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Editor's note

Journal of Multidisciplinary in Social Sciences is the development of SDU Research Journal Humanities and Social Sciences ISSN 1905-2847 which was an academic journal of Suan Dusit University that had been publishing for 14 years from 2004 to 2018 and evaluated to be in Thai-Journal citation Index Centre (TCI) tier 1 and ASEAN Citation Index (ACI). In 2019, the journal's name will be changed to Journal of Multidisciplinary in Social Sciences ISSN 2672-9806

For the publication process starting from Volume 15 (2019), Journal of Multidisciplinary in Social Sciences publishes invited articles, original articles, review articles and book reviews that aim to share multidisciplinary body of knowledge, ideas and findings that can be developed into new valuable knowledge in areas related to Humanities and Social Sciences and other related field. The Journal is published triannually, with the first issue covering the months of January to April, the second issue covers May to August, and the third issue covers September to December. The journal is distributed in both print and online. All the manuscripts submitted to the Journal of Multidisciplinary in Social Sciences must be plagiarism free and has never been published or submitted elsewhere unless the manuscript was published in another language and has permission from the journal. Before being published, the manuscripts must be peer reviewed by specialized reviewers via double blinded review system.

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Content

Invited Article

- Montessori for Early Childhood Development** 1
Cheerapan Bhulpat

Original Articles

- Development of a Causal Model of Influence on Gratitude (katanyu) of Thais in an Aging Society** 6
Sansern Intarat, Whanthong Bunkum, Withoon Nilubol & Jakkrapan Kumkaew
- Development of Conquer of the Land of ASEAN Application to Enhance Knowledge on ASEAN Community for Early Childhood** 17
Pichsinee Puttitaweesri & Nongyao Nuchanart
- Development of A Utilization-focused internal quality assessment system for Education Quality Development of basic Education Institutions: An Application of Empowerment Evaluation** 26
Worawan Sangsuppun, Sirichai Kanjanawasee & Wisanu Sapsombat
- Model of Participatory Integration of Student Supervisory System** 37
Nanteerapon Engphaiboon, Chuenchanok Kovin & Amornwich Nakornthap
- Factors Influencing and Evaluation Criteria Social Responsibility Management in Secondary School** 50
Kanokwan Boonpluk, Amara Rattakorn & Nattakorn Papan
- Development of English for Communication and Techniques for Effective Job Interviews and Preparations for Effective Work Performance for Suan Dusit University's Second Year Students of Second Semester of 2017** 63
Sirikorn Rochanasak & Wassana Chakkaew
- A Causal Model of Safety Working Behavior in the Rubber Wood Industry** 70
Charinee Jaiuea & Suwit Chanpetch
- Vocational Teacher Desired Characteristics** 76
Parinya Meesuk
- Guidelines for Improvement of Learning Management Process With Technology Integration Using iPad** 83
Rattana Klinjuy, Patchaporn Wipasrinimit, Wassana Jakkaew & Sittha Pongsak

The Development of Local Museum Tourism Model for Creative Learning in Kanchanaburi Province	91
---	-----------

Nopporn Chantaranamchoo, Sasiporn Taikham & Kamonrat Nhusawi

Review Article

Contributions to Kindergarten Education by Khunying Benja Sangmali: A Legendary Expert in Early Childhood Education from Suan Dusit University	99
---	-----------

Chulintipa Nopakhun

Book Review

Speaking of Speech: New Edition	107
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Author Chayapon Chomchaiya & Andrew Coltrane



Montessori for Early Childhood Development

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Abstract

In Thailand, early childhood education for children was guided by variety of philosophies, theories and approaches. Educators considered the ages from birth to six crucial due to the optimal brain growth. This critical period is the prime time for basic skills development. Montessori Method, initiated by Dr. Maria Montessori, is one approach that is proved effective to be used. Dr. Montessori developed this approach by using the scientific method through observation of the young children's behaviors while working with educational materials. Her teaching and learning method was orderly designed based on her beliefs then forming the principles, objectives, curriculum structure, teaching method, classroom management and assessment. The principles of the Montessori Method have been shown to be globally applicable and to be continued in many different countries. Two cases of the appropriate way to implement the Montessori Method for the early childhood program were proposed in this paper.

Introduction

Education is one of life's essentials. People seeks knowledge through different means such as in person or from contemporary media that changes through times, in hope to be up-to-date in order to better themselves, their family, workplaces and the whole society. Early childhood education received more attention from several professionals, especially from the medical communities during the implementation of the National Education Act of A.D.1999. The well- publicized findings of brain study indicated that the crucial period for human brain development was from birth to 6 years when the brain's growth-rate is at the highest and important

foundations skills should be instilled. Various professionals collaborated to seek for approaches that were suitable in developing children for a strong foundation that would enable them to become a quality/ valuable citizen for the country and the world.

Thai early childhood education was guided by studied philosophies, theories, and approaches as well as by experiences and information obtained through various means. In A.D. 2000, the Office of the National Education Council studied young children's learning according to several philosophies, theories and approaches and indicated 5 approaches which had been successfully implemented, were suitable for Thai context, and could be a model for other early childhood programs. Five case studies were published as followed: (1) the

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Waldorf approach in the early childhood classroom (2) the Montessori approach in the early childhood classroom (3) the Reggio Emilia approach in the early childhood classroom (4) the Hi Scope approach in the early childhood classroom, and (5) the Whole Language approach in the early childhood classroom. Moreover, other approaches and concepts such as the Project approach, the multiple intelligent theory, the learning center, brain-based education, the Buddhist concepts education, the sufficient economy philosophy, STEM, STEAM, and EF were also studied. Moreover, models of teacher and student development to enable both parties with 21st centuries skills and prepare them for Thailand 4.0 were presented.

In the transitioning era to Thailand 4.0, Montessori Education is one of the teaching methods that receive attention from public, private and local early childhood programs since the method is in accordance with the educating of young children that is responsive to brain development and reflexes local as well as international practices. The implementations of the approach in Thailand were either adopting the whole method while adapting it to Thai and local contexts or integrating Montessori method to the methods previously utilized, depend on the circumstances. Montessori approach was expected to be one of the methods that support children to develop to their full potential and responsive to children's needs, interests, and developmental nature. For those interested in implementing Montessori methods, this article suggested the implementation processes but began with the basic information of Montessori method.

Montessori Teaching

Montessori teaching is an approach found by Dr. Maria Montessori (1870-1952), the first Italian female physician who observed children in authentic context while practiced with intellectual disabilities children. She observed that the children's brains were active if they used their hands in activities such as holding or twisting objects. In 1898, Montessori developed materials that could be manipulated by hand and tried them out with special need children. She found that the children were able to learn equally well as those without disabilities and next developed teaching methods to be used with children in 1907. The developed materials were age appropriate and accorded with children's nature and needs. Montessori observed children of different

age-groups working with the material to assess their preferences and suitability. These observations helped her in designing the age appropriateness and the order of the materials to be used. The teaching method for lifelong learning was then developed and introduced till the Montessori approach are used extensively and there are Montessori teacher training established all over the world. (Maria, 1964; 1965; 1981; 1983; 1984)

Montessori Beliefs

Montessori developed a teaching approach based on the following beliefs:

- 1) A person's education is more than his/her time spent in classroom. Human are stimulated by natural curiosity and the love of learning.
- 2) A child has a right to develop his/her individuality in learning, a right to choose activities freely, to explore their world and to have suitable working environment.
- 3) The purpose of early learning is not to teach young children fact/knowledge but to foster their development according to their natural needs.
- 4) A child's mind is comparable to a sponge that will absorb information from the environment. A child uses his/her mind to search and absorb knowledges.
- 5) The most critical period of a child's life is not during a period of learning in a university. Rather, it is the first period of their lives which is from birth to 6 years old.
- 6) Children learn best in a well-planned environment that designed for their freedom from adult controls.
- 7) Humans educate themselves. No one is educated by others. He/She has the control of what is learned. Children learn best when they are allowed to discover things themselves.

Principles and Objectives

The beliefs mentioned above are found in Montessori teaching principles (Morrison, 1998) as followed: (1) Respect for the Child (2) The Absorbent Mind (3) Sensitive Periods (4) The Prepared Environment and (5) Self- or Auto Education. These 5 principles result in 5 general teaching objectives: (1) motor development (2) emotional development (3) social development (4) cognitive development and (5) development of independent working.

Curriculum Structure

The basic Montessori curriculum for children age 3-6 are divided into 3 clusters as followed:

Cluster 1 Motor Development Study specify 3 objectives:

1. Children are able to care for and manage themselves and their environment.
2. Children are able to develop morally.
3. Children have good and balance body coordination as well as knowing rhythm and movement.

The content for this cluster include practical life, hands on activities, physical education, and rhythmic movement.

Cluster 2 Sensorial Study specify 2 objectives:

1. Children are able to make detailed observation using their sensory.
2. Children are foster to develop their thinking and able to notice the differences, prominent points, group, and rank.

The content for this cluster include using ear, eye, nose, tongue, hand; observe width, length, height, size, color, sound, and taste of sensorial materials.

Cluster 3 Writing and Mathematical Preparation

This cluster is an academic area to prepare children in entering formal educational system.

The content for the cluster include hand readiness, language and mathematical study, botany, geography, reading and composing music, instrument, and notes.

The teaching method has 3 steps and the order of procedure should be:

- (1) Recognition of identities, (2) Recognition of Contrasts, (3) Discrimination between objects very similar to one another.

Classroom Management

Classroom arrangement can be done in several ways. The mixed-age classroom is popular in other countries while Thailand has both mixed and same age classroom. The working environment is prepared so children will have freedom with limits under the care of trained teachers. In Thailand, there are private organizations that provide trainings for teachers in private and public/local schools. These organization are either an international cooperation entity or a cooperation of other trained practitioners to promulgate Montessori approach and to ensure accurate practices that is suitable for Thai context.

Assessment

Observations of children's performances and materials usages in each content clusters are used to evaluate students. The observations are recorded for teachers' utilization and for parent report. While the practices are varied, most schools report students learning outcomes to family every Friday by sending students' works home. Schools also set up specific period for parents to observe the learning in the classroom. Teachers and parents discuss children abilities and development. Students' material usage assessment form is recorded, summarized and, report to parents.

According to the results of a follow-up study of the developmental outcome of children enrolled in schools that adopted the Montessori method in Thailand: Kornkaew Nursery School. Roi-et muang municipality child development center and Pierra-Navin child care, the children had good concentration and self-discipline. They were able to control their emotion well in waiting for their turns and were well organized as they chose and returned materials to and from their places and made sure that the materials used would be in working condition for others. The children regulated their own learning and were able to correct any mistake made. They showed interests by asking for teachers' material demonstration, were attentive, observed calmly during the demonstration, absorbed such information, and able to worked with these materials themselves after the observation. They demonstrated their will in completing the activities and were able to be the demonstrator for other children as well as assisting them while working together.

The Implementation of Montessori Method in Early Childhood Establishment

A successful implementation of philosophies, theories, or approaches needs collaboration among school managements, teachers, and other professional involved. Such collaboration begins with a realization of the importance of such approach and the benefits that children will received. All personals involved, then, should have knowledges, understanding and practical guidelines of the approach. It is also crucial that the beliefs and the knowledges are shared and all parties works together in all aspects of the implementation. Guidelines/Models for feasible and sustainable practices derived from the author's experiences in working with several early childhood programs are presented as followed.

Case 1 An early childhood education program that is newly established and the administrator is interested in adopting Montessori method to educate 2-6 years old. It might begin with designing buildings that accorded with the approach. Next, those involved attend workshops to understand the approach and then share their perspectives and ideas on the possibilities of the implementation. The trainings of teachers, assistant teachers, and careers begin after the agreement of the implementation. The trainings should cover both the theoretical as well as the practical domains of Montessori method. The staff are trained to use materials of different subject areas, make and obtain the materials and set up the classrooms. The class teachers practice using the materials so they can demonstrate precisely for the children. The Kanlayanamitr supervisions being done regularly are crucial in the beginning phase to ensure the confidence of teachers who have the responsibilities in caring and cultivating children to be a valuable member of the society.

Case 2 An early childhood education program that is already established but want to adopted Montessori approach to the school. The case proves to be more challenging than case 1 since the staffs already have their practical framework and might feel that a new approach will cause confusion and difficulties to their work or generate more workload. In this case, it is better to start by informing all involved concerning the importance and benefit of the new approach in developing children and generating challenges for the teachers. When the staff are opened to and accept the idea of change, they should be trained to have the knowledge and the know-how of Montessori method and how to integrate it to the current practices. The training with practices will give the staff confidences in classroom. Processes that have been executed successfully and sustainably are described as followed.

1) An early childhood education program that derived the program curriculum from the early childhood education curriculum of the Ministry of Education that consisted of 6 main activities in providing learning experiences for children 2-6 years of age: The administrators and some teachers who were interested in integrating Montessori approach to the daily activities began the process by attending training workshops that provided both the theoretical knowledge as well as the hands-on practices. After the training, 1 out of 4 classrooms was willing to try out the integration and agreed to do so for 1 academic year. Montessori materials were shelves in the classroom for the teacher's

demonstration and children's use during the unstructured activities period along side with other activities. Scheduled supervisions were conducted by an outside expert. The developmental outcomes of the children after the academic year inspired the rest of the teachers to join the program in the following academic year. The materials were made to suit the program context. The program was sustainable due the cooperation of the staff and it is now an educational site for students, teachers and others who interested in integrating Montessori approach to a traditional classroom.

2) An early childhood program that derive the curriculum from the early childhood curriculum of the Ministry of Education that utilize learning center and project approach and later wanting to integrate Montessori approach to the original practice.: Due to working environment/circumstance/context, classrooms set up and existing teaching method, it was necessary to find the most suitable way to integrate Montessori method to the practice. After discussions, a Montessori room was established with a teacher who stationed in the room. Each regular classroom was scheduled to use the Montessori room for half an hour every day. The children were cared for by the Montessori room teacher as well as the class teacher. All teachers attended the training workshop for both theoretical and practical knowledge so they could work with children in regular as well as Montessori classrooms. The teachers, next, created materials for all 3 content clusters to be placed in the classrooms according to the curriculum content. The life experience materials matched with children development that nurtured children life skills in every life were also provided.

Conclusion

We are all agreed that early childhood education is crucial for building a foundation to ensure that young children will grow into quality people in the future. People and organization, thus, are searching for a jointed approach that lead to practice in early childhood education. It is important for those working in early childhood education program to have clear principles and consider carefully of how to integrate new method to the established practice to benefit children 's development most. Montessori method is one of the approach that should be suitable even in changing time due to the distinctive principles and practical guidelines that match with daily lives and the curriculum that lay foundation for higher level of education.

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Development of a Causal Model of Influence on Gratitude (katanyu) of Thais in an Aging Society

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Abstract

This research aimed to develop a causal model of influences on behavior expressing “Gratitude of Thais” and proposed a formation of cultivating “Gratitude”. The researchers collected in-depth interview data from distinguished experts and sample groups who revered in their gratitude towards mothers across five regions of Thailand, in a total of 2,331 people. The researchers deployed in-depth interview techniques for 120 samples and organized discussion sessions with experts in each region, in order to examine a causal model and propose a formation of cultivating “Gratitude of Thais”. The data analysis was conducted on preliminary statistics and the Structural Equation Model (SEM) by using AMOS program and data analysis.

Results were as follows:

1. The development of causal model of influencing on behavior expressing gratitude of Thais in this research was correlated and consistent with Theoretical Model; by defining $\chi^2/df = 1.059$ p-Value = .331 GFI = .996 CFI = 1.000 and RMSEA = .996. In the model, direct variables highly influencing on behavior were a good role model of mother and positive family relationship with a value of .414 and the second variable was family raising their children with good principles with a value of .652. Indirect variables highly influencing on behavior was appreciation of children in repaying kindness of mother through family raising their children with good principles with a value of .416.

2. The cultivation the formation of “Gratitude” was a main duty of the family institution, particularly for the elderly, non-working or sick mothers. A good role model of mother reflected the perception of “Gratitude” and ways of practice for their own children. The purpose was to cultivate moral values and appreciation of children in repaying kindness to the mothers, including physical and mental health care and not let the elderly be neglected. Local administration organizations supported the integration of networks such as temples, schools, public health

services and hospitals, health service volunteers, village leaders, press, companies, the private sector and so on. "The Gratitude House", the so-called "Baan Katawethitakhun", was founded within the community for the elderly who had been neglected or insufficiently supported from their own children. They needed help from the qualified local administrative officers, in line with good standards, because taking care of the elderly was burdensome, tiresome and stressful.

Introduction

In the past Thais lived their lives according to the principles of Buddhism resulting in generosity and benevolence (*metta karuna*), showing gratitude, embracing tranquility and cherishing and upholding the elderly. Komin & Samakarn (1979) found that the values that Thais place most importance was in *Katanyu Kattawathee* (hereafter referred to as Gratitude) including not imposing (*Kreangjai*) on those they are grateful to. This is different to most western values. Presently Thai society is under the influence of globalization, especially in the mass media that it both positive and negative resulting in social, economic and technological changes affecting the daily lives of many. The economic livelihood of many working Thais have been heavily affected, parents have to leave early for work and return late at night just in order to have an income to satisfy their own material needs. The family now has fewer off-spring of only 1-2 persons and many people strive for material gain rather than the value of spiritual mindfulness. Community reliance has reduced, the separation from people has increased. Tolerance and relationships in the family has reduced and has a tendency to increase. With increase in life expectancy the proportion of the elderly will increase to 25% or approximately 18 million persons by the year 2030 while development of the mind, integrity and ethical considerations have reduced (The Institute for Population and Social Research, Mahidol University, 2014 and documents from the brainstorming for the 12th draft of the National Economic and Social Development Board (Office of the National Economic and Social Development Board, 2016).

This has resulted in Thai society confronted with a quality of life challenge especially for the elderly that mostly depend on the income from their children including elderly who do not have any children. Even the elderly have a small pension from the government

however, this is not nearly enough to maintain a decent life. In the future, income dependency from children will be more difficult (Waitayalertsuk, 2016). Neglect and uncaring children who do not care for parents that are unable to care for themselves should not have had to occur in Thai society that has been socialized under the values of kindness and gratitude, mother's milk and cherishing one's parents, reflecting the status of a changing society that is more self-serving amidst globalization and consumerism or success as measured by material gain more than spiritual values resulting in the reduced value of the elderly compared to the past (Prachuabmoh et al., 2010). The Foundation for the Institute of Research and Development of the Thai Elderly (2010) presented the issue of preparing Thai society in its march towards an elderly society as an issue that many have to give importance to as Buddhist principles teach that if there is a loss in the practice of expressions of Gratitude there will be problems in suffering, torment and viciousness. The researcher is of the opinion that all sectors of Thai society must place great importance in instilling the values of and promoting Gratitude. The Center for the Promotion and Development of the Land on Integrity (Center for Integrity) (2008) undertook a Survey and Synthesis of Indicators of Integrity and Ethics. Its first report on development and growth by (Wiratchai, 1999) analyzed indicators of gratitude and ethics that have been tested prior ranked by importance.

The researchers identified Gratitude as a characteristic that displays mindfulness and kindness given to one by another, respect and cherishment to those that show kindness and paying back this kindness in both deeds, moral support and finance. The study found that having gratitude was one indicator of the principle of virtuousness and ethical behavior and was 11th in importance from a total of 14 indicators. There were 3 sub-indicators of Gratitude seen in percentage of the elderly in welfare homes, number of non-profit organizations and behavior of Gratitude. Regarding causal factors that influence behavior of Gratitude it found that the most important causal factor influencing behavior of Gratitude was the family that included sub-variables such as: type and characteristic of child rearing of the family, the family as a good role model, occupation and financial status of the family, followed by factors on beliefs and practices in Buddhism that include the belief in karma, especially in the area in repaying back gratitude, to have integrity and ethical

goodness in one's mind, environmental factors that include information on behavior on Gratitude in the media, individual factors that include sex, age, occupation, marital status, number of children being cared for, education, region of birth, time living with parents, status of the family and participation in activities related to being grateful and lastly the community environment which included being a role model showing Gratitude by relatives, friends and personal experiences at school, especially from institutes of learning by teachers and instructors.

Thus, it can be seen that the crisis in Thai society, especially in the next 10-15 years, when it fully enters into an aged society as many scholars have pointed out that it is moving too rapidly. Past governments have not adequately prepared the necessary infrastructure for the elderly, whilst the economic structure, social structure and technology is rapidly changing, changes in production and economic pressure on children, both sons and daughters to migrate and work in cities will cause a lack of family and persons to care for the elderly. Society has been distanced from its core values of Buddhism and only superficially in contact with it. In addition to this, technology and mass media communication has changed dramatically by leaps and bounds causing children to reduce their dependency from their elderly's experiences and its closeness and positive relationships have reduced in quality. All these things have an impact on the quality of life of the elderly in both their physical and mental states. The elderly live

a more difficult life, especially when ill, while the government has a very high burden in supporting the elderly. This researcher is of the opinion that one way in solving the elderly social crisis is to instill and strengthen Thai people to fully uphold the value of Gratitude towards one's mother, to instill in people the teachings of this value, to never neglect or abandon one's mother even under the pressures of globalization and consumerism. Gratitude or Katanyu creates love within the family, warmth for the entire life until death as well as nurturing this traditional value on into the next generation. This researcher is interested in uncovering the answer to the concept and behaviors in the area of Gratitude of Thais from the past and into the future and whether there has been any change and in what way. What are the causal factors that have an influence on Gratitude of Thais currently and as we move into an aged society what tendencies are shown compared to the past and for what reasons did they change and to find ways to strengthen Gratitude of Thais, especially in the youth and adolescence.

Objectives

1. Checking and confirming its causal model of influencing Gratitude in Thai society
2. Develop ways to strengthen the value of Katanyu or Gratitude in adolescence and the younger generation in support for an ageing society.

Conceptual Framework

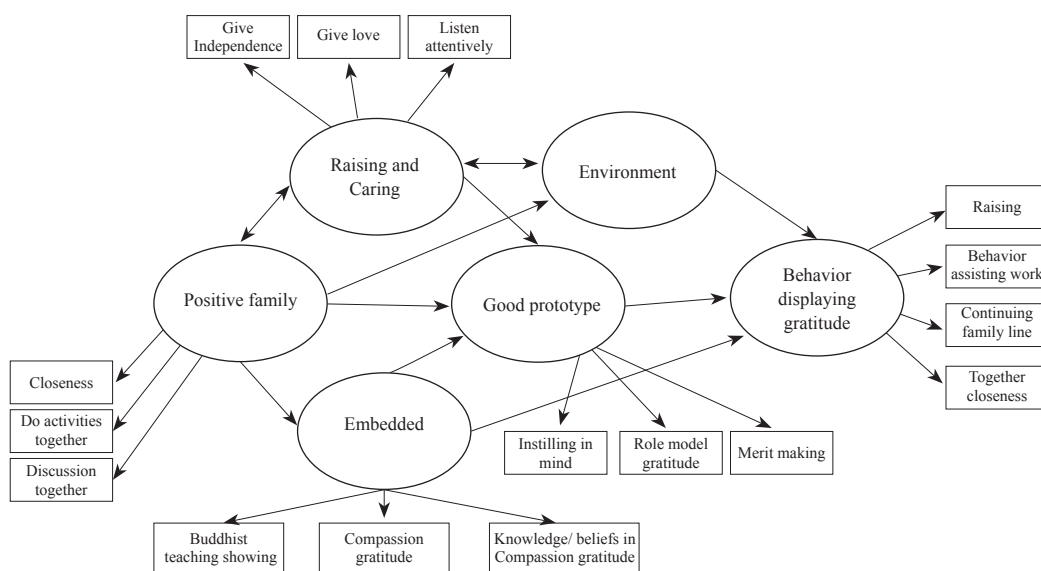


Figure 1 Conceptual Framework

Research Methodology

The research studied Thai people in all regions because differences exist in occupations, way of life, economic status, culture and environment. The study looks at direct and indirect factors of influence, what characteristics that are at risk to behavior that lacks Gratitude or people that abandons one's mother. This study uses the Structural Equation Model (SEM) by use of the AMOS program and in-depth interviews and focus group discussions to acquire detailed and accurate information to determine pathways to instill the concept of gratitude for youth in educational settings of all levels as well as for Thais in various organizations including the government to determine its policies in strengthening Gratitude for the general population especially in the Generation Y. The goal is to reduce the burden on government and for Thais to live harmoniously.

