C = Experimental and Control group counseling
 A , B = Supportive and Un-supportive group
 O1 , O2 = Pretest and Post-test experimental group
 O3 , O4 = Test-term follow-up of four months and five years.
 O5, O6 = Pretest control and Post-test control group
 O7,O8 = Test-term follow-up of four months and five years

Research Framework



The sample group receives the supportive group counseling program. The intervention was administered for 3 periods. The first period in one day lasted about 6 hours performed together for the widows and the orphans. The second period, they separately work by each group 9 people per each sup-

group counseling, lasted about 1 ½ hours. The third period lasted about 6 hours by meeting group between widows and orphans. The study was divided into 3 phases: the pretest phase, the post-test phase, and the follow-up phase. The data were analyzed by mean, standard deviation and t-test.

Sample group

The sample in this research indicates the widows and orphans in terrorism in Southern Thailand by considering a sample with low purpose in life while the scores ranged is lower than percentile 25. Also, they are voluntarily participating in the project. The researcher has randomized 36 people

and was divided the sample group into two groups for 18 people (9 people for widows and 9 people for orphans) and control group for two groups for 18 people (9 people for widows and 9 people for orphans).

Variables of the Study

Independent variables are :

- Before and after attending the supportive group counseling
- Group characteristics are divided in supportive group counseling and un-supportive group counseling

Dependent variables are :

- Purpose in Life of Widows and Orphans

Instrument

Crumbaugh & Maholick (1969).

The researcher conducted the experiments and data storage from:

1. Preliminary experiments

1 . Collecting the information by contacting the Office of Social Development and Human

Security in Pattani and to obtain the name and principle information about the widows and

orphans to be taken into consideration and coordination with targets with low purpose in life.

Choosing a specific sample (Purposive Sampling) by selecting the target widows and orphans

for 80 people in Pattani.

3. Interviewing widows and orphans of their voluntary in decision to be involved in the research.

4 . Choosing the sample with simple random sampling (Simple Random Sampling) for 36 people:

18 people for experimental group and 18 people for a control group.

5 . Bringing the training program supportive group counseling on increasing purpose in life of

widows and orphans in terrorism in Southern Thailand to consult with clinical psychologists.

As a result, the sample group can attend the psychological counseling without causing serious

mental harm in, there is no encouraging risk. Then, the group of widows and orphans

participated in this research.

6 . Providing the details of implementation of the project by giving the date, time, location of the

meeting, and inform the purpose of supportive group counseling to the sample group.

7. Asking the widows and the orphans to do the measurement purpose in life and keep the score

on a test before entering the program (Pretest).

2. Steps of experiment

The experimental group has attended the supportive group counseling for 2 months. First, the group has attended the supportive group counseling for a day in six hours. Second, the

group needed to attend the meeting as a sub-group for six sessions (each time for one and a half hour) every Monday and Friday Last, the group has attended the supportive group counseling for a day (six hours). So, during the program the experimental group has attended the program together for 21 hours.

The researcher try to plan for topics could be covered in purpose in life of widows and orphans The

size of the group and the quality of interaction often suggest the number of the topics that can be discussed in a given session. The sub-group plan consist of six sessions. A brief summary of what was accomplished would conclude the session. This summary would be restated at the opening of the following session as a reminder of what had occurred in the previous meeting and what was being discussed when the session ended.

In the second period, our line for increasing the purpose in life of each sessions. Session1:

To welcome the group and introduce members, leader group to each other. To establish group rules, explain the format of the group plan.

To identify the purpose of life. To review the expectation for membership in this group.

To get feedback what each would like to accomplish in the group.

To summarize the session. Session 2-5:

To review the summary from the previous session.

To follow up the assignment. To review the group rules, if necessary.

To ask each members to report the homework assignment.

To set a target goal for improving performance.

To explore each member's attitude toward self.

To understand the importance of action To identify personal problem that can have a strong influence on performance when we are upset.

To discuss the problem how the past can explain the present and how the present can predict the future.

To open discussion on the meaning of success.

To discuss the feelings of each member relative to purpose in life.

To distribute guidelines for good life skills. Session 6: To open a discussion on how to develop throughout life.

To ask each member to identify immediate future goals. How realistic are their goal? What would

To review the key topics from the past six sessions.

To have light refreshment and thank the group for its cooperation.

3. The steps of post-test

The researcher has asked the experimental group and the control group to reply to the measurement of purpose in life for keeping the test scores after the post-test by following-up period of 4 months and a follow-up period of 5 years.

Program of Supportive Group Counseling

- The first period lasted about 6 hours performed together for the widows and the orphans.

08.30 – 09.30 am : Orientation and explain about group meeting
 09.30 – 10.30 am : (1) My self : Life roles
 10.30 – 10.50 am : Break time 1
 10.50 – 12.00 am : (2) Trust communication
 12:00 – 13.00 pm : Lunch time
 13.00 – 14.30 pm : (3) Change myself * Change my mind
 14.30 – 14.50 pm : (4) Aspirations for Life
 14.50 – 15.50 pm : Break time 2
 15.50 – 16.30 pm : (5) Tolerance on the road of life

- The second period lasted about ½ hours in each session, 6 sessions total 9 hours performed in each group for the widows and the orphans.

Session 1. Discover meaning of life
 Session 2. Manage feeling meaningless of life.
 Session 3. How to live
 Session 4. Dream : Future
 Session 5. Aspirations for Life
 Session 6. Summarizing and closing group

- The third period in one day lasted about 6 hours performed together for the widows and the orphans.

08.30 – 09.30 am : (6) True friend
 09.30 – 10.30 am : (7) Think good, learn happy from joyless
 10.30 – 10.50 am : Break time 1
 10.50 – 12.00 am : (8) Talk with family “the widows and the orphans”
 12:00 – 13.00 pm : Lunch time
 13.00 – 14.30 pm : (9) Chances’s mother

14.30 – 14.50 pm : (10) Cooperation to Success
14.50 – 16.30 pm : (11) Impression go round together

Methods of Data Analysis

The data collected was analyzed by using SPSS/FW program. Mean and standard deviations were calculated for each variable under investigation and test the difference in mean scores by the t-tests for independent group and dependent group.

Findings

Results of Data Analysis, means and standard deviations were calculated for the variables under investigation. The differences between groups were tested by t-tests for independent samples. The criterion for significance for all analyses was set at <.05, when testing for four relationships between the supportive group counseling and the control group.

This section presents the descriptive statistics of the analysis. Detailed analysis and testing of the hypotheses will be carried out in the inferential statistic analyses section. The results of the analysis are given in Table 1-2.

Table1 : It shows the values obtained from the respondents intended to measure the life of a widow in the experimental group individually in supportive group counseling before experiment, after experiment, long-term follow-up of 4 months, and follow-up of 5 years.

Subject	Pretest	Post-test	Follow up of 4 months	Follow-up of 5 years
1	158	215	212	226
2	136	210	207	220
3	146	202	210	223
4	149	202	211	221
5	147	199	214	214
6	150	201	203	230
7	153	191	201	230
8	138	203	217	206
9	144	195	219	215
Mean	146.77	202	210.44	220.55

Table 2: It shows the values obtained from the respondents intended to measure the life of orphans in the experimental group individually in supportive group counseling before experiment, after experiment, long-term follow-up of 4 months, and follow-up of 5 years.

The following hypothesis was tested to examine the effectiveness of widows and orphans purpose in life of the experimental group and the

Subject	Pretest	Post-test	Follow-up of 4 months	Follow-up of 5 years
1	184	229	217	223
2	203	231	208	226
3	199	230	214	226
4	189	228	219	229
5	203	228	210	224
6	189	223	217	229
7	189	222	215	227
8	179	220	222	223
9	208	220	206	223
Mean	193.66	225.66	214.22	225.55

control group in the pretest and post-test. Table 3-5 include results for each treatment.

Table 3: It shows the average of the responses to the test of widows’ purpose in life of the experimental group and the control group in the pretest and post-test. As a result, the score of experimental group is statistically higher than the control group at the .05 confidence level. Also, the score of experimental group after attending the supportive group counseling is significantly higher statistical confidence level of .05 than the pretest group.

Treatment groups	Pretest			Post-test			t-test	Sig
	n	Me an	SD	n	Me an	SD		
Experimental group	9	193.66	9.88	9	225.66	4.38	-29.85	.000*
Control group	9	138.78	9.05	9	146.78	6.90	-9.78	.000*

t-Independent

*p<.05

Table 4: It shows the average of the responses to the test of orphans’ purpose in life of the experimental group and the control group in the pretest and posttest. As a result, the score of experimental group is statistically higher than the control group at the .05 confidence level. Also, the score of experimental group after attending the supportive group counseling is significantly higher statistical confidence level of .05 than the pretest group.

Treatment groups	Pretest			Post-test			t-test	Sig
	n	Mean	SD	n	Mean	SD		
Experimental group	9	146.77	6.90	9	202	7.19	-16.57	.000*

						1		
Control group	9	13	14	9	15	7.	-	.002
		0.	.7		6.	43	4.6	*
		89	4		33		18	

*p<.05

Table 5: It shows the average of the responses to the test of widows' purpose in life of the experimental group and the control group in pretest and test-term follow-up of four months. As a result, the score of experimental group is statistically higher than the control group at the .05 confidence level. Also, the score of experimental group after attending the supportive group counseling is significantly higher statistical confidence level of .05 than the pretest group.

t-Independent	.000*
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Treatment groups	Pretest			Post-test			t-test	Sig
	n	Mean	SD	n	Mean	SD		
Experimental group	9	193.66	9.88	9	214.22	5.28	-10.18	.000*
Control group	9	138.78	9.05	9	146.78	6.90	-2.27	.052
t-Independent	.000*							

*p<.05

Table 6: It shows the average of the responses to the test of widows' purpose in life of the experimental group and the control group in pretest and test-term follow-up of five years. As a result, the score of experimental group is statistically higher than the control group at the .05 confidence level. Also, the score of experimental group after attending the supportive group counseling is significantly higher statistical confidence level of .05 than the pretest group.

Treatment groups	Pretest			Post-test			t-test	Sig
	n	Mean	SD	n	Mean	SD		
Experimental group	9	193.66	9.88	9	225.56	2.45	-14.55	.000*
Control group	9	138.78	9.05	9	146.78	6.90	-2.27	.052
t-Independent	.000*							

*p<.05

Table 7: It shows the average of the responses to the test of orphans' purpose in life of the experimental group and the control group in pretest and test-term follow-up of four months. As a result, the score of experimental group is statistically higher than the control group at the .05 confidence level. Also, the score of experimental group after attending the supportive group counseling is significantly higher statistical confidence level of .05 than the pretest group.

*p<.05

Table 8 : It shows the average of the responses to the test of orphans' purpose in life of the experimental group and the control group in pretest and test-term follow-up of five years. As a result, the score of experimental group is statistically higher than the control group at the .05 confidence level. Also, the score of experimental group after attending the supportive group counseling is significantly higher statistical confidence level of .05 than the pretest group.

Treatment groups	Pretest			Post-test			t-test	Sig
	n	Mean	SD	n	Mean	SD		
Experimental group	9	146.78	6.90	9	220.56	7.90	-36.91	.000*
Control group	9	130.89	14.76	9	156.33	7.43	-4.61	.002*
t-Independent	.000*							

*p<.05

Conclusion

The supportive group counseling is an effective to increase the purpose in life of widows and orphans in in terrorism in Southern Thailand clearly and consistently. It was found that there was a statistically significant difference at 0.5 in both before

experiment and after attending the supportive group counseling, test-term follow-up of four months, and test-term follow-up of five years, and it is higher than the control group. This development is related to the three aspects which are the factors of the

implementation stage of the counseling (1), the factor of responsible participation of members of groups (2) and the factor of developing an understanding of the purpose in life (3).

Value and meaning in life are happened when the life has goals and direction in attitude, creative and experience through ideas, beliefs, and anxiety or reluctance to re-understand. It should increase the dimensions of mental health care. The dimensional educational widow needs to be able to lead to a career or to teach others. And, we could have an excursion at different areas and exchange the prevailing views of life with women in other regions. Furthermore, the orphans needs scholarships to

Suggestions

Suggestions for Application

Integrate cooperation of all sectors for healing and improving the quality of life for widows and orphans.

Upheld the Royals' works from "understanding, accessing and developing" of the area as a major force drive the strategy.

Develop the wellbeing of widows and orphans should use social capital in an adjunct to improve the quality of life and support strengthen the family empowerment.

Provide treatment and improve the quality of life for widows and orphans should be set as a national agenda so that these groups can adapt and live normally in society.

Establish the therapy group to help those affected people

Organize the development and rehabilitation of orphans centre for recreation activities to modify the behavior of children.

Develop and promote all aspects of women by using the developmental funding that is support by the government.

support their education that has been planned as the father and or mother is still alive. All orphans need love, warm care, and attention because they do not want others to take care them as a burden. But, it should be a creative home where they can have a warm family and attention from parents because this would further encourage the orphans to be a good youth. If the orphans have been the foundation of life and morality together, the orphans will bring awareness to the career and development that will later prevent and reduce the problems that might happen in the future.

Use the strategy for sustainable development and quality of life by using mechanisms of home, school, mosque /temple in collaboration with the government.

Encourage the role of women in civil society and develop the roles of women leaders to be stronger, be as a mediator to resolve the conflict, and work cooperatively between the public and the government. It is because women have a role in changing the quality of life and creating peace for the people in civil society.

Should regularly have a psychologist for commissioned counselors and organizing the development of mental health and psychological activities to provide advice and assist the widows and orphans in the area regularly. This would further prevent mental health problems.

Suggestions for Research

People who have no expertise in counseling groups should enhance the ability of the leadership group counseling from experts.

It is important to continue to study and examine the persistence of purpose in the lives of widows and orphans.

It is important for the leader group or the to widows and orphans for solving problems by researcher to focus on training the mental strength themselves.

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Factors and Indicators Analysis of Educational Management Quality for Special Classroom in Science, Mathematics and English Project (SME) of Secondary School.

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Abstract

The purpose of this study is to investigate qualitative elements and indicators of educational management for special classroom in Sciences, Mathematics, and English project (SME) of secondary schools. The research studied the qualitative elements of SME program and defined the guideline in accordance with qualitative elements and indicators of educational management for special classroom in Sciences, Mathematics, and English project (SME) of secondary schools. In order to create a model of special program management for special classroom in Sciences, Mathematics, and English project (SME) of secondary schools, the quantitative data was collected by studying and analyzing documentary research and focus group discussion. Besides, qualitative data was collected by questionnaires from 25 secondary schools where special classroom in Sciences, Mathematics, and English project (SME) are available. The research procedure was divided into two phases: (1) studying elements and indicators of quality, and (2) synthesizing the guideline in accordance with qualitative elements and indicators of educational management for special classroom in Sciences, Mathematics, and English project (SME) of secondary schools. The study found that the most significant variables which indicate the educational quality of SME program are the variables of life skills and learning of students in SME program. The second and third most significant variables are qualification of SME students and students' achievement of entire SME curriculum respectively. The most influential factors affecting educational

quality consist of five aspects: external environment, input materials, educational management, classroom management, and personnel input. Due to the analysis of factors affecting educational quality of SME programs in secondary schools by employing Exploratory Factor Analysis Model (EFA) to survey and identify common factors, framework of the influential factors are provided as five aspects namely, external environment, input materials, educational management, classroom management, and personnel input. According to factor analysis results responded by 325 populations, the results show that only four factors considered as important factors: external environment and personnel input, process of management, process of teaching and learning management, and material input.

Keywords : Quality of Education, Sciences Mathematics English Program (SME)

Introduction

In present, Sciences, Mathematics, and English play prominent role in cognitive development process. This could result in self-development, social development and national development. A vast number of schools attempt to develop students who have special ability in Sciences, Mathematics, and English. The curriculum is specialized in learning and teaching by emphasizing on Sciences, Mathematics, and English in order to consolidate full potentiality of students' self-development. On the other hands, it is found no significant differences of student's achievement between those who study in SME program and those who study in normal program, though there are more extra activities in Sciences, Mathematics, and English provided than normal program. Hence, it is questioned if SME

program in other schools also have similar problem. Upon researching in management of SME program in other schools, it showed that educational management of student development project for those who have special ability in Sciences, Mathematics, and English in each schools provides different extra activities. The student qualification and achievement of each schools are lack of standardized measurement and reflect uncertain educational management. This leads to have insufficient quality of educational management of SME program in each schools. Therefore, this interests researcher to investigate what extend do elements and indicators of educational management for special classroom in Sciences, Mathematics, and English project (SME) of secondary schools influencing student quality. Moreover, in an attempt to define a guideline as an effective model of educational management of students who have special ability in Sciences, Mathematics, and English.

Objectives

The present study aims to:

1. investigate elements and indicators of educational management for special classroom in Sciences, Mathematics, and English of secondary schools
2. create a model to develop qualitative elements and indicators of educational management for special classroom in Sciences, Mathematics, and English of secondary schools

Methodologies

The research procedure is divided into two phases as shown below: Phase I An investigation of elements and indicators consist of five parts:

Part I: The educational quality of SME program was investigated through documents, concepts, theories, and related researches.

Part II: Focus Group Discussion with qualified people whose careers are related to educational quality and elements influencing the quality of SME programs was employed.

Part III: Research tools were created in order to collect data field from respondents who are working

involved with elements and indicators of educational management of the SME programs.

Part IV: The questionnaires were used with target group.

Part IIV: The data was analyzed by using Exploratory Factor Analysis Model: EFA in order to survey and identify the common factors which are explainable the relationship between noticeable variables. Phase 2A synthesis of guideline of developing elements and indicators of educational quality of SME program in secondary schools consist of two parts:

Part I: The guideline of developing elements and indicators were synthesized.

Part II: The research was presented.

Research Tools

There were two following research tools:

1. Content Analysis and Focus Group Discussion Form were used to collect data of educational quality of SME program in secondary schools.
2. In order to investigate the elements and the indicators of educational quality of SME program in secondary schools, questionnaires were distributed to directors and deputy directors, heads of SME program, and department head of core courses and teachers of SME program.

Collecting Data

Upon distributing questionnaires to 25 schools, each schools returned the questionnaires within one week to four Regional Coordination Centres: Southern Coordination Centre at Nawamintarachutis Taksin Schools, Northern Coordination Centre at Nawamintarachutis Payap Schools, Central Coordination Centre at Nawamintarachutis Bangkok Schools, and Northeastern Coordination Centre at Nawamintarachutis Isan Schools. The data would be collected by researcher at every Regional Coordination Centres. On the condition that there would be some missing questionnaires from some schools, the researcher would go to the schools to collect data. The data was collected and analyzed by using Package Program afterward in an attempt to find the average/deviation standard and correlation statistics of

the variations i.e. elements and indicators of educational quality.

Data analysis

Data was analyzed by SPSS and Factor Analysis Results whilst exploratory Factor Analysis Model : EFA is for surveying and identifying common factors which influence towards educational quality of SME program in secondary schools as follows: 1) analyzing average and deviation standard of empirical data affecting educational quality of SME program shown as percentage, 2) analyzing average and deviation standard of empirical data affecting educational quality of SME program based on external environment, material input, personnel input, process of management, and process of teaching and learning management shown as five-level rating scale. 3) analyzing elements and indicators of educational management quality of special classroom in Sciences, Mathematics, and English project (SME) of secondary schools by Factor Analysis Results in order to survey and identify common factors affecting educational quality of SME program.

Findings

Educational quality

It found that the most important variable of educational quality of indicators for SME program is the variables of life skills and cognition of students who are studying in SME program. Whereas the second most important variable of qualitative education indicators for SME program is ideal qualification and curriculum achievement of SME students. Factor affecting educational quality According to the analysis of factors influencing towards quality of educational management, it was categorized into five following factors, along with ranking from the most important factor to the least important factor: external factor, material input factor, process of management factor, process of teaching and learning factor and personnel input factor respectively.

Analysis of factor affecting educational quality of SME program It was surveyed and identified common factors by using Exploratory Factor Analysis Model : EFA in order to underlie the framework of five factors affecting

educational quality of SME program in secondary schools. According to the outcome, there are external environment, material input, process of management, process of teaching and learning and personnel input respectively. After completing questionnaires by 325 respondents, it showed that there were four important factors, along with ranking from the most important factor to the least important factor: external factor and personnel input, process of management, process of teaching and learning management, and material input respectively.

Discussion

The research was discussed as follows:

1. Educational quality It found that the variables of life skills and cognitive skills of SME students determined as the most important variation. This outcome is correlated with the discussion of qualified people that SME students should have high ability in social skill, cultural exchange skill and cognitive skill. Today, Sciences, Mathematics, and English area culture of the world of knowledge based society. Everybody should be developed in term of scientific literacy for all in order to understand nature of the world, man-made technology, and applying knowledge logically, creatively, and morally. (Somjit Sawatanapaiboon, 2003) The ideal qualification and studying achievement of SME students are in accordance with general curriculum of Ministry of Education.

2. Factor affecting educational quality

With regard to five factors affecting educational quality of educational management for SME program in secondary schools, it found that external environment has the most influence. Material input, management process, teaching and learning process, and personnel input were ranked from the second to the fifth important factors respectively. This is because external environment is involved with student. The most important thing is that present economy results in SME student admission. The economy nowadays also has intense competition

which is able to spread through our country and oversea. Therefore, knowledge of sciences, mathematics, and English are considered as significant role to develop the economy in every level. This leads people to develop sciences, mathematics, and English in order to get better opportunity in education and career.

3. Analysis of factors affecting educational quality of SME program consists of four elements:

1. Aspect of external environment and personnel input include 17 variables. The most influential variable is self-centeredness which students partake in teaching and learning management. Conducting activities should depend on students considered as the most important variable and project and activity outcome. Moreover, learner should be interested in themselves first which correspond to National Education Act of B.E.2542 Chapter 4 Section 22. It states that education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality.

2. Aspect of management process is composed of 12 variables. The most influential variable is community or parents which are able to encourage and support the SME program admission unless the program would be cancelled. Higher tuition fees in this program caused community or parents have to pay more than normal program. Moreover, they also have to pay for extra activities. Hence, the program should be supported by community and society, for example, public and private organizations. Children development and gifted youth should be promoted their ability through various activities.

3. Aspect of teaching management consists of 12 variables. The most influential variable is parental participation in educational management for SME program. Parents will be selected to be an educational committee and a program committee. They also have

to response to the questionnaires and propose the opinion towards the program. The analysis is the result of performance in educational institution. The guideline of learning management should be approved by the educational committees especially special classroom management of a school. SME program management should be approved by parents who are stakeholders in every single procedure.

4. Aspect of material input includes 9 variables. The most influential variable is teaching management by encouraging students to be extrovert and increasing their confidence to pride on themselves. This results from SME student admission by the support of parents because the program aims at encouraging students to be extrovert and increasing their confidence to pride on themselves. The schools should enhance students by using activities which promote the best of their potentiality.

Suggestions

1. According to the research, it found that special classroom in Sciences, Mathematics, and English project (SME) of secondary schools request the Ministry of Education or related organizations to support and encourage the SME program by providing clearer curriculum, learning standard, assessment, and procedures.

2. Regarding the research, it found that public or community organizations should support schools by providing varied and modern learning centers. The schools also provides technology into teaching which helps students to have better quality and increases learning potentiality of learning process.

3. Due to the research, it found that personnel input including administrators, teachers, and students are all significant. Therefore, administrators, teachers, and students should have knowledge of SME program management thoroughly. The administrators should have self-development constantly and have a degree corresponding to subjects they are teaching. Besides, teachers in SME programs should do research pertaining to solving students' problem. Lastly, students should be

recruited by testing. SME students' GPA should never less than 3.00 in Sciences, Mathematics, and English.

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Health practices and integration of local wisdom into self-care of Muslim with diabetic mellitus in three southern border provinces.