This study has the objective of checking and confirming its causal model of influencing Gratitude in Thai society and develop ways to strengthen the value of Gratitude in adolescence and the younger generation in support for an ageing society.

Developing Research Instruments for Data Collection

In developing instruments for data collection, the researcher used causal factors that influence Gratitude gathered from the literature review and opinions of key experts as a foundation in developing the draft survey and in-depth discussion guidelines. These were then given to five experts to check the validity (content validity). Consideration was made from the IOC and then survey questions were selected that fall under the standard and pre-tested with family members with similar characteristics to the sample population in Mukdaharn and Ratchburi province of 15 persons with the objective of checking the language used, time duration in answering the questionnaire as well as the in-depth interview questions to improve the questionnaire and in-depth discussion guideline. The completed questionnaire was then given to persons with similar characteristics to the Bangkok sample population in Nakhon Pathom, Mukdaharn and Petchburi province of 60 persons to complete the questionnaire. The survey reliability received a Cronbach Coefficient between .987 to .973 for each variable. Instruments used in data collection consist of 1) survey questionnaire on Gratitude from the sample population to check data if it is appropriate to the young generation and appropriate to

the causal model and 2) focus group discussion with key experts from various institutes to check the appropriateness of ways to strengthen Gratitude for adolescence and children.

The researcher collected the data according to the day, time and place that the coordinator, Chief Executive of the sub-district administrative organization or Chief of the sub-district municipality, teacher or community leader of the chief sub-district medical officer coordinated. Arrangements were made to gather data for the in-depth interviews of the sample population and explain details in answering the questionnaire for complete understanding and then distribute the questionnaire to the sample population that the researcher and coordinator sampled according to their occupation, checking for correctness and then sent back to the researcher within two weeks. The researcher received back a total of 2,331 questionnaires from a total number of 2,400 equal to 97.13% with the North having the highest response rate of 100% followed by the Northeast of 99.38%, the South of 96.25%, the Central of 95.21%, Bangkok and its environs of 94.80%, as shown in Table 1.

Table 1 Number of questionnaires distributed and rate of return by Region.

Region/Province	Number of Questionnaires Given out	Rate of return	
		Number	Percent
Bangkok, Nakhon Pathom	480	455	94.80
North (Chiang Mai, Lampang)	480	480	100.00
Northeast (Udon Thani, Bungkan)	480	477	99.38
Central (Petchburi, Supanburi)	480	457	95.21
South (Songklha, Nakhon Si Thammarat)	480	462	96.25
Total	2,400	2,331	97.13

Procedure and Analysis

1. Causal influence analysis was conducted on the variables that influence Gratitude using the AMOS program as follows:

1) Calculating statistical values by Maximum Likelihood Estimates according to the research conceptual model.

2) Calculating the related statistical influence of the conceptual model and the hypotheses that include:

(1) Chi-square should have a low value and not statistically significant and will show that the conceptual model and the actual data are related.

(2) Goodness of Fit was used to test if the research model and actual data are related with a value of 0.90 or above.

(3) Adjusted Goodness of Index was used to test if the model and actual data are related and should have a value of 0.90 or above similar to the GFI.

(4) The Standardized Root Mean Square Residual should show an average residual from the comparison of the level of consistency of the model and the actual data with a value lower than 0.5.

(5) The Root Mean Squared Error of approximation is a primary statistical value agreed upon with the Chi square value. The conceptual model developed if not related to actual reality and when additional independent parameters are added the value will be lower due to the statistical value is dependent upon the population and level of independence, this value should be lower than 0.5.

2. Checking the draft causal model for its accuracy and opinions for strengthening the influence of Gratitude of Thais the researcher organized focus group discussions in the 5 regions of the country with experts and those who are revered in their gratitude including representative of various organizations at numerous levels in each region of 6-8 persons for a total of 35 persons. These persons gave their opinions on the causal model and its potential influence on strengthening *Gratitude* in Thais.

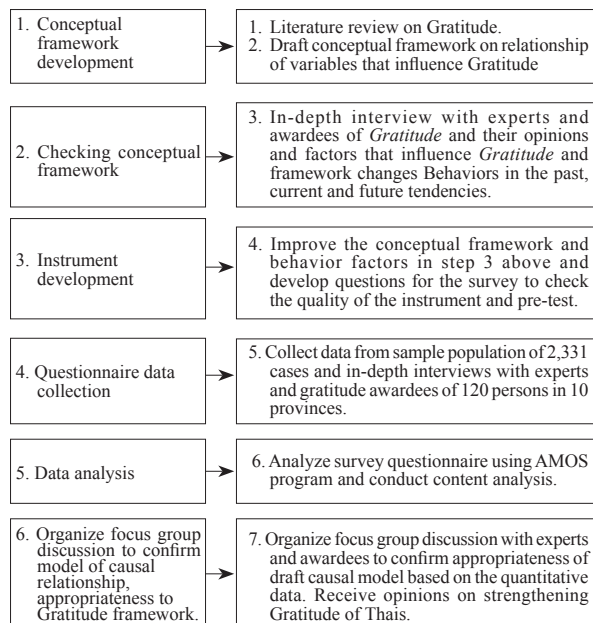


Figure 2 Stages of Research

Results

The sample population consisted of three times more women than men with half of the sample married. A similar proportion of 20 percent resided in each region surveyed with residence distributed in the municipal area, inside and outside of sanitary districts of equal proportions. Approximately 1 in 3 completed university education, the sample population were in the ages of not more 35 years and 36-49 years in equal proportions of 40% with the remaining 20% were over 50 years of age, with most in independent occupations followed by civil servants/government personnel/state enterprise, trading/business, private sector employees, farmers and laborers. Around 1 in 3 have a monthly income of 10,000-13,999 Baht with most living with their mother. Problems in caring for mothers include lack of knowledge in caring when ill, not enough income to meet expenses of the family causing them to economize.

1. Causal Model development of influence of behavior expressing *Gratitude* of Thais Testing the relationship and consistency of the causal model of gratitude of Thais the researcher analyzed the correlation of coefficient between the underlying variables, causal variable and observed variables through the Bartlett's test of sphericity and Kaiser Meyer Olkin Measure of Sampling whether the various variables are appropriate to be used for analysis. The researcher conducted an Exploratory Factor Analysis as a whole as well as by region and acquired 4 new models of *good role model of mother and positive relationship in the family* (G-Morel), *the family raising their children with good principals* (R-Principals), *appreciation of children in repaying kindness* (Bunkun) of mother's (A-Kindness) as well as analyzed secondary variable of *behavior displaying gratitude* of children (Gratitude). Analysis were then made on the Second Order Factor Analysis. The researcher corrected the model so that it had a value of $\chi^2/df = 1.059$, $P = .331$, $GFI = .996$, $CFI = 1.00$, $RMSEA = .005$ according to the standard which determines that the model is consistent with the theory that the researcher has determined with a direct influence value causal variable of *Gratitude* of Thais. That is, a *good role model of the mother and a positive family relationship* (G-Morel) has a value of .414 and *family rearing with good principals* (R-Principals) with a value of .652. Whereas the indirect influence include *appreciation in repaying mother's kindness* (A-Kindness), through the *positive roles model of the mother and positive relationship of the family* are equal to .429 and through the *positive family relationship* are equal to .272

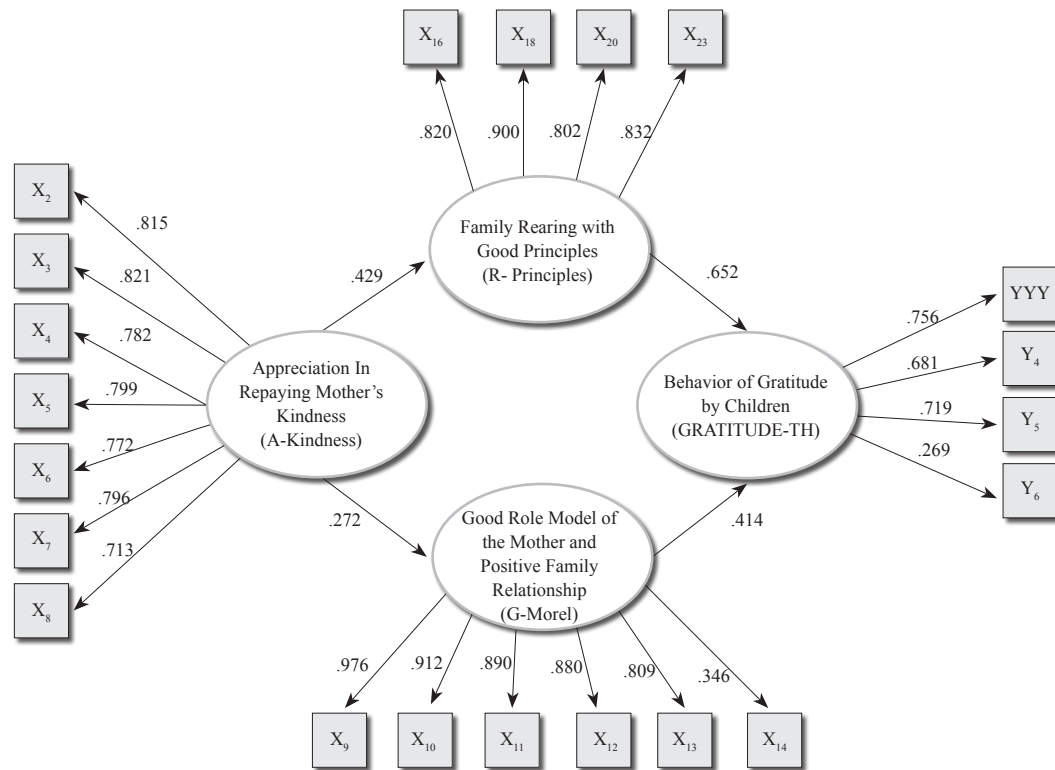


Figure 3 Causal Model of Influence on Gratitude Behavior of Thais

Meaning of Observed Variables (X) and (Y)

X ₁ Meaning	X ₁₃ joint activities	Y ₁ Physical caring
X ₂ Knowledge	X ₁₄ Discuss together	Y ₂ Emotional caring
X ₃ Religious connection	X ₁₅ Major form of communication	Y ₃ Coaxing into religion
X ₄ Family	X ₁₆ Copying celebrities	Y ₄ Assist in activities
X ₅ Society	X ₁₇ Good role model in the community	Y ₅ Maintaining family line
X ₆ Repaying kindness	X ₁₈ Teaching of Buddhism	Y ₆ Merit making
X ₇ Technology and mass media	X ₁₉ To have compassion	YYY Behavior displaying gratitude of children to mother
X ₈ Ability to develop	X ₂₀ Belief in Buddhism	
X ₉ Positive role model	X ₂₁ In search of independence	
X ₁₀ to instill	X ₂₂ Providing knowledge	
X ₁₁ Merit making	X ₂₃ Listening to one another	
X ₁₂ intimacy		

Discussion

This research found that behavior of gratitude of children to parents depended upon the institution of the family consisting of mother, father, children and relatives and is the most important component. The family must teach, discipline and instill *Gratitude* in their children by actions and have them participate in its practice, to

raise them with this spiritual practice than just physical care. These findings are due to the data being collected from families with an income of around ten thousand Baht. As such they emphasized emotional care together with physical care which is the correct and appropriate as found by "if the child merely cares for their parents by giving them enough food, a place to live in, clothes

to wear, take to hospital when ill and give love but is absent of any respect, not listen to deeply, the relationship they will have with parents will not be any different from the relationship one has to ones pets.”

Results from in-depth interviews, from both experts and sampled population in the area and from answers to open ended questions found that more than 90 percent believe that Thai society in the next 10-15 years children will show less *Gratitude* (Katanyu) towards parents. This will be mostly likely the situation if life in modern society continues to focus on winning and seizing in order to satisfy their needs and addiction to material possessions more than then a healthy state of mind.

Generosity, interdependence and local tradition have been swallowed by new ways causing confusion, whether it is in the lack of *Gratitude* by children to parents, students not respecting their teachers, lack of interest in Buddhist teachings, subordinates disrespect of superiors, people not seeing the value of nature and poisoning it (Ruksuthee, 2003). This is compared to society in just the recent past that reared their children in the mold of *Gratitude*, to love one's parents, to have compassion and repay the goodness they have received from others (Bhikku, 1995).

Currently, some parents are neglected and left to their own means. They cannot care for themselves and pitied by any who see them. The views of the younger generation on expressions and behavior of *Gratitude* have changed. They think that *Gratitude* to parents is expressed by giving money and material things and if parents don't ask for anything else it means they are happy. (Jeerapunthepa, 2009). Behavior of children and adolescence of the new generation is very worrying, that is, the use of computer and online games has increased by twofold and the use of Facebook, Twitter, Web boards by 50 percent and for those who continuously play is 15.2 percent. There is also the behavior of sleeping late and waking up late, loitering and gambling regularly. Not only this findings of the emotional index is at a low level caused by the crisis and stress in economy, social and political whether it is the problem of cost of living, caring for family members or breakup of society (Office of the National Economic and Social Development Board, 2016). In addition to this, the family of the new generation and in the future will be more of a nuclear family, especially in urban areas, that include husband and wife that more and more decide not to have any children. In the future of an aged society some will

lack planning in savings and will have a problem in care and will have to depend on their relatives and siblings.

From the causal model of influence on *Gratitude* of Thais it is found that there is both a direct and indirect influence that has a positive value, these are all family factor components. They are, *a good role model by the mother in caring for her child* and *a positive relationship in the family*, the family *caring for their children with integrity* and children are *conscious in giving back the kindness they receive*. A second component is that of the environment (social, economic, technological, communication and media). This is related to the findings of Khunchit (2006) which found that expressing gratitude to parents by children was due to the status of the family, how the children are raised, environment., Thus, the institution of the family is the main foundation of society and has the strongest influence on behavior of children. Such displays of respect to those that have provided for you, these things are the first step of instilling the concepts of *Gratitude*. As parents are the first teachers in the principles of integrity and ethics, a good role model showing reverence to those they have benefitted from are the first step of instilling *Gratitude* that the Ministry of Education has already been promoting and relates to Suphap (2002) findings which states that “the family is the most important social unit” because it is first unit humans experience at birth, while growing up and until death. Laying of the foundations for humans in the 4 areas of physical, mental, mindfulness and emotional and social comes from the rearing of the family. Weeraphunthep (2009) states that instilling the value of *Gratitude* starts from the home and the family. Children must be instilled with how kindness is given to parents and the best example of this is for the mother to demonstrate this with grandparents through respect, reverence and cherishness. When the child experiences this they will show their own *Gratitude* to their own parents as well, this confirms findings by (Buntun, 1998; Kaimanee & Srisunsuk, 2007; Prachayaseth, 2005) which found that family factors are the most important role in instilling expressions of gratitude by students.

Results of this research found that in addition to the family unit of parent and children that is an important foundation for *Gratitude*, the social community also hopes to depend on the local administrative organization (LAO) to help in caring for the elderly as they are the closest to the community. This is also supported by the government's national policy to reduce its role by

increasing the role of the community. The policy supports implementation under the coordination of the LAO as much as possible as they will know the challenges and be best to promote and strengthen the elderly's knowledge, ability, experience and wisdom as well as carry on the local tradition for the benefit of the community and family. Activities that could be arranged should also be beneficial to the elderly which could also be remunerated. This will reduce the dependence and burden of the central government (Ministry of Public Health, 1977 cited in Chanprejit, Rukpolmuang & Prachuabmoh, 2015). However, most LAO are still not quite prepared to implement elderly care. It is necessary for the government to make this an urgent national agenda and allocate a budget that integrates this work with clear targets and outputs.

Implication

The researcher has used pathways to strengthen Gratitude of Thais that was acquired from the data analysis and presented to experts in focus group discussions in all 5 regions. The summary of the entire country is shown in Figure 4.

Elaboration on pathways to strengthen behavior of *Gratitude* by Thais

1. The institution of the family is the most important institution including mother and father and children and relatives must practice the following:

1) Parents and relatives must teach and instill in their children by finding appropriate opportunities to show to their children the importance of the kindness or indebtedness they have to parents and relatives that have a role in rearing them. Provide warmth to the children and grandchildren. That they have endured in difficult times, sacrifice for many years before the children are grown. Parents must attempt to teach their children to ask themselves frequently who gave birth to them, who raise them from small, give them education, find work, give money and assets when in need or appropriate. Even when children can take care of themselves parents still provide them with inheritance when appropriate.

2) Parents and relatives must be a good role model for children to see regularly. This will communicate deep meaning and understanding more than just teaching. When children can see and experience a good mother they will learn from it and will unconsciously practice it as a form of indirect socialization.

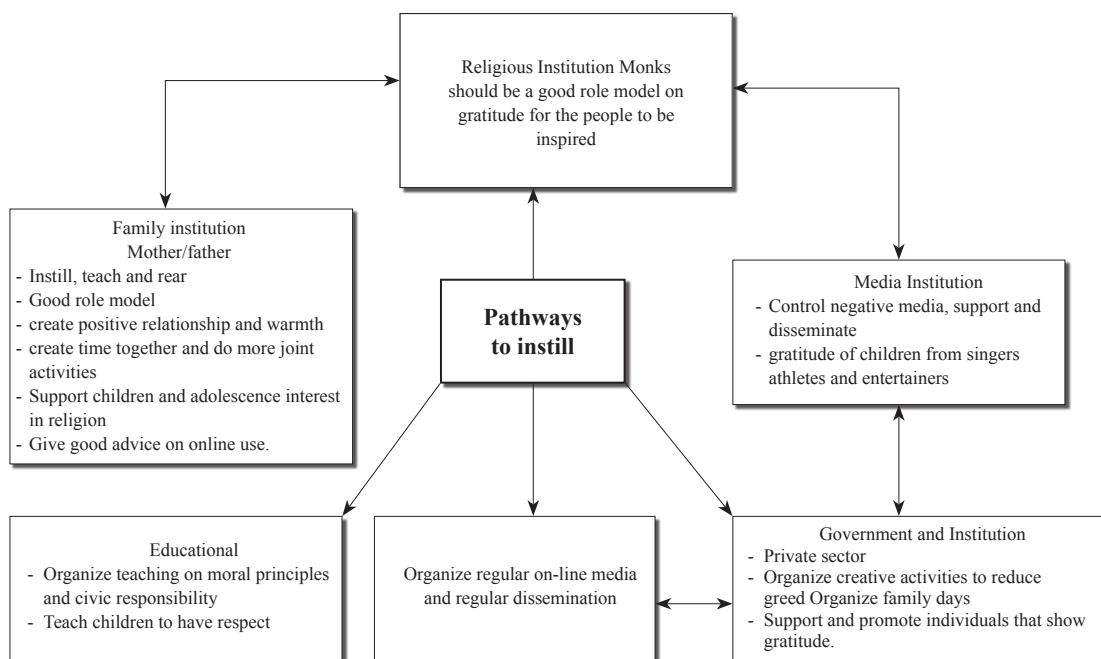


Figure 4 Summary of Ways to Strengthen Gratitude of Thais

3) Family members must create a good relationship in the family. Parents and children must love each other in a close knit way, have compassion towards one another all the time as they live including a good relationship between parents and relatives on both sides, care for each other, share and help as appropriate and be a good example to instill in the minds of the child.

4) Parents and children must find time to talk to each other and do joint activities. The family must find time every day especially families with high and middle income and families that are traders and in business, laborers and families with children aged less than 35 years.

5) Mother/father and relatives must support children, especially when young to be close to religion, follow positive pathways that parents and their ancestors believe in and practice compassion, sharing, hard and honest work, learning about religion through explaining and using clear examples of kindness and karma and good and bad actions, to show what grateful and what is ungratefulness.

6) Parents should be aware of the influence of the media on children and adolescents both in its positive and negative aspects, they should control the amount of viewing so that children and youth receive information in an appropriate manner.

7) The mother must prepare a monetary plan from early in the situation when there are no children to care for her when ill or

8) Divide wealth and inheritance for children at the appropriate time and with reason so all children can understand.

2. Children

1) The children must look at themselves and whether they have shown gratitude and display this sincerely to their mother or not. If it is found that this is not enough they must quickly develop their minds from young so it becomes a habit.

2) Children should separate money for the mother to receive and use appropriately. They must do this as a habit.

3) Children should talk to their mothers regularly and ask how they are feeling. If they work far away they should use technology to assist in talking but must continue to visit their mother personally and regularly.

3. Educational Institution

1) Arrange for a curriculum on 'family studies' by supporting creative media in various forms

in promoting knowledge and development of children from childhood to grade school, compulsory level and university.

2) Organize curriculum on elderly care that emphasizes emotional support to develop knowledge and skills of students from childhood to compulsory level and university.

3) Teachers must teach children and students the value of being grateful to their mother by using storytelling on children doing good deeds for mothers. Students should be allowed an appropriate time for this and teachers must observe the result from the children feelings and words. In this way children will learn various ways to behave from their friends. The teacher must praise children who respond positively such as: "you are such a good child" as this will stimulate children to find opportunities to display this behavior even more.

4) Regular teaching and instilling public mindfulness in children and molding values of *Gratitude*, compassion, helping others, Bunkun or kindness of the mother that all children must repay.

4. Religious Institution

Buddhist monks must behave in a manner that is consistent, also with gratitude to their parents so that lay followers are inspired and have more faith in them and draw people closer to the temple and Buddhism and its practice especially children and youth.

5. The sub-district administrative organization or sanitary district must be the sector that coordinates this by using the *Baan Katanyu* (Gratitude House) or the *Baan Ruukun* (House of Compassion) in place of welfare homes that care for the quality of life of the elderly especially those that have no children to care for them so the elderly can live a life in the community with quality and dignity in both their physical and emotional health by integrating the work with the other institutions in the community (home, temple and school).

6. Mass Media Institutions

Institutions of the mass media in both government and the private sector including the networks of ethical-moral institutions should consider selecting appropriate and useful online media before dissemination to children and youth. They should organize and support programs that are creative to instill the value of *Gratitude* in the minds of children and develop behavior that expresses gratitude by children and youth in all areas of media. These include entertainers, singers, actors and sportspersons that are well known to children through television, radio, newspapers, movies, advertisements

and dramas and online programs such as Line, Facebook and Youtube.

7. Institutions of the Government and the Private Sector

1) The state should lower taxes for organizations that employ the elderly who want to work to have appropriate work according to their age and ability to reduce their dependency on their children and grandchildren.

2) The state and private sector should have measures or lessen restrictions for civil servants and employees, both men and women, to be able to care for their children and elderly parents such as transferring to work in areas close to the residence of their parents.

3) The state and private sector should have options for civil servants and employees to leave work ahead of time to care for elderly parents who are unable to care for themselves such as chronic illness, bed ridden, alzheimer's for example. In the case of farmers the institution must coordinate with them so that children have land to farm on so that they can come back to farm and care for their elderly parents by themselves.

4) The State and private sector should promote Generation Y to be more aware of their responsibility as children and repay back the kindness (*Bunkun*) of parents. They must also prepare themselves for becoming old that is inevitable through the educational institution and other forms of communication.

5) The private sector should arrange for insurance to cover caring for parents where the child is the one who pays the premium at an appropriate level and when the parent reaches the appropriate age the insurance company has to pay out a lump sum or yearly sum for the child to care for the parents.

6) Financial institutions in both the government and private sector must arrange a loan benefits program at low interest rates with reduced requirements for children so that this can be used for costs of caring and hospital care of their parents or to purchase a residence for the purpose of parental care.

Suggestions

1. Parents must act with gratitude as a method for being a good role model on gratitude and caring for their children with integrity so that it is ingrained in children's values.

2. The government's national policy should be supported at the local administrative level working to

integrate with local network to arrange a "gratitude house" in the community for the elderly in cases where the family or community are not able to properly care for the elderly.

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Development of Conquer of the Land of ASEAN Application to Enhance Knowledge on ASEAN Community for Early Childhood.

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Abstract

The objectives of this research were 1) to develop a game-based learning application “Conquer of the Land of ASEAN” to educate early childhood students with knowledge on ASEAN Community; 2) to compare the knowledge of the early childhood students on ASEAN Community before and after the use of Conquer of the Land of ASEAN Application. The sample group consisted of 19 early childhood students of Kindergarten III, aged between 5-6 years, from La-orutis Demonstration School, Bangkok; obtained through simple random sampling technique. The trial period lasted for 6 weeks; 60 minutes a day, one day per week, in total of 12 periods. Research tools were Conquer of the Land of ASEAN Application, and placement test on knowledge of ASEAN Community of the samplers. The data were analyzed by mean, standard deviation, and t-test. The results of the study found that 1) The “Conquer of the Land of ASEAN” Application's evaluation was conducted to test the application performance on its function and quality. The result by the application experts indicates that the quality of the application is at a Very Good level in general (\bar{X} = 4.42, S.D. = 0.41). 2) The early childhood student who had used Conquer of the Land of ASEAN Application had better knowledge about ASEAN Community than before trying this application. After comparing average scores obtained from the pre-test and post-test on knowledge on ASEAN Community conducted by early childhood students, the result demonstrated the post-test score higher than pre-test score, statistically significant at the 0.05 level.

Introduction

Currently, young children grow up in a world full of Information Technology. The electrical and digital devices that are used for early childhood education as a method to deliver information nowadays are televisions, computers, smart mobile phones, tablets, and video

players, etc. Information Technology is integrated into the educational process as a key towards enhancing developmental skills for early childhood education in the 21st century. The abilities on the science and technology would make children understand the cultural diversity, be creativity, and have quality output and It also would makes the children be the rational person and able to

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communicate (Sanrattana, 2013) as well as Cate (2014) who noted that exposure in early childhood to technology allows for opportunities to learn how to solve problems. The American proficient institute in early childhood (The American Academy of Pediatrics, 2011) suggested

parents should not let children use technological devices with a monitor when they are less than two years old; while children at the age of three or older are able to control and could use technological devices to develop their social and language skills and also prepare themselves for school entry qualification. Parents and teachers who teach early childhood have to learn and study the use of the technology devices to support children's learning development and enable young children to use the devices properly and happily in the innovation age.

Technological teaching materials had been various for early childhood education and the research which studied the technological behavior and outcome of early childhood, for example the study of O'Hara (2008) found that the use of technological teaching materials would help children to socialize better and support their creativity and learning proficiency. As well as, the research of Morrow (2011) found that the suitable computer usage in early childhood would also affect the children's literacy. Moreover, the research of Schmid, Miodrag & Di Francesco (2008) showed that to use the technology for teaching would increasingly stimulate and motivate the children more than those who did not use it. However, Van, Ellis & Railsback (2001) said that the consideration of technological use to children was depended on how to choose the material and software processes. The suitable teaching materials are deemed to assist the students to reach opportunities and gives support to create their imagination and solve problems by their own. It said that software programs can support the children to create their output and could interact in forming their answers, furthermore, it attracts children to use in their activities. The key point of using technological material is for children's interaction that conforms to the research of National Association for Education of Young Children: National Association for the Education of Young Children (1996) in that the program is designed to support the early childhood efficiently, and conforms to the learning process and children development. It is integrated into the curriculum and instruction and it also is used in combination with other educational media. The technology that has been supporting early childhood education is called

Edutainment, a combination of two words: education and entertainment. The children receive both knowledge and enjoyment, with the key objective to produce a software program for early childhood as not only emphasizing the contents of learning but also should be enjoyable. The specification of proper multimedia is that it has more components, such as, text, image, animation, and sound. In the cases of using multimedia a computer is necessary (Morrison, 2004) however, the facilitators who instruct the children both at home and school should realize and consider the multimedia program should respond and support the children to learn following their nature. The highest achievement of using digital tools to instruct small children is to use a program or series properly. It said that the program has to support the children to create their output, able to respond, answer in variety of questions, analyze thinking, and conduct searches. Moreover, it should attract the children's interests and participates in children's activities and most importantly the program should reinforce the interaction between learner and instructor (Lokutarapol, 2013).

Thailand became a member of the Association of South East Asian Nations ("ASEAN") in 2015 in order to transfer its goods, services, investments, and skilled workers freely. As an ASEAN member, Thailand supports Thai people to gain knowledge and to understand the background of its neighbor countries economic, social, and culture, such as, customs, cultures, foods, greetings, and attractive places etc. There are three pillars of the ASEAN; 1) ASEAN Political-Security Community: APSC, 2) ASEAN Economic Community: AEC, 3) ASEAN Socio-Cultural Community: ASCC. The early childhood education is the first fundamental level which would help children to learn and understand the ASEAN community in general and the desirable characteristics for being Thai children in The ASEAN community. The ASEAN community instruction in general for early childhood could be organized in various assesses. Even though, the academies which had their own philosophy, principle, and approach in instruction which was integrated the ASEAN knowledge in curriculum, improved the learning contents, organized the resource units and learning activities appropriately. The skills of preparation for learning and living in the variety cultures from other countries, including Thai cultural expression ability to others, we could keep the Thai national identities and be being Thai gratefully (Bhulpat, 2014).

From the reasons mentioned above, the researchers developed the Conquer of the Land of ASEAN Application to prepare the readiness of early childhood on learning and understanding of ASEAN community by a two-dimensional game: 2D game. The application is easily access with a personal computer and Android Smartphone and has the multimedia system: text, image, sound, animation, authentic situation and reaction. The development of the application supports the Active Learning approach and is also integrated to the instruction. The contents of this application is attached to the knowledge of ASEAN community for early childhood, for example, national flags, foods, costumes, greetings, and attractive places etc., moreover, it is able to test and revise the children by engaging in games. There are three games in this application: Shadowed Image Matching, Food and National Flag Matching, and Dressing Matching Game and also a placement test on knowledge of ASEAN community. The application functions as an offline system. The learners are able to study and practice by their own and receive the knowledge or *Edutainment* any place and/or time. The students are preparing to engage and become a member of the ASEAN community.

Objectives

1. To develop a game-based learning application "Conquer of the Land of ASEAN" to provide knowledge on ASEAN Community for early childhood using Android smartphones and personal computers.
2. To compare the knowledge of the early childhood participants on ASEAN Community before and after the use of Conquer of the Land of ASEAN Application.

Conceptual framework

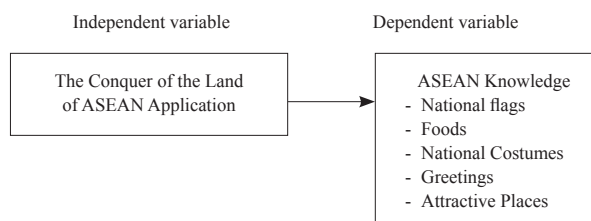


Figure 1 Conceptual framework

Research Methodology

1. Populations and Samples

The research populations were male-female early childhood students, aged between 5-6 years old, studying in Kindergarten III in the first semester and 2017 academic year of the La-orutis Demonstration School, Bangkok, 6 classrooms with 20-22 persons per classroom, students in total 130 persons.

The research samples included male-female early childhood, aged between 5-6 years old, studying in Kindergarten III in the first semester and 2017 academic year of the La-orutis Demonstration School, Bangkok, 1 classroom with 19 students by simple random sampling technique.

2. Research Instruments

The research instruments were divided:

2.1 The Conquer of the Land of ASEAN Application had the following procedures:

1) To study the approaches, theories, papers, and related research about the application development and to interview the early childhood educational experts to design the application and create the contents to motivate the students.

2) To design and create two-dimension images, for example, attractive places, ASEAN foods, male-female main character dressing on national costume in ASEAN.

3) To design the contents of application both Thai and English language and to review the language accuracy by linguistic experts.

4) To develop the Conquer of the Land of ASEAN Application which was written by Action Script 3.0 language, to test the system: the responsive, and data processing, and to search the quality of the application by three experts of the contents considering the suitability of contents, Thai-English linguistics, data processing, and application composition e.g. monitoring, text, background, and image and to improve the application following the expert recommendations.

5) To create the questionnaire on the quality of the Conquer of the Land of ASEAN application which has a rating scale at 5 levels that are divided: Very low, Low, Moderate, More, and Most and to verify the content validity by three experts considering its suitability, language accuracy, and the congruence of the objectives and to select the question which had the index of congruence: IOC at 0.5 upward.

6) To evaluate the quality of the Conquer

of the Land of ASEAN application and to edit the application following the experts of content recommendation and to present its application to other three experts of application to consider the quality questionnaire. There were three subjects of the questionnaire: the content, design and format, and advantage of application usage.

7) To improve the Conquer of the Land of ASEAN application following the recommendation of experts of application, for instance, to record voice in the studio, to match the button and image by each game should have directions on how to play game.

2.2 The placement test on ASEAN community had the research procedure and instrument quality containing the following :

1) To study the approaches, theories, papers, and related research of placement test creation.

2) To create the placement test on ASEAN community for early childhood. The contents were: national flags, foods, dressings, greetings, and attractive places which has the image format with 3 choices, and 20 items.

3) To search the quality of the placement test on ASEAN community by three experts of content, and to evaluate the congruence of the question, content validity, language accuracy, and research objective. The question must have the index of congruence: IOC at 0.5 upward.

4) To improve the placement test on ASEAN community following the experts suggestions of content recommendation and to edit the narrative its test in every item from "choice 1, choice 2" to be the name of fruits, such as, banana and orange and to put the test in the Conquer of the Land of ASEAN application and to create the program processing of the placement test as an animation function.

3. Data collection

This research was conducted as an experimental research in the quasi experimental design format and was tested by one group sample. Its data was collected from an authentic situation while testing the suitability and congruence of the objectives and evaluated by a pre-test and post-test of the placement test on ASEAN community.

The research was conducted on the research sample in the first semester, 2017 academic year since July 25 to August 29, 2017. The period lasted for 6 weeks; One day per week on Tuesday during 9.00-10.00 a.m and spent 60 minutes per day, in total 12 periods. The research procedure is as follows:

1) To introduce the Conquer of the Land of ASEAN application to the samples.

2) To conduct the pre-test of the placement test on ASEAN community to the samples.

3) To test the samples by using the Conquer of the Land of ASEAN application. The procedures of testing were:

3.1) A collaborative approach was conducted by the teachers demonstrating how to use the Conquer of the Land of ASEAN application by using students to be representatives to assist controlling computer mouse and assessing its application. The teachers motivated students to answer the questions and show the opinions.

3.2) When the students had already learnt about national flags, foods, national costumes, greetings, and attractive places of each country, the students did the placement test to revise their learning in the 2D games which had three games: Shadowed Image Matching, Food and National Flag Matching, and Dressing Game.

3.3) Students are moved to a personal computer, the teachers and teaching assistants motivated and appreciated students when they had done the game successfully, and observed the learning behavior of the students. The teachers and teaching assistants would pay the students attention closely in order to assist or advice.

3.4) Students performed the placement test and raised hands when finished. The teachers and teaching assistants rechecked the test.

3.5) Students shared and summarized their learning in front of the classroom, teachers asked students questions and let them choose the next ASEAN neighbor country that would learn next week.

4) Students took the post-test after finishing the Conquer of the Land of ASEAN application. The post-test was the same as the pretest.

4. Data analysis

The analysis of the quality of the Conquer of the Land of ASEAN application had 5 criteria levels by doing all questionnaires to find the mean. the criteria definition of the data analysis were: "1.00-1.50" means Very low, "1.51-2.50" means Low, "2.51-3.50" means Moderate, "3.51-4.50" means More, and "4.51-5.00" means Most (Srisa-art, 2017).

The finding of the basic statistic of the Conquer of the Land of ASEAN application used the mean and standard deviation.

The comparison of the knowledge on ASEAN community of early childhood students before and after using the Conquer of the Land of ASEAN application

was compared with the pre-test and post-test score of the samples and the dependent sample T-test was statistically significant at the 0.05 level.

Results

The research results can be divided into two parts:

Part 1: The results of the Conquer of the Land of ASEAN application development

The Conquer of the Land of ASEAN application development has 2D graphics: attractive places, ASEAN foods, and the main character of each country and the development of the program processing was written by action script 3.0 language.

The main menu of The Conquer of the Land of ASEAN application was divided into 4 menus: Know ASEAN, the Test, Sample of Game, and About Application menu as shown in figure 2.



Figure 2 Main menu of The Conquer of the Land of ASEAN application

The Know ASEAN menu focused on learning about ASEAN and the 10 member countries of ASEAN. The contents of learning were divided by: national flags, foods, national costumes, greetings, and attractive places. When the users touched the menu, the computer monitor would show the map of ASEAN countries as shown in figure 3.



Figure 3 The screen of the ASEAN country map

The users could choose any country they needed by touching the national flag or the country map. The application would be assessed to learn about the selected country as shown in figure 4.



Figure 4 The screen of the know ASEAN

The contents of learning each country had the same format and it was divided into 5 items: (a) Food, (b) National Flag, (c) Greeting, (d) National Costume (e) Attractive places as shown in figure 5.



Figure 5 The screen of each item

When the students learnt all 5 items, they could do the test in game format that applied the multimedia functions, such as, text, image, sound, and animation including the authentic situation and reaction system. The application supports the active learning approach which was integrated between learning and playing. There were three games in the application: Shadowed

Image Matching (a), Food and National flag Matching (b), and Dressing Game (c). When students finished all 3 games, the application would show and record the score (d) as shown in figure 6.

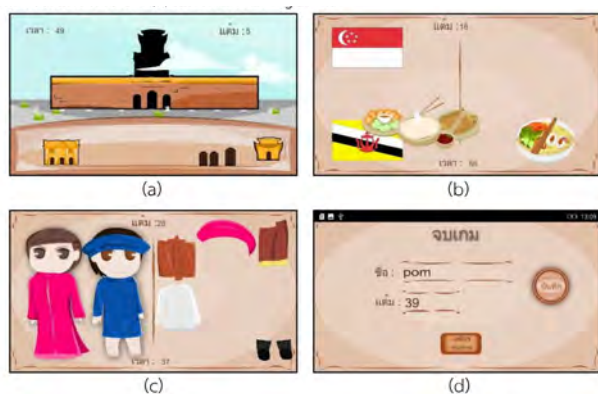


Figure 6 The screen of the test in game format

The test of knowledge on ASEAN Community had 20 items with 3 choices. The students did the pre-test/post-test to compare the understanding on ASEAN community before and after using The Conquer of the Land of ASEAN application. Each item had the question narrative and showed the time of doing test in each item. A sample of the question is shown in figure 7.



Figure 7 The screen of the sample of the ASEAN community test

When the students finished the test, the application would show the score (a) and if the users touched the recorded button, the application saves the score in the

system which shows the top 4' name lists (b) as shown in figure 8.



Figure 8 The screen of the score and result of ASEAN community test

For the evaluation of the quality of the Conquer of the Land of ASEAN application, each application function was tested by 3 experts. The evaluation of content were divided into 3 parts: the content, design and format, and benefit of application. The evaluation results were shown as the table 1.

Table 1 The mean and standard deviation of the opinion of experts to the quality of the Conquer of the Land of ASEAN application in general

Part	\bar{X}	S.D.	Opinion of the quality level
1. Content	4.47	0.50	More
2. Design and format	4.27	0.58	More
3. Benefit of the of application	4.53	0.42	Most
In general	4.42	0.41	More

Based on table 1 it was found that the experts had opinions about the quality of the Conquer of the Land of ASEAN application in general at More level ($\bar{X} = 4.42$, S.D. = 0.41) when considering each part the experts had opinions about the quality of Conquer of the Land of ASEAN application in the benefit of the application was the first opinion ($\bar{X} = 4.53$, S.D. = 0.42). The Content was next opinion ($\bar{X} = 4.47$, S.D. = 0.50), and the third was the design and format ($\bar{X} = 4.27$ S.D. = 0.58), respectively.

Part 2: The results of the comparison of the knowledge on ASEAN community of early childhood students before and after using the Conquer of the Land of ASEAN application.

The comparisons of the knowledge on ASEAN community of early childhood before and after using the Conquer of the Land of ASEAN application was analyzed using the pre-test/post-test score and the comparison result found that the score of the knowledge on ASEAN community of early childhood after using the Conquer of the Land of ASEAN application were higher than before using. The mean score before using the application was 9.47 and the mean score after using application was

12.74. The results of the comparison of the knowledge on ASEAN community of early childhood before and after using the Conquer of the Land of ASEAN application is shown in table 2.

Table 2 The comparison of the knowledge on ASEAN community of early childhood students before and after using the Conquer of the Land of ASEAN application

Score of the test	n	\bar{X}	S.D.	t	P
Before using application	19	9.47	1.58	6.45*	0.00
After using application	19	12.74	2.83		

* P < 0.05

Based on the data from Table 2 it was found that the mean score of the knowledge on ASEAN community of early childhood students after using the Conquer of the Land of ASEAN application were higher than before using the application. The statistically significant was at the 0.05 level and was summarized that educating early childhood students on ASEAN community with the application allowed students to receive knowledge on ASEAN community are higher than before using it.

The researcher's observation of the early childhood behavior on learning the Conquer of the Land of ASEAN application found that most students were interested in the application. The behavior of the students shown were: to stop fooling around when the application was turned on, to be enthusiastic answering the question and expressing the opinion, to volunteer being a teaching assistant to control the computer mouse and assess the Conquer of the Land of ASEAN application, and be delightful when they learnt with their personal computer. Moreover, the early childhood students also liked the colorful, animated, and sound media and game-base testing. The learning with the Conquer of the Land of ASEAN application in the beginning two weeks, the teachers and teaching assistant must motivate, advise, assist, and teach the students how to use the application, but in the third week, the students had familiarized and remembered how to use the application. The teachers and teaching assistants were able to observe the student's behavior on learning and took care of the students closely in case they needed assistant and advisement.

Discussion

According to the results, the discussion points are identified as follows:

1. The benefit of the application, the experts had

the opinion on the quality of its benefit at the "Most" level because the application supported the students to have more abilities to use Information Technology and to increase their understanding on ASEAN community members. The application motivated student's learning to have the observation and memorization skills. The research results found that the experts had the opinion on the benefit of application usage in the first rank. It is related to the research of Lokutarapol (2013) and Morrison (2004) that the highest benefit of using the Information Technology to educate early childhood students is for the technologies to support the children to be creative, reflexive, analytical, and rational thinking and attract the students to participate in the activities.

2. The application contents, the experts had the opinion on the quality of its contents at the "More" level because the content presented in the application were accurate, modern, elementary, and interested in and the content conformed to the age of the student. The presentation of content were suitable and sufficient to learn and it related to the research of National Association of Education for Young Children (1996) that the program was designed and produced to efficiently support early childhood students and must conform with the learning process and children's development. The program is easily integrated with the curriculum and instruction and is able to use with other educational medias.

3. The design and format, the experts had the opinion on the quality of its design and format at the "More" level because it was interested in and suitable of composition, design and language format. It was congruent with the research of Schmid, Miodrag & Di Francesco (2008) showing that the technological instruction would increasingly stimulated and motivated the children's interest more than not to use it. The research of Van, Ellis & Railsback (2001) noted that the consideration of the technological usage for children depended on how to choose the materials and software processes. It said that the software of the program must support the children to create their output and interact with their concept. Furthermore, it should be attractive and applied in children's activities, and most importantly it interacts with the children. Moreover, the program related to the research of Morrison (2004) that the key objectives to produce the program for early childhood not only emphasizes the content of learning but also must be enjoyable. The specification of the program had the proper multimedia which had more components, such as, text, image, animation, and sound. In case of using

the multimedia a computer must be available.

4. The preparations of the knowledge on the ASEAN community for early childhood students by learning through the Conquer of the Land of ASEAN application allowed the students to have more knowledge than before using the application because the application was colorful, animated, and had sound media and the multimedia included text, image, sound, animation, virtual situation and reaction system in the application and also supported the Active Learning approach. The learners could interact with its media and were interested in the application which is related to the research of Schmid, Miodrag & Di Francesco (2008) and National Association of Education for Young Children: NAEYC (1996) that instructions using technology should increasingly stimulated and motivated the children; creating more interest than if they did not use the program. The program designed and produced to efficiently support the early childhood student must conform to learning process and children's development and could be integrated with the curriculum and instruction and also able to use with other educational media. Moreover, the learner takes the test to revise their knowledge in game format which had three games in its application: Shadowed Image Matching, Food and National Flag Matching, and Dressing Game. The learners were able to study and practice on their own. The learning with enjoyment was congruent to the recommendation of Laura Brown Luis (Laura, 2011) who said that to educate early childhood students by the application, the children would receive not only knowledge but also enjoyment while learning and the research of Lokutarapol (2013) referred that the factors that support early children's learning effectively are programs that support the children's learning, and give the student a chance to interact and also develop. The research of Jaroonpankaseam, (2015) mentioned that the developmental processing of game-based learning application for early childhood should be interested in and enjoyable. It could be the game that revised the content of learning and assisted the students had chance to participate in the activities thoroughly. The game-based learning approaches in the future, were used in the academic institute. It could be instead supported the instruction by manual game, for example, to let the students play game on the computer or electronic devices. It could be summarized that the early childhood who had used the Conquer of the Land of ASEAN Application were better knowledgeable on ASEAN Community than before using its application.

The result of the comparison on the average scores of the placement test on ASEAN Community obtained from the pre-test and post-test was conducted with early childhood students and the results demonstrated the post-test score was higher than pre-test score, statistically significant at the 0.05 level.

Suggestions

The suggestions of this research are:

1. The Conquer of the Land of ASEAN application is an educational innovation on Information Technology which supports early childhood education on ASEAN community learning. So, at the first period of using this application, the teachers must demonstrate how to assess it and motivate, suggest, and admire the students. In the case that some students need assistants or advice, the teachers should pay close attention.

2. The instruction of this application should have a teaching assistant to take care of the students thoroughly.

The suggestions for future research are :

1. Should develop the application on IOS operating system.

2. Should educate the comparison of early childhood ability on Information Technology with other impact factors: learnable, searchable, imaginable, and creatable.

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Development of A Utilization-focused internal quality assessment system for Education Quality Development of basic Education Institutions: An Application of Empowerment Evaluation

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Abstract

The objectives of the study are 1) to develop a utilization-focused internal quality assessment system for educational quality development of basic education institutions by applying empowerment evaluation, and 2) to conduct and evaluate a utilization-focused internal quality assessment system for educational quality development of basic education institutions by applying empowerment evaluation. Sixty-eight samples were selected through purposive sampling, and research and development methodology was used. Data were analyzed through content analysis, descriptive statistics, Modified Priority Needs Index, and t-test.

The study found that a utilization-focused internal quality assessment system for educational quality development consists of objectives, principles and empowerment evaluation by the supervision team, and mechanisms of the system include 1) input, 2) process, 3) output, and 4) feedback. The quality of the developed internal quality assessment system based on utilization focused evaluation, examined by experts, revealed that the system was appropriate, useful, possible, suitable and extremely accurate. It was further found that four standards of internal quality assessment have extremely high quality.

Introduction

The Ministerial Regulations on Educational Quality Assurance, 2018, Item 3, state that educational institutions must evaluate and check educational quality in educational institutions, follow up on their performance to develop the quality of such educational institutions to match required educational standards, and submit annual self-assessment reports to original affiliates

or agencies in charge of the educational institutions. Those original affiliates or agencies in charge of educational institution must then follow up on performance and improvement and development of the educational quality of the relevant educational institutions.

Clearly, educational institutions are responsible for internal quality assessment and self-assessment reports. The main goal of the evaluation is to acquire useful information for the purpose of meeting defined

objectives. The purpose of implementation is to put the gathered information to use (Kanjawasee, 2011). However, the effectiveness of implementation of educational quality assessments arranges from low to high levels (Sakdee, 2007; Chan-urai, 2011). Baughman, Boyd & Franz (2012) found that non-formal educators made use of motivation at the highest level, followed by positive thinking and practical use, respectively, depending on factors affecting evaluation results -- namely evaluating capacities, evaluation performance and evaluation quality (Yoo, 2010; Kanjanawasee, 2011; Fleischer & Christie, 2009). It was found that practitioners had low understanding of concepts and educational quality assessment, especially concepts and tools for internal assessment use, data collection and data analysis (Waedramae, 2004). Practitioners also had misconceptions about internal educational quality assessment as a specific job, believing that it is meant to find fault with practitioners (Waedramae, 2004; Wongwanich, 2000).

In fact, evaluation performance and capacities necessary for evaluation are primacy factors (Patton, 2012; Fetterman, 2015). Therefore, empowerment evaluation is suitable for internal quality assessment in educational institutions, and is important to the roles of original affiliates or agencies in charge of educational institutions. Empowerment evaluation is the concept of using techniques and evaluation results to help personnel, who should use self-evaluation and self-reflection freely to develop themselves. An important principle in this process is that, after evaluators withdraw from the evaluation, personnel or members in organizations or communities should be able to evaluate themselves, using an evaluation concept focused on using evaluation results. Patton (2012) proposed 17 steps suitable for evaluating quality in educational institutions and supporting the implementation of evaluation results for the purpose of developing educational quality of educational institutions.