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1. Abstract

The aims of this study were to explore health practices, describe the integration of local wisdom into self-care of Muslim with Diabetic Mellitus in three southern border provinces and propose guidelines for the self-care of Muslim with diabetic mellitus in three southern border provinces. This study use both qualitative and quantitative methods. The study's participant consisted of 330 of diabetic mellitus. Interviews including the following aspects, Perception of being a diabetes; Response to diabetes; Being a diabetic cause change in life style; Learning to achieve self-care; Seeking and gaining knowledge for self-care and Learning Pros and Con of diabetes. The finding may provide useful knowledge to health care professionals, thereby allowing them to effectively incorporate southern wisdom with in health care programs, A kinds of herbs were used in control blood sugar levels, as well as religious principles were used in control stress. The results of data offer a reasonable approach in the health care of people with diabetes in the three Muslim southern provinces.

Keywords: health practices, local wisdom, self-care, Diabetic mellitus, southern border provinces

2. Background

Diabetes mellitus is a growing public health challenge for Thailand, also one of the most common chronic diseases in the three southern border provinces. One in 13 adult Thais has diabetes, a lifelong illness that increases the risk to suffer heart attacks and strokes at an early age and can lead to premature death. Overtime, diabetes can damage the heart blood vessels, eyes, kidneys, and nerves. Diabetes also exacerbates the impact of infectious disease such as tuberculosis, malaria and AIDS. Diabetes occurs either when the body does not produce enough insulin (the hormone that regulates blood sugar) or cannot effectively use the insulin it

produces. The body's response to excess glucose in the blood is to get of it through frequent urination. To prevent and control the disease, the World Health Organization announced that 80 percent of people with diabetes can be prevented by modification their lifestyle, the government of Thailand developed a strategy to prevent and control the disease, The strategy also looks at way to provide social and emotional support to people with diabetes. Therefore, it is important to understand the way of life, health behaviors, especially self-care with coping and management in the perspective by themselves, in the context of the Muslim way in the three southern border provinces of Thailand. To explore health practices and integrate with the multi-cultural area, believes, religious and local wisdom, In addition to propose a reasonable approach in the health care of people with diabetes in the three Muslim southern provinces. The benefit of this study will be helpful to those with diabetes having the guideline for the proper care.

3. Objectives.

1. Explore self-care behaviors of Muslim with diabetic mellitus in three southern border provinces.
2. Describes the integration of local wisdom into self-care of Muslim with diabetic mellitus in three southern border provinces.
3. Propose guideline for the self-care of Muslim with Diabetic Mellitus in three southern border provinces.

4. Framework

Ideally, patients with diabetes travel along several paths at the same time while taking care of their disease:

1. Learning about diabetes and self-management
2. Getting recommended care and tests

3. Keeping diabetes under control

Therefore; this research aims to explore self-care behaviors and describe the integration of local wisdom into self - care of Muslim with diabetic mellitus in three southern border provinces, need to review the theories and related research:

1. Their knowledge about diabetes.
2. Lifestyle affecting to the illness.
3. Health behavior, self-care of the Muslim diabetes.
4. The integration of local wisdom into self- care

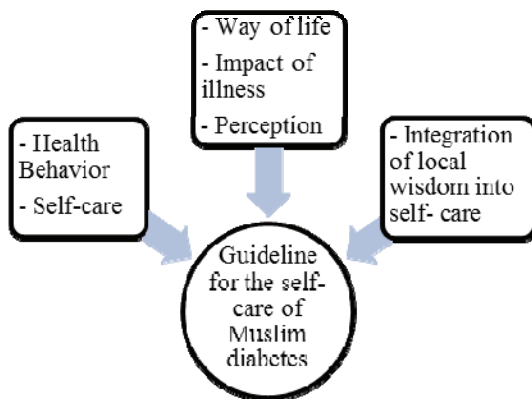


Figure 1. Research’s Framework

5. Methodology

Quantitative and qualitative methods were used in this study. There are 3 stages as follows.

Phase 1 This objective is to study the self-care of Muslim with diabetes in the context of the three southern border provinces. The sample group, selected by using the purposive sampling technique, was 330 of Muslim with diabetes at the hospital in Pattani, Yala and Narathiwat Provinces, in addition to this research’s criteria. The structured questionnaire about general data and self-care behaviors were used for collecting information and self-behavior score. The data in this phase was analyzed by percentage and frequency distribution.

Phase 2 This objective is to study the experience of their illness, way of life and the use of local wisdom in health care. The sample is 50 patients who have high level and low level of the self-care behaviors score in the first group. Qualitative method was used by in depth interview including the following aspects: perception of being diabetes; responsibility; being a diabetic cause change in life style; learning to achieve self-care; seeking and gaining knowledge for self-care

and learning pros and con of diabetes. Then data was analyzed by the method of content analysis.

The main questions consist of

1. Did you know about your diabetes symptoms and warning signs?
2. What did you feel when you have diabetes in the early stages?
3. What did your changes effect lifestyle after diabetes?
4. How did you take care of yourselves?
5. What have you learnt about modern treatment or traditional medicine approach?
6. Did you have any problems to control yourselves and how to solve it?

Phase 3 This objective is to propose guidelines for the self-care of Muslim with diabetic mellitus in three southern border provinces. The analysis of the quantitative data and qualitative data to determine factors that supporting self-care behaviors of the samples in the high score group, the factors that disturb self-care behaviors of the samples in the low score group. Then data was analyzed by content analysis technique. To draft guidelines for the self-care of Muslim with diabetic mellitus in three southern border provinces. The three experts in related field approved this guideline before do conclusion.

6. Results

1. Self-care behaviors of Muslim with diabetic mellitus in three southern border provinces consist of prevention and self-care for physical, mental and emotional health, as well as social well- being. It found that mostly people of high score of self- care behaviors are under the age of 40 years, who finished undergraduate school, with single status, male and have recognized this problem less than three years. The health practice can describe by frequency of their behaviors that they could do every day in a week or 4-6 days a week. It found that the operating behavior all the week is to eat vegetables, to avoid eating heavy carbohydrates as rice and noodles, to abstain from alcohol, soft drink and smoking, to exercise continuously for 30 minutes per day, to get the diabetes medication as prescribed and clean and wipe dry feet. The behavior that they could do 4-6 days a week is to abstain from eating sweets, such as desert or sweet fruit, skin massage with oils and creams, and wear clean socks and fit shoes.

2. The experience of illness and integration of local wisdom into self- care of Muslim with diabetic mellitus in three southern border provinces. It could

explain by six main topics as follows: 1) Recognition their diabetes 2) Attitude or feeling their diabetes 3) Their changes affecting lifestyle 4) Learning to their self-care 5) Getting for knowledge /guidelines in taking care of themselves, and 6) Learning problems and obstacles of diabetes.

3. The guidance for the self-care of Muslim with Diabetic Mellitus in three Southern Border provinces, It presents key steps to help them manage their diabetes and live a long and active life, with integration of local wisdom make wise choices for their diabetes care each day, so that they have a quality of life, can reduce the amount of sugar in the blood and prevent complications. The content has the important issues about the integration of local wisdom into self-care in diary life, especially food, exercise and stress. At first time, they have learnt why diabetes is serious, how caring for diabetes helps they feel better, and learnt to handle with stress. They also used self-care plan as a guide to manage themselves by making healthy food choices and moving more, take medicines even when they feel good, and cope with various problems. The strategies to approach with diabetes for using feed-back technique, review of their self-care plan in the context of the Muslim way, compare benefit from the good practices and the wrong practices, educate health care with their language in the mosque after practice religion. This should encourage by religious leaders for providing education according to Islamic principles such as healthy eating, physical activities, stress and relaxation. This research finding mostly Muslim has often used the religious principles to control their stress and family member will listen to their concerns and help they feel better.

7. Discussion

1. Most of these patients recognize that diabetes is a hereditary disease and caused by having the incorrect behavior. Lifestyle in the three southern province that have to meeting in various religious rituals cannot avoid eating too much, for appropriate nutrient such as sweetened tea with condensed milk, the local food was cooked with high carbohydrate and fat, In addition to lacking of physical activity. Most of these patients have more than one symptom of thirsty, fatigue, weakness, weight loss and blood sugar test result. This study has confirmed that effective care with diabetes have to control with their behavior such as exercise, has long been known to help people with diabetes reduce blood sugar and achieve and maintain a healthy weight, particular walking, had a positive impact on lowering blood sugar levels. This is very

important because walking is one of the simplest, at least time consuming, and most accessible activities available.

2. Most of these patients accept that this disease is very common if they could control blood sugar. Some believe that all problems come from God and giving them adaptation. This study found that the positive power of religious can change the feeling of fear, nervousness and depression in the first stage to modify their health behaviors. It might be Islam is the way of their life, everything in the life of the creation of Allah, especially for those who have choices to make, must be dictated and clarified by the One who created everything in the first place. Islam must be a complete and total way of living, explaining everything in the life from beginning to end and from birth until death. There are other commandments which concern virtually all facts of one's personal, family and civic life. These include such matter of diet, personal hygiene, self-care, responsibilities, and so much more. It is very important to understand and gain this advantage.

3. Most of these patients have learnt to change their behaviors in several topics such as food, exercise, stress management, prevention, seeking other care and the alternative medicines. Some patients use a variety of self-care to control diabetes. This study found that their family system is much important factor affects to change behaviors, as well as seeking other care and alternative medicines. It might be diabetes is a chronic condition that often requires several lifestyle changes to manage it. In addition to medicine, diet and exercise, new therapies may be emerging from the field of complementary and alternative medicine. This interesting research finding some kinds of herbs were used in control blood sugar levels, which resent scientific studies have found that several commonly used herbal remedies too. The study of herbs to reduce blood glucose is particularly interesting, but further studies evaluation the safety and efficacy of herbs in people with diabetes are needed.

8. Suggestion

1. Collecting data by participate observation and in-depth interviews to obtain more information in the other area of three southern provinces.

2. The involvement of familiar health promotion should be studied next time.

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Management of Illiteracy Solutions Regarding Government Policies Of Schools in the Three Southern Provinces

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Abstract

This qualitative study focused on management of illiteracy solutions regarding to government policies of schools in the three southern provinces of Thailand. The purpose of this research was to examine management, problems and model of management of illiteracy solutions regarding to government policies of schools in the three southern border provinces of Thailand. Key informants were 9 principals from primary schools in Pattani, Yala and Narathiwat provinces. A purposeful selection was employed to select sites and participants for the study. Research instruments were a semi - structure interview protocol, related documents and the researcher as a key instrument. Data were analyzed by using thematic network analysis (TNA) as well as constant comparative technique. The findings revealed that the management of illiteracy was based on PDCA which included four steps as follows 1) Planning and preparation : promoting related stakeholders' awareness, assigning job responsibility and allocating resources, 2) Doing : student screening, teaching by volunteer teachers, class teacher, Thai teacher, integrated teaching with other substances and promoting Thai skills development activities, 3) Checking : supervising and morale encouragement, classroom visit, student development evaluation, 4) Acting : teacher development, learning materials development and schedule management. The problems of illiteracy Management included planning problems such as unreadiness of teachers and resources, the operation problems were discontinuation of operation and inappropriate timing, the evaluation problem was discontinuation of monitoring. There were four models of illiteracy management including 1) teaching by volunteer teacher, 2) teaching by class teacher and Thai substance teacher, 3) integrated teaching with other substances and 4) promoting Thai skills development activities.

Keyword : Management, Illiteracy solution, Southern border provinces of Thailand

Introduction

The National Education Act B.E.2542 (1999) and Amendments (The Second National Education Act) B.E.2545 (2002)(Ministry of education, 2002) legislated that the educational management must be for developing Thai people to be a physically, mentally and intellectually qualified human being with knowledge and morality to have an ethic life and be able to live with other people happily. The Act also legislated in the guidelines of educational management that the educational process must promote learners to be able to naturally and effectively improve their knowledge and their ethics. The knowledge includes the skills of mathematics and languages especially Thai language. Thai language is important to develop Thai youths in term of keeping Thai identity and culture. Basic educational core curriculum (Ministry of education, 2008) determined five significant capabilities. One of them is the capability of communication involving the ability of receiving and sending information, culture in using languages, passing on learners' ideas, knowledge, understanding, feelings and attitudes to exchange the information and experiences which are useful for self-development, society and negotiation in order to eliminate and reduce any conflicts. It also involves reasonable and correct information exposure and efficient use of communication affecting a speaker and society. Furthermore, Thai language is a subject area included in the basic educational core curriculum.

Thai language is not only significant in developing learners' knowledge but also an important Thai cultural identity and tool of communication and learning of Thai people. However, it was found that many Thai students in primary school level are illiterate in Thai. Some cases are not fluent in reading and writing, but some cannot read and write Thai language seriously. The importance of reading and writing Thai language basically affects learning in several subject areas. If students are illiterate, their educational achievement might fail. From exploring data to screen the students who are illiterate by the

Office of The Basic Education Commission (OBEC) (2013), it was found that the students in Pratom 3 and Pratom 6 had to improve their reading and writing. The number of the illiterate students was 200,000 approximately which was quite high. The area where the students were most seriously illiterate was three southern border provinces. Because of this, the Ministry of Education proclaimed that the Ministry of Education has placed importance on that issue and launched the policy of illiteracy solution monitored by the Office of The Basic Educational Commission (OBEC). The OBEC has determined it as a bold measure in 2013 by screening every student in Pratom 3 and Pratom 6 by the test. All of the educational service would finish screening the students within September 9-20, 2013 and the Thai teacher development would be done within the first semester of academic year 2013. Next, there would be supervision and follow-up, and summary report submitted to the OBEC every semester. Every educational institute must encourage all students to be literate and manage remedial teaching within the second semester of academic year 2013 (Office of the basic education, 2556). As mentioned before, the researchers who are educational executives dealing with policy and planning to implement the policy of the original affiliation offices to achieve the target in the educational service area of three southern border provinces, and who are the students being aware of the illiteracy issue of the students in three southern border provinces where there is the problem of Thai language identity affecting Thai language learning are interested in investigating management and model of management administration of the educational institutes in three southern border provinces. It will be useful for the offices dealing with the educational management and the educational institutes helping to solve the significant issue of Thailand.

Research Questions:

- 1) How do the schools in three southern border provinces manage the illiteracy solution policy?
- 2) What are the problems of the schools' management in the illiteracy solution policy?
- 3) How is the model of the management in the illiteracy solution policy?

Purposes of the study:

- 1) To investigate the management administration in the illiteracy solution policy of the schools in three southern border provinces.
- 2) To investigate the problems of the management administration in the illiteracy solution policy of the schools in three southern border provinces.

- 3) To investigate the appropriate model of the management administration in the illiteracy solution of the schools in three southern border provinces.

Significance of the study:

- 1) To know the procedures of the management administration in the illiteracy solution policy of the schools in the southern border provinces.
- 2) To know the problems of the management administration in the illiteracy solution policy of the schools in the southern border provinces in order to implement the results to develop the management.
- 3) To have an appropriate model of the management administration in solving the illiteracy issue for the schools in three southern border provinces.

Definition of Terms

Illiteracy solution policy refers to the procedures that the Ministry of Education proclaims to schools to decrease the percentage of the illiteracy number among the students to zero in the academic year 2013. The Office of The Basic Education Commission is responsible for solving this issue.

Management administration refers to planning, management, supervision and assessment, and development of the schools in solving the students' illiteracy issue regarding the procedures of the Office of The Basic Education Commission.

Problems of management refer to a trouble or difficulty of the schools in management regard to the illiteracy solution policy of the schools in three southern border provinces.

Model refers to the procedures of management administration in conducting the illiteracy solution policy of the schools in three southern border provinces.

Three southern border provinces refer to Yala Province, Pattani Province and Narathiwat Province.

Conceptual Framework

This study is a qualitative research on the management administration regard to the policy of illiteracy solution of the schools in three southern border provinces. The researcher has investigated the related documents and research in order to determine the conceptual framework. The proposed issues are the policy of illiteracy solution, the management administration, the problems and the model used by the schools to solve the illiteracy problems.

The policy of illiteracy solution is significant for Thai students in a primary school level nowadays because they are not fluent in reading and writing. For many cases, they are illiterate. It was found that approximately 200,000 students out of all the number of Pratom 3 and Pratom 6 students screened by the Office of The Basic Education Commission had to

improve their writing and reading skills. The Ministry of Education launched the policy of illiteracy solution and assigned the Office of The Basic Education Commission (OBEC) to think about the process of solving this problem. The Ministry of Education has determined the policy of illiteracy solution as a bold measure in 2013 and has accelerated the development of Thai teachers to be completed in the first semester of academic year 2013 (Office of the basic education, 2556). The management administration plays an important role in the process of both participatory process and the process of PDCA administration involving participatory planning by involving committee, supervising, monitoring and making a summary report of every project in the action plan (Sinkhunthot, S. 2554). The problems in the management administration are the investigation of the issues produced by the management administration regarding the illiteracy solution policy involving the process of planning, management, supervision and assessment, and improvement.

The management administration model referred in this study is the presentation of the model set from the management in the implementation of the illiteracy solution policy of the schools in three southern border provinces. The data is gained by interviewing the school directors and synthesized as a significant method for the schools to drive the illiteracy solution policy successfully.

Research Methods

This study is a qualitative research involving the case study of the schools in three southern border provinces. The research instrument used in this study is a semi-structure interview relating to an open-ended interview. The key informants are the primary school directors under the offices of Educational Service Area in three southern border provinces. There are nine school directors from nine educational service areas (one area each) selected by purposeful selection technique (Law & others, 1998) emphasizing on the purposes of the study. The structure is not strict in order to get an appropriate sample to the concepts and aims of the study (Podhisita, C. 2013). The selected schools are the schools that seriously solve the illiteracy problems and monitored by the offices of Educational Service Area. Data was collected by in-depth interview from the school directors by face-to-face interview in order to gain reliable in pre-, while- and post- data collection. The researchers employed the rapport-building pattern with the key informants starting from the first action of the research by both directly and indirectly coordinating, clarifying the objectives and importance of the study consistently

such as introduction of the researchers in order to create familiarity and trust to the key informants. Establishing a good relationship helps the researchers gain true and reliable data (Patton, 2002). Moreover, the researchers exchanged and discussed the ideas with peer (Peer debriefing) in order to find the suitability and correctness (Schwandt, 1997). The technique of data analysis used in this study is the thematic network analysis (Stirling, 2001). The data was compared and contrasted in data analysis as the following methods: 1) code the tape scripts, 2) determine the data, 3) create the network of the issue starting from basic issue to the secondary and the primary one, 4) discuss and explore the thematic network, 5) summarize the network and 6) interpret the network pattern by reviewing the research questions.

Results

From the investigation of the management administration in the illiteracy solution policy of the schools in three southern border provinces, many interesting points were found as following:

1) Planning and preparation: the schools established the awareness to involving parties. The school directors gave importance and usefulness to solve the problem. There was a meeting of the educational institute committee and parents in order to reinforce the management of the schools. Volunteer teachers were recruited and assigned to the persons who were responsible for to deal with the illiteracy solution while Thai teachers or academic teachers monitored the whole picture of the management and made a follow-up report regarding the fixed schedule.

In supplying resources to support the management, it was found that the school directors or executives had supported the management by allocating the budget from a capitation grant and from the educational service areas in order to urge the schools develop the students' literacy concretely.

2) Management: the procedures of the management were 1) screen the students by using the screen of the Office of The Basic Educational Commission to test all students in the schools. The teachers were also evaluated. The screening test required the students to read the basic word lists set by the teachers in order to find the illiterate students and group them for the next step., 2) teaching by a volunteer teacher involving words mixing, handwriting, reading aloud, and dictating the words made from easy to difficult, 3) integrated teaching with other subject areas by a class teacher (who teaches all the core subjects) and a Thai teacher in a classroom but the appropriate time would be set such

as a pre-regular class, 4) teaching by a class teacher or a subject teacher. The schools had the measure requiring the class teachers and the other subject teachers integrate teaching reading and writing Thai language with learning in those subjects. The basic words involving the subject area were implemented in teaching by mixing words, reading and writing the words following the context of teaching each subject, and 5) arrange the activities promoting Thai language development. The schools made projects and activities promoting reading and writing skills such as the projects of love-reading habit promotion.

3) Follow-up supervision and evaluation: the schools proceeded the policy as following 1) give consult and morale to advise in solving the problems and facilitate the management, 2) visit the classes to follow and supervise by the executives and assigned supervision committee who were Thai teachers and academic teachers of the schools regarding the fixed schedule in order to make a report submitted to the office of the educational service area, 3) evaluate students' development; the schools assigned the teachers to evaluate the students in a real condition. The students' reading and writing development were assessed following the fixed schedule with several methods such as observing, testing, examining etc.

4) Improvement: there were several improvements which were relevant to the management as following: 1) teacher development; the schools aimed to arrange the teacher training in order to develop teaching reading and writing Thai language correctly., 2) media development; the schools had the concepts to develop the media for teaching reading and improve an innovation to be a new tool of teaching., and 3) time adjustment; time setting of the schools for teaching reading and writing to the target students were in both a regular class and a remedial class. The classes were mostly set in the afternoon and the last class of the day affecting the students' perception and attention on learning.

The problems of the management administration in solving the illiteracy of the students in three southern border provinces were 1) the problems produced by the preparation which were the problems of teachers' unreadiness caused by lack of Thai majoring qualified teachers and unspecialized teachers in Thai language teaching. The next problem was unreadiness of resources supply such as teaching materials, books, heavy-duty articles and places. 2) the problems produced by the management such as the inconsistent management, the unsuitable fixed schedule, etc. 3) the problem of follow-up, supervision and evaluation which was inconsistent management follow-up.

There were four models of management administration in solving the illiteracy of the students in three southern border provinces: 1) the teaching model by a volunteer teacher recruited by the schools and assigned as a teacher solving the students' illiteracy problem. There were twenty students who were from Pratom 2 to Pratom 6 in each group which was different from the regular classes. Only teaching reading and writing Thai language was put in the special classes lasting three to five hours per day. The teaching techniques were teaching reading by words spelling and mixing, handwriting, pronouncing words and sentences, and dictating. These procedures were suitable to the schools with sufficient number of the teachers, budget for hiring a volunteer teacher and classrooms which were full of materials, durable articles and technology for learning. 2) The teaching model employing a class teacher or a Thai subject teacher would separate the illiterate students from the regular students in the class. The teaching schedule would not be fixed, but mostly the schedule was set as a pre- and post- regular class (after 8.00 a.m. and after 4.00 p.m.) or in a Thai subject class and a remedial class depending on the available time of the teachers and the students. The teaching focused on reading and writing by giving words to mix, handwriting, reading words and sentences aloud and dictating. This method was suitable to the schools with a limited number of the teachers where a volunteer teacher was not recruited in and the schools with limited places where a special class could not be arranged for the target students, but the strength of this method was that the teachers knew and monitored the students' Thai language development well. 3) The model that other subjects were integrated in Thai subject learning was the teaching technique of reading and writing words and sentences correctly together with other subject areas by the subject area teachers. The students had to create words and read the basic ones in the subject areas. Also, the students had to handwriting and read sentences in that subject content. There students were not separated into a special group. This technique was appropriate for the students in Pratom 1 to Pratom 3 and promoted reading and writing Thai words of all the students by the cooperation of all the teachers in the schools, but to employ this technique, the teachers' teaching skills had to be improved and developed and the school executives had to attempt to establish motivation and awareness to solve the issue because its success depended on these two factors. 4) The model of the activities improving Thai language skill motivated the students to have love-reading habit, eagerness, intention on learning Thai language

through the language activities arrangement such as reading promotion activity, language skills competition, including listening, speaking, reading, thinking and writing, which employed a reward as a temptation. This method made the students place importance on using Thai language in communication which requires the effective reading and writing skills. It was not a direct solution, but it would make the management in solving the students' illiteracy problem more efficient. It was appropriate for the projects and activities arrangement in any occasions relevant to the language and culture or for the academic exhibition arrangement of the schools.