Wongwanich (2000) did a research study on an internal quality assessment system in educational institutions and suggested that personnel should have an understanding of internal assessment, and that empowerment evaluation can be used to develop an internal quality assessment system that is suitable for educational institutions. It was found that, in basic educational institutions, different practitioners had different knowledge and concepts of educational institutions, which is an impediment to implementation. In any event, the Ministry of Education announced that

new basic educational standards had to be used in educational institutions.

Thus, the researcher has developed an internal quality assessment system that focuses on improving educational quality of basic education institutions by applying empowerment evaluation. It can be implemented by supervision teams from educational service area offices that specialize in external evaluation using empowerment evaluation together with educational institutions. Administrators, educational institutions and teachers who act as internal evaluators are required to evaluate performance and have other capacities, depending on the internal quality assessment system, that focus on implementation of educational quality on a continuous basis, with the ultimate goal of achieving a culture of internal quality assessment in educational institutions in which results are used to improve educational quality in administration and education.

Objectives

1. to develop a utilization-focused internal quality assessment system for educational quality development of basic education institutions by applying empowerment evaluation.
2. to conduct an experiment to evaluate the developed utilization-focused internal quality assessment system for educational quality development of basic education institutions by applying empowerment evaluation.

Conceptual Framework

In this research study, the researcher reviewed concepts of internal assessment and found that there are important principles for developing quality in accordance with educational standards. Internal quality assessment must be part of the administration and daily work of all personnel in educational institutions, and it must not be separated from the other routine work of educational institutions. Internal quality assessment is the duty of all personnel in educational institutions (Bureau of Educational Testing, Office of the Basic Education Commission, 2016). The Ministerial Regulations on Educational Quality Assurance, 2018, Item 3, state that educational institutions must submit a self-assessment report annually to original affiliates or agencies in charge of educational institutions. However, investigation into the status of internal quality assessment of educational

institutions revealed that relevant personnel often have misconceptions about internal educational quality assessment (Waedramae, 2004; Wongwanich, 2000). It was also found that the effectiveness of implementation of educational quality assessment arranges from low to high levels (Sakdee, 2007; Chan-urai, 2011) and is dependent on related factors, identified as evaluation capacity, evaluatee cooperation, evaluation resources, and the creation of evidence documents for assessment (Waedramae, 2004; Wongwanich, 2000; Yoo, 2010).

Utilization-Focused Evaluation (UFE), developed by Patton (2012), is an evaluation approach based on the principle that an evaluation should be judged on its usefulness to its intended users. Therefore evaluations should be planned and conducted in ways that enhance the likely utilization of both the findings and of the process itself to inform decisions and improve performance. A UFE consists of a 17-step framework, which is outlined below.

1. Assess and build program and organizational readiness for utilization-focused evaluation
2. Assess and enhance evaluator readiness and competence to undertake a utilization-focused evaluation
3. Identify, organize, and engage primary intended users: the personal factor
4. Conduct situation analysis jointly with primary intended users
5. Identify and prioritize primary intended uses by determining priority purposes
6. Consider and build in process uses if and as appropriate
7. Focus priority evaluation questions
8. Check that fundamental areas for evaluation inquiry are being adequately addressed: implementation, outcomes, and attribution questions
9. Determine what intervention model or theory of change is being evaluated
10. Negotiate appropriate methods to generate credible findings that support intended use by intended users
11. Make sure intended users understand potential method controversies and their implications
12. Simulate use of findings: the evaluation equivalent of a dress rehearsal
13. Gather data with ongoing attention to use
14. Organize and present the data for interpretation and use by primary intended users: analysis, interpretation, judgment, and recommendations
15. Prepare an evaluation report to facilitate use

and disseminate significant findings to expand influence

16. Follow up with primary intended users to facilitate and enhance use

17. Meta-evaluation of use: be accountable, learn, and improve

There were 4 types of use identified for evaluation utilization: Conceptual use, Symbolic use, Legitimate use and Instrumental use (Patton, 2012; Kanjanawasee, 2011). The Ministerial Regulations on Educational Quality Assurance, 2018 promulgated guidelines for the implementation of internal quality assurance for basic education institutions to be integrated with regular work for the purpose of educational quality development.

Empowerment evaluation (EE) is a participatory approach to program evaluation that prioritizes improvement and accountability to enhance the likelihood of program success. Specifically, empowerment evaluation promotes positive outcomes by increasing the capacity of stakeholders to plan, implement, and evaluate new and existing practices. The process of empowerment evaluation has been defined in two ways. The first is the 3-Step Approach: Mission, Taking Stock, Planning for the Future (Fetterman, 2015), while the second is a 10-step approach known as "Getting to Outcomes" (Kanjanawasee, 2016).

Empowerment Assessment (EE) performs the following the main steps and 10 sub-steps. The main step is the 3-Step Approach: Mission, Taking Stock, Planning for the Future (Fetterman, 2015), while the sub-step is a 10-step approach known as "Getting to Outcomes" (Kanjanawasee, 2016).

This leads to the conclusion that UFE is an assessment concept that focuses on the use of findings and processes, and that it relies on having a clear assessment procedure, while EE is a concept of assessment that increases the chances of achieving the project by enhancing the ability of stakeholders to plan, implement and evaluate their own projects. Stakeholders are given the opportunity to seriously participate in the assessment, giving them a feeling of the ownership in of the assessment processes, making EE very useful for organizational development.

The researcher proposed the following research concepts:

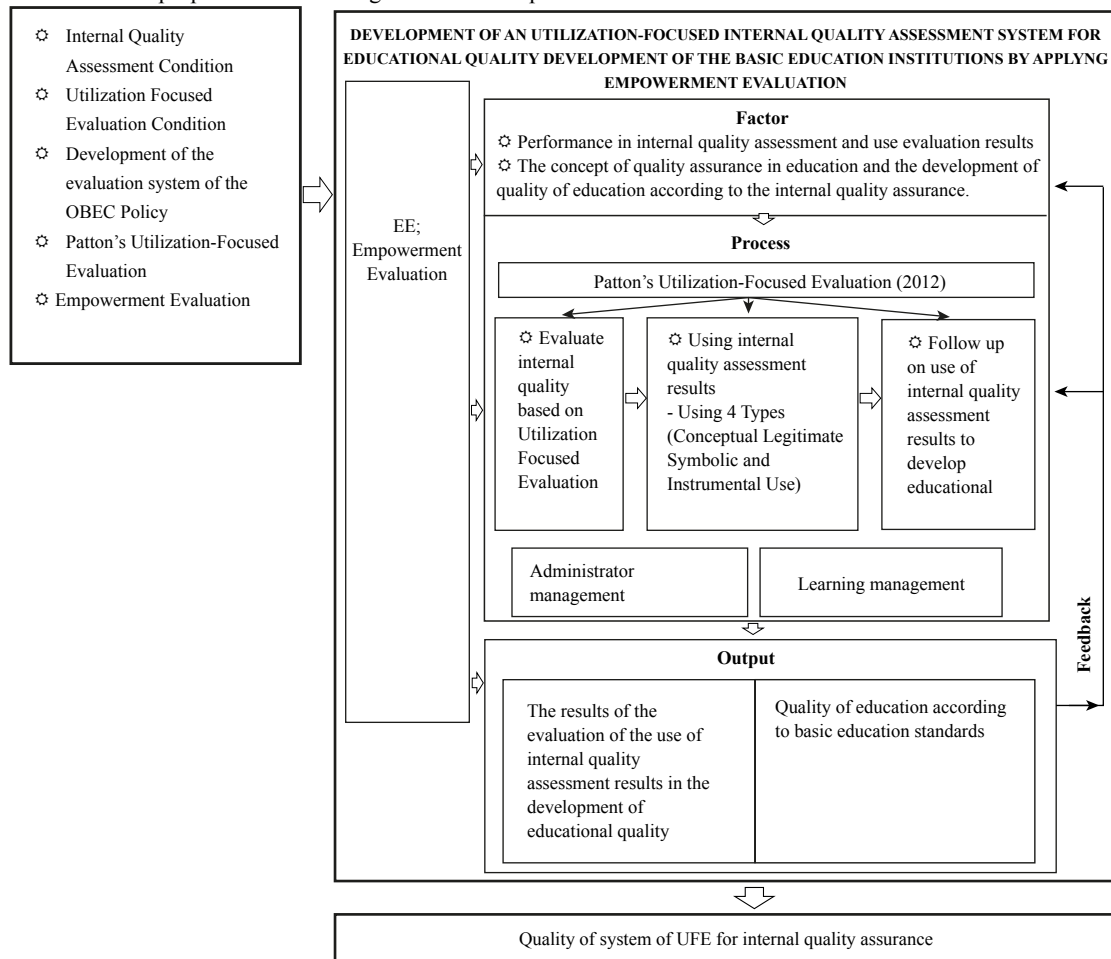


Figure 1 Conceptual Framework

Research Methodology

Research was undertaken into the development of a utilization-focused internal quality assessment system for educational quality development of basic education institutions by applying empowerment evaluation, using Research and Development Methodology. There were 2 phases of research, shown in Figure 2

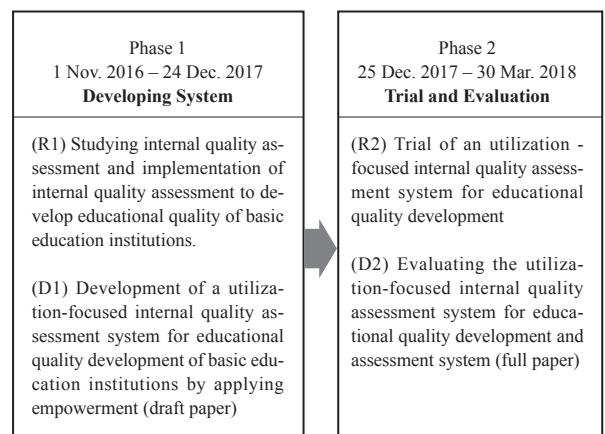


Figure 2 The development a utilization-focused internal quality assessment system for educational quality development of the basic education institutions by applying empowerment evaluation

Research Phase 1: Development of a utilization-focused internal quality assessment system for educational quality development of the basic education institutions by applying empowerment evaluation

The researcher conducted this phase of the study in two steps.

Step 1 (R1): Reviewing internal quality assessment and implementation of internal quality assessment to develop educational quality of basic educational institutions

This is quantitative research aimed at studying internal quality assessment and using internal quality assessment results to identify obstacles. The procedure is: 1) reviewing documents and research related to concepts in internal quality assessment, internal quality assessment processes, educational institutions, factors of internal quality assessment, factors of implementation of internal quality assessment and styles/formats/processes of implementation of internal quality assessment and educational quality development; and 2) examining internal quality assessment conditions and use of internal quality assessment by asking questions and studying needs.

There were 55 samples selected by purposive sampling. They comprised 3 administrators, 52 teachers from three differently sized schools (small, medium, and large) from the Nakhon Si Thammarat Primary Educational Service Area Office 3. Informants in the research were chosen according to the following criteria: 1) schools with teachers in all classes, and 2) administrators of educational institutions and teachers willing to participate in the internal quality assessment system. The Office of Educational Service Area is suitable for empowerment evaluation, administrators of educational institutions and teachers.

Needs assessment forms were used for internal quality assessment and utilization focused evaluation. The content validity was reviewed by five experts based on indices of item objective congruence (IOC), and internal consistency reliability by analysis of Cronbach's α coefficients. Data were analyzed by content analysis, descriptive statistics, Modified Priority Needs Index, and t-test.

Step 2 (D1): Development of utilization-focused internal quality assessment system for educational quality development of the basic education institutions

Empowerment evaluation was applied. The researcher performed two steps as follows.

1) Determining of elements of a utilization -

focused internal quality assessment system for educational quality development

The researcher reviewed relevant documents, conditions of internal quality assessment and results of internal quality assessment. The researcher wrote a draft of elements and systems. Then experts determined the sub-component of system.

Informants were 8 experts, including experts in quality assurance in education, area education, administrators, teachers, and academics related to quality assurance education and empowerment evaluation. Focus group questions were used to determine components of the system.

Researchers conducted a focus group study, and then performed content analysis of the data. In order to determine the sub-components of the utilization-focused internal quality assessment system for educational quality development of the basic education institutions by applying empowerment evaluation.

2) Checking the developed utilization-focused internal quality assessment system by experts

Informants were five experts in quality inspection of internal quality assessment systems. A System Quality Assessment form, based on the 4 StandardS of Evaluation developed by Stufflebeam, was used. The content validity for the form ranged from 0.60 to 0.82.

The researcher submitted the system quality assessment form to the experts, including an internal quality assessment system that emphasizes the use of educational quality improvement in basic education through application of the empowerment evaluation (draft), and training course (draft). The evaluation results and recommendations of the experts were used to improve the system. Data were analyzed by descriptive statistics.

Research Phase 2: Trial and evaluation of the developed system

The researcher conducted two steps as follows.

Step 1 (R2): Trial of the utilization-focused internal quality assessment system for educational quality

The informants in Phase 2 were the same as Phase 1. The instruments comprised a training course, a knowledge test in internal quality assessment, and the use of evaluation results. The conceptual test for evaluating and applying the evaluation results and observation behaviors was based on the principle of empowerment evaluation form. The content validity for the form ranged from 0.60 to 1.00.

The researcher tried using the utilization-focused internal quality assessment system for educational

quality. It was studied on a case-by-case basis for its usefulness in developing the system. The researcher acted like an expert in external evaluation conducting empowerment evaluation. Administrators of educational institutions and teachers were internal evaluators, utilizing empowerment evaluation guidelines from the *Three-step approach: Mission, Taking Stock, Planning for the future* and the 10 step Getting to Outcomes approach.

1) Factor evaluation: The sub-elements of *determining attitudes and reinforcement of evaluation performance* were identified to help in the evaluation of performance and capacities necessary for administrators of educational institutions and teachers. The evaluation focused on implementation of educational quality using developed seminars.

2) Factor evaluation: Determining vision and enhancing the capacity to evaluate for the preparation of the components of sub-factors and training course to create competency in assessing and competency needed for school administrators and teachers to conduct assessments that emphasize the use of results in the development of educational quality by using the developed seminar training courses

3) Process evaluation: This process focused on developing internal quality evaluation strategies and use of educational quality development evaluation.

4) Product evaluation: The goal of this step is to evaluate results of evaluation systems that focused on implementation of educational quality.

Data were analyzed by descriptive statistics and content analysis.

Step 2 (D2): Evaluating the utilization-focused internal quality assessment system for educational quality and developing internal quality assessment system (full paper)

Informants were 15 staff from pilot schools that employed the system. A System Quality Assessment Form based on Shufflebeam's 4 standards of evaluation was used. The content validity for the form ranged from 0.60 to 1.00.

Data were analyzed by descriptive statistics and content analysis.

Results

1. Results of determining systems and development of a utilization-focused internal quality assessment system for educational quality development of the basic education institutions by applying

empowerment evaluation

The researcher would like to present two topics: the developed systems component, and the mechanisms of system, with the following details.

1) The developed systems consist of 1.1) objectives 1.2) principles and 1.3) empowerment evaluation by the supervision team.

1.1) Objectives of the systems

1.1.1) to evaluate internal quality focus on implementation of educational quality of educational institutions;

1.1.2) to use four types of internal quality assessment results, educational quality for administration and learning;

1.1.3) to follow up on use of internal quality assessment results to develop educational quality;

1.1.4) to promote internal quality assessment focused on implementation of educational quality of educational institutions by the supervision team from the Office of Educational Service Area, based on the empowerment evaluation concepts.

1.2) Principles of the system

1.2.1) inclusion of internal quality assessment focused on implementation based on Patton's Utilization - Focused Evaluation (UFE) (2012)

1.2.2) Fetterman's empowerment evaluation (2015); *Three-Step Approach: Mission, Taking Stock, Planning for the Future* and the 10-step *Getting To Outcomes*.

1.2.3) guidelines for internal quality assessment in accordance with the Basic Education Standards 2016

1.3) Empowerment evaluation: the supervision team of the Office of Educational Service Area followed ten steps, following the empowerment evaluation guidelines based on Fetterman (2015)

First, conduct a needs and resource assessment to determine what the important issues are in the community, school, or agency.

Second, identify the goals, target population, and desired outcomes.

Third, review the literature and similar programs to find best practices.

Fourth, determine how well the program or initiative (selected in step 3) fits the needs of the target population and community.

Fifth, build the capacity that is needed for people involved in the planning of operations and assessments.

Sixth, make a plan to implement the program.

Seventh, collaborate to evaluate work quality.

Eighth, think about how to measure whether or not the program met its goals and produced desired outcomes.

Ninth, plan for continuous quality improvement.

Finally, tenth, review sustainability considerations.

2) The mechanisms of the system included 2.1) input 2.2) process 2.3) output and 2.4) feedback

2.1) Input

2.1.1) knowledge and understanding of educational quality assurance, including legal knowledge related to educational quality assurance.

2.1.2) determination of goals/visions/missions of a utilization-focused internal quality assessment system for educational quality.

2.1.3) capabilities of internal quality assessment and capacities to use internal quality assessment results to develop educational quality at a school level according to quality assurance guidelines and the study level of evaluators and end-users, i.e. all administrators of educational institutions and teachers.

2.1.4) readiness of educational development plans, annual operation plans, learning management plans, evaluation and learning plans. Educational institutions should have documents showing readiness to work normally with complete integration of internal quality assurance.

2.1.5) Duration of internal quality evaluation; and

2.1.6) Participants in the evaluation are the internal quality assessment committee of educational institutions, intended users, informants, the committee that follows and uses internal quality assessment to develop educational quality. Educational institutions appoint the committee and the supervision team from the Office of Educational Service Area.

2.2) Process: internal quality assessment focusing on implementation of educational quality including three phases:

Phase 1: internal quality assessment according to basis educational standards that focused on implementation

Based on an assessment concept that emphasized the use of evaluation results, UFE of Patton (2012), the researcher applied Steps 1 to 15 of Patton (2012), and then conducted 12 further steps, which were to

1) understand the internal quality assessment, focus on the quality of education and define the objectives of the internal quality assessment, emphasizing the use of assessment results to improve the quality of education; 2) evaluate knowledge and understanding of internal quality assessment and use assessment results to improve the quality of education and develop and evaluate performance and competencies; 3) check the availability of the plan / project / activity / resources used for the assessment; 4) study the theory of standards / issues to explain what is happening from the findings in each standard assessment / consideration issue; 5) identify primary intended users; 6) design an internal quality assessment framework to find the right way to build credibility within the internal quality assessment; 7) appoint the committee for internal quality assessment; 8) collect data related to issues / standards; 9) analyze and interpret data according to the issues / standards; 10) discuss the results; 11) prepare a report of the assessment to facilitate the involvement of the executives and teachers; and 12) create a self-assessment report (SAR) for dissemination of important findings in the development of educational quality standard.

Phase 2: use of internal quality assessment results

Four types of educational quality development uses are based on the UFE approach of Patton (2012) and Kanjanawasee (2011): conceptual use, legitimate use, persuasive or symbolic use and instrumental use.

Phase 3: monitoring the use of internal quality assessment results based on the step of Utilization - Focused Evaluation: UFE of Patton (2012)

Follow up occurred with primary intended users to facilitate and enhance use, which included 3 sub-stages: 1) appointment of the board to monitor the use of internal quality assessment results, 2) follow-up on the user's results conducted by the monitoring committee; 3) results of monitoring discussed and summarized to improve output.

2.3) Output

2.3.1) internal quality assessment results used for development of basic educational institution educational quality; and

2.3.2) four aspects of educational quality: learners' quality, administration quality, learning process quality and effective internal quality assurance.

2.4) Feedback

Feedback is provided on implementation of internal quality assessment results to develop education-

al quality and results of internal quality assessment according to basis educational standards focusing on implementation of educational quality for further development.

Results of conducting and evaluating a utilization-focused internal quality assessment system for educational quality development of basic education institutions by applying empowerment evaluation

1) The quality of a utilization-focused internal quality assessment system for educational quality development was examined by the experts, revealing that the system was very appropriate, and extremely accurate, and that it offered usefulness, possibility, and suitability. The opinions from the experts were consistent. The results are shown in Table 1.

2) The results of the trial and evaluation of the utilization-focused internal quality assessment system for educational quality development of the basic education institutions by applying empowerment evaluation:

2.1) Teachers and administrators developed knowledge and understanding of internal quality assessment and the use of internal quality assessment results in the development of higher education quality. The measured understanding of the concepts of internal quality assessment and the use of internal quality assessment were higher than the targeted score of 80%.

2.2) Teachers and school administrators showed ten behaviors based on higher empowerment assessment principles in 80% or more of cases.

2.3) System administrators, teachers, school administrators, and supervisors found that the system was most appropriate. System testers had consistent opinions. The results are shown in Table 2–3

Discussion

A number of interesting research results were identified.

1. The developed system-- The internal quality assessment system for educational quality development of the basic education institutions by applying empowerment evaluation-- consists of sub-elements that show the relationship between inputs and processes that lead to productivity. Inputs focus on the development of teachers and school administrators to become competent in assessing internal quality. Processes comprised an internal quality assessment that emphasizes the use of results in improving the quality of education, followed

by the application of results of the internal quality assessment for management and learning management. Output consisted of the internal quality assessment results for the development of educational quality and the quality of education in accordance with basic education standards, employing the obtained information as feedback for improvement and development, with the following details:

Objectives of the system: the supervision team from the Office of Educational Service Area Administrators of educational institutions and teachers should work together to determine directions of operations in order to set clear goals between the Office of Educational Service Area and educational institutions.

Principles of the system: There are 3 principles of the system:

Principle 1) UFE of Patton (2012) is a guideline that focuses on the utilization of assessment results by relying on the participation of the evaluator. The evaluator collaborates with the direct users, who apply the internal quality assessment of the institution. This principle is in accordance with the assessment model that emphasizes and focuses on responding of the stakeholders.

Principle 2) EE of Fetterman (2015) is a concept of assessment that increases the likelihood of achieving plans / projects by enhancing the ability of stakeholders to plan the operations and evaluate their own plans / projects. The stakeholders have serious involvement and a feeling ownership. EE is an assessment concept that helps agencies / organizations / communities monitor and evaluate their own performance. The agencies / organizations / communities can improve, develop and create their own future after the assessors have left because individual groups or members of the organization or community can conduct self-assessment independently (Fetterman, 2015; Kanjanawasee, 2015).

Principle 3) The guidelines for assessing the quality of the educational institutions include the assessment of educational quality through the use of holistic rubrics. The assessor must have the knowledge, ability and skills for evaluation. The evaluator should judge the results based on his or her expertise (Bureau of Educational Testing, Office of the Basic Education Commission, 2016).

Therefore, the internal quality assessment system that emphasizes utilization of assessment results to improve the quality of education is appropriate for school administrators, teachers and supervision teams.

EE conducted by supervision teams from the

Office of Education Area can be considered a component of a system, which has been defined in 3 phases, that drives other sub-elements, :

Phase 1: This is the evaluation of the input for determining vision and enhancing the capacity of evaluation. It is the preparation of sub-elements, including the competence of evaluation, competence of using assessment results, and other necessary competencies.

Phase 2: The evaluation process for enhancing the development of internal quality assessment strategies is conducted and evaluation results are used to improve the quality of education. Since, the school administrators and teachers have developed competencies in evaluating and using assessment results, they can define, themselves, a utilization-focused internal quality assessment system for educational quality development.

Phase 3: In the evaluation of output and feedback, the supervision team, school administrators and teachers collaborate to evaluate the performance of internal quality assessment by using empirical evidence.

This is consistent with research done by Wongwanich (2000), who found that the work of the supervision team and periodic follow-up (monitoring) will create knowledge and awareness for personnel in educational institutions so that they understand and appreciate the value of evaluation, and are able to carry out internal assessment that creates changes in their work and leads to achievement of their goals.

As for the working mechanism of the developed system, the researcher would like to discuss the work of each component as follows:

1) Inputs

(1) Knowledge and understanding of educational quality assurance, including knowledge on laws related to quality assurance.

(2) capabilities of internal quality assessment and capacities of using internal quality assessment to develop educational quality according to quality assurance guidelines at the school level and class level of evaluators and end-users, who are all administrators of educational institutions and teachers, in accordance to empowerment evaluation. The key success factor for evaluation and implementation of evaluation is evaluation performance.