Discussion

For the management administration in solving the illiteracy issue regarding the government policy of the schools in three southern border provinces in term of planning and preparation, the schools had established the awareness to the involving parties. The school executives pointed out the importance and usefulness of solving the problem relating to the idea of Wiles (1983) saying that placing importance on explaining the details to all the teachers to know and understand so that the management administration could be run smoothly and reach the targets. In addition, the teachers were clearly assigned in the administration because assigning a task is the most important and it should be given to a correct person whose competence is relevant to the task. It is consistent to the leader concept of Blanchard (Meechart, W. 2005) employing the rule of assigning a task to the subordinates who have knowledge, competence and intention of working. That management administration made the schools where there were volunteer teachers and the schools where teachers were responsible for know and understand the roles. So, there was not any force on the subordinates. Another key point was resources supply to support the management administration. It was the input allowing the practitioners to implement the resources to arrange the activities so that the management would be convenient and achieve the aims as Fowler (2004) proposing that the failure in new policy implementation is caused by the lack of resources. Therefore, there should be the supply of main resource which is the budget for supporting the policy implementation.

The procedures of the management administration were 1) screening the students 2) teaching by a volunteer teacher 3) teaching by integrating Thai language learning with the other subject areas 4) teaching by a class teacher or a subject teacher and 5) arranging the activities to promote Thai language skill development. Such a finding was caused by the guidelines of the Office of The Basic Educational Commission (2013) determining that the

schools with less preparation in term of personnel, budget, materials and equipment, and buildings could adjust the procedures to their own contexts. Those schools still emphasized on reading and writing practices of spelling, mixing, handwriting, reading and dictating words and sentences which were the correct and sustainable solutions in the researchers' point of view. Additionally, to retain the reading and writing skills, the students should be motivated and interested by the activities promoting Thai language use such as the project of love-reading habit promotion which corresponds to the idea of Kongkalai, T. (2005) placing importance on establishing love-reading habit and proposing the methods to establish love-reading habit. The habit can encourage children to be more pleasant to read and permanently retain the skills of reading and writing.

The management administration in follow-up supervision and assessment consisted of giving consults and morale, visiting the classes and evaluating the students' development. These methods indicated that the roles of the executives in pushing the management forward regarding the government policy of solving the students' illiteracy were monitoring, follow-up supervising and evaluating the operation consistently especially in three southern border provinces where there are insurgency situations making teachers and educational personnel scared when operating. Besides, the educational management in the areas is hard to run such as the learning management through communication of the students whose mother tongue is not Thai language. The differences of nationality and religious, and unreadiness of educational management factors make the teachers in those areas use a lot of attempts in learning management to improve the students as stated in the curriculum and let them have a better life quality which relates to the research findings of Sungtong, E. (2008). It was shown that the difficulty that the executives had to encounter in order to raise life quality of the students in those areas was the lack of educational opportunity. Hence, developing the learners must employ powerful driving since the management administration to the target has the limitation, problems and obstacles which are significant to the educational management in the areas.

The problems of the management administration in solving the students' illiteracy of the schools in three southern border provinces were 1) the problems caused by the preparation such as unreadiness of the teachers and supporting resources, 2) the problems caused by the management such as inconsistent management and unsuitably fixed schedule, 3) the problem caused by the follow-up supervision and evaluation which was the inconsistency in monitoring

the management. It relates to Cheng & Cheung (1995: 11-20) mentioning that the problems of policy implementation are the shortage of resources, the management and follow-up supervision inconsistency. For the illiteracy solution policy, one of causes was that the government proclaimed the policy in rush time and the period of political changes and the policy had to be urgently achieved. It made the practitioners not ready to catch it. In contrast, to solve the students' illiteracy is a main duty of the schools even though there is not such a policy, but the key point is that the school executives and the teachers lack awareness and serious intention of the issue. Thus, it is necessary to proclaim the policy and launch the bold measures so that the management will be achieved. For instance, the bold measure launched by the Ministry of Education states that the schools must have the bold target requiring all students in Pratom 3 and Pratom 6 be able to read and communicate. The cooperation agreements between the Ministry of Education and the Offices of Educational Service Area to intensively develop each student and to solve the illiteracy problem are processed. The investigation, research, supply and development of appropriate learning media supporting the management of the Offices of the Educational Service Area need to be an urgent issue. All involving sections should be encouraged to be aware of the program, seriously participate in the management and submit the progress reports regarding the Ministry of Education (The ministry of education, 2013).

There were four models in management administration to solve the illiteracy problem of the schools in three southern border provinces: 1) the model of teaching by a volunteer teacher 2) the model of teaching by a class teacher or a Thai subject teacher 3) the model of teaching integrated with other subject areas and 4) the model of arranging the activities to promote Thai language skill. Such a finding indicated that the schools found the best way for their own contexts, available resources and readiness in order to develop the learners to be able to read aloud and write Thai language corresponding to the educational management guidelines legislated in the fourth section of the National Education Act B.E.2542 (1999) and Amendments (The Second National Education Act) B.E.2545 (2002) (The department of academic, 2003) stating that the educational management must rely on the learners. When comparing the policy proclaimed by the Ministry of Education, the model is not limited. Nevertheless, there is an explicit target of the achievement that the illiteracy must be eliminated. Therefore, it is free and flexible for the schools to

operate and achieve the goal which is consistent to the educational management guidelines in the ninth article of the National Education Act B.E.2542 (1999) mentioning that the process of educational management holds the principle of unity in term of policy and has various kinds of the operation.

Conclusion

The management administration regarding the illiteracy solution policy of the schools in three southern border provinces involved the participatory planning by involving parties. The primary procedure was the period of screening the illiterate students. As a whole picture, there were a lot of students who could not read aloud and write Thai. The methods or patterns in solving the problem were necessary to be conducted. The method which was most effectively implemented from this study was teaching by a volunteer teacher because a volunteer teacher only instructs and develops a group of illiterate students. However, not every school could hire a volunteer teacher to teach those students because of limited budget. Thus, a class teacher or a Thai teacher was assigned to teach the illiterate students even though in some schools there were not any teachers majoring in Thai. This finding would be proposed to the policy administrator in order to consider the budget for hiring a volunteer teacher so that the illiteracy issue of the students in three southern border provinces would be solved.

Suggestions

From the findings on the research of the management administration regarding the illiteracy solution policy of the schools in three southern border provinces, it can be suggested as following:

1) Schools should develop a reading and writing teaching technique for every teacher in the schools in order to be correctly fundamental to the sustainable development of reading and writing.

2) School executives and teachers who are responsible for have to select an appropriate model to the context of the schools. One pattern or more can be chosen and adapted for effectiveness.

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Participative Administration Towards Excellency : A Case Study of Salesian SME SaengthongVithaya – Thidanukhro Project

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Abstract

The qualitative research on the participatory administration towards the excellence with the case study of the Salesian SME SaengthongVithaya-Thidanukhro project aimed to 1) investigate the opinions about the participatory administration towards the excellence 2) investigate the factors leading to the success and 3) investigate the administrative directions for the success in the future. The study was found that the participatory administration had to emphasize on the participation of all involving parties in managing the Salesian SME project. For the factors leading to the success, they consisted of taking part in the project, implementing new technology, setting the committee, creating a sense of ownership, publicizing and promoting the instructional system arrangement with learning atmosphere, creating motivation, developing knowledge and skills in the personnel's operation, arranging the monthly meeting with network parents and setting the learning classroom environment. Furthermore, the administrative directions in the future were to encourage the use of new tool media, to arrange an additional foreign curriculum and to search for the students who have a subject-specific competence.

Keywords: participatory administration, towards the excellence, Salesian SME project

Introduction

SaengthongVithaya School and Thidanukhro School are the schools which have the Salesian society dealing with the administration affair by holding the spiritual principles of Father Bosco who founded the organization. He is a model of youth training. With the Salesians' identity and atmosphere, the life can be successful. They lead the schools to make the SWOT and have become the Salesian SME project which is a co-project between SaengthongVithaya School and Thidanukhro School.

This project opens the opportunity to the students who have knowledge and competence in Science, Mathematics and English to show their capability extremely in learning. Its curriculum philosophy is that with knowledge and virtue the human being can be developed to the perfection. It aims to develop learners' genius with full capability, enhance learners to have a good behavior, virtue, generosity and help each other. The learners study from real experiences. They are trained to have a critical thinking and to be confident to express opinions. The project also promotes the regional, national and international competitions, creates a good society to the learners and establishes a good relationship among the parents. The features of curriculum focus on Science, Mathematics and English. The professors who specialize in the subjects and the experts instruct those subjects to the students intensively, take the learners to study with other institutes, encourage them learn from real experiences and do activities with foreigners. The prominent point of the curriculum administration is to employ the participatory administration, top personnel's cooperation in both locality and center.

As previously mentioned, the researcher, who was a project initiator and saw the project development, thought that the participatory administration in the management was the guideline leading to the success of the schools. Because of this, the researcher was interested in investigating the participatory administration towards the excellence with the case study of the Salesian SME SaengthongVithaya – Thidanukhro Project.

Definition of Terms

The participatory administration refers to the administration behavior of the school administrators in term of using the administration model that opens the opportunity to teachers and involving parties to share ideas and decisions, and to determine a policy and administrative business in the schools.

Salesian SME SaengthongVithaya – Thidanukhro Project refers to the special project managing the education accompany with Saengthong Vithaya school and Thidanukhro school, Hadayai

district, Songkla Province. The educational management emphasizes on Science, Mathematics and English as a learning center.

Research Questions

1. How are the opinions about the participatory administration towards the excellence with the case study of Salesian SME SaengthongVithaya – Thidanukhro Project?
2. How are the factors affecting the participatory administration towards the excellence with the case study of Salesian SME SaengthongVithaya – Thidanukhro Project?
3. How are the directions of the participatory administration towards the excellence with the case study of Salesian SME SaengthongVithaya – Thidanukhro Project?

Purposes of the Study

1. To investigate the opinions about the participatory administration towards the excellence with the case study of Salesian SME SaengthongVithaya – Thidanukhro Project
2. To investigate the factors affecting the participatory administration towards the excellence with the case study of Salesian SME SaengthongVithaya – Thidanukhro Project
3. To investigate the directions of the participatory administration towards the excellence with the case study of Salesian SME SaengthongVithaya – Thidanukhro Project

Participatory Administration

The participatory administration is the administration letting the practitioners decide to learn, develop and search for an appropriate method in working process to increase the efficiency in working and make an organization gain the ultimate benefit in terms of quality and administration of the organization (Dimitri, 1995 : 15). It is consistent with the prominent point of the Salesian SME SaengthongVithaya – Thidanukhro Project which emphasizes on the participatory administration and the cooperation of the excellent personnel in both locality and center. The participatory administration in the schools should build the cooperation of all parties, including the committee, the schools, the parents, the communities, the teachers and personnel in the schools, and the external sectors involving with the educational arrangement. They should acknowledge, mutually decide, and share opinions and suggestions in the administration. Besides, planning the schools’ development, monitoring to inspect, cooperating to mobilize the educational resources, building the network to develop the education and coordinating to manage the project or

activities of the schools should be recognized in order to run the project and activities of the schools successfully.

Research Methods

This qualitative research investigated the case study of the Salesian SME project. The 46 key informants in this research were the persons responsible for the Salesian SME project, the teachers, the parents’ representatives and the students. Those key informants were selected by the purposeful selection technique which does not involve with a strict structure and complex procedures. The researcher aimed to use the technique in order to have the samples as suitable as possible for the concept and the objectives of the study (Podhisita ,C. 2007). In addition, pseudonym was employed to every key informant. The research instruments were the semi-structure interview, which is an open-ended interview but focuses on the in-depth details of interviewing, and the researcher. The data were collected by the individual interview that intensively investigates real experiences by using open-ended questions and rapport relationship. The researcher introduced himself on his determined role by building a positive interaction in order to make the interviewees impressed, confident and brave to reveal the information needed by the interviewer. The in-depth interview lasted 1-2 hours for collecting the data which is an appropriate period for interviewing in a qualitative research (Godon and Langmaid, 2002 cited in Prasitrattasin ,s. 1995. The researcher employed a face-to-face interview with the key informants at their schools or other suitable and safe places. In this study, the data were analyzed by the content analysis technique which describes the content as appeared in the messages systematically, objectively and theoretically (Chantavanich, S. 2007). There were 10 procedures of the data analysis: 1) transcribing interviews 2) filing transcription 3) rechecking transcriptions 4) categorizing data 5) analyzing data 6) outlining data 7) analyzing context 8) analyzing content 9) rechecking and reflecting data analysis and 10) confirming final data analysis, in order to make a reliable conclusion. Peer debriefing was also used in this research in order to build the data reliability.

Results

The opinions about the participatory administration towards the excellence with the case study of Salesian SME SaengthongVithaya – Thidanukhro Project were found that the participatory administration affected the project achievement. It

made the project accepted by the society. Everybody took part in the project's activities willingly and expressed their opinion creatively. There was modern technology. Everybody had mutual responsibility in searching for qualified and experienced professors and had satisfaction with working in the project. These participations made the project well successful and pushed it forward sustainably. For example, one parent said that the schools opened the opportunity to parents to take part in the instructional arrangement via the classroom's representatives to search for experienced teachers. Another parent also mentioned that the schools opened the opportunity to parents to take part in the schools' activities and to give opinions, suggestions, support and help in many aspects of the project.

The factors affecting the participatory administration towards the excellence with the case study of Salesian SME SaengthongVithaya – Thidanukhro Project were found that there were several significant factors that affected the participatory administration towards the excellence: 1) taking part in recognition and decision of the project by the administrators of both schools driving, giving information and co-developing the project consistently 2) implementing new technology like communication via the Internet 3) setting the committee, administration team, honorary committee and project adviser. The parents' representatives had to be appointed as a part of those groups of people. 4) creating a sense of ownership and responsibility in the project among all involving parties 5) promoting and publicizing the news of the project and rewards leading to the success and making the project well-known 6) arranging the instructional system with learning atmosphere inviting the qualified and famous professors to instruct 7) creating motivation to the students by giving the scholarship to the students who had the highest examination as the first three ranks and supporting the budget for the competition test of any project 8) developing knowledge and skills in the personnel's operation by sending him or her to attend the training in order to develop the knowledge and skills in every aspect consistently 9) arranging the monthly meeting with the network parents in order to have a suggestion and opinion, and arranging the meeting every semester (a semester each) in order to build the educational arrangement system in the project consistently and 10) setting the learning classroom environment with media, new technology and excellent instructional system arrangement.

The directions of the participatory administration towards the excellence with the case study of Salesian SME SaengthongVithaya – Thidanukhro Project were found that there were three directions of the participatory administration towards the excellence: 1) modern tool media and technology would be used to give the teachers convenience in order to make learning development of the learners

more effective. 2) Additional foreign curriculum arrangement would be set in order to progress the project and the students' success. 3) Students with the subject-specific competence and learning management would be classified in order to support the students to their desired career.

Discussion

The participatory administration in the Salesian SME project was achieved by the cooperation of all parties involving in the project with true readiness and willingness. Such an achievement was concrete to be able to truly confirm the results corresponding to the findings of James F. Stine (cited in Sanpatiroop, 2003) the educational scholar of Johns Hopkins University, the United States, studying about the parents' participation in education. It was found that the parents could help the general affairs of the schools and increase the students' educational achievement and discipline. Konchalard, K. (1997) added that the participatory administration is a technique which is widely accepted. Its principle is to enhance the organization members to work together as a team or a group in order to make a task successful and effective. The participatory administration underlines the administration that the involving parties or the persons who can control the problem help to solve the problems together as a team to accept and solve the problems well. It also gives psychological impacts and creates morale in working. These are consistent with Jansatit, T. (2003) saying that the participatory administration opens the opportunity to all parties involving with the education to play a role in the educational administration and arrangement which makes the management well flowed and successful.

The factors affecting the participatory administration towards the excellence with the case study of the Salesian SME SaengthongVithaya – Thidanukhro Project were the participation, the new technology implementation, setting committee, creating a sense of ownership, publicizing and promoting the instructional system arrangement with learning atmosphere, creating motivation, developing knowledge and skills in personnel's operation, arranging monthly meeting of network parents and setting a learning classroom environment. These findings corresponded to the research of Duangjumba, W. (2011). investigating the participatory administration factors affecting the instructional arrangement of the private schools in Chachoengsao Province. It was found that the participatory administration factors were the factors from the internal administration of the schools, the organization atmosphere, the educational technology and the motivation. Those factors would assist the Salesian SME SaengthongVithaya – Thidanukhro Project to be succeeded. Furthermore, the administrators were transformational leaders who would drive many factors by making all stakeholders

believe that those factors would affect the operation’s achievement as Tichy & Devanna (1986 cited in Wisalaporn, S. 2001.) stating that the transformational leader who could change his organization to a better goal had to change the goal for success and had to create motivation relating to Saunanon,S. (1999).mentioning about increasing motivation to the followers by stimulating them to have more requirement.

Proposing the developing guidelines in the future was important to run the project to the success by supporting new tool media and technology in facilitating the management to the teachers in order to enhance learning of the learners to be more effective corresponding to Thinsuk,N.(2003) saying that in the current world technology and communication is important and necessary for the educational development procedures, education and quality plan, and instructional activities arrangement relating to the educational management in the 21st century where the learners must have the technology skill referring to the competence in accessing, analyzing and implementing information correctly. Another point was arranging an additional foreign curriculum for the progress and the students’ success which was consistent with Chareonwongsak,K.(2012) saying that in the future a person who has language skill competence will be required. It leads to the need of education with international language. Importantly, the freedom of education gives an opportunity to many foreign educational institutes to arrange the education in Thailand because Thailand is going to step in Asean Community. All learners have to be ready and prepare themselves for it as Niemted,W. (2013) saying that in the period of preparation for Asean Community, the students must have an additional qualification which is English skill for communication. Thus, it is significant for managing the Salesian SME project. Moreover, searching for the students who have a subject-specific competence and learning arrangement for those students were important which corresponded to Yunyongdecha,T. (2003) who studied about the way the students choose to continue to study. It was found that they wanted to attend the schools with specific subjects in order to reach the career they needed. It is consistent with one direction of the Salesian SME project of SaengthongVithaya School and Thidanukhro School.

Conclusion

From the research, the findings could insist that the participatory administration was a significant guideline leading the Salesian SME Saengthong Vithaya – Thidanukhro Project to the excellence

especially encouraging students’ parents to participate in this project. It was found that the parents was satisfied with the instructional management to their children and saw the participation as important to promote the projects to magnify an outcome in the future. The found factors, which were the participation, the use of new technology, setting the committee, creating a sense of ownership, publicizing and promoting the instructional management with the atmosphere of learning, building motivation, developing the knowledge and skills in the personnel’s operation, arranging the monthly meeting with network parents, and setting the classroom environment for learning, were good supporters that should be implemented by the administrators in order to reach a desired direction in the future. Importantly, the additional foreign curriculum arrangement would prepare the learners for stepping in upcoming Asean Community.

Suggestions

1. SaengthongVithaya School and Thidanukhro School should determine the cooperative management structure concretely by encouraging the parents’ representatives to participate in every affair in order to mutually drive the Salesian SME Project to the success.
2. The project administrators should support the management regarding the factors found in the study. There must be monitoring, supervising and following up the management so that all factors made the project truly successful.
3. The Salesian SME Project administrators should provide the media and modern materials to support the teachers to be able to make effective learning arrangement for learners and respond the students’ learning.
4. The Salesian SME Project administrators should provide the additional curriculum for learning abroad in order to prepare the learners for stepping in Asean Community.

Recommendations for Further Study

From the results, obstacles and problems found in this research, they can be the guidelines for further study as following:

1. There should be the investigation about new factors added in the study in order to make the project more successful in the future.
2. There should be the investigation about new learning techniques. They might be relevant to the media, technology and high tech tools that can make large benefits.
3. There should be a new project developed from the SME project in order to handle any new things that will be occurred in the future.

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Political Citizenship: The Appropriate Curriculum to Study of Citizen Politics Perspective

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Abstract

This study investigated the appropriate curriculum to study of citizen politics; the main object is intended to point out that knowledge of Thailand political citizenship has already occurred and to create Thai citizens to be a global citizenship by suitable curriculum. As a result, the study showed an appropriated curriculum/course could be adjusted teaching and learning process, managed to establish citizenship for learner’s fastest probability by using activities or project volunteer. The individual components and the key factors that will make the process of acquiring citizenship activities, for example; administrators, teachers, teaching process activities, environment in the school and curriculum also. Moreover, the results of curriculum/course can be saved as a portfolio in the student selection into higher education process as well. In conclusion, it would be a complete circuit in order to support and encourage the created of Thai citizen on going to be effective, if the management of Thailand education system were took over a significant share.

Keywords: Political citizenship, Curriculum.

Introduction

National Education Act B.E.2542 (A.D.1999) requires that education shall aim at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life. So, as to be able to live in harmony with other people. In addition, the act included the role of assignment authority in the administration and management they are; country education organization management, private education management and local education management. Moreover, the essence of education reform in the second decade B.E.2552-2561 (A.D.2009-2019) of the Ministry of Education. It’s has framework and guidelines to developed and quality of education management by a new process.

1. Decentralized administration and education management to schools and districts.

2. Developed management system according to the principles of good governance and transparency. Fair and effective monitoring system.
3. To increase educational with opportunities and quality.
4. To developed management system and support people, private and all sector to support, learn to more enough and education participation.
5. To be an effective education by resources developed management.

However, apart from the state and local governments, individuals, families and community organizations, private and professional organizations, religious institutions, enterprises and other social institutions have the right to give a basic education as well. Therefore, the curriculum development, education administration is a critical component on education management of the country and provided qualities of population are ready to be a good men of Thai society and the nation.

Citizens is refers to those belonging a particular and a forces of the country. Both of economic, military and bargaining power to the other countries. Implied by the definition of the word; refers to citizens who supported the power of the Governor. As someone who is in control of parental care (Sakulthai, 2000). In which the democracy regime, the meaning of citizen has difference from another government. Citizens in democracy regime is has own authority. So, citizens in democratic regimes are different and diversity. On several of different way, must be respected mutually. As meaning of citizens in a democracy regime is a population member of social, has freedom (liberty) and self-reliant (independent). Freedom exercise with responsibilities. Respects the rights of the others. Respect the differences ways. Respect the principle of equality. Respect the rules. Problems solving with good will and realize that they are belonging a part of society. Take responsibility

a public mind and eager to share social driving responsibilities. Cooperates driven solutions for society and solving social problems, Begins from family, community and rise to the national levels. Democracy citizens can be summarized into 6 properties as follows.

1. Have a freedom (liberty) and self-reliant (independent). It's not under the domination of the patronage system of the society.
2. Respect the rights of others. Have not exercised their freedom to violate the rights of others (Article 28, persons are claiming dignity, humanity or the rights and freedoms as long as it does not violate others. Followed the Constitution and be good morals of public).
3. Respect differences opinions and having skills to listen and accept feedback that is different from their own opinions.
4. Respect the equality and dignity of the others. Agree with the equality between individuals.
5. Respect the laws, rules and accept the consequences of law violating.
6. Social Responsibility and realize that they are part of society. Eager to share responsibility and social problems by starting their own.

The strategic of education development B.E.2010-2019, a subcommittee of citizenship education to establish meaning of democracy is rule by the people, or the people govern themselves. Democracy cannot be achieved, if people do not have the ability to govern themselves democratically. Not only democracy will succeed but have a good constitutional also. Citizens could be democratically role followed. Good members of society, right of freedom. Take responsibility and must be respect the rights of others. Significant differences respect for democratic rules.

Additionally, citizenship refers to the people responsible for themselves as sense of peace. Has been accepting the opinions of others (Varakorn Samakoses, 2010) and a citizen of democracy is that members have the freedom. With responsibilities and libertarian freedom coupled with functions (Parinya Thawanaramitkul, 2010). Including, citizenship means a legal relationship between the individual and the state with a sense of ownership in 3 characteristic (Political Development Council, 2014).

Thus, the civic education is a major issue in the state. Population should be awareness and supported by state. To establish the culture continued and good citizens in the nation with ideological heritage and citizenship powerful. The power of love and unity coexistence based on respect for the rules of society.

Respect others and principles of the democratic regime with the King as head of State (Chinnavorn Boonkai, 2011).

This article is to present a perspective of appropriate curriculum to study of political citizenship by Thailand as a case study. It's has submitted by the third international conference on education and leadership in globalization and glocalization at Phuket Graceland Resort and Spa, Phuket Thailand, May 21-24, 2014. Organized by the faculty of Education, Prince of Songkla University and institutions alliance. The study has purpose about; to indicated the curriculum of political citizenship in Thailand was occurred already. They need a real practice to encourage Thai population to be a global citizenship.

Appropriate curriculum to political citizenship creation

Office of the Basic Education Commission, Ministry of Education has prepared a core curriculum by 2008. Establishment vision with student creates to become global citizens. As a core curriculum for basic education to develop all learners which is national strength and the man balance, both physical and moral consciousness of citizenship and global citizenship adherence to the democratic regime of government with the King as head of state with the knowledge and basic skills. Have an attitude that is essential to study, their occupation and education throughout the life. Focusing learners based on student center and belief that anyone can learn and develop to their full potential of each person.

In addition, Office of the Education Council, By the Education Development Subcommittee to establish citizenship has prepared a development strategy to establish the citizenship Act B.E.2553-2561 (A.D.2010-2018). They are comprises the following 4 strategies.

- Strategy 1 Political citizenship for children and youth in basic education, vocational and higher education with both formal and informal.
- Strategy 2 Political citizenship for adults, family and community. Focused on building a training courses "Citizenship and Democracy in the community" to solve problems by local and community action.
- Strategy 3 Broad democracy and creating awareness in Thai society by using mess media to create various forms and reached in the nationwide.
- Strategy 4 Public cooperate and private networks as the same goal for establish political citizenship.

Education development strategies was established citizenship comprises 4 strategic and 23 measures as follow.

Strategy 1

There is political citizenship for children and youth. Level classified by basic education mode. This curriculum focuses on accelerating the cultural practice citizenship. The program will reduce the content of learning in civics courses. Focused on the knowledge of constitutional politics to the level required. It contains the contents of the current constitution specifically to teach critical section only. It creates a teaching process. Learning activities that allow students to develop democracy and Civic education by acting and learning courses as follows.

1. Kindergarten level: provide activities by practiced these rules and how to live with others in society.
2. Primary level: provide activities by their responsibility, others and society
3. Junior high school education: provide activities by citizenship school training. Promote the public's awareness by project activities to practical problems their school.
4. High school level: Teaching activities by project to solve problems in society, such as solving the problem of limited waste. Their responsibility to society and so on.
5. Vocational level: curriculum provide by focuses on learning to encourage the country's democratic attitude towards the regime and citizenship.
 - 5.1 Certificate level: activities focused on training courses of the public mind and to embarked project to fix problems in their schools. The curriculum will realize their rights, duties of citizens and their society.
 - 5.2 High certificate level: the courses should focus on activities by solve problems in society or different simulation issues that will have to fix it and so on.
6. Higher education level: to enhance the curriculum by focused on teaching processes to social services. The institutions or University need to change the original learning process to solve problems and serve the society by instilling ethics (Professional ethics). This assigned to various courses in a final year students, such as learning activities by using a problem setting. In addition, its can linked strategy 1 and strategy 4 together, as well as the network interface with private sector. They can work toward as the same goals, for example one University as one province strategy.

Strategy 2

Political citizenship for adults, family and community. Office of the Non-Formal and Informal Education was considered creating a module of political citizenship for adults. To combined in partnership with local governments and private sector to prepare curriculum manual for adults to have a child as good citizenship. Training related to citizen for local governments and local people, including community leaders, for instance.

- Citizenship and democracy in community
- Being a good citizen in democratic.
- Society responsibility.

Strategy 3

Broad citizenship and creating awareness in Thai society by using mess media to create various forms and reached in the nationwide, allowing public access to the whole country. This strategy was created citizens to use a communication, such as television, newspaper, radio, books, magazines, leaflet, newsletters, or coordinate with association of professional communication to media awareness training. Active in civic participation, build a television channel to citizenship teaching, including social media for educated the public.

Strategy 4

Public cooperate and private networks as the same goal for establish political citizenship. This strategy was coordinated a network of public and private agencies such as Ministry of Education to working with private company, international institutions and ect. For example, Office of the Basic Education Commission to create curriculum and teaching of citizenship in basic education level. Office of the Vocational Education Commission to worked with project solving social problems Office of the Higher Education Commission to share as networking curriculum development activities that encourage students to create a common citizenship together.

Conclusion

To sum up, an appropriate curriculum to study of the politics citizenship in overall assessment, the probability of school, institute or University could be applied /adjusted the curriculum to teaching and establish learning political citizenship for learners. The fastest method is a project process or a volunteer activity already exists. Because of there are availability of educational institutions in all aspects, such as administrators, teachers, activities, teaching process environment, individual components and curriculum as well. They are the key factors that will make the process of acquiring citizenship activities, or they can integrate into the learning process immediately.

Moreover, the student who has volunteers activities. It's can be saved as a profile in portfolio and could be used a part of process student selection into higher education (University admission) also. If the higher education management system were took over a significant share. It is complete lifecycle in order to support and promote the political citizenship or civic education to establish a citizens of our country are going to be effectively. That is excellent method to building Thai population to be a global citizenship in recently timing.

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Readiness Preparation, Promotion Procedures and Problems in Raising Students’ Achievement in Programme for International Student Assessment (PISA) of High Schools in Four Districts of Songkhla Province

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Abstract

This qualitative study aimed to examine readiness preparation, promotion procedures and problems in raising students’ achievement in the Programme for International Student Assessment (PISA) of high schools in four districts of Songkhla Province. Key informants were nine teachers of the Programme for International Student Assessment (PISA) project in four districts of Songkhla Province. A purposeful selection was employed to select sites and participants for the study. Research instruments were a semi-structured interview protocol, related documents and the researcher as a key instrument. Data were analyzed by using content analysis. The findings of this study revealed that the schools weren’t seriously preparing for the Programme for International Student Assessment (PISA) but only using the test that matched some of the indicators in the classroom. The promotion procedures in raising achievement for the Programme for International Student Assessment (PISA) were practiced reading problems and doing some long training. The problems in raising students’ achievement for the Programme for International Student Assessment (PISA) were lack of critical thinking skills and care and attention from the original affiliation. In addition, PISA was not a priority since it did not directly affect the school.

Keywords: Readiness Preparation, Promotion Procedures, Problems, The Programme for International Student Assessment (PISA), High schools in four districts of Songkhla Province.

Introduction

Education is a key component of country development in order to keep pace with the world situations and the current of changes which have been rapidly occurred in the aspects of socioeconomic and politics to benefit people’s everyday life. The government’s policy places importance on the education in main seven areas: 1) hasten the education quality development by the knowledge system reform in Thai context, 2) establish and expand the educational opportunity, 3) reform teachers by raising the status of teaching to the profession, 4) arrange the high and vocational education to correspond the labor market, 5) develop the use of communication

technology for the education, 6) encourage the research and development for making intellectual capital of the nation, and 7) increase the capacity of human resources to support the Asean Economic Community). Each policy determines the administration strategies in order to achieve the country’s education development (Office of Educational Council, 2013).

The government is likely to place importance on the first and the seventh policy as every country in ASEAN region are preparing themselves for stepping into ASEAN Economic Community in 2015. In addition, the national education level is an efficient predictor of the country’s economic development emphasizing on the capital of manpower which is the most important (PISA Project Thailand. The Institute for the Promotion of Teaching Science and Technology, 2012). The efficient and acceptable information indicating the quality of educational achievement in the international stage is the assessment result of PISA because the PISA assessment result affects the assessment of economic capability and investment of the country seriously. The scores are publicized all over the world where the PISA is conducted to rank the countries’ competition and used as a criterion in the consideration of investment (Kom Chat Luk online, 2012). The assessment result of PISA 2009 was found that Thais’ reading literacy was ranked as the fiftieth out of sixty-five countries; Thais’ mathematics literacy was ranked as the fiftieth out of sixty-five countries; and Thais’ science literacy was ranked as the forty-ninth out of sixty-five countries. These results were reflected that the quality or capability of Thai people was still low compared with the international countries (Office of Educational Council, 2012).

Programme for International Student Assessment PISA is the international students’ achievement assessment programme set by the member countries of the Organization for Economic Co-operation and Development or OECD and Non-OECD member countries, called partner countries. The programme is aimed to find an indicator of education quality to the member countries by international cooperation and proficiency in order to create the same set of data that can effectively

indicate the quality of educational achievement of the countries in the programme of which member countries are 90 percent of the world economic zone. The assessment of PISA does not focus on the knowledge of the students who are studying in any classroom, but surveys that the youths graduating compulsory education or aged fifteen years old have proficiency in using the knowledge and skills in their everyday life. Thus, the assessment emphasizes on the knowledge and skills which are necessary in a real life, outside the classroom in the future. PISA has studied the former research and has decided that the necessary knowledge and skills for lifelong learning and the indicator of economic competition proficiency are the literacy in reading, mathematics and science. It can be said that the aim of PISA is the assessment for indicating the future (PISA Project Thailand. The Institute for the Promotion of Teaching Science and Technology, 2012).

It is similar to Thairat Online (2014) stating that the Ministry of Education hastens the development of teaching management quality to raise the PISA testing achievement level by determining the six key measures: 1) the measure of creating awareness to educational executive, professors, teachers, parents and society with knowledge and understanding that make them appreciated and aware of the importance of participating in PISA of Thailand by creating the awareness through the media, online social network and public talk, 2) creating a test following the way of PISA and the evaluation of online testing results, 3) creating a reading text and exercise to improve proficiency in reading, critical thinking, mathematics and science, 4) develop a proficiency test of reading and writing Thai language, 5) promoting and supporting the schools of which the PISA testing results in 2012 were under the mean, and 6) creating the reinforcement of controlling, following and evaluating as a significant instrument in developing students.

As a main policy of the ministry, it is interesting to study how three southern border provinces where is different from other regions of the country, where concerns with the national security (Seng Eaed, 2007), and where there are insurgency situations affects the education management inevitably. At the beginning of the insurgency situations, if there is an insurgency situation impacting any schools in education service area, all school in that educational service area will be closed. Hence, at the beginning of the insurgency situations, the schools are often closed (Changorn, 2010) especially four districts of Songkhla Province where is boundary between the red zone and the regular area. These four districts face the national security issue as same as the area in three southern border provinces. Every involving party needs to cooperate in development for solving the problem and raising the educational quality. The most interesting thing is how the high schools in Educational Service Area 16 scattered throughout the

red zone in four districts of Songkhla Province have prepared themselves for Programme for International Student Assessment or PISA in the insurgency situations.

Because of this, the researcher is interested to investigate the readiness preparation, promotion measure and problems in raising the educational achievement in Programme for International Student Assessment (PISA) of the high schools in four districts of Songkhla Province in order to take publicized information to involving parties and others who are in the same context as a way of determining a policy and scope in increasing efficiency of learning management which suits the context of the schools and corresponds to the context of world society competition in nowadays. It is also a way of education reform for the achievement of national educational management.

Terms

Programme for International Student Assessment (PISA) refers to the international student assessment programme consisting of the member countries of Organization for Economic Cooperation and Development or OECD and non-OECD called partner countries. The programme is aimed to find an indicator of educational quality to the member countries in assessing the necessary knowledge and skills for lifelong learning which is the literacy in reading, mathematics and science.

High schools in four districts of Songkhla Province refer to the high schools under the Office of Secondary Educational Service Area 16. The office is situated in the security areas of Songkhla Province which are Sabayoi District, Jana District, Thepa District and Na-thawee District. The high schools in those areas are Sabayoi Wittaya School, KaowDeang-Kuson Wittaya School, NaTawee Wittaya-kom School, Tup Chang Wittayakom School, Thepa School, Thep-phittayapanumas School, Jana Wittaya School, Ja-Nong Pittayakom School, Janachanupa -thum School and Mai Kaen and Prachautis School.

Raising the educational achievement in Programme for International Student Assessment (PISA) refers to a way of learning management to increase the educational achievement in Programme for International Student Assessment (PISA) by comparing the assessment with the former testing results and the mean score in the international level in each aspect and as a whole.

Readiness preparation refers to promoting students in learning the skills used in everyday life in their future, the skill of reading and the skill of critical thinking. It emphasizes on raising the educational achievement in Programme for International Student Assessment (PISA).

Promotion measure refers to using methods or instrument in improving the skill of critical thinking added from the regular learning management. It is

under the scope in Programme for International Student Assessment (PISA).

Problems refer to any obstacles in the process of raising the educational achievement in Programme for International Student Assessment (PISA) produced by students, teachers, directors and the management administration.

Research Questions:

1) How have the high schools in four districts of Songkhla Province prepared in raising the achievement level in Programme for International Student Assessment (PISA)?

2) How do the high schools in four districts of Songkhla Province conduct the measure of promoting in raising the educational achievement in Programme for International Student Assessment (PISA)?

3) What are the problems in raising the academic achievement level in Programme for International Student Assessment (PISA) of the high schools in four districts of Songkhla Province?

Purposes of the Study:

1) To investigate the readiness preparation in raising the achievement level in Programme for International Student Assessment (PISA) of the high schools in four districts of Songkhla Province.

2) To investigate the measure of promoting in raising the educational achievement level in Programme for International Student Assessment (PISA) of the high schools in four districts of Songkhla Province.

3) To investigate the problems in raising the educational achievement level in Programme for International Student Assessment (PISA) of the high schools in four districts of Songkhla Province.

Methods

This qualitative research reflects the reality concerning the in-depth issues of readiness preparation, promotion procedures and the problems in raising the educational achievement level in Programme for International Student Assessment (PISA) of the high schools in four districts of Songkhla Province. The research is designed to use the case study since the researcher needs to study the issues deliberately in order to understand the topic in several dimensions which are interesting and have not been revealed before (Phosita, 2013). The key informants selected by purposeful selection technique are ten teachers working in field of the Programme for International Student Assessment (PISA) of the high schools in four districts of Songkhla Province (Law, et al, 1998). The research instruments are semi-structure interview, relevant documents and the researcher. In this study, the information of the informants is confidential following the research methodology in keeping a secret and presenting the information. The exact date and time are set to the key informants. The face-to-face interview has been employed with each key

informant for an hour. The researcher analyses the data by the technique of content analysis. The procedures of brief data analysis by the technique of content analysis are as following: 1) determining the objectives, 2) defining the terms, 3) specifying the unit of analysis, 4) coding emerging themes, and 5) identifying the themes (Fraenkeland & Wallen, 2006; Schwandt, 1997).

Results

1) The readiness preparation in raising the achievement in Programme for International Student Assessment (PISA) of the high schools in four districts of Songkhla Province

The study was found that 8 out of 10 schools have not prepared themselves in raising the achievement in Programme for International Student Assessment (PISA) . 6 out of 10 schools gave the reason that PISA was far from them and uncertain. It was resulted that PISA was not mentioned. Moreover, all the schools said that they would focus on raising the achievement of Ordinary National Educational Test (O-NET) because it directly impacted their students, teachers, directors and whole pictures. It related to the third interviewee saying that “ there is no any readiness preparation because it was far from us. We are more aware of O-NET than PISA.” On the other hand, 2 out of 10 schools have prepared themselves in raising the achievement in Programme for International Student Assessment (PISA) as these schools was randomized, but they have been not serious about the readiness preparation. They have only taken the sample of the test which is relevant to some indicators to add in learning management in a classroom and taken it as a test to collect the scores.

2) The measure of promotion in raising the education achievement in Programme for International Student Assessment (PISA) of the high schools in four districts of Songkhla Province.

The study was found that 8 out of 10 schools have not had the measure of promotion in raising the educational achievement in Programme for International Student Assessment (PISA) since there was not any readiness preparation in Programme for International Students Assessment (PISA). 2 out of 10 schools have had the measure of promotion in raising the educational achievement in Programme for International Student Assessment (PISA) such as choosing the students who have proficiency in critical thinking and skill in calculation, practicing in computing in long mathematical problems found in the PISA test sample and taking the PISA test as a part of activities in Mathematics Camp since the PISA test is a long test.

3) Problems in raising the educational achievement in Programme for International Student Assessment (PISA) of the high schools in four districts of Songkhla Province.

The study was found that 2 out of 10 schools have prepared themselves and had the measure of

promotion in raising the educational achievement in Programme for International Student Assessment (PISA). They concluded that the problems were produced by students. The reason was that the students lacked the critical thinking. Their basis of the knowledge in Science and Mathematics was very weak. They did not participate in the extra-class on official holidays. 8 out of 10 schools not having the readiness preparation and measure of promotion in raising the educational achievement in Programme for International Student Assessment (PISA) talked about the problems in term of suggesting that the original affiliation did not pay attention and place importance on it. The schools did not also place importance on it because there was no direct impact on the students, teachers, directors and the whole pictures of the schools.

Discussion

The findings could be discussed as follow:

1) The readiness preparation in raising the achievement in Programme for International Student Assessment (PISA) of the high schools in four districts of Songkhla Province.

It was found that most schools had not had the readiness preparation in raising the achievement in Programme for International Student Assessment (PISA). From this issue, the researcher thought that Programme for International Student Assessment (PISA) is a programme determined by the Ministry of Education with the clear policy that in 2015 the PISA test result of Thailand must be better which is the kind of raising the educational quality of Thailand to the world. However, the government did not publicize it throughout the practical offices. The ministry did not create the awareness of the importance of the PISA test leading to the lack of clear understanding about the guideline among the involving schools. To illustrate, the policy implementation was still ambiguous and did not have a clear schedule. It is consistent with the Office of Education, Religious and Culture Development, Service Area 17 (1998, cited in Wongrakthai, 2008) stating that the policy implementation consists of the important factor making the policy more effective which is the policy communication process. It has to be clear and easy to understand. A practitioner must understand the way of policy and know how to do. Phongmai (1998) also talked about this point in the same way that the factor influencing towards the success of the policy implementation depends on the objective perception difficulty. It has to be explicit, clear, consistent and easy to understand for the practitioner so that he or she comprehends the objectives. The more messages to the practitioner are accurate, the more the policy is well achieved.

2) The promotion measures in raising the educational achievement in Programme for International Student Assessment (PISA) of the high schools in four districts of Songkhla Province.

It was found that most schools had not had the promotion measures in raising the educational achievement in Programme for International Student Assessment (PISA). In the researcher's point of view, when there is not the readiness preparation in Programme for International Student Assessment (PISA), the promotion measures are not created. They are not aware of the assessment, do not give the priority to it and lack motivation of implementation since the PISA test results have not given any impact on the schools or any practitioners in term of academic professional promotion, salary promotion and quality assessment by the Office for National Education Standards and Quality Assessment (Public Organization) or ONESQA. It leads many schools ignore to develop the PISA achievement seriously and concretely. It corresponds to the concept of Phongmai (1998) saying that motivation which most influences the work of officers in the Local Administrative Organization is a work position. The second priority is a salary. To achieve a task has to compose of the capability or skills and motivation convincing a person to employ his or her capability in working. Motivation can create the morale in working that pushes the proficiency out of the workers in order to achieve the target. Hersberg (1959 cited in Meechart, 2001) proposed the two factors theory of motivation consisting of hygiene factors and motivation factors. The motivation factors are the factors that make the workers pleased with working such as career development, career characteristics, responsibility, being accepted, and career success.

3) The problems in raising the educational achievement in Programme for International Student Assessment of the high schools in four districts of Songkhla Province.

According to the research findings, there are two main problems. The first issue is about the students. To illustrate, the students lacked the skill of critical thinking, the basis of science and mathematics. They did not participate in the extra-class on the official holidays. In the researcher's opinion, the reason of this issue is that most students studying in the high schools in four districts of Songkhla Province are not good at critical thinking and not enthusiastic about learning as those students' family are gardeners. The students usually help their parents cultivate the plants in their free time. On the other hand, some students having the knowledge and money usually go to study in Muang District where there are full of lessons and technology. The rest of the local students have to study in the high schools in four districts of Songkhla Province. This point is consistent with Panwed (2009) saying that the significant inputs are graded students, qualified teachers, curriculum, good learning resources etc. these are the starting points of the educational management. If there is a problem at the beginning, the process of educational management will face the trouble and affect an output in the next step such as the unacceptable student quality.

The second issue is about the original affiliation not paying attention and placing importance on the assessment. The schools also ignore the assessment because the evaluation does not directly affect students, teachers, directors and a whole picture of the schools. The researcher thinks that the school directors play a key role in that problem. The reason is that unless the school directors place importance on Programme for International Student Assessment (PISA), the teachers or practitioners involving the programme cannot prepare the schools for the PISA test. If there is no support from the high authority in the organization in term of the concepts or budget, the operation will be hard to be set. It also makes the teachers in department, parents, community and education committee ignore the importance of Programme for International Student Assessment (PISA). It relates to Thairat Online (2014) mentioning that the Ministry of Education has proposed the way to hasten the development of educational management quality in order to raise the PISA achievement by determining six measures. One of the measures is the measure of creating awareness to education executives, professors, teachers, parents and society with knowledge and understanding. It is expected that they will be appreciated in and place importance on participating in Programme for International Student Assessment (PISA) of Thailand by creating the awareness through the media, online social network, and public talks. It conforms to the Office of Education Council (2012) synthesizing the research and publications during 2008-2012 in the research data base of the Office of Education Council to determine the scope and direction of educational research of Thailand (2012-2015) in aspect of increasing the educational achievement in all levels evaluated by the national and international standardized test. The guidelines of development and preparation for the assessment following the international studies (PISA and TIMSS) in a short term are to establish the knowledge and mutual understanding between the executives and the teachers, to create the awareness and place importance on the international test programme and to implement the assessment as a guideline for developing the educational management quality.

Recommendations

1) It was found that every school lacked the readiness preparation in raising the educational achievement level in Programme for International Student Assessment (PISA) seriously and was not aware of the importance of the PISA examination. This reflects that the policy implementation fails. Therefore, the policy determiner or involving parties should encourage the clear practical methods in the same direction and should provide the PISA examination result affecting the schools directly in order to raise awareness and attention of the schools having the qualified students following the random

criteria of PISA because the PISA scores will guarantee the educational quality of Thailand in the international stage well.

2) It was suggested that the further study about the readiness preparation, measures and problems in raising the educational achievement level in Programme for International Student Assessment (PISA) should involve the opportunity expansion schools in the context of three southern border provinces since the ages of the students in the opportunity expansion schools are under the criteria. They must be randomized and selected as a representative in the national examination which will be useful for a researcher to know inclusive and various information.

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State, Practical Procedure and Problem of Citizenship Promotion for Students of Basic Education in Songkhla Primary Education Service Area Office III

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Abstract

Cultivating citizenship for students should start from their childhood. Schools play significant roles in nurturing students not only knowledge, but also morality and ethics so that they will be moral persons in the future. For this reason, good citizenship of students should be continuously promoted in schools through a variety of activities and content integration. The purpose of this research was to study state, practical procedure and problem in promoting citizenship for students of basic education in Songkhla Primary Education Service Area Office III, Thailand. Key informants were 5 principals and 10 teachers from primary schools in Sabayoi, Thepa, Chana, Nathavee, and Sadao districts. A purposeful selection was employed to select sites and participants for the study. Research instruments were a semi-structured interview protocol, related documents and the researcher as a key instrument. Data were analyzed by using grounded theory techniques as well as constant comparative technique. According to this study, schools still lacked integration of activities and contents in promoting citizenship of students. In addition, schools lacked concrete policies in promoting citizenship for students. Suggestions and practices in promoting citizenship for students at schools were also discussed in this study.