(3) Goal setting/visions/missions in internal quality assessment for activities and clear methods.

(4) Readiness of educational development plan, annual plans, learning plans, evaluation plans in

accordance to empowerment evaluation and readiness factors of resources for evaluation or documentation for evaluation are important (Wongwanich, 2000; Yoo, 2010).

(5) Duration of internal quality assessment: if duration is limited, it will not be thorough (Jamjan, 2004). For utilization - focused internal quality assessment system for educational quality development required about one week as all school directors and teachers were involved in the assessment.

(6) Participants in the evaluation were evaluators, end-users, the committee that follows and uses internal quality assessment to develop educational quality, and the supervision team from the Office of Educational Service Area, that performs empowerment evaluation to support educational institutions according to the roles stated in ministerial regulations on educational quality assurance.

2) The process of utilization

This process is focused on internal quality assessment system for educational quality development, which includes three stages:

Stage 1: School administrators and teachers were trained to be competent in the skills of assessment, allowing them to be self-dependent and capable of conducting internal quality assessment, which takes approximately one week. The evaluation procedure is carried out in accordance with the UFE of Patton (2012).

Stage 2: The use of internal quality assessment based on an assessment concept -- the Utilization-Focused Evaluation approach -- that Patton (2012) and Kanjanawasee (2011) proposed results in four types of educational quality improvement. At this stage, school administrators and teachers applied the internal quality assessment results in accordance with the Ministerial Regulations on Educational Quality Assurance, 2018.

Stage 3: With regard to monitoring the use of internal quality assessment results, at this stage, school administrators and teachers, themselves, undertake responsibility for the internal quality assessment to improve quality, which involves the practical application of Step 16 of Patton's UFE.

3) Output of the development of a utilization-focused internal quality assessment system for educational quality development of the basic education institutions

The output relies on the application of Step 17 of Patton's UFE (2012), and includes (1) implementation of results of internal quality assessment to develop educational quality of basic educational institutions; and

(2) educational quality according to basis educational standards. This is Meta evaluation with accountability for summary lessons and improvement the quality of education that is consistent with the performance of school administrators and teachers (Tongaram, 2009) in accordance with the National Education Act B.E. 1999.

4) Feedback

Feedback is the mechanism of the developed system used to improve factors of processes so they are consistent with self-assessment reports of educational institutions that focus on educational institutions reflecting internal quality evaluation results (Bureau of Educational Testing, Office of the Basic Education Commission, 2016).

2. The quality of the system was examined by the experts, revealing that the system, developed according to evaluation standards approach proposed by Kanjanawasee (2011) is very appropriate and extremely accurate, and offers usefulness, possibility, suitability to the users. 3. Results show that evaluation of a utilization-focused internal quality assessment system for educational quality development is considered appropriate, where evaluations are done correctly and thoroughly without creating more work, except for small schools, Where the workload was high because the small schools have a small number of teachers. Implementing the system was like creating more jobs for those teachers when they tried to find the right tools to do quality assessment on learners. Assessment reports were developed for convenience and results of assessment according to basis educational standards.

Suggestions

1. The empowerment evaluation facilitated by training provided to school administrators and teachers is one of the important factors that gives school administrators and teachers confidence in their performance; it helps develop common understanding throughout the school. The supervision team conducted periodic assessments during the internal quality assessment, which enhanced the ability of school administrators and teachers to work in unity. They accept opinions from each other fairly and adjusted their attitudes in ways that were perfectly suitable for the working conditions of the school. Therefore, the supervision team should spend time in personal and collective preparation before conducting an empowerment evaluation.

2. The supervision team employed various methods of the empowerment evaluation, such as training, advocacy, donation documents for the internal quality assessment, and illumination via multi-channel communication. The supervision team allowed schools to define themselves liberally in the internal quality assessments that emphasize the use of results in the development of educational quality, leading the school administrators and teachers to perform the ten behaviors of the principle of the empowerment evaluation at a higher level. The schools are continually conducting utilization-focused internal quality assessment system for educational quality development. Therefore, because of teachers and administrators' familiarity with the concepts, the Office of Educational Service Area and the supervisors should be able to apply the empowerment evaluation concept for the development of other educational issues, as well.

3. Assessment tools should be studied and developed in accordance with basic educational standards since this research aims to enable educational institutions to do internal quality assessment that is consistent with normal workloads. However, it was found that learner quality assessment tools differ widely among schools. The administrators and teachers were creative in the development of tools for internal quality assessment, in line with the differing contexts of the schools.

4. The supervision team should do the research and develop online media or electronic media for the enhancement of evaluator competencies in a utilization-focused internal quality assessment system for educational quality development of basic education institutions.

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Model of Participatory Integration of Student Supervisory System**

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Abstract

This research aims 1) to study operation factors of participatory integration of student supervisory system and 2) to study the two approaches of participatory integration of student supervisory system by applying qualitative research which consists of interview, observation and analysis of the obtained data. This research found that 1) the operation factors of student supervisory system relates to external factors, including the policies of the Ministry of Education, Office of the Basic Education Commission, the executives of educational institutions, external authorities and organizations, and the support from external authorities in relation to direct educational service and student development. In addition, the internal factors, including personnel responsibility of student supervisory system service provision, such as skills, knowledge and personalities of such personnel, and the roles and duties of the parties concerning the operation of student supervisory system are also important for the operation. 2) The results found that the student supervisory system can be operated in two models as follows: (1) driven by the teachers and executives in an integrated manner of the whole school, and (2) driven by the lead teachers through the support of external authority network. In this regard, the operation of student supervisory system should be carried out with an awareness of the context of schools which is an important variable in application of the guideline of the operation of student supervisory system.

Introduction

According to World Health Organization (WHO, 2017), it was found that the number of youths at risk is increasing. The data derived from WHO (2017) stated that 10-20 percent of the youth around the world are encountering mental health problems. Over half of the youth started to have mental health problems at the age of 14 years and three-fourths of them started to have such problems prior to the age of 20 years. In addition, it was

revealed that over 50 percent of the adults started to have mental health problems prior to the age of 14 years (WHO, 2013). Furthermore, mental health problems are also the cause of emotional and behavioral problems of the youth. In this regard, emotional and behavioral problems is one of the main causes leading to other social problems (Smith, 2010), including problems of violence and mass school shootings in the United States of America which have happened in schools 17 times within three

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months in the beginning of 2018 (Ahmed & Walker, 2018). Moreover, in accordance with the child development theories and concept of brain and development, it was found that child development in each age has an influence on development of the children when turning into adults. If the emotional and behavioral problems have not been treated, children will be affected when they grow up (Kariuki et al, 2017). In this regard, according to the study, it was found that Thai youth has an increasing statistic of unpleasant behavioral expression and more risk, including repeated misconduct, drug use, teenage pregnancy, alcohol consumption and other problems leading to various social problems (Kittipichai & Nanathamongkolchai, 2012; Phannarat, Wangrangsimaikul & Pipatpen, 2009; Khruesschan, 2008).

The increasing tendency of violence and statistics of emotional and behavioral problems of the youth in other countries and Thailand reflects an importance of student supervision, especially in school. Due to a weakness in family institution, the result is children cannot be nurtured properly due to the impacts from intention for development of economic growth in macroeconomics in the past decades. This also causes economic inequality leading to the problems of poverty, income distribution and relocation of labor to survive in society (Masathienwong, 2006). As parents intend to work for earning a living for the family, they cannot nurture their children as it should be. This is one of the causes that has increased the problems of the youth. Hence, educational institutions have a role to help nurture children to support family institution. Since B.E. 2000 (A.D. 2000), the Ministry of Education of Thailand has established the student supervisory system for the purposes of helping the students, developing student's quality of life, such as physical manner, intelligence, knowledge, competence, virtue, morality and living skills (Office of the Basic Education Commission; OBEC, 2009).

However, the statistical data regarding the problems of the youth reflects the overall operation of a student supervisory system which cannot respond to the problems of the youth. Since the educational institutions cannot perform the operation to cope with the problems of the youth who have a risky behavior solely, the effort for carrying forward the integration of the cooperation between authorities in order to support the student supervisory system has been initiated which is consistent with Smith (2010) who stated that the youth is a family member whereby the family is a part of society. Anything happening around the youth will influence and cause

their behaviors, as well as affect their personal identity development. Thus, the operation of student supervisory system in the future requires the cooperation between internal and external school personnel. As each school is seriously encountering the lack of personnel with direct experience and ability to help students who have mental health problems, the teachers therefore cannot cope with the problems of the youth in relation to the increase of violence and complication. In 2010, the Ministry of Education of Thailand was aware of the necessity of having psychologists in schools subject to the cooperation between the Office of the Basic Education Commission, the Guidance Association of Thailand and the Department of Mental Health which encouraged the integration of the cooperation between the Ministry of Public Health and the Ministry of Education under the project of One Hospital One School (OHOS). A quality consultation center was established for the hospital level or above and in connection with the student supervisory system for psychosocial clinic in 2012.

Upon carrying forward the participatory integration of student supervisory system in cooperation with authorities, the researcher therefore recognized an importance of the study of factors and model of participatory integration of student supervisory system in order to achieve the guideline of student supervisory system development that is systematic and able to further extend the results to other schools.

Objectives

The objectives of this research were to

1. to study factors of participatory integration of student supervisory system, and
2. to study the model of participatory integration of student supervisory system.

Conceptual Framework

This conceptual framework demonstrates the factors that contribute to the participatory integration of student supervisory models as illustrated in figure 1. This research found that the participatory integration of student supervisory system in each school is associated with the internal factors and external factors, differing from each school and school context. In addition, the participatory integration of each school is related to networks; such as authorities and organizations at different cooperation level. However, the operational units like school and

authorities, especially school should engage and cooperate between authorities and organizations by integrating the participatory steps and student supervisory system together in order to promote the effectiveness of student supervisory system, leading to student well-beings.

by using method of triangulation, that includes the researcher visiting at two schools at different times and interviews of the key informants from different target groups on the same topics. The interview questions focused on how to integrate and cooperate the student

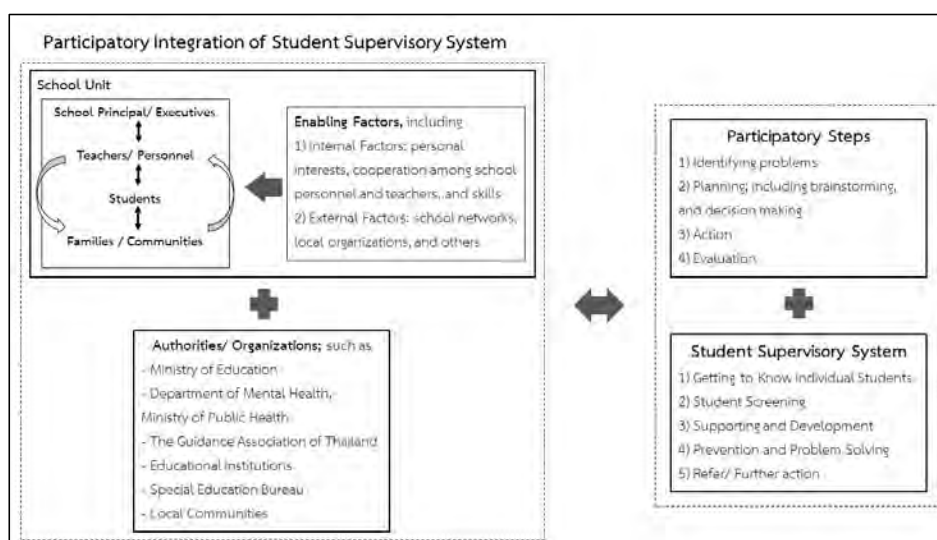


Figure 1 Conceptual Framework

Research Methodology

This research applied qualitative research. The key informants and target groups were from 1) Mae On Witthayalai School in Chiang Mai Province, and 2) Sawang Arom Witthayakom School in Uthai Thani Province. The researcher selected the target groups by 1) consulting with the professionals/experts who work in participatory integration of student supervisory system project, 2) the schools have operated the student supervisory system, working with interdisciplinary team, and 3) the cooperation from the schools. The researcher conducted this research by applying a semi-structured interview and observation. The interview was conducted using method of semi-structure. The researcher collected data from observations during the interview and visiting the sites at different period of time. The researcher used snowballing technique in order to collect data; starting with lead teacher from these two schools. Key informants consisted of directors of the two schools, two teachers administering the student supervisory system, three student counselors, four teachers of the Student Affairs Department, seven class teachers, four custodians, and ten students from both schools. Then, data were examined

supervisory system between school personnel and others, and what the operation factors of participatory integration of the student supervisory system were. The researcher analyzed the obtained data from the interview and recorded observation by categorizing the information types, comparing the information, and creating an inductive conclusion. The results of data analysis are presented by description.

Results

According to the study of target areas and the results of data analysis, it found the details as follows:

1) Mae On Witthayalai School in Chiang Mai Province

(1) School Background

Mae On Witthayalai School is a small school in Chiang Mai Province under the Secondary Education Service Area Office 34, located 30 kilometers from Mueang District. The surrounding area of Mae On Witthayalai School includes mountain and flat area that facilitate the agriculture of the locals, so that some locals earn a living through an agriculture career. The average income per household of people in the province is 14,950

baht per month which is lower than the average income of Thai people (National Statistical Office; NSO, 2015). Notwithstanding, due to the change of social conditions, the locals have turned to be an employee in other districts. During working days, there are shuttle buses to facilitate the locals to work. Moreover, since it is nearby tourist attractions, they therefore have gained indirect economic benefits. Most of the students are in the custody of grandparents because of parent's divorce and/or relocation for working in other areas; hence, their grandparents take care of them instead.

At present, there are a total of 28 teachers of which two of them are the locals, and 342 students in this school. The ratio between teachers per student is 1: 12 - 13. This school is an inclusive school, having 22 students diagnosed with special needs. It has a student supervisory system that is systematic and meets the policies of the operation regarding five procedures of student supervisory system of the Office of the Basic Education Commission. Furthermore, the teachers in the villages and class teachers have the roles and duties in visiting their houses to inquire on the students' livelihood and behaviors, as well as provide knowledge to their custodians. In addition, teachers have the role of providing knowledge and understanding the students whose families are broken by emphasizing personal values. The student supervisory system is also a proactive operation for the prevention of the students' problems that may arise from having a broken family.

(2) Operational Factors

This research found that there were two operational factors of participatory integration of student supervisory system. It consisted of internal and external factors. Factors affecting the operation of student supervisory system, including the internal and external factors of individuals which are similar are the teacher mainly responsible for coordination who is the Head of General Affairs Department having interest in and giving priority to the student supervisory system which is the important internal factor of individuals and consistent with external factors, such as the support of the executives of educational institution, specialized student counselors who directly graduated from the Guidance Department, and the support from other teachers, as well as the cooperation of external authorities. Although Mae On Witthayalai School has an obvious operational process, the limitations relating data collection of the student and database system are still not concrete which are categorized in the highest priority of the teachers' tasks. There-

fore, the details are provided as follows:

(2.1) Internal Factors

The participatory integration with external authorities has been carried out, including communities and other authorities. The drive for operation is carried by lead teacher teams who are interested in and recognize the importance of the student supervisory system, consisting of the executives of educational institution, heads of the departments and student counselors. The head of the General Administration Department is the person performing the encouragement who did not directly graduate from the Guidance Department. However, the executives of educational institution are interested and involved in the policy-level operation of the Secondary Education Service Area Office, and the lead teams includes the lead teacher teams and student counselors, as well as the cooperation from other instructors. The policies of the executives of educational institution that supervises the operation conducted by teachers in relation to student house visits, as well as the attention and enthusiasm in following up regarding student house visits are regarded as the motivation of all teachers in the school to increasingly carry out their own duties. Additionally, a good guidance system will support the cooperation of other teachers in the school which is reflected from an interview that noted:

... The executives are a part of this matter because it was a new director transferred to this school who did not pay attention to the student supervisory system resulting in the cancellation of certain activities. However, when another director transferred to this school, they proposed this matter again. Upon the approval, the operation is active again...

(K. Moonkum, personal communication, November 13, 2017)

This includes the knowledge and understanding of the executives on the policy determination of the executives of educational institution. Their personalities also affect the cooperation of teachers in the school. Notwithstanding, student counselors and lead teams have developed five procedures of student supervisory system of the Office of the Basic Education Commission (OBEC) in order to create the MAEON Model; Management, Attitude, Environment, Opportunity, and Network. This model focuses on the operation in cooperation with interdisciplinary teams and external networks to take a role in supporting the student group

having the problems according to its context which supports the 5th Procedure regarding the transmission with more obvious form under the control of the student supervisory system team, totaling seven persons who have a role as the leader/ holding the executive level; the coordinating team, totaling six persons holding the position of head of class level; two advisory teachers of each classroom; and one to two teachers in the villages. There were supporting teacher teams, consisting of student counselors, classroom teachers, and advisory teachers, that played an important role in driving this system. It can be reflected on the interview of the informants who explained the operational process in compliance with the school policies. In addition, the ratio between teachers per students at the appropriate level supports visiting the students' houses, lining up in each village on Wednesdays for getting to know the students, and screening from the class teachers who initially screened and monitored the students closely before sending information to the student counselors (N. Loongkarkdee, personal communication, January 18, 2018).

(2.2) External factors

This research found that the school has cooperated with other network sectors, such as Local Administrative Organization, polices, temples, as well as the guardians and students who participated in the process. According to the participation in activities with external authorities, it is considered as the beginning of network creation for teachers in the school, as well as the attention and quick operation which results that the guardian who was selected to be the chairman or in the Guardian Association has more interest to take a role for this project.

According to the arrangement of activities to support the students and development of the students pursuant to their interest and aptitude by the school, not limited to the science program and further studying in the university, it was found from the interviews that the students who are continuing to study in the upper secondary education, Matthayom 4, are required to have two examinations in order to separate the study program in accordance with the aptitude scores. The school will offer the opportunities for students having higher scores of the science program to choose to study in art program pursuant to their interest (K. Kouetan & K. Tandud, personal communication, January 18, 2018). This corresponds with the management of teaching methods of teachers in Matthayom 4 which is the period with cooperation by Mae On Witthayalai

School and Sankampang Technical College who have the management of teaching methods by the instructors from the technical colleges in relation to electrical circuits. In the period, the instructors emphasize the teaching with living skills and insert guidance regarding occupation.

Teachers have arranged the activities for students to create a relationship with the temples through "Larn Dharma" activity every morning on Fridays in order to exercise meditation and learn dharma since the school recognized the importance of having IQ along with EQ, including the operation between teachers and Mae On Witthayalai School in One District One School Project, as well as other external authorities. Furthermore, the school has several activities that reflect and insert the knowledge of occupation and living skills, such as simulated police station activity for the students to be able to separate the roles and duties according to the positions and titles, sex education camp, life capital development project, positive youth activity, academic camp and energy camp, etc. The school also has the concept for the support of student development in accordance with their potential, such as the support for students with special needs, art contest and youth of Thai Industrial Standard contest, etc. The activity arrangement of the school is deemed as the opportunity to strengthen the relationship between teachers and students, and the relationship between teachers in the school.

The prevention and problem solving through activities consist of teenage pregnancy prevention project, drug prevention and activity arrangement for communication with the guardians. For the transmission procedure, the school cooperated with the network, participation creation with communities and other authorities, such as PATH Organization, Raks Thai Foundation, On Klang Subdistrict Administrative Organization, etc. The opportunity for which the authorities requested the cooperation allowing for the network creation of the school, whether formal or informal, which is consistent with K. Moonkum stating that "...Scratch my back and I will scratch yours is important because when we help them and they then help us, the network is the result of this cooperation..." (personal communication, November 13, 2017) and N. Loongkarkdee claims that "...If the students have problems greater than the help of the classroom teachers, such problems will be sent to the Student Affairs Department and student counselors according to the procedures..." (personal communication, January 18, 2018). This includes the school's

opportunities for activity participation with the communities; this allows students to be involved and participate with the communities, strengthen the voluntary mindset, and support the students who are interested in participating in community activities. For instance, when the community requested for the cooperation to provide the family representatives to join the cleaning of the community by using the information of student absences, leaves and late for school as the tool for screening and daily following up the students. Thus, the classroom teachers can stay alert regarding students who are at risk which will be sent to and cooperate with local external authorities, such as Mae On Hospital, Local Administrative Organization and the communities, etc.

The results from data analysis of operational factors indicated that the student supervisory system of the Mae On Withthayalai school. It reflects the operational model driven by the teachers and executives in the form of whole-school approach or top-down approach as can be seen in figure 2.

no tourist attractions or important places. The area conditions of Sawang Arom District are alluvial plains which tend to be suitable for agriculture, but there are only a few green areas. For the economic conditions, the locals in Uthai Thani Province have an average income lower than the average income of Thai people, approximately 15,001-21,500 baht per month per household (National Statistical Office, 2015). Individuals who are at the working age usually choose to work at a sugar factory or in other provinces. Most of the students have a broken family and divorced parents. At present, Sawang Arom Withthayakom School is a district school having 512 students which is regarded as a medium size secondary school under the Secondary Education Service Area Office 42. There is a total of 40 teachers with the ratio between teachers per students is 1: 12-13.

(2) The Operational Factors

This study found that the student supervisory system of this school is generated by the internal factors of the lead teacher, who is mainly interested in the

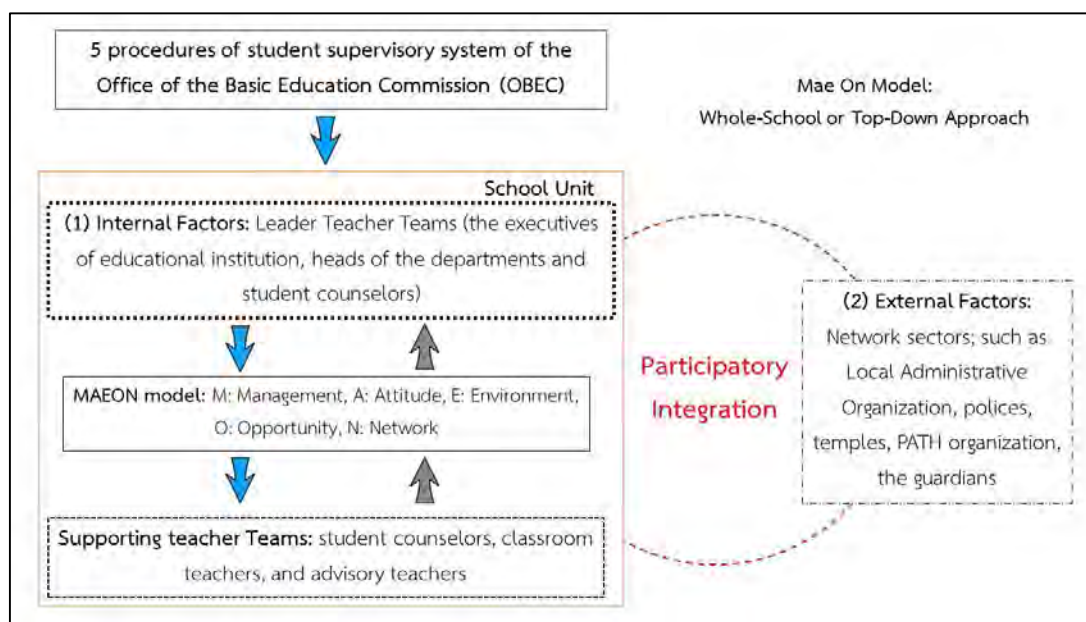


Figure 2 Mae On Model (the operational model driven by the teachers and executives in the form of whole-school approach or top-down approach)

2) Sawang Arom Withthayakom School in Uthai Thani Province

(1) School Background

Sawang Arom Withthayakom School is a medium size school in Sawang Arom District, located 35 kilometers from Mueang District. It is a district with

operation of student supervisory system. Also, this supervisory system is external factors supporting and networking. The lead teacher cooperates with external authorities more than the personnel within the educational institution due to the fact that the executives give more priority to the students' academic competence, and the

instructors/class teachers separate their tasks. These findings make cooperation level lower among teachers within the school. This system is provided by the internal personnel other than the student house visits which is the policy given priority by the executives and the Secondary Education Service Area Office. Thus, the details are provided as follows:

(2.1) Internal Factors

The executives of educational institution mostly aim for modernity and technology, as well as educational success and academic teaching which are reflected from the executives who have authority to request the numbers of new teachers without requiring the student counselors directly graduated from the Guidance Department for performing the duties of student counselors. On the contrary, the numbers of computer and physics teachers are requested by the executives. Hence, the school has insufficient personnel who directly graduated from the Guidance Department. The lead of the school's student supervisory system is therefore generated by the teacher who is interested in the student supervisory system by using five procedures of student supervisory system of the Office of the Basic Education Commission to apply in the school.