KEYWORDS : State, Practical Procedure, Educational Management on Citizenship

Introduction

Nowadays, Thai society has been changed rapidly in terms of economics, society and culture. It causes the competition among Thai people. In addition, people take advantages of each other, become selfish and immoral, and lack discipline and responsibility towards themselves and the society because of the change. Finally, these points become the social issues involving crime, drugs, robbery, corruption etc. From the problems and things taken place in Thai society, children and youths are influenced directly by the context of the society. For example, the children and youths have the value on objects and the less value on religious regulations, and lack the faith in the religious principles, discipline and responsibility. Thus, the importance of the citizenship is raised as The National Education Act B.E. 2542 (1999) (Amendments B.E. 2545 (2002)) defined the desired characteristics of Thai people in

Section 6 as people who have good physical and mental health, intellection, knowledge, morality, integrity and culture of life so that they can live in harmony with other people. Furthermore, in the goal of learning procedures Section 7 that cultivates a correct conscious about politics, democratic system of the government under a constitutional monarch, ability to protect and promote rights, duty, freedom, respect of law, equality and dignity of human, pride in Thai identity, and ability to protect the interests of the public and the nation. Besides, the vision of the Basic Education Core Curriculum B.E. 2551 mentioned about the citizenship that there is an intention to develop all learners who are the power of the nation to have the conscious in Thai and global citizenship holding democratic system of the government under a constitutional monarch.

The educational arrangement for the students' citizenship becomes significant and is a target of every country of which the way to govern is because every country needs the citizens with the competence under the rules, law and policies of the society. In the countries with democracy, they require qualified citizens who have the knowledge about the roles of good citizenship, have belief and value on democracy, behave themselves as good citizens, are helpful for the public, have the skill of reasonable decision (Panit, W. 2000). The citizenship development is a direct duty of the schools. They have to play a key role in learning and teaching about the value, attitude, knowledge and skill to the students. Educating to respect the rights on the norm of mutual interaction, having the principles in decision as a person or group, respecting the others' rights and political participation are life-long learning process and are taken place in everyday life (Sawasdee, N. S and others 2010). Therefore, the schools are important in developing the students towards the citizenship through learning management and the arrangement of activities, and producing learners with the citizenship behavior for the society and the country.

From the current issues and the importance of the citizenship, it is necessary to cultivate the youths to have the citizenship characteristic. The researcher is interested in investigating the conditions, regulations and problems of promoting the management of the schools towards the students' citizenship: how the conditions of the schools' management are, how the regulations in the management are, and how the problems in the management are, in order to be useful in promoting the citizenship to the students which make the students be

good citizens and an important power of the nation in developing the country in the future.

Research questions

1. How are the conditions of the management towards the students' citizenship in the primary schools under Songkhla Primary Education Service Area Office 3?
2. How are the regulations in the management towards the students' citizenship in the primary schools under Songkhla Primary Education Service Area Office 3?
3. How are the problems in promoting the management towards the students' citizenship in the primary schools under Songkhla Primary Education Service Area Office 3?

Proposes of the study

1. To investigate the conditions of the management towards the students' citizenship in the primary schools under Songkhla Primary Education Service Area Office 3
2. To investigate the regulations in the management towards the students' citizenship in the primary schools under Songkhla Primary Education Service Area Office 3
3. To investigate the problems in promoting the management towards the students' citizenship in the primary schools under Songkhla Primary Education Service Area Office 3

Definition of terms

1. The conditions of the management towards the students' citizenship refer to the management of the schools about expressing the citizenship characteristics of the students in terms of the responsibility and self-dependence. It also includes respecting others' rights and difference, respecting the equality principles, respecting the rules and taking responsibility for the society and the public.
2. The regulations in the management towards the students' citizenship refer to the methods taken by the schools to promote the management towards the students' citizenship.
3. The problems in promoting the management towards the students' citizenship refer to the difficulty conditions and obstacles in the administration, the project/activities arrangement and the promotions to establish the students' citizenship.
4. The citizenship refers to being a person who has the attitude, value and behavior towards a person and society in terms of being self-responsible and self-dependent, respecting others' rights, differences, equality principles and rules, and taking responsibility for the society and the public.

Conceptual framework

In researching the conditions, regulations and promotions in the management towards the students' citizenship in the primary schools under Songkhla Primary Education Service Area Office 3, the researcher synthesized the conceptual framework which was relevant to points of the citizenship and the management towards the students' citizenship as the following details.

1. Citizenship

The citizenship is a characteristic of the person who has an appropriate attitude, value and behavior, does a useful and creative thing in a positive way to himself or herself and the society, knows rights and duty of himself or herself, family and the country, knows to respect rights of himself or herself and of the others, follows the rules of society, has loyalty towards the nation, religious and king, has conscious in developing the country and himself or herself, and has conscious and desire that need people in the country live peacefully together (Paiboolthitipornchai, P. 2010). The citizenship is a needed attribute of the person required by a society. The citizenship is relevant to the rights, freedom, political participation and life in community (King Prajadhipok's Institute, 2012) The citizenship's attributes consists of self-responsibility and self-dependence, respecting others' rights, respecting differences, respecting the principles of equality, respecting the rules and taking responsibility towards the society and the public (Thewanarumitkool, P. 2012). When there is a person with the citizenship, it will distribute a good thing to the society and the country. It develops the society and the country stably and creates love and harmony among the citizens. It makes the society be in order, peaceful and fair. All members of the society get the rights, duty, freedom and equality regarding the law. They are also generous and kind to each other (Secretariat of the House of Representatives, 2012). To conclude, the citizenship is a characteristic of the person who is important to develop the country. The citizenship makes the person know his or her roles and respect the rights and freedom of the others. These make people in the society and the country live peacefully together.

2. Management towards the students' citizenship

The education management towards the students' citizenship might consider the school administration of the school administrators, the instructional arrangement and the arrangement of activities promoting the students' citizenship. To begin with the school administration, school administrators have to determine a policy and proclaim it to the colleagues. A plan, a project and an activity must be set in order to be the instruments in the management. Moreover, the school administrators have to monitor the colleagues' management consistently (Tarasrisutthi, P. 2006). In the aspect of instructional management, teachers have to study the basic educational core curriculum and bring it to a school's curriculum. Additionally, teachers have to study a subject area, standard of learning and expected learning result and put them in a lesson plan by arranging the instructional arrangement focusing learners. There are various means of learning evaluation (Rattanachai, P. 2007). Finally, the schools have to arrange the activities promoting the students' citizenship by determining a project and activity in order to cultivate the students' citizenship behavior. Teachers are assigned to deal with the project and activity. An action plan is also clearly set (Runcharoen, T. 2007). To conclude, the management towards the students' citizenship can be considered from the school administration about the citizenship

promotion of the schools, the instructional arrangement of the teachers in the subject area of Social Studies, Religious and Culture including the integration with other subject area groups, and the arrangement of the activities promoting the students’ citizenship created by the schools to enhance the citizenship of the students.

Research Procedures

This qualitative research on the case study of the primary schools under Songkhla Primary Education Service Area Office 3 showed the conditions, regulations and problems in promoting the management towards the students’ citizenship in the schools. There were two research instruments. The first one was the semi-structure interview, which is an open-ended interview but focuses on the in-depth information of the interview and another key research instrument was the researcher. The key informants were five school administrators and ten teachers. The total was fifteen key informants. The purposeful selection technique was employed to select those key informants (Law et. al., 1998). The technique was the sample selection with a particular reason by thinking of experiences. Pseudonym was distributed to all key informants in this research. The researcher used face-to- face interview with the key informants at their schools. For data analysis, grounded theory techniques and constant comparative techniques were employed (Walker and Myrick, 2006). The procedures of data analysis and interpretation were 1) deliberately read raw data and catch the issues 2) transform the issues into codes 3) group data 4) associate the concepts 5) expand the association 6) find the meanings and 7) draw a conclusion (Yoddumnurn-Attig, B & Tangchonlatip, K. 2009). The researcher exchanged and discussed the ideas with the research peers and experts for the data reliability.

Results and Discussion

The researcher proposed the research results together with the discussion with respect to the purposes of the study as following:

1. The conditions of the management towards the students’ citizenship in the primary schools under Songkhla Primary Education Service Area Office 3

The findings showed the conditions of the management towards the students’ citizenship as following:

1.1 The school management administration: For the conditions of the school management administration towards the students’ citizenship, the researcher could analyzed the content and summarized it as the following points. 1) Planning the project and activities: The conditions of planning the project and activities was found that the schools did not plan any project or activity focusing on the students’ citizenship particularly, but the schools could conduct the behavior showing the students’ citizenship as the results of the activity arrangement as the school director 4 expressing opinion that “...the school do not have any activity emphasizing on the citizenship directly, but the school arranges many activities and the citizenship behavior is applied in those activities...”. Additionally, some activities were consistently management and were

not contained in any project or activity such as attending class on time or attending the schools before 8 o’clock showing the students’ responsibility. The students were trained by those conditions without conducting any extra-activity. 2) Monitoring the teachers’ operation: When the schools promoted the behavior of the students’ citizenship, the school administrators monitored the management as the director 1 saying that “...to make the management seriously successful, it is necessary that the school administrators place importance on and monitored the management...”. The school administrators might play a role in monitoring or they could assign a teacher monitor the management instead of them. The teacher, who was responsible for monitoring, had to report the management results continually as a progress report of the management to the school administrators. From the research result, it showed that the students’ citizenship could be taken place all the time in the schools through many activities the students regularly trained by following the rules of the schools and it helped to develop the students’ citizenship. However, such activities are only a part that enhances learning and do not lead the students to the citizenship ideally. Thus, a project or activity must be set to create the citizenship directly to the students as Thira Runcharoen (2007) saying that the activity arrangement promoting the students’ citizenship must be determined by the schools to enhance the behavior of the students’ citizenship. The teachers are assigned to be responsible for the project and activity and have a clear action plan so that the project management can be achieved and lead the learners to the ideal citizenship. Hence, every school must arrange the project or activity promoting the citizenship to the students and bring it to the annual official action plan of the schools. The participation of the school administrators in monitoring the operation makes the teachers eager to manage the project and reach the goal. Moreover, it makes the school administrators know the problems in the operation and be able to help the teachers solve them in time corresponding to the concept of Roongrachadaporn Wehachard (2012) saying that supervising and monitoring are a cooperation and coordination, mutual respect and consult to solve the problems in cooperation because sometimes the teachers have the problems in their operation and they cannot decide how to solve it. It is necessary to ask for help of the school administrators to give decision in the operation. Also, in arranging the activity promoting the students’ citizenship, the school administrators must monitor the teachers’ operation in order to follow the progress of the management result and participate in solving the problems. It makes the teachers’ management and the students’ citizenship successful.

1.2 The instructional management: For the conditions of the instructional management towards the students’ citizenship, the researcher could analyze the content and summarize the points as following. 1) The content arrangement in the curriculum: the school administrators and teachers had studied the basic education core curriculum and made the school curriculum. The topic of the citizenship was put in the subject area of Social

Studies, Religious and Culture: Content Area 2 with the topic of the roles of citizen, culture and way of life in a society consisting of the standard of learning and indicators. They require the students to learn, understand and have new behavior after studying this content. Every teacher said that “there is the arrangement of school curriculum corresponding with the basic educational core curriculum and when studying the lesson of the roles of citizen, teachers instructs the lesson regarding the standard of learning and indicators.” 2) The instructional management: The teachers in the subject area of Social Studies, Religious and Culture arranged the instruction regarding the subject area on the topic on the roles of citizens in all levels. The standard of learning and indicators were arranged as a lesson plan and instructional arrangement covering all of them. For the teaching methods, teachers used several methods of teaching in order to conform to the standard of learning and the indicators. Every teacher agreed that “the instructional management employs many teaching methods which were suitable to the content such as a discussion, role play, presentation of case study and sharing the students’ opinion”. The integration of the students’ citizenship did not concretely manage as the teacher giving the opinion that “the lesson of citizenship is not ideally integrated and it is a part of lesson in the second content area on the topic of the roles of citizenship, culture and life in a society. In addition, the lesson of citizenship was still not integrated to other content areas.” 3) The measure and evaluation: The teachers had measured and evaluated regarding the standard of learning and indicators. They employed several methods of the evaluation such as observation, comprehension test or questionnaire. The methods were selected suitably for the content arranged in the instruction as the teacher 1, 3 and 4 agreeing to say that “After teachers instruct the lesson of the citizenship, there must be an evaluation designed to use not only a test but behavioral evaluation in order to see the achievement of teaching.”

It was found that before arranging the instruction, teachers had studied the basic education core curriculum and created the school curriculum relating to what Patteera Rattanachai (2007) said, “teachers must have studied the basic education core curriculum and made a school curriculum following by the investigation of the subject area, the standard of learning and indicators.” This point relates to the statement of The Basic Education Commission (2008) mentioning that the standard and the expected results of learning predict what is going to be happened with the students when they finish the lesson. Thus, it is necessary that teachers have to place importance on analyzing the curriculum and investigating the main points of the curriculum in order to prepare and plan the instructional management corresponding with the curriculum standard and enable the teachers to plan and arrange the instruction to enhance the students’ characteristics following the indicators of the subject area. Moreover, the teachers had arranged the instruction following the lesson plan focusing the learners as important through several

teaching methods which are suitable to the content as the Ministry of Education saying that for the student-centered learning management, learners have to employ many learning procedures as the tools leading them to the goals of curriculum. Therefore, the teachers have to plan the learning arrangement and understand the processes of learning so that the arrangement of learning procedures is effectively selected. However, the teachers did not integrate the lesson of the citizenship completely since the schools could not have the project or activity emphasizing on the students’ citizenship. It caused the instructional arrangement not integrated by the lesson of the citizenship to the other subject areas. Thus, the integration of the content about the citizenship is important towards learning of the students to help to emphasize creating the citizenship to the students. In the measurement and evaluation, the teachers had used many various methods of measurement and evaluation in order to know the development of the learners and learning results of the learners corresponding with the Ministry of Education (2008) mentioning that the learning evaluation is a process to develop the quality of learners by employing the evaluation results as information and messages to show the development, progress and achievement of learners. It is also useful towards promoting learners to be developed and learnt efficiently. Hence, teachers have to measure and evaluate learning of the students consistently in order to see their progress and find the way to develop the students continually.

1.3 The arrangement of activities promoting the citizenship:

For the arrangement of activities promoting the students’ citizenship, the researchers could analyze the content and summarize as the following points. 1) The activities arranged by the schools which enhance the students’ citizenship: The schools would interfere the promotion of the students’ citizenship in the activities such as the guide activity, volunteer activity, activities in a religious and national day, sport competition activity, boy scout activity, democratic enhancement activity etc. Some activities have been managed but not put in any project or activity such as the activity of standing in row in the morning, making an agreement in the classroom, standing in row to get a lunch box etc. 2) The activity arrangement cooperated by the community, the schools had cooperated with the community to arrange the activity by focusing on the activity requiring the teachers and community to do the activity in the community such as the guide activity in the community, drug protection walk, sport competition in the community, activity of important days etc. The director 3 said that “...To arrange the students’ citizenship promotion activity, the schools have arranged the activity both in and outside the schools cooperated by the community. Sometimes, the community is invited to attend the activity in the schools such as the activity of the school development, sport competition to establish a good relationship...”

From those results, it can be said that for the conditions of arranging the activities promoting the students’ citizenship by the schools under Songkhla

Primary Education Service Area Office 3, the schools run the activities for the students to create a pleasant behavior in terms of physical, mental and intellectual to follow the National Education Act B.E. 2542. The arrangement of the activities cooperated by the community both in and outside the schools to enhance the students' citizenship behavior corresponds with Pawida Tarasrisutthi (2006) saying that some activities must need the cooperation of the community to establish a good relationship between the schools and the community. This point can encourage the community to see the changes of the schools and the schools might get a suggestions from the community to develop the schools in terms of the school administration, teacher operation and the quality of the students. Therefore, the arrangement of the activity promoting the students' citizenship has to be both in and outside the schools to give the knowledge to the students and the regulation to apply the activities to everyday life.

2. The regulations in the management towards the students' citizenship in the primary schools under Songkhla Primary Education Service Area Office 3

It was found that the regulations in the management towards the students' citizenship were as follow:

2.1 The administration of the schools: The researcher could analyze the content and summarize the main points as follow: 1) The proclamation of policy: the school administrators had to determine the policy in the management of the students' citizenship promotion clearly and direct the operation among all the teachers in order to have the same direction in the management. The teachers 3 saying that before establishing the students' citizenship in the schools, the school administrators should clearly state the policy and objective for the management in the next step...” 2) Assigning the task, the schools must appoint the person responsible for clearly. It can be seen from the opinion's the teacher 3 and 4 expressing that “To achieve the task, it is necessary to find the person responsible for the management of the citizenship specifically and order in a written form”. The teachers arranged the project and activity and propose in the meeting to have an agreement. After that, the teachers arrange them as planned. 3) Monitoring the management: The schools had to monitor and evaluate the management. The schools must have a monitoring plan to see the progress of the project and help to solve the problem in the management. The teachers who were responsible for the project report the progress of the management consistently. The teacher 1 said that “Sometimes, the management is in trouble and cannot be progressed. The school administrators are needed to monitor the management and solve the problem” 4) Creating morale: The school administrators had to create the morale to the operational teachers by giving compliment to the teachers who are a good model of the citizenship and who are excellent in the citizenship promotion corresponding with the teacher 1 “Sometimes, the school

administrators compliment the teachers and the students who have good behavior...”.

The results showed that there were several regulations of the management towards the students' citizenship of the primary schools under Songkhla Primary Education Service Area Office 3. The schools had to proclaim the policy of students' citizenship promotion explicitly for the same direction of understanding among the teachers conforming to the idea of Thira Runcharoen (2007) stating that after the school administrators adopt the policy from the original affiliation, they inform it to every personnel and assign the task to the teacher responsible for the students' citizenship promotion corresponding with the idea of Siriwan Serirat and others (2002) saying that the assignment by the school administrators, there must be an appointment of the responsible person to present a project and activity in the meeting for consideration including monitoring and assessing the management consistently to see a progress or solve some problems because the problems can be happened any time in the management and the best person who can solve them was the school administrators relating to the idea of Roongrachadaporn Wehachard (2012) stating that supervising and monitoring is a cooperation and coordination, mutual respect and a way of discussion for the solution in the management mutually. Furthermore, the school administrators had to create the morale to the teachers in the management of the students' citizenship promotion because it can reinforce the teachers' management. At the same time, the teachers can take the operation as a good model. Therefore, in the school administration towards the students' citizenship, the schools administrators have to proclaim the policy on the students' citizenship promotion explicitly and appoint the teacher to be responsible for. After that, there must be monitoring and follow-up to see the progress and give suggestion. The teachers must be also reinforced in order to create the morale in working.

2.2 The instructional management towards the students' citizenship: For the instructional management towards the students' citizenship, The researcher could analyze and summarize as the following issues. 1) To study the instructional curriculum and design a lesson plan, the regulation in studying the instructional curriculum in the subject area including the citizenship was that the teachers had to understand the main points of the curriculum, the standard of learning and the expected results. The standards of learning and expected results learning were also employed in planning the instructional activity arrangement. The teacher 1 and 3 said that “Teachers have to know the lists of the standard of learning in the lesson of the roles of the citizenship to make the instructional plan consisting of instructional activities to achieve the target regarding the standard of learning and expected results.” 2) To integrate the instructional arrangement: the regulation in integrating the instructional arrangement by implementing the knowledge about the citizenship to integrate with other groups of subject area to emphasize the students'

citizenship in those subject areas. The teacher 5 stated that “...there should be the integration of the citizenship in every subject area and every students’ level for the same direction among teachers to interfere the citizenship in their instruction and place importance of the students’ citizenship...”. 3) The measurement and evaluation: For the regulations in measurement and evaluation, teachers had to employ several methods of measurement and evaluation and the measuring instrument must have the competence to show a real expected result. Besides, the evaluators must have the way of assessment corresponding with the standard of learning and the expected learning results. The teacher 3 mentioned that “...Before evaluation, teachers should study the standard of learning and the expected learning results to plan, and when finish the lesson, the teachers have to think of the way of evaluation to see the achievement of the project or activity...”.

The results showed that there were many regulations in the instructional arrangement towards the students’ citizenship of the primary schools under Songkhla Primary Education Service Area Office 3. Teachers should study the instructional curriculum and make a lesson plan. The topic of citizenship should be integrated to other groups of the subject area and learners should be evaluated at the end of the lesson regarding the standard of learning and the expected learning results because after instruction, teachers need the students have benefits and knowledge following the standard of learning and expected results relating to the concept of the Ministry of Education (2010) stating that teachers must have the primary concept to develop learners according to the standard of learning and expected learning results. The reason is that in each instructional arrangement, teachers have to study the essentials of the lesson, the standard of learning and expected learning results. These are taken into the arrangement of the lesson plan. Thus, teachers have to expect that after the instruction, students must have knowledge regard to the standard of learning and the expected learning results as planned. Because of this, the integration of the knowledge about the citizenship is important towards learning of the learners. It helps to enhance the citizenship to the students corresponding with Thissana Kamani (2007) saying that the integrated instructional arrangement refers to conducting the main points, which are similar, to relate to each other under the same topic and arranging learning activities to the learners to understand the content as a whole picture. It can be said that teachers have to integrate the knowledge so that the students can relate the citizenship to other subject areas. Importantly, it helps to emphasize the importance of the students’ citizenship.

2.3 The activity arrangement to promote the students’ citizenship: The researcher could analyze the content and summarize the main points as follow: 1) To determine the activity: The regulation in arranging activities promoting the citizenship was the cooperation between the school administrators and the citizenship to plan to make the students have a pleasant behavior of the

citizenship. After that, the target activities were searched for as the teacher 7 said “To arrange the activity must conform to the needs of the schools on the students. When the schools know what the students need, the schools have to create such activity for them...” 2) To arrange the activities: the schools must have a plan of management and set the person who is responsible for the activity. He or she has to plan the activity management well. Some activities must be taken by the teachers and the students every day while some can be completed as once. The teacher 9 said that “...to arrange the activity, a teacher must be responsible for and plan the activity by knowing and understanding the activity well...”. 3) To evaluate: there are many methods of the activity evaluation, but they have to be selected by understanding of the teacher and their suitability. The teacher 6, 7 and 10 said in the same way that “Teachers must have the assessing method which can measure when the activity is happened whether it makes the students have a pleasant behavior. So, the teachers have to select an appropriate method of evaluation for the activity.” It can be said that for the regulations in the activity arrangement to promote the students’ citizenship, the primary schools under Songkhla Primary Education Service Area Office 3 should determine the activities promoting the students’ citizenship by clearly stating which behavior is required from the students, and have to follow the plan and have the activity evaluation which is suitable for the objectives of the activity as Thissana Kamani (2008) saying that the evaluation has to conform the aims of the activities because the policy and objectives are clearly planned. Therefore, to check whether the activity is successful, it is necessary to see the results of the activity whether they conform to the activity’s objective. It is similar to the activity arrangement of the students’ citizenship promotion. If the schools plan the activity well, it will enhance the citizenship behavior to the students.

3. The problems in promoting the management towards the students’ citizenship in the primary schools under Songkhla Primary Education Service Area Office 3

The study showed several problems in promoting the management towards the citizenship as following.

3.1 The problems in the schools: For the problems in the schools in the management administration towards the students’ citizenship, the researcher could analyze and conclude the issues as following. 1) The school administrators: The problem caused by the school administration was that the school administrators had not determined the explicit policy and had not monitored the management continually since the school administrators had to attend a lot of meetings. It made them have no time to monitor the management. The teacher 3 said that “...Sometimes the management is not successful. The cause might be that the school administrators do not have time to monitor the management of the teachers. When there is any control of the school administrators, the teachers do not pay much attention on the management...”. 2) The issue of teachers: It was found

that there were some teachers not understand the citizenship. They could not arrange the activity regard to the objective. At the same time, the teachers lacked the assessment on the students' citizenship by several methods. So, the data might not reflect the reality. The measuring instrument could not measure the real behavior and the teachers' instructional arrangement. The teachers had the instructions without any focuses on the standard of learning and indicators. 3) The arrangement of the activity promoting the students' citizenship: there were not any arrangements of the activity emphasizing on making the behavior of the citizenship to the students. Most activities arranged by the schools had the aims which did not emphasize the students' citizenship, but when the activities were finished, they could relate to the behavior of the students' citizenship as the opinion of the director 4 expressing that “...The school has not had any activity focusing on the citizenship directly, but the school arranges many activities and those activities could take the citizenship behavior into themselves...”.

From the results, it was clear to say that there were some problems happened in the schools in the management administration towards the students' citizenship in the primary schools under Songkhla Primary Education Service Area Office 3. They were from the school administrators who did not determine a clear policy and did not monitor the management continually, the teachers who did not understand the detail of the citizenship and did not assess the students' citizenship with several methods relating to the research result of Palintorn Phetrit (2007) saying that in the assessment of the instructional arrangement, the teachers employed several methods making the teachers not knowing the real results taken from the students, and the problems caused by the arrangement of the activity promoting the students' citizenship. The schools had not arranged any activities or projects aiming to the students' citizenship specifically. Therefore, those problems might be hard to solve, but every stakeholders have to cooperate in solving them.

3.2 The problems outside the schools: For the problems outside the schools in the management administration towards the students' citizenship, the researcher could analyze and summarize the issues as following. 1)The problem of policy: Each proclaimed policy to the schools was not continually managed as the school director 2 saying that “...creating the citizenship to the students was an old policy, but it was not monitored by the original affiliation. Then, it caused some schools ignore to continue it...”. 2) The problem from the original affiliation: Another significant problem of the management towards the students' citizenship was form the original affiliation. The original affiliation did not support the factors to the schools such as the budget and knowledgeable persons. The school director 1, 2 and 4 said that “ In arranging the activity promoting the students' citizenship, the schools need help from the original affiliation in terms of the budget and knowledgeable persons to assist in giving suggestion

which is an interest for the schools.” 3) The problem involving with the context of family and community: The condition of family and community affected the citizenship behavior of the students as the school director 6 saying that “ Some students are seriously taught by the teachers to speak politely and avoid vulgar language, but when they leave the school, they are new environment where they meet another group of people who use dirty words. It makes the teaching less effective or it might delay the effective result of the teaching...”.

From the result, it showed that the problems outside the schools in the management administration towards the students' citizenship in the schools under the primary schools under Songkhla Primary Education Service Area Office 3 were the issue of the policy. It was not consistently managed. Poolchai Yavirat. (2007).said that the success or achievement of the policy in long term can be occurred by consistent management of the policy. The problem from the original affiliation was also discussed. The original affiliation did not support the factors for the schools in order to arrange the citizenship of the learners Therefore, the schools had to administrate and determine the policy of the schools clearly with the focus of the students' citizenship. The project of the students' citizenship should be continually considered in the annually official action plan. For the resources, it was necessary to employ the ability of the school administrators in collecting the resources to support the project. The problem of the contexts of family and community was caused by the lack of understanding and ability in promoting the students' citizenship. However, the schools can teach such knowledge to family and community by encouraging them to participate in determining the policy, project and activity to promote the students' citizenship and make them learn about the roles in promoting the students' citizenship.

Conclusion

The findings could be concluded that for the conditions of the management towards the students' citizenship, the schools had not had any project and activity to promote the citizenship, but the schools could conduct the citizenship behavior to be the result produced by the project and activities management. There were the instructional arrangement about the citizens' roles in the subject area of Social Study, Religious and Culture, but it had not been integrated with other subject area obviously. For the activity arrangement promoting the students' citizenship, the schools had not had any specific project or activity, but there were some activities which were consistently run every day and the students did those activities as a habit such as respecting the teachers when they met the teachers both in and out the schools etc. For the regulations of the management towards the students' citizenship, the schools should determine a policy on the students' citizenship clearly and inform the personnel including the students. A plan, project and activity for the students' citizenship promotion should be set. The administrators should consistently monitor those actions.

In the instructional arrangement, the teachers had to study the curriculum's content, the standard of learning and the expected learning results in order to implement them to arrange a lesson plan with various methods of evaluation. Moreover, there were activities promoting the citizenship in several aspects arranged following the operation calendar of the schools. For the problems in promoting the management towards the students' citizenship, they were the problems produced by the internal factors and the external factors of the schools. The internal factors involved with the administrators, teachers and the arrangement of the activities promoting the students' citizenship. The external factors were relevant to the problems caused from the policy, the original affiliation office, family and community.

Suggestions

1. The conditions of the management towards the students' citizenship. The schools have to make the project involving with establishing the students' citizenship and put the project in the yearly action plan of the schools and the schools' curriculum.
2. The regulations in the management towards the students' citizenship conducted by the school administrators. The development towards the students' citizenship should be clearly emphasized.
3. The problems in the management towards the citizenship. The school administrators and teachers must be developed, know and understand the citizenship, and see the citizenship as important. Also, family and community have to participation in the students' citizenship promotion.

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Stress and Strategies to Reduce Stress in Personnel’s Job Performance Prince of Songkla University, Pattani Campus

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This research was a mixed method. The purposes of this research were to 1) investigate the levels of stress in personnel’s job performance in Prince of Songkla University (PSU), Pattani Campus 2) compare the level of stress in personnel’s job performance in PSU, Pattani Campus with personal factors such as sex, age, marital status and work experience and 3) propose strategies to reduce stress in personnel’s job performance in PSU, Pattani Campus. The samples were 303 personnel and 8 key informants in PSU, Pattani Campus. The research instruments were a questionnaire and interview. The quantitative data were analyzed through the applications of percentage, mean, standard deviation, F-test and multivariate analysis. And the qualitative data were analyzed through content analysis. The study findings were as follows

The research results found that the stress in personnel’s job performance in PSU, Pattani Campus as a whole was at a moderate level. The stress in personnel’s job performance in PSU, Pattani Campus with different sex, age, status and experiences as a whole were not different. The strategies to reduce stress in personnel’s job performance in PSU, Pattani Campus are organised meeting of board of considering before annual job review, a clear policy, being consistent with the practice, having concise communication to all staff and manpower should be allocated to meet the workload.

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The Preparedness of Tambon Health Promoting Hospital for Elderly Care Supporting.

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Abstract

The Objective of this study was to describe the opinions of elderly towards the Preparedness of Tambon Health Promoting Hospital for Elderly Care Supporting. Two hundred and seventy-eight subjects in 9 villages of Nakean district, Mueang , Nakhon Si Thammarat were randomly selected. The findings revealed that the opinions of elderly towards the Preparedness of Health Promoting District Hospital for Elderly Care Supporting were at high level (\bar{x} 4.15,SD 0.58). The highest was health care supporting (\bar{x} 4.20, SD 0.56),the lower was social supporting(\bar{x} 4.11, SD 0.67). The health care supporting items found that the Tambon Health Promoting Hospital provide media of disease to prevent disease in community was lowest, the lower were Knowledge to prevent the accidents in elderly (\bar{x} 4.06, S.D 0.84). The social supporting items found that the hotline health care was lowest (\bar{x} 3.77, S.D 1.17), the lower which, were broad or poster of health care for elderly (\bar{x} 3.83, S.D 1.04), Box comment/problem management (\bar{x} 3.91,S.D 0.91), Consulting Room for elderly care (\bar{x} 3.99,S.D 0.96). This finding confirmed that the Tambon Health Promoting Hospital should supporting in health care information, such as: hotline health care, broad/poster of health care, providing adequacy of resources, such as: consulting room, garden for relaxation, box comment and problem management for the elderly in the community.

Key word: Preparedness, Tambon Health Promoting Hospital , Elderly Care

1. Introduction

The elderly populations of Thailand are increasing rapidly. These demographic changes are a direct result of the success of socio-economic development that has led to declines in mortality rates at all ages and reductions in fertility. Therefore, making best use of the limited resources available for health care will require an emphasis on training of professional staff and volunteers, but with integration of health care for elderly people with established health services, particularly the existing primary health care systems.

Public health refers to all organized measures to prevent disease, promote health, and prolong life

among the population as a whole. Its activities aim to provide conditions in which people can be healthy and focus on entire populations, not on individual patients or diseases. Thus, public health is concerned with the total system and not only the eradication of a particular disease. The three main public health functions are 1) assessment and monitoring of the health of communities and populations at risk to identify health problems and priorities 2) formulation of public policies designed to solve identified local and national health problems and priorities 3) to assure that all populations have access to appropriate and cost-effective care, including health promotion and disease prevention services. (WHO,2007)

The Thailand Government and the Ministry of Public Health (MOPH) were policy to reform the health system to be effective and quality standards by raise the Public Health to be Tambon Health Promoting Hospital. The objective of the Tambon Health Promoting Hospital is primary service and parish development of health system, quality standards and more potent include health promotion, emphasis on proactive health service that people can access it thoroughly and equally. The Tambon Health Promoting Hospital focus on health promotion, prevention and control disease, policing, rehabilitation Including the management of health risk factors (Ministry of Public Health, 2013)

The Nakean subdistrict is located in Mueang of Nakhon Si Thammarat province in the southern part of Thailand, which has population 11,303, a total of 1,034 elderly, and 2 Tambon Health Promoting Hospital. The Boromarajonani College of Nursing Nakhon Si Thammarat joined with Nakean Subdistrict Administration Organization(SAO) and Tambon Health Promoting Hospital of Banmaunghuotalang and Tambon Health Promoting Hospital of Bantungnod training Health Volunteers and caregivers to promote and support health care for the elderly in community. The objective of this study was survey the opinions of elderly towards the preparedness of Tambon Health Promoting Hospital for elderly care supporting. The issue of preparedness of Tambon Health Promoting Hospital for elderly is crucial, which will guide prepare to Tambon Health Promoting Hospital for elderly care.

2. Method

Data were randomly selected from 278 subjects of elderly in 9 villages of Nakean sub district, Mueang District, Nakhon Si Thammarat (Krejcie and Mogan,1970), survey on opinions of elderly on the preparedness of Tambon Health Promoting Hospital in supporting of the elderly. The core questionnaire includes questions about demographic, preparedness of Tambon Health Promoting Hospital in supporting of the elderly, and recommend to improvement, which in 2013. All instruments were developed by the researcher. Questionnaire was evaluated for its content validity by 3 experts, tested for its face validity by 10 elderly volunteers and approved for its internal consistency and try out to 30 elderly in community and yielded an Cronbach alpha coefficient of 0.96. The data were analyzed by using mean, and standard deviation.

3. Results

Table 1 Presents demographic sample characteristics. Of the elderly in grades 60 to 69, about 61% were female, 26% were married, 42% live with child, 61% were healthy, and 59% were not participate to any club.

Table 1 Description of sample characteristics

Characteristic	Number	Percentage
Sex		
Male	108	38.9
Female	170	61.1
Age group		
60-69	159	57.2
70-79	80	28.8
80+	39	14.0
Status		
Single	7	2.5
Married	155	55.8
Separate/Divorce	116	41.7
Households		
Mate	43	15.5
Child	118	42.4
Mate and Child	111	40.0
Sibling/ cousin	6	2.1
Health		
Healthy	169	60.8
Have disease	109	39.2
Participation to club		
No	164	59
yes	114	41

The opinions of elderly towards preparedness of Tambon Health Promoting Hospital for elderly care supporting were high level (\bar{X} 4.2, SD 0.58). Examination categorized of elderly care supporting to health care supporting (table 2), and social supporting (table 3). Considering some items of health care supporting, the policing of screening elderly disease were highest level (\bar{X} 4.39, S.D 0.70) and the

prevention to providing pamphlet of disease were lowest level (\bar{X} 4.03, S.D 0.77). Similar to items of social supporting, the participation of support family to realize elderly value were highest level (\bar{X} 4.38, S.D 0.66) and the information of hotline health care were lowest level (\bar{X} 3.77, S.D 1.17).

Table 2 Health care supporting

Preparedness	\bar{X} (SD)
Promotion	4.16(0.79)
Exercise	4.17(0.81)
Hygiene care	4.22(0.73)
Appropriate eating	4.17(0.72)
Shearing stress	4.12(0.76)
Prevention/Control disease	4.16(0.62)
Encourage cleaning eating	4.37(0.70)
Educate of hygiene care	4.19(0.77)
Providing media of disease	4.03(0.77)
Knowledge to prevent accident	4.06(0.84)
Policing	4.24(0.60)
Individual consult	4.15(0.81)
Screening elderly disease	4.39(0.70)
Express entrance of elderly	4.21(0.85)
Support fee for elderly	4.34(0.89)
Home visit for elderly illness	4.26(0.72)
Proving medicine for primary care	4.17(0.81)
Refer to hospital	4.28(0.72)
Monitoring to patients	4.12(0.80)
Rehabilitation	4.19(0.68)
Knowledge for reability	4.22(0.78)
Home care	4.14(0.74)
Training reability program	4.21(0.79)

Table 3 Social supporting

Preparedness	\bar{X} (SD)
Information	4.06(0.70)
Hotline health care	3.77(1.17)
Proving of health care knowledge	4.18(0.74)
Broad/Poster of health care	3.83(1.04)
Elderly's Right	4.24(0.95)
Educate facilitator for elderly care	4.13(0.74)
Educate volunteer for elderly care	4.23(0.74)
Adequacy of Resources	4.07(0.67)
Ambulance service	4.17(0.89)
Consulting Room for elderly care	3.99(0.96)
Personal responsible for elderly care	4.14(0.74)
Garden for elderly relaxation	3.91(0.96)
Facility for elderly	4.13(0.86)
Area for elderly participation	4.17(0.80)
Seat for elderly in hospital	4.13(0.74)
Box comment/ problem management	3.91(0.91)
Participation	4.21(0.62)
Elderly recommend to elderly project	4.04(0.79)
Support family to realize elderly value	4.38(0.66)
Training facilitator for elderly care	4.24(0.71)
Co-operating to Institute	4.23(0.69)
Co-operating to Community	4.21(0.81)
Co-operating to Organization	4.12(0.82)

4. Discussion

The opinions of elderly towards preparedness of Tambon Health Promoting Hospital for elderly care supporting were high level due to the issue of health public policy and health impact assessment (HIA) were first raised in Thailand in 2000 and had been raised in the reform process, which reinforced the concept of healthy public policy as promoted by the Ottawa Charter for Health Promotion. The nation of healthy public policy received good public response in combating the problems forced by Thai society and was incorporated into the nation health system reform framework (Decharut and Kuametha,2010). After that the Ministry of Public Health and Province Health Office were implemented and capacity strengthening activities, focus on service mind, environment, cooperation of networking, and practice on discipline and regulation (Chuchai, Somsak, Supakit,Et all.,2009). Our results are consistent with several studies that reporting the Tambon Health Promoting Hospital were compliance, which, improving the structure, service, and management emphasized to promoting, preventing, policing, rehabilitating, training volunteers for elderly care, cooperating network to provide care for elderly. Service covering all segment of the elderly, managed care, access to services, including manual of practice guideline and standard service for elderly. (Prasert,2012; Wanapa and Ladda, 2010, Worachart,2010). The policy implementation to health managers at provincial and district level were capable of translating policies into successful programs on the ground, they were pragmatic and had the flexibility to adapt national policy to the local context, managers had a broad scope of authority in managing financial and human resources according to the government and MOPH regulations.

When we considering the opinions of elderly to health care supporting categories of the preparedness of Tambon Health Promoting Hospital for elderly care supporting were found that, the promoting items and the prevention items were lowest, specially of providing media of disease and knowledge to prevent accident. And the policing items were highest, specially the screening elderly disease and support fee for elderly. Relative to Thailand had the Universal Health Insurance Coverage (UC) policy implemented in 2001 offers a package of health-care interventions at public facilities to all Thai citizens, the so-called populist policies, advocating for the rights and interests of ordinary people in rural areas to obtain political advantages. (Walaiporn, Viroj, Supon, Et all., 2011).

The social support is one of the important factors to maintained the well-being in the aged ,the social supporting categories show that the opinions of elderly to information were lowest and adequacy of resources were lower, specially information of hotline health care, broad or poster of health care, consulting room, garden for elderly relaxation, and box comment and problem management. Consistent with the study

of Prasert,(2012) found that the elderly were participated in activities of supporting elderly of hospital.

5. Conclusion

This study, with a representative sample of elderly, adds to finding confirmed that the Tambon Health Promoting Hospital should supporting in health care information, such as: hotline health care, broad/poster of health care, providing adequacy of resources, such as: consulting room, garden for relaxation, box comment and problem management for the elderly in the community.

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The Important Factors of Educational Administration towards an ASEAN Community for English Program Schools in the Border Provinces of Southern Thailand

Wuttichai Niemted

The main purpose of this research was to find out the factors of educational administration towards an ASEAN Community for English program schools in the border provinces of Southern Thailand. Mix method was used in the research process, the quantitative data collected by questionnaire of 5 rating scale, the qualitative data collected by interview/ observation and focus group discussion. The research result was found that the factors of educational administration towards an ASEAN Community for English program schools in the border provinces of Southern Thailand consisted of 21 factors as follows:

Support-resource input consisted of 3 factors: integrated curriculum with ASEAN Community content, high-technology teaching aid and various-learning resources.

Personnel-resource input consisted of 2 factors: school director with high vision and understanding how to use English as a medium of instruction, and qualified teachers

School-management process consisted of 8 factors: management structure, policy/vision, community involvement, school-networks, high-technology & classroom management for self-access learning, staff development, research/activities to promote the quality of students and quality assurance.

Learning-management process consisted of 3 factors: learning pattern of using English and Thai as a medium of instruction, learning-management style, measurement and evaluation.

Output or Educational Quality consisted of 5 factors: learning achievement, desirable characteristics, society and culture, English skill for communication and knowledge searching and knowledge of ASEAN community.

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Manuscript
**The Research and Development of the Curriculum in Social Studies for
Pluralistic Society in Southern Border Provinces**

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ABSTRACT

This study on curriculum research and development for plural society in southern border provinces in Social Science aimed to examine and provide prototype local curriculum to solve problems of educational quality improvement regarding local curriculum development under educational reform policy of the government. The prototype local curriculum in Local History was established by referring to Basic Education Core Curriculum B.E. 2551. Moreover, a teacher manual of Local History was prepared as a fundamental guideline to apply with educational institutions. This paper collected data to compile and synthesize the problems of curriculum building for the southern border provinces and cooperative network of the local curriculum development. To the results of network building for local curriculum development, it indicated that a principle of educational power distribution was a good approach for local people to shift the educational standards regarding the country's educational reform policy. The cooperation between several public and private agencies should be promoted, for example, plural educational between schools, educational service areas, representatives of school committees, provincial education committees, religious organizations, cultural agencies at sub-district/district/provincial levels, educational institutions, and representatives of local scholars. Furthermore, suitable methods should be defined to expand this network to ASEAN educational challenge in the future.

1. Introduction

Presently, the development of local curriculum for teaching young people in schools in southern border provinces is considered as a way to promote learning of young people in these special areas that require dimensional knowledge management, peace promotion, and understanding in the pluralistic society (Banjong Pharungsang & et. al., 2009, 12 - 38). This is because most socio-cultural characteristics of the education service areas or southern border provinces are different from that of other education service areas. Moreover, there are social problems in terms of politics (Tawat Rattanapichat, 1962, 40 - 51) and the

¹ effects of the unrest in some areas that are attributed to the fundamental education that cannot enlighten the people in the pluralistic society (Shoopinit Ketsamane, 2004, 10 - 14). The research and development of the curriculum in local history of social studies for pluralistic society in southern border provinces is a research study under the Educational Reform in Southern Border Provinces. Research is a process that aims to create curricula that are appropriate for societies both in social and cultural contexts, develop knowledge and understanding for peaceful cohabitation (Taweasin Seupwattana, 2011, 10 - 54), and promote paradigms for understanding local and other societies in the country as well as peaceful and sustainable cohabitation. The research and development of the curriculum is in line with the country's promotion policy of social dimension learning that focuses on the histories of the border areas and it is a part of the development of the knowledge of human societies in terms of culture, politics, and economics in order to handle social changes at the national level in the future (Prapat Thepshatree, 2011, 65 - 70; Ministry of Education, 2009Kor, 12 - 34).

2. Objectives

1. To create the prototype curriculum in the local histories of the southern border provinces for both public and private primary and secondary schools.

2. To create the social study teacher's guide that can be used in all schools in the southern border areas.

3. To compile and synthesize the curriculum development problems of the schools.

4. To compile guidelines for creating co-operation networks for developing and following up the local curriculum.

3. Methods

1. The research population was the educational personnel in the education service areas of Pattani,

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Yala, and Narathiwat Provinces. The personnel included school administrators, educational supervisors, social studies teachers, and local philosophers.

2. There were two groups of the research samples: 1) educational personnel and local philosophers who were the educational personnel in the education service areas of Pattani, Yala, and Narathiwat Provinces and 2) documents and local learning sources. The purposive sampling method was used for sampling the educational personnel and local philosophers in order to collect qualitative data. The samples in this group comprised of 27 school administrators from the three provinces (each province had nine educational service areas and three school administrators were sampled from each area), 27 educational supervisors from the nine educational service areas (three educational supervisors were sampled from each area), 15 academicians from the three provinces (five academicians were sampled from each province), 15 experts from the three provinces (five experts were sampled from each province), 54 teachers of social studies, religions, cultures, and histories from the nine educational service areas (three schools were sampled from each educational service area and then two experts were sampled from each school), and 30 local philosophers of histories and socio-culture from the three provinces (ten experts were sampled from each province). For the second group of the samples, two types of documents were sampled. The first type was primary data that were historical records approximately aged 100 years or older. The second type was secondary data that were research studies, books, and local history documents that have been published since 1967.

3. The research instrument was focus group with recording of the experts’ suggestions.

4. The data collection for the research and development of the curriculum in social studies for pluralistic society in southern border provinces was qualitatively conducted with in-depth interview, focus group, and documentary analysis.

5. The processes of the research and development of the local curriculum (Soonthorn Kotbantao, 2010, 3 - 45) consisted of 5.1) determining the criteria for collecting basic information for developing the curriculum from the samples by basing on the following components: visions, principles, goals, learner competency, learning standards, indicators, learning units, and learning groups according to the core curricula and evaluation guidelines; 5.2) surveying and identifying sources of learning local histories of the southern border areas in order to provide basic information for all education levels; 5.3) identifying learning sources that comply with learning standards, categorizing the learning sources by following historical processes and asking gurus of local wisdoms, and selecting outstanding

cases that were suitable for developing the curriculum.

6. In terms of vision, principle, goal, learner competency, learning standard, indicator, learning unit, and learning group; the curriculum was linked to the standards of the core curricula and evaluation guidelines with indicators for lower primary education (i.e. Grade 1 -3), upper primary education (i.e. Grade 4 - 6), lower secondary education (i.e. Grade 7 - 9), and upper primary education (i.e. Grade 10 - 12) and the preparation of the curriculum guide.

7. The curriculum was checked by three experts before the implementation of the curriculum in the education service areas.

4. Results

1. Regarding the results of the research and development of the prototype curriculum; the curriculum emphasized on the vision of developing learners who were local people to have awareness of peaceful cohabitation (Sanit Joranon, 2008, 46 - 57) and learning and understanding of the pluralistic society in terms of wisdom, history, society, culture, and local and national environmental resources (Somkiat Boonchoo, 2007, 17 - 32). In terms of principle, the curriculum had the following principles: developing knowledge, skills, and attitudes for peaceful cohabitation in the pluralistic society; following the goal to make learners understand the characteristics of the pluralistic society with the variety of cultures, religions, and wisdoms (Sujit Wongtet (Bor Kor), 1984, 73 – 234); and promoting the vision of developing the local society by basing of their cultures as they understood the adaption to national and international societies.

In terms of goal; the curriculum aims for promoting the awareness of the value of the pluralistic society for social development at local and national levels (National Reconciliation Commission, 2006, 12 - 45); developing the knowledge of the history of the pluralistic society in the southern border provinces and relationships at national, ASEAN, and global levels (Suwimon Wongwanit and Nonglack Wiratchai, 2004, 45 - 68); enabling learners to link their skills and knowledge of the pluralistic society in order to communicate with others in the society; developing their abilities to analyze and solve problems in the society in order to bring peace to Thai society; and making the learners to have the awareness of the importance of the dimensional knowledge of their pluralistic society and apply the knowledge to the country’s development.