These findings found that there is cooperation from two to three classroom teachers of each classroom. However, the classroom teachers are responsible for screening the students by visiting their houses before sending the information to the lead teachers who perform the categorization and conclusion of the students' situation. Also, the classification of the student group who is at risk in order to participate in the group activities provided specifically by the lead teacher. Knowing individual students of the school depends on the period that the classroom teachers have been assigned with the roles and duties as the student administrator for three academic years which include Matthayom 1 - 3 and Matthayom 4 - 6.

Upon the student house visits, the class teachers/advisory teachers shall submit the evidence report of the student screening, cumulative record, SDQ and EQ evaluation form, as well as the problems found from the student house visit. The lead teachers will be the person performing the result conclusion and sending to the Administration Department and advisory teachers for student development in the homeroom activity in the morning or the guidance activity. Thus, the classroom teachers are able to operate the 3rd procedure regarding the student development which most of them give prior-

ity to the students' school record, including having more "I" or "F". The roles and duties of the class teachers/advisory teachers are to visit the students' houses in order to initially screen the students for the lead teachers in regard to the risk survey for the students under their control.

Although there are no student counselors, directly graduating from the Guidance Department, the lead teacher has brought the knowledge and skills obtained from attending training regarding the consulting skills according to the personal interest with the Guidance Association of Thailand to apply for work. Moreover, the lead teacher cooperates with the external authorities to strengthen the operation of the school's student supervisory system. It can be seen that the student supervisory system of this school depends on the lead teacher who is mainly responsible for management and supervision of the class teachers/advisory teachers, including the control, improvement and development of the screening methods for house visit and conclusion.

(2.2) External Factors

Regarding on the internal inspiration and interest of the lead teacher, the school has been working with the external resources, especially psychologists from local hospital in promoting sex education for students. Teenage pregnancy was considered as an important issue of the school, along with prevention and problem-solving activity in relation to sexual problems, such as sexuality education club activity, comprehensive sexuality education, etc. The arrangement of a teenage clinic is conducted and the psychologists of hospitals provides the knowledge and counselling for the students, as well as the arrangement of the activities with communities regarding drug prevention. Psychologists from local hospital provide sexuality education during extracurricular class hours on every Thursday. It becomes the best gateway for many students to seek help when needed.

As the school received the support from the external authorities, the school rules are sometimes intervened from the supporters, while certain teachers think that the activity participation of the communities and external authorities will create a network for the school, since the authorities inviting the school for the activity participation are regarded as a good opportunity for the authorities get to know and support the school operation after seeing the achievement of the school. Furthermore, the support of the operation of the student supervisory system by external authorities can

occur in many approaches, such as providing the cooperation for work by the psychologists of hospitals, budget and knowledge, etc. Additionally, the school personnel are one of the factors affecting the operation of the student supervisory system which is subject to the cooperation from all teachers in the school that is consistent with P. Aeungtan who stated that "...The teamwork of teachers in the school is deemed as an important key for the operation of the student supervisory system..." (personal communication, December 4, 2017). However, the tasks of the teachers other than teaching are a lot; resulting in making the student supervisory system a low priority that they choose to carry out. Accordingly, the drive of the lead teachers is very essential.

Even though the school personnel do not emphasize and give priority to the student supervisory system, the lead teachers have cooperated with the interdisciplinary team, such as the psychologists and psychiatrist, for concreted results through community activities. Hence, the school's student supervisory system can effectively reduce the number of sexual and teenage pregnancy problems.

The results show that the driven approach of this school depends on the teacher-driven approach with external network support or bottom-up approach as shown in figure 3. The lead teacher coordinates, supervises and follows up the students' data, obtained from house visits of the class teachers, as well as collecting the data systemically.

According to the results, the researcher compared the difference between the operation of student supervisory system of both schools of which the similarity and difference are as follows:

Both schools are located at an area 30 - 40 kilometers from Mueang District of which the surrounding area is suitable for agriculture. The majority of the locals residing in the area are elders and children since most locals at the working age work in other provinces or other areas. Most of the students in both schools have families of which the household economic conditions are at low level to medium level and reside with the guardians who are not their parents. In this regard, the ratio between teachers per students of both schools are considered to be similar, which is approximately 1: 12 - 13, making the class teachers able to perform the house visits completely. Additionally, the procedures of the student supervisory system depend on the operation pursuant to the policies provided by the Office of the Basic Education Commission with five procedures, including 1) knowing individual students; 2) student screening; 3) supporting and development; 4) prevention and problem solving; and 5) refer/ further action.

Notwithstanding, the previous policies of student supervisory system have limitations regarding the clarity and understanding of the student supervisory system of the personnel along with the popularity on management for education in Thailand which focuses on the educa-

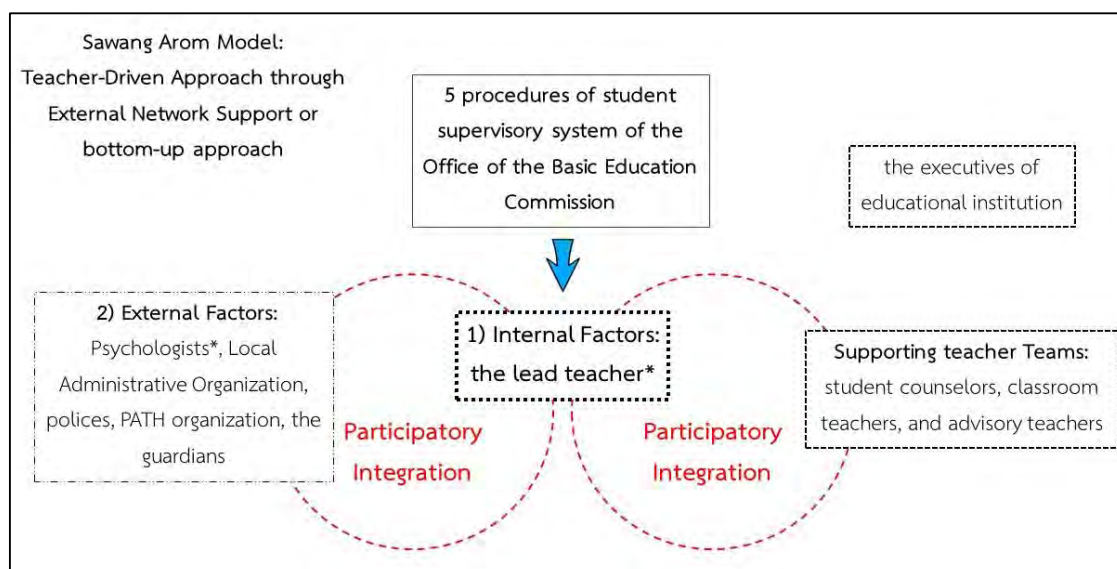


Figure 3 Sawang Arom Model (the teacher-driven approach with external network support or bottom-up approach)

tional success and academic learning that affects the determination of policies in the schools of the executives of educational institutions. Thus, both schools have different operations, and it can be reflected that this enables the operation of the student supervisory system to depend on the executives who are authorized to determine the policies. For example, the arrangement of student supervisory system of certain schools separates the guidance tasks from the student supervisory system which affects the operation of teachers which result in the student supervisory system sometimes focusing on the authorities under its control instead of the integrated operation aiming to properly reinforce and develop the students.

In this regard, the knowledge and understanding of the executives of educational institutions are deemed as the important factors supporting and obstacles to the operation of the student supervisory system. In the educational institutions, the executives are considered the persons with absolute and highest authority to decide the determination of the policies of the educational institutions. The support of the executives may be direct and indirect, such as budget support, training arrangement, facilitation for the main operator in the student supervisory system as well as the encouragement, which can also affect the success of the process. Especially the encouragement of the executives, it is regarded as great support that is valuable for the teachers' mind who are performing the student supervisory system. Since teachers have to encounter a number of guardians without time and cooperation to help the students, the support from the executives of educational institutions is a material support for the operation.

In addition, it was found that the operational approaches of the student supervisory system of both schools are similar which depend on the cooperation from external authorities as the operational network. The approach of network creation started by the participation of activities of the authorities which were invited for such participation, including school and community system or school and other authorities. In this regard, upon participation of activities with authorities, the schools acted by the lead teachers who are responsible for coordination with those authorities have the relationship creation by the formal and informal communication and relationship between the lead teachers and personnel of such authorities, resulting in a good network for further operation in the future.

This includes the characteristics of personnel and

factors supporting the student supervisory system of both schools which are similar and consist of the attention, the opportunities to access the students and the compliance with code of conduct that emphasizes confidentiality. Attention is a characteristic agreed by teachers in both schools. For the opportunities to access the students, whether formal or informal, the student counselors or teachers who are responsible for the student supervisory system offer the opportunities for students to choose and access the service. For the place for service provision that facilitates the service accessibility, the schools have the guidance room to support the service provision, in spite of the fact that most of the students choose the informal service. However, according to the interviews, it was found that another opportunity for students to access the service of which the psychologists of the hospital have a chance to provide the service in the schools or the facility for the students to be able to directly request for the service at the hospital is another way that offers the important opportunities and creates the accessibility of service for the students that helps prevent, solve and mitigate the problems affecting them.

In this regard, knowledge, understanding, skills and attitudes of the persons who are concerned and have the roles and duties, relating to the student supervisory system, especially the lead teachers are another factor found in both schools. Although there may be a difference on the priority of the teachers in the schools, it was found in the interviews that good lead teachers who have positive attitudes and important roles, relating to the student supervisory system have attended the training in order to enhance the knowledge and skills from external authorities. This indicates that good attitudes towards the student supervisory system are regarded as factors supporting the teachers to attempt to create the opportunity for themselves in order to access the knowledge and understanding, as well as the training in the course necessary to provide consultation leading to the priority on inviting experts from external authorities to educate the personnel in the school.

Therefore, it can be concluded that both schools can be considered as practicing an operational system of the student supervisory system which is under the existing resources and accessible. In addition, it can be seen that the context of the schools is generated from different factors, including the external factors, such as the executives of educational institutions, policies of the Ministry of Education / Office of the Basic Education Commission / executives of educational institutions /

external authorities and organizations, and the support from external authorities in relation to direct educational service and student development, and the internal factors, personnel responsible for student supervisory system service provision, consisting of skills, knowledge and personalities of such personnel, and the roles and duties of the parties concerning the operation of student supervisory system, that affect a good practice of participatory integration which is different. Mae On Witthayalai School has the executives of educational institutions and heads of departments who give priority to the response of the policy in regard to student supervisory system, while the lead teachers in Sawang Arom Witthayakom School cooperate with the co-workers of which the relationship was created between the personal and operational network. In this regard, it also shows that a good practice of participatory integration is generated from the improvement of the student supervisory system to be suitable with the resources that each school has and can be accessible. At the same time, the operation must be maintained with personnel who have an interest, knowledge, understanding and relationship with the concerned authorities. According to the data of both schools, the comparison of the operation of student supervisory system is in accordance with table 1 as follows:

Table 1 The Comparison of the Operation of Student Supervisory System between Mae On Witthayalai School and Sawang Arom Witthayakom School

	Mae On Witthayalai School	Sawang Arom Witthayakom School
1) School Size	Small	Medium
2) Location Distance from Mueang District	30 Kilometers	35 Kilometers
3) Average Income of the Locals (Baht per month per household) Remarks: Average income of Thai people is 26,915 baht per month per household.	14,950 baht	15,001 – 21,500 baht
4) Operational approach	Top-down Approach	Bottom-up Approach
5) Five Procedures of the Student Supervisory System	✓	✓
6) Database System	✗	✓
7) Ratio between Teachers per Students equivalent to 1:12 - 13	✓	✓
8) Factors Affecting the Operation	Individual's Internal Factors = External Factors	Individual's Internal Factors > External Factors
- Driven Persons' Internal Factors		
1) Interest	✓	✓
2) Psychological Training / Knowledge and Understanding	✓	✓
- External Factors		
1) Support of the Executives	✓	✗
2) Cooperation from Teachers in the School	✓	Partial
3) Cooperation from External Authorities / Network	✓	✓
4) Cooperation from Guardians	✓	✓

Discussion

According to the study and analysis, it can be assumed that both schools have difference in context of area, resources and cultures for which the researcher will present each issue for discussion as follows:

1) Both schools cooperate with other authorities to support the student supervisory system in the schools. The operation of student supervisory system need the cooperation from specialized experts since the persons who are trained can provide the mental health service more than general teachers which is consistent with Carrell & Hoekstra (2014) who found that the consultation provided by the experts, including the consultants, for male and female students can solve behavior problems resulting in a better educational success of these students, which was 20 percent and 29 percent, respectively.

2) Both schools are a medium and small secondary school with the ratio between teachers per students equivalent to approximately 1: 12 - 13, which results in the teachers having the opportunity to be close to and develop the individual students. This is consistent with Solheim, Rege & McTigue (2017) who stated that a small ratio between teachers per students will enable teachers to have an opportunity to offer help for the individual students and affect the students' educational success, especially a student group with low educational success. However, it is opposed to the research conducted by Carrell & Hoekstra (2014) which found that having psychologists in providing help can increase the quality of the teacher in the school more than hiring more teachers in order to decrease the class size.

3) Internal factors; personal interests and skills, affect the operational process of the students supervisory system which is consistent with Chutithamwong (2011) who found that persons who will create the success of a network should have the personalities as follows: having techniques for coordination, providing good consultation, paying attention and having an operational system, especially the roles of being a teacher in a lead team and being lead teachers of both schools, who have the roles of coordination with internal and external personnel of the educational institutions.

4) The operation of participatory integration of student supervisory system is under the existing resources of the school. However, only internal factors like personal interests and skill are not enough to drive and increase the student supervision effectiveness, this system also needs the support from authorities and other factors

to operate this system successfully and effectively since the operation of student supervisory system is subject to interdisciplinary team. It is similar to Hargreaves & Fullan (2013) who explained professional capital, stating that the professional capital of teachers is a factor that is part of the success for the support of the students' success. Professional capital are the skills and knowledge of the teacher, and the support of network or community affecting the support of the students' success.

5) Knowledge and understanding in relation to the student supervisory system of all teachers in the schools are necessary, especially the training arrangement regarding the psychological knowledge for the teachers, as well as the awareness creation for all teachers since they have an opportunity to get to know the students whom they instruct. Hence, the tasks relating to the student supervisory system cannot only be assigned for the concerned teachers or student counselors, but also for the classroom teachers and instructors who are deemed as the first important gateway. The creation of cooperation in both schools is considered a great task which is consistent with Padmore (2016) who explained that, for the cooperation with authorities, the teachers must have the knowledge, understanding and belief in regard to mental disorder for being able to recognize and lead to preventing, solving and mitigating the problems.

6) Relationship of the operation carried out inside the schools and outside with the authorities of Thailand cannot depend on a formal relationship only. It was found that informal relationships between persons is another factor that is able to drive an important process and conforms to the context of Thai society. The lead teacher from Sawang Arom Witthayakom School drove the system by using both formal and informal relationship. Similarly, Stoetzer (2010) and Patricia (2015) stated the interpersonal relationships at work is useful social support, providing task and emotional supports. Interpersonal relationships at work provides positive outcomes for individual and organization of which the characteristic of lead teacher has an influence on interpersonal relationship at work (Abe & Mason, 2016). However, it is not only the interpersonal relationship, but also the relationship between the leader and subordinates (Gaur & Ebrahimi, 2013). It is similar to Mae On Witthayalai School, illustrating the positive relationship between the executives and teachers has impacted the teachers' cooperation and performance.

7) Participatory integration of student supervisory system integrated the participatory steps into each

procedure of student supervisory among teachers and networks to promote students' well-beings by applying their own disciplines. Even though, these schools demonstrated the different platforms of the participatory integration of student supervisory system, both Mae On and Sawang Arom Models also promoted this participatory integration of student supervisory system effectively since this student support system, one of the school agendas, is related with students' performances. Education management has become an obligation of everyone, including government agencies, non-governmental organizations, private sectors, and local communities to cooperated with each other by sharing and integrating their methods in enhancing the quality of education (Mississippi Department of Education, 2004; World Bank, 1999; Leighninger & Niedergang, 1995). It is similar to Dhamotharan (2009) who stated that the communities should be treated with an integrated approach which the productivity enhancement should involve stakeholders from different sectors in sharing and integrating concepts and methods for the community development.

Suggestions

1. Suggestions for Research Application

1) Creation of knowledge and understanding in relation to the student supervisory system is very important for all teachers in the schools of which this matter cannot be left to any person in the schools or be the roles and duties of the classroom teachers or instructors since all teachers have a chance to contact with students. In this regard, the process of the student supervisory system is subject to the drive of the lead team as the executives of the educational institutions which are the driving force behind the system. Therefore, the success of student supervisory system should be initially started at the creation of knowledge and understanding for all teachers in the schools in order to lead to further cooperation and participation.

2) Operational process of the student supervisory system from these two models have a distinctive point in the difference created by applying the practice of the Office of the Basic Education Commission to the context of its area, as well as the existing personnel capital as the starting capital for operation. Thus, the schools have to modify and apply the practice and procedures to be appropriated with the context of the schools.

2. Suggestions for Future Research

1) This research is the study of models of participatory integration of student supervisory system from only two schools. Therefore, future research should be conducted with additional research in large and extra-large schools in order to get a practice appropriate with the context of schools in other aspects.

2) It was found from this research that the database system is another obstacle for the operation of the student supervisory system that affects the cooperation with other authorities. Hence, future research should study and develop the database system to facilitate the application and to be appropriate with the users with different contexts.

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Factors Influencing and Evaluation Criteria Social Responsibility Management in Secondary School

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Abstract

The objectives of this study were: 1) to examine social responsibility management in secondary schools, 2) to identify internal factors influencing social responsibility management in secondary schools, 3) to identify external factors influencing social responsibility management in secondary schools, and 4) to develop the evaluation criteria on social responsibility management in secondary schools.

The methodology used in this study was mixed method research including quantitative approach and qualitative approach. For the quantitative approach, there were two sample groups including 329 teachers and 391 students; both selected from the Secondary Educational Service Area Office (Nonthaburi). The multi-stage random sampling method and the stratified random sampling method were applied for the teacher group and the student group, respectively. The instruments used in the study was questionnaire in Likert scale with 5 ranks conducted by the researcher. The statistics used for data analysis were mean, standard deviation, and multiple regression analysis. For the qualitative approach, a focus group method was used to develop the evaluation criteria on social responsibility management in secondary schools and appropriateness of application was tested by the evaluators of school.

The research results were as follows: (1) The social responsibility management in secondary schools was highly found in all aspects. (2) The internal and external factors influencing social responsibility management in secondary schools were statistically significant at level .05. (3) Corporate governance, public responsibility, respect for stakeholder interest, developing of community, social and the environment and being a good citizen in society were the components that must be evaluated with 27 indicators. The rubric score for each indicator was 0-5.

Introduction

Corporate Social Responsibility (CSR) is an important part of educational reform. The concepts

and practices of CSR have been adopted in many organizations and agencies worldwide as one of the main policies in terms of creating a framework for corporate responsibility for society. Most of the responsibility

representations result from organization activities which can have a direct and indirect effect on the lives of people economically, societal and environmental. For these reasons CSR is crucial to act concretely in various forms in order to offer beneficial and sustainable development for people in all sectors. Kanchanapon (2008) indicates that today several organizations tend to focus and enhance on CSR activities. The CSR is established as part of an organization's strategic, policy, mission, objectives together with evaluation at the final stage. CSR procedures have not only changed organization strategic plans but have also dramatically been a benefit to society.

CSR has an important role for organization management both in public and private realms, so the administrators need to promote and focus on CSR activities in various forms. Additionally, International Organization for Standardization (ISO) has offered ISO 26000 Social Responsibility for companies, organizations and institutions worldwide including organizational stakeholders to create a quality human resource plan. Schools are key institution to prepare children and young adults for the future as quality human resource for the nation. The National Education Act A.E.1999 and Amendments (Second National Education Act A.D.2002 focuses on the whole development of being a human such as having public mind, and social benefit concerns, hence, school administrators should efficiently and transparently execute with targets and proper model and means. (Sornsuan, 2014)

School is a part of society unit so school quality and function should be determined with CSR. CSR enables school to create, cultivate, and carry out school responsibilities concretely for quality of learners and educational personnel and social contribution enhancement. Consequently, school should be the main social institution to build quality education with having autonomous management on school's policy formation, vision, intention, together with problem responsiveness and requirements. Parents also have the information to decide and select a school which encourages the school to develop with effectiveness and efficiency. Secondary schools should apply CSR for many reasons as mentioned. This research is conducted for criteria development of CSR for secondary schools in order to employ with effectiveness and efficiency and increasing schools' responsibilities towards society and good overall social impact.

Objectives

1. To examine social responsibility management in secondary schools,
2. To identify internal factors influencing social responsibility management in secondary schools,
3. To identify external factors influencing social responsibility management in secondary schools, and
4. To develop the evaluation criteria on social responsibility management in secondary schools.

Research Methodology

The study of factors influencing and evaluation criteria development for social responsibility management in secondary schools employed a quantitative approach. Data collection was through questionnaires from teachers and students in Secondary Educational Service Area Office (Nonthaburi).

The population in the study included (1) 1,869 teachers in 18 schools in Secondary Educational Service Area Office (Nonthaburi), and (2) 17,469 students in 18 schools in Secondary Educational Service Area Office (Nonthaburi)

The two-sample size group were (1) teachers and (2) students in 18 schools in Secondary Educational Service Area Office (Nonthaburi) calculated by Taro Yamane 1967 formula. There are 329 teachers selected by multi-stage random sampling method and 391 students chosen by stratified random sampling method.

Instrument

The questionnaires utilized in the study consisted of two, one for the teacher group and the other for the student group. The two groups were asked about internal and external factors related to social responsibilities covering school policy, administrators' roles, teachers' roles, students' roles and opinions on social responsibility management in secondary schools in Secondary Educational Service Area Office (Nonthaburi), including good governance, public responsibilities, stakeholders' caring, community, society and environmental development, and being a good citizen in society. The questions were in Likert scale with 5 ranks.

Evaluating instrument quality

1. The quality of the two questionnaires was evaluated by content validity from 5 professionals. The index of Item-Objective Congruence (IOC) was calculated with the accepted scores range from 0.80-1.00.
2. The reliability of the two questionnaires were

tested with 30 teachers and 18 students from the Secondary Educational Service Area Office (Nonthaburi). The Cronbachs' Alpha Coefficient was used to calculate the reliability value. The Cronbachs' Alpha Coefficient were 0.965 and 0.968, respectively.

Data collection

1. Researchers prepared research assistant team to distribute and collect the questionnaires in the sampling area. The complete return questionnaires were 329 and 391 for teacher group and student group, respectively. The total respondents were 720 or 100 percent of response rate.

The statistics use for data analysis is descriptive statistics including mean and standard deviation and multiple regression analysis for statistical hypothesis test.

2. A qualitative research has been employed to develop the evaluation criteria on social responsibility management in secondary schools. The sequential research processes were:

2.1 Seek relevant information from document, article, textbook, book, and related research paper.

2.2 Analyze collected data Part 1 of the questionnaire to explore influenced factors on social responsibility management in secondary schools.

2.3 Synthesize the results of data from Item 1 and 2 to draft factors and indicators on social responsibility management in secondary schools.

2.4 Define the definition of factors and indicators and draft the details of school operation in accordance with indicators and evaluation criteria on social responsibility management in secondary schools.

2.5 Conduct focus group discussion which participants including 2 advisors, 3 professionals on social responsibility, and 3 school administrators.

2.6 Adjust factors and indicators and the details of school operation in accordance with indicators and evaluation criteria on social responsibility management in secondary schools as suggested by the professionals and then submitted to the professionals for reinvestigation.

2.7 Offer factors and indicators and the details of school operation in accordance with indicators and evaluation criteria on social responsibility management in secondary schools approved by the professionals to the advisors for investigation.

2.8 Print the complete form of evaluation criteria on social responsibility management in secondary schools.

2.9 Check the appropriateness of factors and indicators and the details of school operation with

indicators and evaluation criteria on social responsibility management in secondary schools' form and trial to schools at the Secondary Educational Service Area Office (Nonthaburi).