In terms of learner competency; the competency includes transferring ideas, knowledge, and understanding in order to communicate with others in the society and reduce disputes and misunderstanding in the pluralistic society; positively analyzing and systematically considering problems in order to understand the peacefully pluralistic society at national and international levels; solving the problems

for living in the pluralistic society with the variety of local and national cultures; building good relationships; understanding social changes; applying the knowledge of the pluralistic society to preventing and solving problems that may affect the society (2009Gor, 1 - 5).

The learning standards of local curricula were linked to that of the core curricula of basic education (2551 B.E.) including the core curricula standards” (Ministry of Education, 2009Khor, 2 - 9) Sor 4.1, Sor 4.2, and Sor 4.3. The standards of local curricula comprised of 1) the internationally historical knowledge for local education and understanding of historical developments in the southern border areas and evidences of establishments and human development in these areas in the pre-historical and historical periods as well as the influence of the Southeast Asian cultures on the civilization in these areas; 2) the understanding of the development and history of the southern border areas, prominent kingdoms in the past, the development of nation state, the relationships with the neighboring countries in ASEAN, the relationships with other countries in various terms (i.e. economic, social, and cultural terms), social changes and their effects on the modern society, the directions of the country’s development basing on the pluralistic society to the ASEAN and international societies, and the relationships with the neighboring countries in Southeast Asia during the country’s development period; and 3) the histories of cultural, traditional, linguistic, and religious heritages as well as local wisdoms and important persons for promoting the pride for living in Thailand.

For the indicators of the development of the curriculum; the indicators for the lower primary education, for example, were local characteristics identical to Thai characteristics, periods and events related to histories (at local, national, and international levels), knowledge of local histories, application of methods for exploring historical knowledge in local communities, effects of historical events on local changes, local wisdoms, and important persons in the southern border areas. The indicators for the lower secondary education, for instance, included the important characteristics of the histories of the areas, the local knowledge and understanding of the pluralistic society in historical records, comparative knowledge, the development and histories of the areas, prominent kingdoms in the past, the histories of other communities in the country in historical records, and the importance of the local sources of Southeast Asian cultures (San Suwatanpornkul and et. al., 2010, 9 - 48). The significant indicators for upper secondary education consisted of local wisdoms, the histories of important persons, development concepts positively affecting local and national development in various aspects, the history of the cooperation between Thailand and the ASEAN countries in different terms (i.e. politics, economics, and cultural exchange between countries), and other indicators.

In respect to learning units, the curriculum contained learning units for all four education levels and it had the criteria for measuring and evaluating school records according to the criteria of the core curricula (Soonthorn Kotbantao, 2010, 15 - 36). Accordingly, the learners must attend 80% of each course in the curriculum. The learners must be evaluated with all indicators and pass the criteria established by their schools (Ministry of Education, 2009Khor, 5 - 9).

2. For preparing the curriculum guide, there were the following topics for using the curriculum in schools: 1) historical periods and developments, 2) international relationships, 3) historical evidences, 4) the ethnic history of people in the southern border areas, 5) religions and beliefs, 6) the economy of the southern border areas, 7) cultures and traditions, 8) important persons in the southern border areas, and 9) information about the local wisdoms in the southern border areas.

Regarding sources of learning histories for the local curriculum, different methods were used. The methods consisted of following historical processes, asking experts in the local wisdoms in the southern border areas, selecting cases outstanding and suitable for developing the curriculum for young people, and exploring learning sources including the ancient remains and historical places in the areas.

3. For the results from synthesizing problems in developing the local curriculum in the southern border areas, it was found that the educational reform had limitations. The limitation were in terms of development of prototype curricula; curriculum management; the continuity in developing curricula of schools; the development of learning materials and sources in Pattani, Yala, and Narathiwat Provinces caused by the effects of the unrest in these areas, and the consistency of the development of the local curriculum with cultural and political contexts as well as socio-cultural changes.

4. For the results about the guidelines for developing local curricula and establishing curriculum development networks in the future, the establishment of the local networks with the collaboration between schools, educational school boards, religious organizations, provincial chambers of commerce, district cultural organizations, higher education institutions, local philosophers, and provincial education commissions in the education service areas was necessary. The mentioned networks had important roles in developing, following up, and promoting guidelines for educational reform and participation in local educational development.

5. Conclusion

The present research study provided the prototype curriculum for the special education service areas in the southern border provinces with the variety of cultures. Peace education appropriate for the pluralistic society should be promoted. The study

developed the prototype curriculum for the four education level from lower primary to upper secondary education levels that linked to the core curricula of the Ministry of Education. The use of the curriculum aimed for developing future curricula for schools in order to strengthen communities to develop knowledge and provide education by themselves according to the directions and policies of decentralized education of the Ministry of Education that aimed for reforming local education and providing opportunities for publics to participate in developing various types of education. Developing curricula that conform to local societies and global changes is considered as an important issue for the development of Thai education in the future. Suggestions for further research include extending the results to other subjects such as language, religion, and culture as well as studying the development of important teaching materials and learning sources in the southern border provinces.

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The Roadmap for Developing Image Components of Private University

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Abstract

Conditions of severe competition in the number of students of the government universities and private universities in Thailand as well as the status elevation of Rajabhat Institutes and Rajamongkol Technology Institutes influence their efforts in developing strategies to attract students. As a result, many universities put great attempts into creating public relations strategies so as to make distinctive images of the university and recognition for targeted groups. Significantly, private universities were hugely investing on a variety of advertisement to create interesting images that convinced students to study. The purposes of this research were to examine elements of image for the private universities in Thailand and to propose guidelines in developing images of 40 private universities in Thailand. There were 200 samples of this study including vice-presidents or assistant presidents, directors, faculties, personnel, and staffs of 40 private universities who were in charge of university image. The samples were selected by using purposive sampling. The research instrument was a five point rating scale questionnaire on image elements of private universities in Thailand. Data were analyzed by using explorative factor analysis (EFA). In this study, developed image elements of private universities as well as guidelines will be presented and critically discussed.

Keywords: Image; Elements of Image; Image Development; Private Universities in Thailand

Introduction

At present society, there is certainly intense competition because of the rapid growth of developing. The prosperity led to another major change in society, people also have to adapt to a changing society. The first priority to improve people to keep pace with the world is “education” because in 2015, Thailand will be entering to the ASEAN. So education is an important thing that can make people able to adapt to a changing society because education is fundamentally human right to support the development of country. Education makes the idea

and improve their quality of life, occupation and living as well.

Over the last decade, there have been dramatic changes in private institutions for higher education in Thailand. They have to face fierce competition and rapid change and factors of globalization and free trade area. In addition an advancement of information technology under phenomenon has called "Borderless Business" which make an education becomes a business that is “Intangible Commodity” so the education has to adapt to situation changed with more competition. Therefore, the management of higher education institutions should be ready for adapting over time. According to the above-mentioned shown that if of higher education institutions stay the same or never adjust in strategy management it may face problems like many institutions that need to be shut down. Thus, the private higher education institutions have to improve the quality in academic and research to enhance the quality of education , management, long-term strategic and public relations planning to promote the image and brand of institutions to be strengthened to students, parents and others who may have involved to the university. The perception about an image, brand academic quality and other services that are offered through the public relations and social network that currently play their role very seriously and can be convey to the target in choosing institutions for higher education .

Objectives

1. To find the image components of private universities in Thailand.

Methodologies

There are two phases as followings;

Phase 1 to define a conceptual framework and variables by reviewing the literature and theories in-depth interviews four persons who have an experience in building the image of a leading private university to define the variables concerning the image of private

universities. The respondents comprising the representative of four private universities in the country including: Rangsit University, the responder was the Director of Communication Office, Bangkok University, the responder was a strategic corporate communications planning staff, Sri PraThumUniverisyt, the responder was the Director of Relations Activity Department, University of the Thai Chamber of Commerce, the responder was an Assistant Dean for Communications Office, The four representatives were who have knowledge and expert in university image. The interview issue was "The image of private universities " to find out the issues that private universities in Thailand have no yet and analyzed for ranking for the featured in building the image of private universities.

Phase 2 to perform an exploratory factors analysis.

Research Tool

Instruments used in this research consisted.

A questionnaire was designed after reviewing literature from theories, related documentary and expert interviews from the leading private universities as a tool in collecting data one copy and screened the variables of private universities by distributing to 9 experts checked on the validity of the content by checking the consistency of the variable image with definitions. And 5 experts analyzed the variables and screened image of private universities in Thailand before applying to the conviction and execution of data.

Collection Data

The questionnaire was distributed 200 copies to 40 private higher universities in Thailand. The data was collected with the administrators and staff who work on the image of private universities. The questionnaires were sent to five copies per university to find out the variable of image of private universities in Thailand then brings the information to perform an exploratory factor analysis. A total questionnaires were returned by 184 copies or 92% of all questionnaires.

Data analysis

The data was analyzed by;
Perform exploratory factor analysis by SPSS program for Windows.

Demographic data

Figure 1 The data shows the position of sample.

Position	Number (copy)	Percentage (%)
Staff	87	47.28
Head of Department	27	14.67
Director	46	25
Assistant to President	13	7.07
Vice President	11	5.98
Total	184	100

Figure 1 has shown the data of respondents' position. A total copy of 184 questionnaire was distributed to staff 87 copies was 47.28% of all questionnaires, 27 copies for Head of Department was 14.67% of all questionnaires, 46 copies for the Director was 25% of all questionnaires, 13 copies for Assistant to President was 7.07% of all questionnaires and 11 copies for Vice President was 5.98% of all questionnaires.

Findings

The results of this research found that the performing exploratory factors analysis the image of private universities in Thailand comprising to 5 components consisted:

1. Component of curriculum innovation consist 9 variables. The variable highest weighted was in university strategic in providing the difference courses, faculties and new departments followed by launching a new product to market of university. University of creating new knowledge, university-based innovation and modern management for the administration, university has a modern learning center, university produces professional graduates, university has a connection with reputable educational institutions both inbound and outbound, university offered courses to serve the needs of the labor market, university has consistently published information through the press and other medias

2. Component of Corporate Social Responsibility (CSR) consist 4 variables. The variable highest weighted was in university's CSR and followed by a building quality of life to people in region and local. University creates life experiences to student and university has educational funds support to students.

3. Component of the academic value consist 4 variables. The variable highest weighted was in sense of learners which university make learners feel like home followed by the sense of learners in value of cost spending the university of learning and the academic environment of the university.

4. Component of quality graduates consist 3 variables. The variable highest weighted was in a producing the quality graduates and acceptable

followed by the reputations and acknowledge in quality of the instructors and university has targeted advertising.

5. Component of an international consist 3 variables. The variable highest weighted was in an international universities followed by reputations in international programs and courses and be a leading university.

Discussion

The results of the research can be described as the following.

1. Components of curriculum innovation, is the university provides the difference courses, faculty and new department that possibility of producing graduates to the labor market, which according to research of SamranBooncharoen (2004), to study the factors influencing student’s decision in choosing private institution of higher found that the student’s decision in choosing the private universities was course offerings to serve the needs of learners and modern courses. In additional, the factors of southern students in choosing private higher education institutions found that course offerings influenced to student as they selected an institution as well.

2. Components of Corporate Social Responsibility (CSR), the university has to encourage quality of life to people in region and local because the university is the main institution to contribute to a social change and develop in the skilled workers ,conduct research to serve the needs of society and plays a role in the development of modern society to create new social values. Development in training for upper class and creating a more equal society which be the role in developing the new knowledge and social change and Tassanai Suwannachata (2003) found that the community was important to support collaborative activities, especially the community around university to building a relationship and publicize university as well.

3. Components of the academic value are the sense of value of cost spending in learning in a private university and make learners feel like home when they study in the university. This is consistent with the research of Tonsil (2005), to study the impact of reducing tuition fees to enroll universities in the Ivy league group university which consists of eight universities of the Northeast; the oldest university in the United States and most famous in the world found that although more expensive to pay tuition fees but it also has the most students wish to enroll whether the tuition fees will be higher than other universities. And it is consistent with the research of Jattana Sookanak (2006), to study the influence factors of students to choose private universities found that students focused on academic quality first.

4. Component of quality graduates, university is determined to contribute and respond to need of labor market by producing the quality graduate and concern about qualified and quality of the instructors which

according to the image of Assumption University ABAC has been recognized as a university that constantly produces quality graduates. Moreover, alumni is also important to make reputation to the university, especially in national business (Assumption University, Master of Business Administration Faculty of Thailand.2002), and the image of valuable university of Assumption University ABAC found that the reputation and quality of instructors is the need of alumni, present students, parents and entrepreneurs (Research Institute of Assumption University ABAC. 2003)

5. Component of an international is borderless education and an international collaboration in learning, teaching , research, curriculum, students and instructors exchange, activities and the environment to express the international which according to research by Huang (2006), to study the international program in higher education institutes in three countries that do not use English as major language are China, Japan. and Netherlands found that the need for the international courses and collaboration (MOU) with universities in China are more like the years between 1990-2002 the number of students from Asian countries increased to 70 percent, most of them came from Japan, Korea and the Middle East country. The courses are available for international students up to 80 percent of all courses and found that the number of universities in international cooperation has increased every year. Especially, Teaching English Program has putted in textbooks documents and other teaching materials.

Suggestions

1. Image components of private university in Thailand are important in pushing the image of private universities distinguished to support competition in all aspects of private universities competitors which comprising to 5 components that affect to the image of private university. Moreover, the administrators and instructors of private universities should be a priority and adopt a framework to set a policy and goals and strategic both of short term and long term for developing private universities in further.

2. A studying the Roadmap for Developing Image Components of Private University for comparing with the university’s image of government universities and aboard universities for developing others university’s image in further.

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Transformational Leadership of Sister School Administrators Toward ASEAN: A Case Study of Southern Thailand

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Abstract

This qualitative study aimed to investigate 1) transformational leadership of Sister School administrators in Southern Thailand toward ASEAN preparation, 2) problems of the Sister School administrators' transformational leadership toward ASEAN preparation and 3) guidelines in developing transformational leadership of Sister School administrators in enhancing school administration toward ASEAN preparation. Key informants were 3 administrators of Sister Schools in Southern Thailand including Deebukphangawittayayon School, Muangnakhonsrithammarat School, and Mahavajiravudh School. The purposeful selection was employed to select sites and participants of the study. Research instruments were a semi-structured interview protocol, related documents and the researcher as a key instrument. Data were analyzed by using content analysis and constant comparative methods. Trustworthiness of the study was promoted by using prolonged engagement in the field, rapport, peer debriefing, and member checking. The findings showed that the Sister School administrators give the importance to and employ the transformational leadership to administrate the Sister School toward ASEAN. They are the idealized influence, the inspirational motivation, the intellectual stimulation and the individualized consideration to improve the administrators and the personnel to prepare for ASEAN especially English language and technology skill. The problems in using transformational leadership of the Sister School administration toward ASEAN were shortage of the budget and the personnel did not have the English language and technology skill. The school administrators proposed the guideline to improve the Sister School administrators' transformational leadership that the

Sister Schools' administrators should seriously and continually use the transformational leadership to administrate the Sister School toward ASEAN.

Keywords: ASEAN, Transformational leadership, Sister School administration

Introduction

ASEAN Community or the Association of Southeast Asian Nations organized the association for the cooperation in increasing the rate of the economic development, the social and cultural development, and the education of the member countries according to Dr. Surin Pitsuwan, the former Secretary-General of ASEAN, saying that “The educational organizations are the most important in the preparation for stepping and living in ASEAN Community, and the age of globalization where the education is a primary foundation and instrument in the economic, social, cultural and political development of the countries.”. Nowadays, the secondary schools in the southern provinces of Thailand usually have the close relationship with the neighbor countries which are the members of ASEAN countries such as Malaysia, Singapore, etc. in order to cooperate as a network school in exchanging knowledge, language, culture and tradition of each country. The learning management administration towards ASEAN community which enhances Thai students' capability and attributes to live in ASEAN community in harmony, the educational institutes have to manage the system of the schools, the basic educational core curriculum, the strategies and goals of ASEAN as well as leading the schools with quality for stepping in ASEAN community. The transformational leadership in administrating the schools for ASEAN by the school administrators is also a main factor. Hoy & Miskel (2001) said that administrating any organizations would be effective depending on employing the leadership. For example, the theoretical concept of the transformational

leadership is a new theory which is important and acceptable (Burns, 1978 ; Bass, 1985 ; Bass & Avolio, 1994 cited in Chusorn, P., 2005). As the transformational leadership is the paradigm shift towards being a leader who has a vision, distributes the authority or enhances motivation, has a virtue and urges the followers to own the leadership. This kind of leadership is required in the world which is rapidly changed (Jongwisarn, R., 2000). The study of Sarnrattana, W., (2005) was found that for the route of development to make the organization as an organization of learning in the schools, being a transformational leader is a primary factor which leads to the development of the other factors. An administrator needs to employ the transformational leadership systematically in the school administration. The transformational leadership is the process which has an influence towards the change of attitude in working for the educational quality. It is very popular at the present time because it is pleasant and affects the followers. It is necessary that the administrators and the teachers have to change the procedures, paradigm and vision in working (Chaleisap, S., 2007 : 44). The educational administrators in the present age must shift their attitude in order to correspond with any changes. The administrators must accept the change and learn the new technology to adapt and apply it into their educational administration (Singhapon, S., 2006 : 120). According to the theory of Bass and Avolio (1994 : 2), it was stated that the transformational leadership can be seen from the leader who has the following characteristics. First, the transformational leader is a person who stimulates the interest of the co-workers and the followers to see their work in a new and different way. It produces the awareness in the mission and vision of team and organization. Second, the transformational leader is a person who develops the competence of the co-workers and the followers beyond their interest which make the group have some benefits. The transformational leader will convince the others to do more than what they expected at the beginning. He or she will challenge the expectation and lead to the higher achievement. It becomes interesting for the administrative scholars in the administration affairs including the educational administration. In addition, the leader should be truly developed (NIDTEP, 2007 : 2). Tichy and Devanna (1986 cited in Chalard, K., 1997 : 170) said that the school administrators who have the transformational leadership is a school leader who makes teachers aware of the goal, have the vision, bare to confront with the trouble and the change. As the above-

mentioned issues, the researchers are interested in investigating the transformational leadership of the Sister Schools administrators towards ASEAN community in the south of Thailand.

The research questions are

1. How is the transformational leadership of the Sister School administrators towards ASEAN?
2. What are the problems of the transformational leadership of the Sister School administrators towards ASEAN?
3. How is the guideline in developing the transformational leadership of the Sister School administrators towards ASEAN?

The objectives of the research are

1. To study the transformational leadership of the Sister School administrators towards ASEAN.
2. To study the problems of the transformational leadership of the Sister School administrators towards ASEAN.
3. To study the guideline of the transformational leadership of the Sister School administrators towards ASEAN.

Research methodology

This qualitative research is a study of the transformational leadership of the administrators in the secondary Sister Schools towards ASEAN in the south of Thailand. There were two research instruments. The first research instrument was a semi-structured interview which is an open-ended interview, but emphasizes exploring the specific topics during the interview and another one which is important in this study was the researcher. The three key informants in the research were the school directors of Deebukphangngawittayayon School, Muangnakhonsithammarat School, and the deputy directors of Academic Affairs of Mahavajiravudh School. The researchers selected those key informants by using the purposeful selection (Law et al., 1998). The main reason of selecting the informants is to suit the concept, aims and objectives of the case study (Posita, C., 2007). In this research, the data collection employed the individual interview focusing on the investigation from the real experience. The interviewing questions were open-ended and created relationship. The researchers introduced themselves following the set roles by creating the positive interaction in order to impress the interviewees, and make them confident and courageous to reveal the information required by the interviewer. Data was collected by the in-depth interview lasting about one hour which is an appropriate duration for the interview in a qualitative

research (Godon and Langmaid, 2002 cited in Prasit, S., 1995). The researchers used the interview directly to the key informants at the informants' schools. This research employed the technique of content analysis describing the details as appeared in the messages systematically and objectively. It also relied on the theoretical framework (Jantawanich, S., 2007 : 145). The researchers had ten procedures in analyzing the data as follow: 1) transcribing the interview 2) filing the transcribed interview 3) re-checking the script of the interview 4) classifying the data 5) analyzing the data 6) outlining the data 7) analyzing the context 8) analyzing the content 9) inspecting and reflecting the data analysis and 10) confirming the analysis of data in order to draw a conclusion of the findings. The data reliability was created by exchanging and discussing the ideas with the peer researcher, the expert and the adviser.

Finding

1. The transformational leadership in the administration of the Sister Schools towards ASEAN. From the findings, it was found that the administrators of the Sister Schools towards ASEAN in the southern Thailand had administrated by transformational leadership of the administrators of the Sister Schools towards ASEAN as the following points.

1.1 Ideally influencing: the administrators were the models in the serious operation, relation of community and they were followed by the personnel. These made the administrators acceptable, faithful and be trusted. Additionally, they created the pleasant atmosphere by interacting, helping and counseling.

1.2 Inspirational motivation: the administrators created the inspiration by convincing the personnel and the students to manage the tasks under the administrators' responsibility with their full proficiency for the schools including exchanging the results of the management with what the personnel and the students needed.

1.3 Intellectual stimulation: the administrators distributed the power in decision to the undertakers to think and solve the problems. The administrators took the actions to give suggestions and propose the policies which were from the practitioners and the students to the administrative section in order to create a new point of view from the stakeholders of the policies, enhance the followers to reframe the scope and encounter the situations with a new method.

1.4 Individualized consideration: the administrators selected the person who suits to the

task. There was the survey about the work load and the skills of the followers individually so that the followers could deal with the tasks depending on their interest, proficiency and happiness in order to increase the effectiveness and enhance working as a team by appointing the leader in each group and choosing the group members who were the most suitable.

2. The problems of the transformational leadership in administrating the Sister Schools towards ASEAN. The administrators of the Sister Schools towards ASEAN found that the problems in administrating the Sister Schools towards ASEAN were as follow:

2.1 The readiness of the personnel and the students in the skills of language and technology: Most of the personnel had insufficient skills in both competences. The students had learnt English and technology in the classroom, but they did not practice and use the skills extremely.

2.2 The insufficient budget administration to manage the projects of development: the schools had been allocated some budget, but it did not cover all useful activities.

3. The guideline of transformational leadership in administrating the Sister Schools towards ASEAN.

The guideline of developing the transformational leadership in administrating the Sister Schools towards ASEAN had the objective to develop the personnel, the students and the community about ASEAN and enhance the development of the personnel, the students and the community to have the skills of English language, Asean language and technology.

Discussion

1. The transformational leadership in the administration of the Sister Schools towards ASEAN

1.1 Idealized Influences: The administrators were the models in the serious operation and the relation of community and the personnel take them as the models causing them to be acceptable, faithful and trusted, and create a pleasant atmosphere by interacting, assisting and counseling. The reason for this point was that the administrators promoted the activities required by the students and made themselves accepted by the personnel. The administrators inquired the needs about the changes of the personnel, the students and the community to determine the policy responding the needs of the stakeholders. They also asked about the needs about changes in the schools and prioritized them based on their importance in order to make a plan to respond

the stakeholders’ needs. Additionally, the community promoted the schools’ activities and established the network school to learn the activities of ASEAN corresponding with Bass (1985: 43-45; cited in Kamonmarn, S., 2009 : 92) saying that the transformational leader, who has diligence, is accepted and trusted by the followers that he or she will solve any problems with the wisdom causing the followers to be eager.

1.2 Inspirational motivation: The administrators created the inspiration by convincing the personnel and the students to do their tasks with their proficiency for the schools including the exchange of the management results with what the personnel and the students needed because the administrators had to let the teachers participate in determining the vision and mission as a part of management, create the morale, and give advices to encourage in working continually corresponding with Tichy & Devanna (1986, cited in Wisalaporn, S., 2001 : 62). Being a transformational leader of the organization towards the better goal must change the target for the success and create the inspiration. Saonanon, S., (1999 : 128) concluded that the transformational leadership will increase the motivation to the followers by stimulating the followers to have the increased needs, give them the opportunity to expressing moral ideas and give them the power.