2.10 Summarize the evaluation criteria on social responsibility management in secondary schools' form after checking the appropriateness and trial to schools at the Secondary Educational Service Area Office (Nonthaburi).

Results

The data analysis from the 329 and 391 completed return questionnaires on influence factors on social responsibility management in secondary schools from teachers and students, respectively. The respond rates were 100.00%. The presented research results were divided into 2 parts as follows:

Part 1 Factors influencing the social responsibility management in secondary school s

1.1 Respondents' demography

- In terms of teachers' status, the respondents in general were female at 69.00%, age between 20-30 years at 39.51%, educational background at bachelor's degree at 76.60%, having work experiences at least 5 years at 38.60% and job title as a temporary teacher at 27.05%

- In terms of students' status, the respondents in general were female at 71.10%, age between 16-18 years at 89.51%, and the highest level of education at Matthayom 5 at 34.53%

1.2 Social responsibility management in secondary schools

1. The overall teachers and students' opinion on social responsibility management in secondary schools on good governance was found at the high level (\bar{X} = 3.59, S.D. = 0.72). The highest mean score was found on moral, ethics and code of conduct of school personnel for duty commitment and responsibility (\bar{X} = 4.10, S.D. = 0.84).

2. The overall teachers and students' opinion on social responsibility management in secondary schools on public responsibility was found at the high level (\bar{X} = 4.03, S.D. = 0.67). The highest mean score was found on respect for the comments and free disclosure of individual expression (\bar{X} = 4.10, S.D. = 0.82).

3. The overall teachers and students' opinion on social responsibility management in secondary schools on stakeholders' caring was found at the high level

(\bar{X} = 3.93, S.D. = 0.65). The highest mean score was found on respect the rights of stakeholders to set or merge groups of interest for mutual negotiation (\bar{X} = 3.96, S.D. = 0.79).

4. The overall teachers and students' opinion on social responsibility management in secondary schools on community, society and environmental development was found at the high level (\bar{X} = 3.94, S.D. = 0.70). The highest mean score was found on conserving and protecting cultural heritage of community and society (\bar{X} = 3.98, S.D. = 0.80).

5. The overall teachers and students' opinion on social responsibility management in secondary schools on being a good citizen in society was found at the high level (\bar{X} = 4.08, S.D. = 0.71). The highest mean score was found on bribe and corruption elimination, together with incentives to run transparent organization (\bar{X} = 4.13, S.D. = 0.84).

1.3 Internal and external factors influencing the social responsibility management in secondary schools

- Internal factors influences on the social responsibility management in secondary schools are shown on Table 1

Table 1 Internal factors influencing the social responsibility management in secondary schools

Social responsibility management in secondary school	Internal factors			
	School policy	Administrators' roles	Teachers' roles	Students' roles
Good governance	-	.114*	.191**	.287**
Public responsibilities	.235**	-	.286**	.287**
Stakeholders' caring	.140**	.116*	.346**	.165**
Community, society and environmental development	.172**	-	.422**	.265**
Being a good citizen in society	.195**	-	.359**	.268**

* significant at .05

** significant at .01

- no influencing

The findings in Table 1 show that internal factors on teachers' roles and students' roles had influence on social responsibility management in secondary schools in all aspects with statistical significant level at .01 while internal factors on school policy on social responsibility management in secondary schools had no influence on good governance. Additionally, internal factors on administrators' roles on social responsibility management in secondary schools had influence on good governance and stakeholders' caring with statistical significant level at .05

- External factors influencing the social responsibility management in secondary schools shown on Table 2

Table 2 External factors influencing the social responsibility management in secondary schools

Social responsibility management in secondary school	External factors		
	Roles of basic education board	Roles of parent network board	Roles of external agencies supporting on CSR
Good governance	.448**	-	.138*
Public responsibilities	.549**	-	.186**
Stakeholders' caring	.492**	-	.225**
Community, society and environmental development	.481**	.132*	.214**
Being a good citizen in society	.554**	-	.180**

* significant at .05

** significant at .01 no influence on social responsibility management in school

- no influencing

The findings in Table 2 indicate that external factors on roles of basic educational board and roles of external agencies supporting on CSR had influence on social responsibility management in secondary schools in almost all aspects with statistical significant level at .01 except for good governance aspect with statistical significant level at .05. Roles of parent network board had influence on social responsibility management in the development of community and society and environment with a statistical significant level at .05.

Part 2 Evaluation Criteria Development of Social Responsibility Management in Secondary Schools

2.1 Factors, indicators and evaluation criteria development of social responsibility management in secondary schools were synthesized from the internal and external factors influence on social responsibility management in schools. There were 5 factor components and 27 indicators. They were:

Factor 1 Good governance

Good governance means the management of a school with efficiency, transparency, accountability, responsibility, and equality to all related stakeholders.

Indicator 1.1 Policy formulation corresponded to good governance

Process Performance Indicators

1. Formulate policy, plans, activities, and projects through personnel and community participation.

2. Determine responsible persons for school

operation based on capacity and equality.

3. Establish obvious and proper school practical standards.

4. Accurately supervise and monitor school operation by related rules and regulations.

5. Evaluate school performance and make continuous improvement.

Indicator 1.2 Learning and teaching and school activities correspond to good governance

Process Performance Indicators

1. Prepare lesson plans involving rules and regulations and participation on development of school, community, society, and nation.

2. Organize student development activities to encourage students to participate in school and community volunteer topics of interest.

3. Be a good role model for students and colleagues to abide by rules and regulations of school, community, society, and country.

4. Properly assess students' learning outcomes in accordance with relevant rules and regulations.

5. Utilize student learning assessment results to improve learning management.

Indicator 1.3 Students' following on good governance policy of the school

Process Performance Indicators

1. Engage on learner development plans abiding by rules and regulations of school, community, society, and country.

2. Be a good member of family by obeying parents.

3. Be a good member of the school by following rules and regulations of the school.

4. Be a good member of society by following laws.

5. Engage on learner development assessment and utilize assessment results to develop school's learners.

Indicator 1.4 Basic Education Board support for good governance

Process Performance Indicators

1. Engage on policy formulation, plans, activities, and projects of the school with correctness, transparency, and accountability.

2. Foster and support the school on knowledge resources for good practices of public benefits.

3. Encourage and foster the schools' personnel to gain knowledge and understanding work context abiding by rules and regulations, transparency and equity.

4. Supervise and monitor the schools' action plans to attain its objectives with cost-effective resources.

5. Offer solutions, policy improvement, plans,

activities and projects for the school with correctness, transparency, fairness and accountability.

Indicator 1.5 External agencies support for good governance

Process Performance Indicators

1. Provide guidelines to build plans, projects/ activities for the school with correctness, transparency, and accountability.

2. Guide school management approach based-on participation principle with correctness and fairness.

3. Donate funds and resources for supporting plans, and projects/activities of the school.

4. Recommend how to evaluate plans, projects/ activities of the school focusing on achievement and values.

5. Suggest how to develop plans, projects/ activities of the school.

Factor 2 Public responsibilities

Public responsibilities refer to the school management that is concerned about the benefits towards the community around the school and society. School activities are not harmful to the community and society.

Indicator 2.1 Public responsibility policy by administrators

Process Performance Indicators

1. Make plans to prevent the impact of school operations on the community and society.

2. Have guidelines for responsibility action on the impact towards community and society.

3. Have guidelines on the school operations focused on the needs of the community and society.

4. Have preventive plans evaluation for school operations that impact both in a negative and positive manner to the community and society.

5. Employ evaluation results to improve preventive plans of the school operations impact on community and society.

Indicator 2.2 Providing learning, teaching and activities that promote public responsibility by teachers

Process Performance Indicators

1. Make plans to develop learners to have a public mind set and volunteer spirit for community and society.

2. Arrange learning that promote students' public mind set and spirit of volunteering to protect community and society problems.

3. Encourage student's participation in voluntary activities with community, society, and external

organizations.

4. Evaluate volunteer spirit of students on participating in activities with community, society, and external organizations.

5. Utilize evaluation results to improve learner's development plan on public mind set and volunteer spirit for community and society.

Indicator 2.3 Student participation on public responsibility manifestation

Process Performance Indicators

1. Engage learner's development plan on public mind set and voluntary spirit creation for community and society.

2. Be a good member in community and society by helping to alleviate problems

3. Participate in voluntary spirit activities to aid community, society and external agencies.

4. Participate in voluntary spirit activities evaluation with community, society, and external agencies.

5. Participate in utilizing of evaluation results to adjust learners' individual plan for having public mind set and voluntary spirit for community and society.

Indicator 2.4 Basic education board support on public responsibility activities

Process Performance Indicators

1. Make plans to prevent impacts of school operations on community and society.

2. Provide measures to prevent impacts of school operations on community and society.

3. Encourage and support school personnel to know and understand impacts of school operations on community and society.

4. Supervise and monitor impacts of school operations on community and society.

5. Suggest solutions to improve and protect impacts of school operations on community and society.

Indicator 2.5 External agencies support on public responsibility activities

Process Performance Indicators

1. Offer plans to prevent impacts of school operations on community and society.

2. Advise measures to prevent impacts of school operations on community and society.

3. Suggest the school to be a learning resource for preventing impacts of school operations on community and society.

4. Recommend how to evaluate school operations on preventing impacts of school operations on community and society.

5. Suggest how to develop measurement plans to prevent impacts of school operations on community and society.

Factor 3 Stakeholders' caring

Stakeholders' caring refers to school management in the interest of caring, having benefit share with person or related group of people on school operations and activities.

Indicator 3.1 School policy on stakeholders' caring

Process Performance Indicators

1. Manifest school operation policy concerning the stakeholders' advantages.

2. Offer stakeholders opportunities to participate on school operation policy formulation.

3. Have occupational health and safety policy in the school.

4. Supervise and monitor policy implementation for school stakeholders' benefits.

5. Evaluate and improve policy based on stakeholders' needs.

Indicator 3.2 School administrators' managing that reflects on stakeholders' caring

Process Performance Indicators

1. Set up plans, activities, and projects for developing potentiality of school personnel, students, and community.

2. Create occupational health and safety measures in the school.

3. Provide good practices to teachers, personnel, students and relevant stakeholders.

4. Supervise and monitor work performance.

5. Use performance appraisal to improve action plans.

Indicator 3.3 Teachers' teaching and activities that reflects on stakeholders' caring

Process Performance Indicators

1. Create learning management plans that focus on learners which also corresponds to the schools' policy and local needs.

2. Organize learning activities to give students opportunity to freely express their ideas and abilities.

3. Provide opportunities to students' parents and community to take part in learning activities and student development activities.

4. Appraise students' learning in various and authentic assessments.

5. Use students' learning appraisal to continuously develop students' learning management.

Indicator 3.4 Students' behavior reflecting on stakeholders' caring

Process Performance Indicators

1. Be a good member of family by obeying parents.
2. Obey teachers' instructions and properly assist them.
3. Be a good member of the school with intention of studying.
4. Be a good member of the community by maintaining public property.
5. Be a good member of society by following laws.

Indicator 3.5 Basic school board joining activities that reflects on stakeholders' caring

Process Performance Indicators

1. Set up school policy for administration department to manage the school on the basis of stakeholders' benefits.
2. Create school policy about teacher and personnel welfare including occupational health and safety in the school.
3. Establish a school policy on quality of education management based on the needs of community, local, and country.
4. Supervise and monitor performance appraisal based on the school policy.
5. Recommend that the school employs performance appraisal to improve school management.

Indicator 3.6 External agencies joining activities that reflects on stakeholders' caring

Process Performance Indicators

1. Support school administration department to manage the school on the basis of stakeholders' benefits.
2. Provide teacher and personnel welfare including occupational health and safety in school.
3. Donate funds and resources for supporting school operations.
4. Jointly evaluate school operations on the basis of stakeholders' benefits.
5. Guide how to evaluate and improve school operations on the basis of stakeholders' benefits.

Factor 4 Community, society and environmental development

Community, society and environmental development means the management of the school that focuses on activities for sustainable development by the participation of school personnel, community and society.

Indicator 4.1 School policy on community, society and environmental development

Process Performance Indicators

1. Have policies, projects/activities that emphasis on community, society and environmental development.
2. Provide practice guidelines based on community, society and environmental development policy.
3. Have a person responsible for implementing community, society and environmental development policy.
4. Measure the schools' development policy performance on community, society and the environment.
5. Use evaluation results for continuous improvement.

Indicator 4.2 Teacher creating innovative learning for promoting community, society and environmental development

Process Performance Indicators

1. Create a learning management plan that recognizes the importance of development in community, society, and the environment.
2. Organize learning activities to support development in community, society, natural resource conservation, and the environment.
3. Conduct research on learning management of development in community, society, and the environment.
4. Develop innovation on learning management for the development in community, society, and the environment.
5. Evaluate the use of innovation and improve for better efficiency.

Indicator 4.3 Students joining the development activities in community, society, and the environment

Process Performance Indicators

1. Co-create practical guidelines for development in community, society, and the environment.
2. Directly and indirectly co-reduce pollution in community and society.
3. Co-preserve and protect cultural heritage of community and society.
4. Be a good member of community by maintaining public property and the environment.
5. Give recommendations to improve development activities in community, society, and the environment.

Indicator 4.4 Basic education board joining the development activities in community, society, and the environment

Process Performance Indicators

1. Create practical guidelines for development in

community, society, and the environment with the school.

2. Support school budget for organizing development activities in community, society, and the environment.

3. Encourage and foster school personnel to gain knowledge and understanding about the development in community, society, and the environment.

4. Supervise and monitor development activities in community, society, and the environment.

5. Give recommendations to improve development activities in community, society, and the environment.

Indicator 4.5 Parents network board joining the development activities in community, society, and the environment

Process Performance Indicators

1. Propose practical guidelines on development activities in community, society, and the environment.

2. Donate funds and resources for supporting development activities in community, society, and the environment.

3. Advise to add development in community, society, and the environment in learning management.

4. Supervise and monitor development activities in community, society, and the environment.

5. Give recommendations to improve development activities in community, society, and the environment.

Indicator 4.6 External agencies support on CSR joining the development activities in community, society, and the environment

Process Performance Indicators

1. Co-create practical guidelines for development in community, society, and the environment.

2. Donate funds and resources for supporting development activities in community, society, and the environment.

3. Share learning with the school for development in community, society, and the environment.

4. Advise to add development in community, society, and the environment in learning management.

5. Give recommendations to improve development activities in community, society, and the environment.

Factor 5 Being a good citizen in society

To be a good citizen in society means the management of school and school activities follow rules and regulations, norms/traditions of society, and no violation on rights and freedom of person, other organizations and having morals as practical guidelines to operate school functions.

Indicator 5.1 Build school personnel to be a good citizen in society

Process Performance Indicators

1. Have a development plan for school administrator, teacher and students to be a good citizen in society.

2. Provide projects/activities that reflect on being a good citizen in society.

3. Make transparent relations and no bribes with public and private sector, and local people.

4. Commit to work with honesty and transparency in all situations.

5. Monitor and supervise and assess school administrator, teacher and students.

Indicator 5.2 Teachers promoting learning and student activities to be a good citizen in society

Process Performance Indicators

1. Set up learning management plans and implementing students as a good citizen in society.

2. Organize projects/activities to promote students to be a good citizen in society.

3. Encourage students to know, understand and recognize on good citizenship in society.

4. Conduct research for creating innovation/new knowledge to foster student to be a good citizen in society.

5. Evaluate, improve and build innovation.

Indicator 5.3 Student development as a good citizen in society

Process Performance Indicators

1. Take part in projects/activities for systematic self-development.

2. Maintain traditions of society and no violation of rights and freedom.

3. Participate in voluntary activities both internal and external in the school.

4. Commit and recognize to be a good member of society.

5. Improve and develop themselves to be good citizen in society.

Indicator 5.4 Basic education board joins the school personnel development as good citizens in society

Process Performance Indicators

1. Establish school policy on development of school personnel to be a good citizen in society.

2. Promote and support development activities for school personnel and students to be a good citizen in society.

3. Promote and support school personnel and students to know and understand how to conduct t

themselves to be a good citizen in society.

4. Monitor and supervise school personnel development as a good citizen in society.

5. Give recommendations to improve school personnel development activities as a good citizen in society.

Indicator 5.5 External agencies support on CSR joining on school personnel development as a good citizen in society

Process Performance Indicators

1. Collaborate with the school to set school personnel development plan about being a good citizen in society.

2. Support school budget for organizing development activities for school personnel and students to be a good citizen in society.

3. Promote and support school personnel and students to know and understand how to conduct themselves to be a good citizen in society.

4. Monitor and supervise school personnel development as good citizens in society.

5. Give recommendations to improve the school personnel development activities as good citizens in society.

Evaluation Criteria Social Responsibility Management in Each Indicator

0	1	2	3	4	5
score	score	scores	scores	scores	scores
No action	Having action on item 1	Having action on item 1 and 2	Having action on item 1, 2, and 3	Having action on item 1, 2, 3, and 4	Having action on all items

The examination of the evaluation criteria for the social responsibility management in secondary schools conducted by focus group discussion was to consider factors and indicators and evaluation criteria for social responsibility management in secondary schools. The focus group attendees were 2 advisors, 3 professionals on social responsibility, and 3 school administrators. The suggestions from the attendees in the focus group were employed for adjusting factors and indicators and the revised version was re-submitted to the professionals for approval. The evaluation criteria on social responsibility management in secondary school form and evaluation on social responsibility management in secondary school form were constructed and assessed by 3 assessors from 3 schools including 1) Triamudomsuksapattanakarn Nonthaburi School, 2) Rattana Thibate School, and 3) Potinimitwittayakom School. The appropriateness of

factors and indicators and the details of school operations with indicators and evaluation criteria on social responsibility management in secondary schools was found between good and excellent level in all 3 schools.

1. The opinion on social responsibility management in secondary school under Secondary Educational Service Area Office (Nonthaburi) was found to be overall very high. Being a good citizen in society had the highest mean scores while public responsibilities, community, society and environmental development, stakeholders' caring, and good governance had lower mean scores, respectively.

2. The data analysis on internal factors that influence the social responsibility management in secondary schools were found as follows:

2.1 The roles of administrators, teachers, and students on social responsibility management had influence on good governance on social responsibility management in secondary schools with a statistical significant level at 0.05,

2.2 The school policy, teachers' roles and students' roles on social responsibility management had influence on public responsibilities on social responsibility management in secondary schools with a statistical significant level at 0.05,

2.3 The school policy, administrators' roles, teachers' roles, and students' roles on social responsibility management had influence on stakeholders' caring on social responsibility management in secondary schools with a statistical significant level at 0.05,

2.4 The school policy, teachers' roles, and students' roles on social responsibility management had influence on community, society and environmental development on social responsibility management in secondary schools with a statistical significant level at 0.05,

2.5 The school policy, teachers' roles, and students' roles on social responsibility management had influence on being a good citizen in society on social responsibility management in secondary schools with a statistical significant level at 0.05.

3. The data analysis on external factors influence on social responsibility management in secondary schools were found as follows:

3.1 The roles of basic education board and external agencies support on CSR had influence on good governance on social responsibility management in secondary schools with a statistical significant level at 0.05,

3.2 The roles of basic education board and external agencies support on CSR had influence on public responsibilities on social responsibility management in secondary schools with a statistical significant level at 0.05,

3.3 The roles of basic education board and external agencies support on CSR had influence on stakeholders' caring on social responsibility management in secondary schools with a statistical significant level at 0.05,

3.4 The roles of basic education board, parents network board, and external agencies support on CSR had influence on community, society and environmental development on social responsibility management in secondary schools with a statistical significant level at 0.05,

3.5 The roles of basic education board and external agencies support on CSR had influence on being a good citizen in society on social responsibility management in secondary schools with a statistical significant level at 0.05.

4. The evaluation criteria of social responsibility management in secondary schools had 5 factors and 27 indicators. Each indicator had score ranging from 0-5. All of the indicators and evaluation criteria for social responsibility management in secondary schools were appropriate to utilize in secondary schools.

Discussion

1. Social responsibility management in secondary school

The opinion on social responsibility management in secondary schools under Secondary Educational Service Area Office (Nonthaburi) was found to be overall. Being a good citizen in society had the highest mean scores while public responsibilities, community, society and environmental development, stakeholders' caring, and good governance had lower mean scores, respectively. Being a good citizen in society had the highest mean scores because the educational policy including formal education, informal education, and non-formal education has cultivated everyone to be a good citizen concerned with other benefits or country more than individual benefits so this is a basic element to strengthen Thailand. Additionally, second decade of education reform sub-committee (Kor-Nor-Por) has circulated "Education development

strategy for creating citizenship B.E. 2010-2018" focusing on developing Thai people in the new era to have self-energy and self-recognition to change society in peace and stability abiding by rules, and equality and brotherhood. The 4 components of educational development strategy are: 1) citizenship education for children and young adults, 2) citizenship education for adults, family and community (Office of the Education Council, 2015) so that all schools stress the development on citizenship education.

For the public responsibilities, community, society and environmental development, all sectors have crucially taken in action because it is a large social issue; but the good governance has the lowest mean score although it is an important principle of organization management. The findings corresponded with Koolkrong (2010) in that social responsibility of basic school administrators under the Secondary Educational Service Area Office 2 (Nakhonpathom) was found at the overall high level. When considered by aspect, the social responsibility of schools on community and society development was found at highest level and the rest were found at high level from high to low mean score, namely, environment, labor practice, consumers' care, human rights concerning, good governance reporting on society and the environment.

The overall teachers and students' opinion on social responsibility management in secondary schools on good governance was found at the high level. Public governance means the systematic establishment of principle, regulation, and mechanism for good and proper monitoring together with organization structure, system management, work standardized process and procedure on public management, public responsibility that is related to key persons on new public management for social stability, sustainable development, valuable and reliable mechanism, and social recognition. The principle of public governance includes social democracy that respects the rights and equity, public administration for people happiness, participation on public management, providing quality and valued public service, equality and non-discrimination to people, accountability for public decision and to be professional, integrity and fairness, focusing on sustainable development, providing public service in all areas, doing the right things, effectiveness and efficiency on public management, transparency, and public information disclosure (Navakul, 2010), corresponding with Phonphoththanamat (2014) who studied *good governance in public organizations: case*

studies of schools under the Office of the Basic Education Commission, Ministry of Education and found that there were 8 components of good governance for school administration, namely, rule of law, ethics, transparency, participation, accountability, efficiency/value for money, responsiveness, and stability of fair salary and welfare.

The overall teachers and students' opinion on social responsibility management in secondary schools on public responsibility was found at the high level. Schools should be scrupulous on the negative and positive impacts and outcomes of operating public responsibility to community and society because they can offer change to social issues. Schools should be responsible for operational objectives and social interest. This finding is consistent with Bowen (1953) that "behavior and business procedure must follow social guidelines", and Wood (1991) noting that "business must be responsible for public area impact in width and surrounding". In other words, it means that a business must be responsible for business process on the public.

The overall teachers and students' opinion on social responsibility management in secondary schools on stakeholders' caring was found at the high level. Stakeholder refers to a person who is involved or has a role in any operations of any organizations and they may gain or loss on mutual interest. Everyone should contribute to develop a plan, control, and coordinate organization operations so as to attain the objective determination. The stakeholder in education management context can be referred to school administrator, teacher, student, parents, and local community (Sanum, 2005). The participation of stakeholder and stakeholder's satisfaction are main variables to run social responsibility because they express caring among stakeholders rather than only use of budget for organizing activities. Stakeholder's satisfaction results from corporate social responsibility through doing activities with each group of stakeholders (Songsiri, 2015).

The overall teachers and students' opinion on social responsibility management in secondary schools on community, society and environmental development was found at the high level. Building a strong sense of community and society and creating a sustainable development are quite significant to drive school operations so schools should organize social activities and/or participate on promotion community and society strengths that have undesirable impacts. School projects should express to be a good citizen in community along with discovering methods to reduce or inhibit negative

impacts on community and society due to the school operations. Additionally, water pollution, air pollution, hazardous wastes and others are causes of global warming impact on human and ecosystem. Consequently, it is a schools' responsibility to improve human quality of life by handling environmental problems. Everyone in school should be responsible for maintaining the environment. This finding corresponds with Chalangsut (2015) who conducted research on development of environmental and community involvement and development indicators according to corporate social responsibility standard in Thai industrial sector. Phanida Chalangsut (2015) found that the exploratory factor analysis on environment has 4 components 20 indicators, including 1) 7 indicators on pollution prevention, 2) 5 indicators on reviving natural resources, 3) 4 indicators on mitigating and adjusting on climate change, 4) 4 indicators on sustainable use of resources. For the community involvement and development has 3 components 15 indicators, including 1) 7 indicators on creating income and technology development, 2) 4 indicators on community involvement and education, and 3) 4 indicators on health promotion and employment

The overall teachers and students' opinion on social responsibility management in secondary schools on being a good citizen in society was found at the high level. The concept of corporate citizenship theory is based on political ideas. The theory views that the corporate social responsibility by leaders' sacrifice or donating to society shows the corporations' duty as a good citizen, called corporate citizen. Hence, the ideas of CSR on this viewpoint aims to increase the quality of people's lives or better community (Chowathanakun, 2014). Though the operations of secondary schools is for non-profit mission, its operations should not violate on human rights and peoples' freedom and should have morality for managing the school operations.