1.3 Intellectual stimulation: The administrators distributed the authority of decision to the responsible person to solve the problems. The administrators played the roles in counseling and proposing the policies from the practitioners and the students to the administrative section in order to have a new point of view from the policy’s stakeholders, promote the followers to reframe the scope and confront with the situation by new procedures. The reason for this point was that the leader will establish the confidence to the followers that the problems had the solutions which are the challenging things and the good opportunity to cooperate in solving those problems. The meetings of working team to place the aim and the vision mutually or producing the cooperation, the creative ideas and the opinions from the personnel had been conducted by the school and the head of the subject area department once a month in order to explain the policies and regulations, and follow up the assignments. Everybody could express their ideas freely. If everybody had the same understanding, the tasks would be run completely. The interest would be at the students, the schools and the administrators who arranged the activities

promoting the proficiency of the teachers corresponding with Taweasantaneenukul, S., (2005) in order to let the members in the institute have opportunity to employ their competence in initiating the tasks, deciding, solving the problems and developing the assignment in their duty to be managed effectively.

1.4 Individualized consideration: The administrators chose the person who suits to the task. There was the survey of the followers’ work load and proficiency individually because the administrators had to distribute the assignments to every sector regard to their knowledge and ability and follow up the management by considering the differences between the individuals. The administrators looked after the followers as a coach and adviser through good coordination individually. It made the followers feel valuable and important, created the atmosphere of giving promotion, created the morale in the schools and connected the students, the parents and the teachers together corresponding with Jantamol, S., (2005 : 49-51). For considering the individuality, the administrators were the trainers who suggested the methods of work to the coordinators individually.

2. The problems of the transformational leaders in administrating the Sister Schools towards ASEAN

The administrators of the Sister Schools towards ASEAN gave importance to.

2.1 The readiness of the personnel and the students in the skills of language and technology: Most personnel still had the insufficient skills of language and technology. The students had studied English and technology in the classroom, but still lacked practicing and usability. It was because the personnel were important resources in the management while the personnel and the students still lacked the knowledge and skills of using English and technology seriously and continually corresponding with Neamtes, W., (2013: 59) stating that in the period of preparing for ASEAN, the administrators, the teachers and the students are required to have an additional qualification which is the skills of using English for communication and using the technology.

2.2 The budget administration which was not sufficient to manage the projects of development: The schools were supported by some budget, but they still had many useful activities which lacking the budget to support. The factor of budget is necessary for administrating the Sister Schools because managing any activities has to employ the budget corresponding with Sangkla, B., (2005 : 1) saying that the budget is an important factor in the administration. The school administrators must have

the knowledge and the ability in administrating the budget. Additionally, in administrating the tasks, the budget must be sufficient, or the school administrators should place importance on supplying and administrating the budget for the ultimate benefits.

3. The guideline of transformational leadership in administrating the Sister Schools towards ASEAN

The guideline of developing the transformational leadership in the administration of the Sister Schools towards ASEAN was that the school administrators should use the transformational leadership in the administration of the Sister Schools towards ASEAN seriously and consistently. The administration of the Sister Schools by using the transformational leadership seriously and continually. The result led to change and benefit truly and sustainably so that the students had been prepared for stepping in ASEAN corresponding with Rajamangala University of Technology Lanna (2014 : Online) stating that the school administration for stepping in ASEAN aims to improve the personnel, the students, and the community to know and understand about ASEAN and promote the development of the personnel, the students and the community in the skills of English language, Asean language and technology by employing the transformational leadership which is the idealized influence. To illustrate, the administrators should be a good model for the followers and create the faith to the personnel. They should be an accessible person and should listen to the personnel's story. At the same time, the administrators should be a person whom the personnel can rely on in every matter. Inspiring motivation is that the administrators should have the verbal skill to create a relationship, motivate, convince, and inspire the personnel by establishing the culture of harmony. The Intellectual motivation is that the administrators should encourage the personnel to express their ideas and competence, supply and administrate the budget, promote the skills of English language, Asean language and technology corresponding with Pahe, S., (2011) saying that in order to build preparation for ASEAN, there must be the promotion of English language and other languages in the Asean countries to the personnel and the students. The individualized consideration is that the administrators should understand the differences between the persons and assign the tasks which suit to their proficiency in order to let the personnel assess value themselves. In addition, the administrators should be a good consultant to the personnel.

Suggestions

The results in this study can be concluded as suggestions for implementing the research results and for further study as follow:

1. The suggestions for implementing the research results

1.1 The administrators should administrate by employing the transformational leadership seriously and continually. The personnel administration should be focused for the effective operation. The administrators should behave themselves as models convincing the personnel to operate the tasks, develop the personnel and the students to have the language and technology knowledge which can be implemented truly and continually. There should be the supply of external personnel, who has knowledge, for additional instruction. In addition, the curriculum should be improved regard to the needs of learners as important. The materials should be also developed. Finally, there should be the measurement and evaluation of learning by using the instruments and several assessing criteria.

2. The suggestions for further study

2.1 The transformational leadership of the administrators in the Sister Schools towards ASEAN with the efficiency of the administration towards the ASEAN should be investigated.

2.2 The transformational leadership of the administrators in the Sister Schools towards ASEAN have to understand the whole picture of the study.

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Using Competence and Concepts Understanding of Teachers in Innovation and Educational Technology for Teaching Management in Unrest Area School of Three Southern Border Provinces, Thailand

Kanita Nitjarunkul

The purpose of this study is to assess the using competence and concepts understanding of teachers, who teach in unrest area school of three southern border provinces of Thailand, in innovation and educational technology for teaching. The questionnaire and interviews as a focus group discussion were used as research instruments. The questionnaires were used to survey 2,449 teachers' using competence and concepts understanding in innovation and educational technology for teaching. Focus group discussion forum was created among 30 participants to investigate the problems, obstacles, strengths, weaknesses, opportunities, and threats of utilizing the innovation and educational technology in school. The statistics using in this research are mean, standard deviation, and T-test. With the 92 percent completed survey return rate, it is shown that 1) teachers in three southern border provinces have their understanding level of the concept of the innovation and educational technology in high ($\bar{X} = 3.23$). 2) teachers who work under different division have a statistically significant different competence level (0.05) of applying the innovation and educational technology in term of using computer software and computer-based learning. In matching comparison results of competence level, teachers who are subordinate to the basic education commission have a higher competence level in using computer software and computer-based learning than teachers teach under Islamic private school with statistically significant of 0.05. From the discussion forum, under the circumstance of the violence in the area, problems, obstacles, strengths, weaknesses, opportunities, and threats of utilizing the innovation and educational technology in school is presented in the paper. The study of the competence level and concepts of innovation and educational technology of teachers in the unrest area school are an important step in the advance educational development.

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Women Leadership of Principals in School Administration in Unrest: A Case Study of the Three Southern Border Provinces of Thailand

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Abstract

This qualitative study was focused on women leadership of the school administrators under the context of the three southern border provinces of Thailand. The purposes of this study were 1) to examine women leadership in school administration in the unrest and 2) to investigate challenges of school principals in school administration during the unrest. Key informants of the study were 15 women principals from public schools in the three Southern border provinces including Pattani, Yala, and Narathiwat provinces. A purposeful selection was employed to select sites and participants for the study. Research instruments were a semi-structured interview protocol, related documents and the researcher as a key instrument. Data were analyzed by using thematic network analysis (TNA) as well as constant comparative techniques. Trustworthiness of the study was promoted by using rapport, prolonged engagement in the field, and triangulation techniques. Women leadership of school principals in turbulent time and challenges of women leadership in school administration in three southern border provinces were critically discussed.

Keywords: Women leadership, Southern border provinces of Thailand

Introduction

In the general societies even in the developed countries or in the developing countries, the ratio of being a leader mostly are men rather than women and the position of the main leader is reserved for men (Coleman,2003). The reason might be that the society determines the roles of gender between men and women because of the natural basis of their different body, beliefs and culture and social norm. These factors have an impact on the roles of being a female leader (Bhassorn Limanon,2011). The idea on the women leaders came from the feminist writings in the book of management administration (Helgesen, 1990; Rosener, 1995). The magazine shifted the culture leading to the age of feminine leaders (Conlin, 2003).

For the western countries, they turn to place importance on promoting the women to play a role in the society and to be appointed as a leader.

For Thailand, giving importance to the female gender was started in the era of King Mongkut allowing the females have the rights to choose their spouse. Nowadays, there is the promotion of gender equality between men and women. Both men and women are also protected by law equally under the principle of humanity. Even though they are different in term of the sexual identity, gender or sexual, every person has to be treated in the same way and the government must promote the equality among males and females (King Prajadhipok's Institute,2008). The women development plan places importance on building Thai society to be an equal society where people have a good attitude, and awareness of and acceptance in the women's roles in many contexts including economics, society and politics so that Thai society has the fairness and justice. Every group of women can access and get every level of education. They can have any lifelong learning opportunities, development of proficiency in many aspects appropriately, a good health, a security in life and a better life quality. Additionally, they are confident and proficient in participating in the politics, the administration and the decision in every level of the organizations and the female mechanisms. They should be strong in order to be a main drive of the women development. It has been a policy since 2002. The government established the Ministry of Social Development and Human Security in order to create the fairness and equality in the society, and the institutes of women affairs and family as the national center organization. They are the mechanism of social development regard to the government's policy of which the target group is women in order to develop, prevent and protect the rights regarding the frame of Constitution of the Kingdom of Thailand B.E. 2550 (2007). The women development plan is changed to correspond with the problematic situations and the changes of environmental factors. As women are the main target group and Thailand has been confronting with the problems in raising the level of life quality and promoting the status of women corresponding with the international standard. It is under the vision

of the plan which is to create a society with the equality, fairness and justice where Thai women live with a dignity, a security and a better life. For three southern border provinces, there are many projects to drive the promotion of the equality between males and females in Narathiwat Province, Pattani Province and Yala Province. The projects follow the action plan of the women development plan in The Eleventh National Economic and Social Development Plan (2012-2016) (Office of Women's Affairs and Family, 2013).

Because of the context of three southern border provinces under the multi-cultural society in terms of the way of life, tradition and belief (Ekkarin Sungtong, 2551) where there have been having the impacts from the unrest situations, The educational arrangement which is consistent with the various contexts of the area and the impact from the situations is challenging for the educational administrators. From the general information in term of the area, it was found that the school administrators in the context of three southern border provinces was likely to be female. Stepping in the administrative position of the women should be observed and investigated in term of the women leadership (Carli and Eagly, 2001). The researchers who work in the area of three southern border provinces, have a chance to be familiar with the female school administration and have the knowledge and skill in the administration among the areal challenges of three southern border provinces are interested in to study the women leadership of the school administrators under the context of three southern border provinces in order to be beneficial in self-development of the women who need to be an educational leader.

The research questions are

1. How do the female leaders take their leadership in the school management administration under the context of three southern border provinces?
2. How are the female leaders who are the school administrators challenged in the school management administration under the context of three southern border provinces and how do they deal with them?

The objectives of the research are

1. To investigate the women leadership of the school administrators under the context of three southern border provinces
2. To investigate the challenges in the women leadership of the school administrators under the context of three southern border provinces.

Definition of terms

1. The women leadership refers to the characteristics and behaviors of the leaders who are women. They take action to convince their subordinate to believe and trust them in the school administration under the context of three southern border provinces.

2. The challenge refers to the attempt to overcome a condition or a situation which is an obstacle in perform one's duty to reach the success or the target achievement.

3. Three southern border provinces refer to the area consisting of Pattani Province, Yala Province and Narathiwat Province where many unrest situations have been being occurred continually for 10 years.

The research framework

This study investigated the women leadership of the school administrators under three southern border provinces where there are various and challenging contexts for women. The researchers took the concept of Rosener, 1995. It was mentioned that the women leadership emphasizes the participatory collaboration and empowerment of employees through decentralization corresponding with Smihra Chittaladakorn (1986) saying that the women will arrange the administration by setting the committee for the judgment and decentralization to their knowledgeable and skillful subordinates to be responsible for the tasks. Furthermore, Wandee Katekaw (2012) had studied the characteristic components of female leaders in term of the education in southern Thailand. It was found that there were 6 characteristic components: leadership, cooperation, academic leadership, being thoughtful, transformational leadership, and self- and personality development. From the concept and the finding, the researchers employed them as the conceptual framework in this study.

Research methodology

This qualitative research was based on the case study aiming to investigate the in-depth information about the women leadership of the school administrators under the context of three southern border provinces. The research instruments in this study were the semi-structured interview. The key informants were the female school administrators of the government schools from the Primary Educational Service Area Offices in three southern border provinces: there was a representative from each service area consisting of 9 educational service areas, from the Secondary Educational Service Area 15: there was a representative from each province, from the schools under Local Administration Office of Pattani Province, Yala Province and Narathiwat Province: there was a person from each province. The total of the key informants was 15 selected by the technique of Purposeful selection (Law et. al., 1998). This technique of selection was based on the purposes of the study. There was not any strict structure in order to get the samples which suited to the concept and the purposed of the study (Chai Podhisita, 2013). Data was collected by the in-deep interview using the technique of face-to-face interview. The researchers employed the principles of rapport creating a good relationship between the key informants and the

researchers in order to have a reliable data. The technique of thematic network analysis was employed in the data analysis (Jennifer A. Stirling, 2001). The content comparative technique was also used. The procedures of the data analysis were as follows: 1) Code Material, 2) Identify themes, 3) Construct thematic network, 4) Organizing themes, 5) Describe and Explore thematic network, 6) Interpret pattern by reviewing the research questions and the purposes of the study.

Finding

The investigation of the women leadership of the school administrators under the context of three southern border provinces was found as follows.

In the school administration under the context of three southern border provinces, it was found that the women leaders had the main characteristic which was the courage. They were brave to confront with the troubles. For the aspect of behavior, it was found that the relation administration emphasizing the personal relationship employed the participatory administration organizing the group of people in the management administration. It also let the school committee, community, and parents participate in the school management administration and the security care.

For the challenges of the female leaders in the school administration under the context of three southern border provinces, it was found that the female leaders were challenged by 2 main points. The first point was the challenge in terms of the area. It was the unrest situations in three southern border provinces affecting the internal security of the nation and the structures of the society including the society, economics, politics, government, education, religious and culture as well as the life quality of the population in the area. Importantly, the educational arrangement got directly impacted from the situations because they were often taken place in the schools and the female administrators were fallen as a victim. This was the main challenge of the female leaders under the context of three southern border provinces that they had to face. Another point was the challenge of gender consisting of many sub-points which were the acceptance, the empowerment of negotiation, the decision, the socialization and the use of specific knowledge and competence. The female leaders managed those challenges by the participatory administration letting the community and the involving people play a role in the management administration. The group of people was set to participate in the decision, the network of negotiation and the decentralized administration. The knowledgeable and skillful persons took action to create the morale to the subordinates by being a good listener and using the cheer-up words.

Discussion

For the women leadership of the school administrators under the context of three southern

border provinces in terms of the characteristics, every key informant agreed that under the context of three southern border provinces affecting their morale and the subordinates' morale in the operation, the main characteristic of the female leaders who were the school administrators under the context of three southern border provinces is the courage. They should be courageous to confront with the critical situations affecting the characteristic to create the confidence, faith and morale to their subordinates well. 12 key informants out of 15 accepted that they were scared, but they did not express their fear when confronting with the critical situations. *“[We are] scared, but we cannot express the feeling. We have to be stronger because we are the leader. We have to have a consciousness, do not show our fear and just think that our life has the end wherever we are. If we show the feeling, our life may not be ended, but the subordinates will not be confident in ourselves which seems that our life has been ended because we are women.”*, said the seventh key informant. This finding was consistent with Wandee Katekeaw (2012) investigating the characteristic components of female educational leaders in the south of Thailand which were found that the personality components were the factors producing the reliability and faith. It reflected the importance of the leaders' personality because it affected the success in the management administration by using the leadership (Ratikorn Chongvisal, 2013). This research result showed that the personality of the leaders had an impact on the subordinates' feeling. Although the context of three southern border provinces where there were insecure situations affecting the subordinates' morale, the subordinates were trusted in their leader. It facilitated the operation in order to drive the quality of education. Such the performance of leadership was the component of the transformational leadership involving with showing the confidence to the subordinates to see the leader's personality which makes the subordinates faithful and see the value of their work (Wandee Katekeaw, 2012).

For the aspect of behavior, it was found that 10 key informants out of 15 agreed that in three southern border provinces, the educational management administration by the female leaders is the administration focusing on creating a good relationship and participation. It had to be conducted by the female leaders to take care of their subordinates and use their sweetness and gentleness in the management administration. *“My school has two curriculums which are the core curriculum and the intensive Islamic integrated curriculum. We have to make understanding between the teachers and the community in order to make an agreement and emphasize the time to ensure that we are during the working time of the security officers because I am concerned with the teachers and try to take care of each other.”*, said the first key informant. It was consistent with Ratikorn Chongvisal (2013) saying

that the leaders who aimed to create a relationship would have the communication skills: being a good listener, having the emotional mature and emotional intellectual. These skills would help develop the collaborative relationship. This point was also related to the study of Wandee Katekeaw (2012). It was found that being thoughtful would make us understand the others. Being thoughtful is the way to show the kindness because the female leaders looked their colleagues as if a family member (James Autry cited in Rangsun Prasertsri, 2008). From the research result, it is indicated that for the school management administration under the context of the unrest situations and in the multi-cultural society where there is a conflict of value caused by unacceptance in others' identity employed the leadership emphasizing the relationship (Hemphill and Coons, 1957) for consulting, decentralizing, developing the working team to create the morale (Suriya Jiemprachanarakorn, 2006). It makes the respect towards the different ways of life of each other. Even though there is the variety of the nations, the religious, customs and traditions, taking the advantages of the female leaders tending to be a good listener and have sympathy for the others can reduce the conflicts in the organization (Rangsun Prasertsri, 2008).

The areal challenges involving the unrest situations of the female leaders in the school management administration under the context of three southern border provinces were corresponded with the study of Suni Kloawnuel et al. (2009) investigating the interpretation, feeling, motivation and conditions of nurses' operation in the unrest situations in three southern border provinces. It was found that the operation under the unrest situations was full of danger as if working in a war. It was also full of suspicion in the conflict and uncertainty situations. On this duty, they have to be steadfast and they are proud of it to do such a challenging work. Even though the original affiliation is different, the operation under the unrest situations is the same because all of them have to confront with the situations giving the same feeling every institute. *“The unrest situations affect the practitioners' feeling in the area, but I think if we all are scared of the situations, we cannot do any things. The solution of this issue is very difficult. For me, I think it is challenging. I will not request what is impossible, but I will do my duty as a leader best for the teachers and my students.”*, said the seventh key informant. Moreover, most of the key informants talked about the operation as a leader, but they did not give any ideas about how to solve the unrest situations in three southern border provinces because they agreed that this issue was a prolonged problem and it was hard to solve. It can be said that even though the female leaders have to confront with the risky situation, they can understand the situations, the complicated relationship and the management administration under

the critical situations. Those characteristics and skills are what a leader should have (Ratikorn Chongvisal, 2013).

The gender challenges of the female leaders in the management administration under the context of three southern border provinces consisted of the acceptance, the empowerment of negotiation, the decision, the socialization, and the use of specific knowledge and skill. It was found that 10 key informants out of 15 met the gender challenges. The second key informants said that *“Because of femininity, going out to create a good relationship with the community or to publicize such as joining a tea or coffee time outside with the students' parents or people in community is not suitable for women in term of the three southern border provinces context”*. In addition, the first key informant said that *“sometimes when we are going to get the budget on the construction materials, if the school director is a woman, she must answer a lot of questions in the budget approval. Some of my friends' school are not received this budget because of the female school director.”* The fifteenth key informant gave an additional opinion that *“As an administrator, the women are often bullied or threatened or unjustified. Although the Constitution has determined that male and female are equal, it is only a social construction element or decorated written expression because the women in three southern border provinces were pressured. They have been educated by the value which is being a follower. The social mobility that the women employ their knowledge and skill to be promoted as the same level of men is often threatened directly and indirectly.”* It was related to the statement of Bhassorn Limanon (2011) saying that the roles of gender in determining the social roles by the femininity that is ordered and deals with the tasks employing carefulness. Thus, the higher social position is reserved for men (Cubillo and Brown, 2003). For the gender challenges, the female leaders have to confront with the management administration under the context of three southern border provinces. Every key informant gave the same opinion that coping with the challenges was to set a group of people to participate in the decision. In the aspect of socialization employing the male gender, it should use the participatory principle by considering the person who can operate the duty of creating the relation with the community. In the aspect of empowerment of negotiation, the networking power should be employed to create the power of negotiation with any person corresponding with Rosener (1995) saying that the women leadership emphasizes the involving collaboration and empowerment of employees proficiency by decentralization. Regarding Smihra Chittaladakorn (1986) the women would manage the administration by setting the committee for making a decision and distributing the administrative power to the knowledgeable and skillful subordinates to be responsible for the tasks.

Conclusion

women leadership of the school administrators under the context of three southern border provinces was found were brave to confront with the troubles. For the aspect of behavior, it was found that the relation administration and the challenges of the female leaders were challenged by 2 main points. The first point was the challenge in term of the area. Another point was the challenge of gender consisting of many sub-points which were the acceptance, the empowerment of negotiation, the decision, the socialization and the use of specific knowledge and competence. The female leaders managed those challenges by the participatory administration letting the community and the involving people play a role in the management administration. The group of people was set to participate in the decision, the network of negotiation and the decentralized administration. The knowledgeable and skillful persons took action to create the morale to the subordinates by being a good listener and using the cheer-up words.

Suggestions

From the research results of the women leadership of the school administrators under the context of three southern border provinces, it was suggested that

Suggestions for research result implementation

1. From the finding, the main characteristic of the women leadership in the school administration under the context of three southern border provinces is courage. The original affiliation should arrange the activities to enhance the confidence in being a female leader.

2. From the study, it was found that the gender is a challenge of the female leaders in the school administration under the context of three southern border provinces. It is information given to the original affiliation for the arrangement of the activities to promote the skill of conducting the strength of being a female leader in the school administration.

3. The research results was found that building the acceptance, giving the decision, being socialized and using the specific knowledge and skill are the challenges of the female leaders. The original affiliation should promote the activities that create a good relationship between the male leaders and the female leaders in order to create a network, and mutually exchange and learn any new knowledge.

4. The original affiliation should promote and support creating the network of the female leaders in order to exchange the knowledge in the management administration.

5. The original affiliation should conduct the research results to be a guideline in making the

curriculum of developing the women towards the position.

Suggestions for further study

There should be the study of the leadership of the women who are successful in the school administration under the context of three southern border provinces by transcribing the lessons in order to be a guideline in implement the research results to develop the women towards the position of the school administrators.

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What does “think globally, act locally” mean for education around the world?

Tantanokij, Jatuporn
Techarueangrong, Piyaporn
Thamaphat, Kheamrutai
Thammetar, Thapanee
Thanaseelungkun, Chaturong
Thanglerttanassub, Suttiorn
Thangvaravut, Hatairat
Thanormchayathawat, Benjawan
Thipwaree, Pitak
Thirawichitkun, Nuttapol
Thonglears, Phakamol
Thongmark, Sittichai
Thongsuksai, Titikorn
Thongtanunam, Yupawan
Treepaiboon, Naowarat
Umal, Jeena
Uttayawalee, Kaimook
Van Horn, David
Veerakit, Naree
Viriyarattanasak, Chotika
Wanachotakul, Ketsara
Wattanasin, Woothi
Weahama, Weahason
Wongdee, Prapassorn
Wongjinda, Wilaiwan
Wongkraso, Paisan
Yamamoto, Fernanda
Yoshida, Masami
Yossiri, Varavejbhisis
Zengele, Thulani



คณะศึกษาศาสตร์
มหาวิทยาลัยสงขลานครินทร์



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