2. Factors influencing on social responsibility management in secondary schools

The research results found that teacher's roles and students' roles on social responsibility management together with roles of basic education board and roles of external agencies support on CSR had influence on social responsibility management in secondary schools in 5 aspects, namely, good governance, public responsibilities, stakeholders' caring, community, society and environmental development, and being a good citizen in society. Furthermore, it disclosed that administrators' roles had influence on social responsibility management in

secondary schools in good governance and stakeholders' caring while roles of parents network board had influence on community, society and environmental development. These findings are consistent with Koestoe (2007) who indicated that top administrators and administrators' values had an effect on organization performance and strategy and the responsiveness of social responsibility is associated with social responsibility on crucial assessment in economic, law, ethics, and donation. Without top level manager support, it is difficult for lower level managers to run social responsibility with colleagues. Clarkson (1995) describes that internal stakeholders refer to shareholder, investor, employee, customer, supplier, ruler, and community while external stakeholders refer to media, any special interest groups. The findings also agree with the Ministry of Education (2551) indicating that developing social responsibility management in secondary schools is important and crucial because nowadays education management focuses on school-based management and relevant stakeholders' involvement.

3. Evaluation criteria of social responsibility management in secondary schools

3.1 The evaluation criteria and indicators in this study were synthesized from the internal and external factors influence on social responsibility management in secondary schools used for decision on quality assessment of attainment or appropriateness of resources and school operations or performance together with the judging of values of any matters that determines obtaining the qualifications as required. (Harvey, 2004; Prommapun, 2008; Kanjanawasee, 2011). The definition of indicators in this study corresponds with the definition given by Kanjanawasee (2011) - the indicator is an observed value of a variable which identifies or reflects the status of the operation or performance – and Johnstone (1981), the indicator is a quantity or quality of attention measurable data in a given time so as to elucidate or indicate interesting situations that may be changed in the future.

3.2 The rating scale for each indicator ranges from 0 to 5 in this study which corresponds with the evaluation criteria on the internal quality assurance standards for higher education institutions in Thailand developed by the Office of the Higher Education Commission (2014). The components of the assessment are divided into 3 elements, namely, indicator, standard and evaluation criteria. For the evaluation criteria in each indicator of educational quality assurance, the scores will

be determined based on the number of criteria used.

3.3 The investigation on the actual implementation of the evaluation criteria of social responsibility management in secondary schools found that the appropriateness of process performance indicators and evaluation criteria of social responsibility management in secondary schools are at high and highest level. It indicates that the development of process performance indicators in each component on social responsibility and the evaluation criteria of social responsibility management in secondary schools are able to assess the social responsibility management in secondary schools corresponding with Kanjanawasee (2011) who noted that the person who is responsible for the selection of the criteria evaluation performance model should crucially consider from the evaluation objectives, context, and evaluation time. For example, each evaluation project has different procedures so it is suitable to apply absolute practical standards in such project while the assessment at the stage of the post-project review should use relative criteria to determine the project's standard compared to other projects.

Suggestions

1. Recommendations for social responsibility management evaluation in secondary schools are as follows:

1.1 To establish social responsibility policy both in educational service area level and school level.

1.2 To have school social responsibility committee both in educational service area level and school level.

1.3 To integrate teacher, student, basic education board, and external agencies to promote the operations of social responsibility management in secondary school's participation.

1.4 To have a criteria trial and after use evaluation for adjustment under the schools' context and social situation changes.

2. Further research recommendations

2.1 Further research is needed on development model of school management participation in social responsibility for school management benefits and responsive to social needs.

2.2 The employment of the evaluation criteria of social responsibility management in this study with secondary schools in Nonthaburi Province in order to set a standard criteria of social responsibility management

in secondary schools in Nonthaburi Province.

2.3 It is recommended to conduct research on factors influencing and evaluation criteria of social responsibility management in secondary schools in other the Secondary Educational Service Area Offices so as to compare the similarity and dissimilarity in different provincial context and to create a standard criteria of social responsibility management for school districts, regions and nation.

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Development of English for Communication and Techniques for Effective Job Interviews and Preparations for Effective Work Performance for Suan Dusit University's Second Year Students of Second Semester of 2017

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Abstract

The research was carried out to fulfill the main objectives to help 27 second-year students of second semester of academic year of 2016's Culinary Technology & Services program to develop core English communicative skills. Regarding the tools used, relevant useful tests were conducted in which the tests processes were comprised of: 1) Pre-test: 20 questions of aptitude test related to job interviews. 2) Post-test: which comprised of resume' writing, oral/Q/A tests given at the end of the semester to test the students' speaking and responding abilities to the questions related to job interviews with an aim to test and to improve their understanding of parts of speech and correct usage of vocabulary, and 3) Questionnaires to measure their satisfaction (5-level Likert scale) which ranges from 1 as least satisfaction to 5 as most satisfaction and was analyzed by using descriptive statistics. Hence, the Pre-test result indicates the average score of 45%. Regarding Post-test, the result shows the average of 64%. In addition, the questionnaires' results relevant to satisfaction towards conducted English training activities to improve the 4-core skills and better understanding of job interviews and resume' writing indicate the score of 4.00 (high satisfaction) with the highest aspect towards resume' writing enhancement at 4.33 (high satisfaction). For the low aspect consistings of , unable to comprehensively read and analyze job classified ads, and unable to fully grasp and understand the whole job interview conversational contexts score at 3.33. To make the process more credible, conversational test (mock-up interviews) was also applied with the moderate score of 68%. In conclusion, the end result of the questionnaires shows a high satisfactory level at 4.05.

Introduction

English is the most commonly used language in daily life and also in the business world. It is the preferred business language because it is a major global language,

and is globally spoken. However, one needs to use it correctly and appropriately, given its importance. Proper English does not mean only the ability to make grammatically correct sentences, but being able to

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perform other means of communication efficiently, for examples: giving a presentation, conducting negotiation and sales conversation, dealing with foreigners and customers just to name a few (Pandey, 2014).

To begin with, teaching pronunciation was an integral part of the study by ways of pronouncing the words by shortening syllable as is common and widely accepted in spoken English (a stress mistake can throw a conversation off track and can be misunderstood). Chen (1996) stated in his study that "English words can be composed of one or more syllables. In all words of two or more syllables, one syllable (stressed syllable) is stronger than the others (unstressed syllables) in the same word. A stressed syllable is louder, longer, clearer, and higher pitched than unstressed syllables. Thus, the combination of stressed and unstressed syllables helps to create the word rhythm in English, which displays an alternate change in strength, length, and pitch of syllables." as referred to Thai words for examples: the words... History isn't pronounce His-Tuh-Ree instead it is pronounced as His-Tree; Victory isn't pronounced Vic-Thor-Ree, but as Vic-Tree, etc. Moreover, intonation plays a key role when speaking, for example: when using affirmative sentences the tone would be flat whilst questioning the tone would go up and both aspects were used as a part of assessment elements when testing pronunciation. Due to the students' susceptible to below average levels of English proficiency, it was essential and beneficial that the research together with relevant practices and tests related to conversational dialogues for job interviews were performed, and most importantly, the obtained outcome can be used as a source to enhance students' English capacity, for improvement of curriculum building, a supporting tool for teaching, and perhaps, guidance for self-improvement, henceforth.

A related study regarding speaking skill by Bashir, Azeem & Dogar (2011) stated that learners can improve their speaking skill by ways of listening and repeating, provide and test learners' sentences structures and ask them to repeat as this can remove their shyness whilst short dialogues and short questions used in the classroom support their speaking skill. In addition, Krashen (1998) investigated listening and speaking skills and concluded that when students speak, this aspect provides evidence of whether he or she has acquired the language to some extent. In this study, the aforementioned methods were incorporated while performing conversational dialogue test and query-based/pictures-based test reflecting moderate improvement of pronunciation and sentences

structures. To further underpin the speaking methods used in this research, Baker & Westrup (2003) stated in their findings that speaking can help learners develop their grammar and vocabulary skills as well as their writing skill due to the facts that once they are able to listen and respond, whilst be able to recognize the spelling of words, and thus helps supporting their communicative ability.

Due to the fact that the majority of the 27 second year students of Suan Dusit University's English proficiency levels ranged at a low intermediate with the average total scoring outcomes at moderate side of 60 plus points out of 100, hence it is important for the students to receive more English coaching and trainings for work purposes in order to compete for job interviews and work place readiness. That said, teaching activities had been customized to suit their needs and their levels (methods and techniques used are explained in the latter part). The research was carried out with an aim to improve the students' four core skills (listening, speaking, reading and writing) with emphasis on the teacher being a coach/facilitator and to focus on the query approach (verbal/two-way communications and written) as well as conversational/dialogue test (task-based) as the main drivers. Recognizing the students' common weaknesses e.g. unable to put words in correct/proper position in sentences, plus extensive teaching conversational and situational English combined with tools used (query/questioning-based approach), jumbled words test, and group speaking activities applied (picture-based/sentences forming), it was anticipated that the students' communicative ability (listening and speaking) would have improved through the said applications and executions as apparent in the outcome.

Objectives

1. To develop and to improve the students' English communication capabilities (listening, responding/speaking, writing resume' and reading) in order to prepare for job interviews.
2. To enhance the students' understanding and knowledge with regards to proper use of sentences structure, workplace-related/vocabulary in daily life, and ultimately to be able to apply the said aspects in variety of situations.
3. To find out weaknesses first then use tests, inquiry and tasks-based methods/activities as solutions to resolve the weaknesses as well as to support the entire experimental processes.

Conceptual Framework

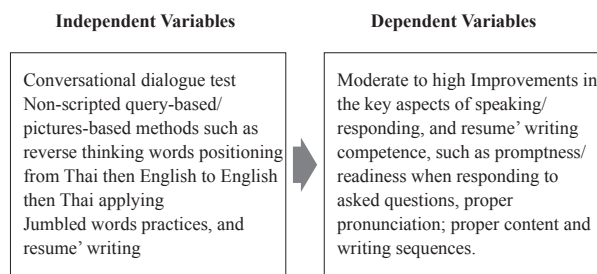


Figure 1 Conceptual Framework

Research Methodology

1. Population and Samples

They were 27 second-year students in the second semester of academic year of 2016's Culinary Technology & Services program to develop core English communicative skills.

2. Research Instruments

Regarding the steps of experimental process, below are Active Learning activities, techniques and tools used to obtain the results:

2.1 Conducted pre-test of 20 questions regarding aptitude test related to job interviews.

2.2 An exercise-based activity to improve vocabulary/sentences structure/writing skills: Finding incorrectness/errors in paragraphs relevant to parts of speech, collocation and grammar and correct mistakes. In this activity, teacher provided several articles/stories (below-intermediate to intermediate English levels) of current events, movies, real life situations etc. Using this, the made mistakes were shared and learned from one another (knowledge sharing).

2.3 Using picture-based (workplace-related) for listening and responding (speaking) improvements Model: students in groups of three looked at the picture and teacher asked situational questions using...Why, What, How, Who, Which, When, and Where. In this process, each group had about 1 minute in trying to produce answer (s) and respond. Using this activity, it was noticed that the students' thought process had been stimulated, and thus drove them to try to come up with an answer which in turn supported their confidence. To support the matter, a related study by Boonkit (2010) cited that "building confidence for English language learners is imperative as confidence and competence usually lead to strengths of English speaking skills." As well, Patil (2008) asserted that "building up the learner's

confidence to eliminate fear of making errors were a priority that the teacher should consider in order to make the learners feel comfortable with their language use.



Figure 2 An unorganized and chaotic office

Source: Scrivener's Learning Teaching., A Guide Book for English Language Teachers, 2nd Edition, Macmillan Education (2009).

2.4 Using jumbled words sentences to test parts of speech/sentences structure: Example: Rearrange the given sentence: difficult me situation how you Tell handle a...Answer: Tell me how you handle (v.) a difficult (adj.) task (n.). Purposes: Testing and cross-checking the students' understanding of words positioning and vocabulary skills.

2.5 Conversational dialogue test (query/question-based/mock-up interviews).

2.6 Organized post-test which comprised of resume' writing, oral/Q/A tests given at the end of the semester to test the students' abilities with regards to speaking and responding to questions related to job interviews with an aim to test and to improve their understanding of parts of speech and correct usage of vocabulary.

2.7 Questionnaires to measure their satisfaction (5-level Likert scale) which ranges from 1 as least satisfaction to 5 as most satisfaction and was analyzed by using descriptive statistics.

3. Collection of Data

3.1 Pre-test (20 points of multiple choices) and post-test (resume' writing and oral Q/A): designed to test the students' knowledge and attitude/aptitude towards writing proper contents, coherence and sequences, correct sentences structure, and proper used of vocabulary in sentences. For pre-test, the average of the correct answers was 9 out of 20 questions (45%) which was below average due to their unfamiliarity of job preparation

dialogues and insufficient understanding of job interview questions used. For post-test the average was 64% of which the high criterion percentage was writing sequences at 77%, followed by proper content at 71%, and the lowest indicated correct sentences structure/parts of speech at 53%, and vocabulary usage at 54% reflecting additional writing practices, continuous learning and practicing of sentences structure were deemed necessary moving forward. (See Table 1)

Table 1 Post-Test (Individuals resume writing)

Item	Assessments Criteria	Average Score (%)
1	Writing Sequences	77
2	Correct Sentences Structure/Parts of Speech	53
3	Proper Content	71
4	Vocabulary Usage	54
	Average	64

3.2 Conversational dialogue test (mock-up interviews)

The samples of interview questions were randomly selected to test all 9 groups of students (3 students per group); each group was given 10 questions (percentage-based), and was allowed to answer within 1 minute and 20 seconds timeframe. Vice versa, each group was asked to provide questions whilst answers were given by teacher. In doing so, analyzing and thinking processes were triggered and responded. According to a research, the term “query” means “questioning something to get answers to what someone has learned.” By applying Query-based method, the average score was 68% average (moderate) with the high side was promptness when responding to questions at 82 %, proper pronunciation at 65%, and on the low side was parts of speech/sentences structure at 58% reflecting meager knowledge of English fundamentals resulting in a moderate outcome. (See Table 2)

4. Data Analysis

According to the above results, analytical assessment on the conducted activities and methods used pertaining to English preparation for job interview can be concluded that: 1) high satisfaction in being able to use knowledge gained for practical use 4.33; Increase of confidence when speaking 4.33 ; able to write proper resume and cover letter 4.33, and the benefits of conducted activities can be used as guidance for job interviews at 4.20. The findings reflect that progress had

Table 2 Conversational Dialogue Test (query/question-based): each group was given 10 questions and was assessed based on 3 criterions, then converted to percentage.

Groups-based	Proper Pronunciation (100 %)	Parts of Speech Sentences Structure (100 %)	Promptness/Readiness when Responding to Asked Questions in Timely Manners Q/A (100 %)
1	62	55	82
2	65	57	84
3	58	61	74
4	72	65	88
5	54	52	69
6	66	61	83
7	69	60	86
8	73	64	89
9	63	57	79
Total score (900)	582	522	734
Average	65	58	82
S.D.	6.24	4.92	6.58

been made from incorporated methods e.g. conversational dialogues practices and oral tests with time limitation in particular as learners were motivated by group engagement and rationally responded to the asked questions. (See Table 3)

Table 3 Surveyed Questionnaire Results: May 2nd, 2017.

No.	Applied criteria/usefulness	\bar{X}	%
1	Students were able to understand and grasped key points	4.00	80.00
2.	Able to use knowledge gained for practical uses	4.33	86.70
3.	The benefits of conducted activities /practices can be used as guidance for job interviews	4.20	84.00
4.	Increase of confidence when speaking	4.33	86.70
5.	Able to write proper resume and cover letter	4.33	86.70
6.	Students had opportunities to share knowledge and exchange information among others regarding preparations for a job interview	3.83	76.70
7.	Able to analyze job classified ads	3.83	76.70
8.	Able to understand and respond to job interview questions	3.83	76.70
9.	Able to perform pre-interview: Self-introduction	3.83	76.70
10.	Knowledge gained was substantially adequate	4.00	80.00
	Average	4.05	81.09

Results

Based on the continuous observations, findings analysis and test results, it was concluded that: the most reliable solution to improve the students' speaking/listening

skills was conversational dialogue test (non-scripted: query/question-based, using jumbled words positioning test, producing questions which had relevancy to the given answers, and practices forming dialogues through pictures-based (putting words in correct position by ways of thinking in English instead of Thai) due to the fact that they were motivated, cooperated, and were enthusiastic to respond and were involved as shown on "Promptness When Responding to Questions" index with the score of 82% corresponded to Leong & Ahmadi (2017), which stressed the importance of creating motivation by ways of developing friendly and cooperative environment as this would enable learners to overcome their struggles, reduce fear and anxiety when performing oral dialogues. Furthermore, a supported study by Sinwongsuwat (2012) asserted that non-scripted question-based activities could provide EFL learners with better opportunities to deal and engage with conversational matters, and at the same time instigating and initiating verbal interactions. Moreover, using the aforementioned techniques allowed teacher to recognize the students' weak points when listening and answering non-scripted questions such as improper uses of parts of speech, vocabulary, pronunciation, as well as grammatical errors. Hence, using this as a key guidance, teachers could further design and implement suitable materials/plans to support testing trials going forward. Further benefits could also be stated that the used methods were hands-on and put emphasis on using English in real-life situations as the main objective. Practically speaking, the students were able to be exposed and dealt with the actual circumstances and realities, which in turn forced them to respond and learn through trials and errors. The outcome as a whole, students' sentences forming ability was improved due to positive reinforcement and motivation using the applied tests and activities stated

Discussion

Boonkit (2010), her study cited that in the Thai context of learning English as a Foreign Language (EFL), instructors regularly asked the question why the majority of undergraduate students were unable to speak English confidently, especially for communication in real situations with foreigners and native speakers. One among many reasons to take into consideration might be a lack of confidence because of fear and anxiety about making errors as stated by Trent (2009). Based on the author's teaching experiences of nearly ten years it has

been discovered that numerous primary and secondary school teachers seemed to have lack of proper pronunciation skills as well as sound knowledge of parts of speech, phrasal verbs, idiomatic expressions as all these are essential if one wishes to use English proficiently. As well, lack of knowledge in vocabulary/not having adequate vocabulary bank was another common weakness as approximately minimum of two thousand English words are needed to literally communicate. Another common weakness that was found in the study was learners were not able to use words order/collocation correctly, for examples: hard frost not strong frost, thinking hard not thinking strong due to the fact that Thais tend to misunderstand the meanings and words positioning between Thai words and English words, and perceive them as the same meaning, as a result using them incorrectly, in particulars when using adjectives such as house big in Thai, but big house in English; a man kind in Thai, but a kind man in English or even in the case of the word Thum-Ruat-Barn=police house (incorrectly and straightforwardly translated word by word as police home using Google Translate) instead of using volunteer police. On pronunciation, it was further discovered that good numbers of students had difficulty in pronouncing words which ended with th, sh, l, r, v, st, z, sk, t, te, d, ed, s, k, se, ce, ne e.g. rice/lice/light/like; fry/fly; tree/three; six/sick; press/place; wish/witch; rock/lock; file/fire; none/nun; crave/cave; full/fool; daily/dairy; confidence vs. confident; response vs. respond etc. In learning how to pronounce and hear the said words repeatedly, their meanings and implications to the sentence were also taught and clarified. Furthermore, the students were asked to share their ideas of their past learning experiences during high school years to classmates (during this process weak points and drawbacks that had hindered their progress were recorded) then each small group practiced saying difficult words, yet common while teacher observed and provided suggestions and corrections. Additionally, pronunciation of verbs that (past and participles) ended with ED such as posted, educated, stopped, loved, ended, figured, calculated, washed, cleaned were explained, tested/challenged, and was later assessed during oral presentation/Qs & As test. In supporting the process, according to (Jenkins, 2002) one important aspects in improving pronunciation to make correct consonant sounds, for examples: when you pronounce the name "McDonald's" put the stresses (loud sounds) on Mc Donald's, and equally important is be able to pronounce

long and short vowel sounds, like “leave” and “live” as the words have completely different meanings.

Speaking further on weaknesses, based on observations related to the practice exercises given; it was found that students were not familiar with using nouns for verbs for example: Where are you heading to? In this situation, it means “Going to”, in this step teacher tested students by having students guess the forward movement/gestures of teacher’s hands and head and tried to guess the implications of the verb. Using this, it initiated learners’ thinking ability and reinforcing their will to speak. In a way, (Winterbottom, 2015) this method implies to discovery learning where the teacher gives examples and allows learners to ask, subsequently learners are asked to provide similar situational/functional words, and ultimately form sentences. Though in order for this to work, teachers are required to have in-depth knowledge and full understanding of vocabulary meanings, its functionalities as well as know wide range of words.

While reading and listening are considered to be the two receptive skills in language learning and using; writing and speaking are the other two productive skills necessary to be incorporated in the development of effective communication. Of all the four macro English skills, speaking and listening are the most important skills needed for verbal communication (Boonkit, 2010), she cited Zaremba (2006) that “speaking and communication skills were usually placed ahead of work experience and ahead of academic credentials for new recruits”. That said...providing opportunities for students to engage in situational dialogues and frequent speaking tasks play a significant roles in the improvement of students’ ability and confidence (Tam, 1997). Correspondingly, EFL learners must have considerable understanding of words and sentences; that is, they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways.

With a goal to enhance their communication skills, it was found that repetition of verbal practices using activities such as describing a variety of pictures which had implications to forming then saying correct sentences and using proper adjectives/adverbs with correct position appeared to have been workable and productive as students were able to perform sentences after seeing picture (a sentence formed prior to verbal testing activity...An office unorganized and chaos with a boss lazy; after activity was conducted...A chaotic and unorganized office with a lazy boss). Given their overall

low English fundamentals, it is necessary that teachers put forth in convincing learners and changing their mindset not to think in Thai sentences structure but instead in English structure, particularly when positioning an adjective in front of a noun as in the case of Thai language where nouns are positioned before adjectives, whilst pronunciation can also be assessed at the same time.

The study and the test outcomes enabled us to discover the followings: (1) concerning productive skills (writing and speaking): inadequate vocabulary knowledge and lack of knowledge of parts of speech/sentences structure were the major weaknesses which led to incapability of forming and producing sentences, and (2) On receptive skill (listening), incorrect pronunciation and inadequate vocabulary knowledge and lack of knowledge of parts of speech/sentences structure were apparent. However, the obtained results reflected that conducted activities and applied techniques which had been used throughout the study had been proven reliable and served the students’ needs e.g. non-scripted: question-based, words/vocabulary recognition through correct pronunciation, clear and thorough explanation on the usage of Thai words and meanings versus English meanings resulted in improvements in production and formation of correct sentences.

On other important aspects, it was noticed that learners needed to improve their analytical thinking skills, especially when exposed to unfamiliar and unrelated-to-the study’s questions. Though, these concerns can be assisted and improved by allowing learners to have more opportunities to practice speaking/engaging in conversations at very minimum of one hour per day. Importantly, teaching materials and classroom activities should be focused on open-ended formats/question-based as well as thinking-based and put emphasis on two-way communications as high priorities as opposed to doing grammar exercises and memorization, all with the ultimate outcome towards enabling learners to express and explain different daily/worldly situations in English in their own words/opinions whether it be paraphrasing and/or debating.

In addition to this, continuously practices on listening and trying to get used to tones, sounds, stress, and different accents of native speakers are strongly recommended. As well, promoting hands-on and minds-on activities/exercises that enable learners to test ones’ cognitive skills is tremendously beneficial for skills improvement.

Suggestions

1. Further classroom researches are needed to be conducted in order to improve the students' listening, speaking abilities in particulars by ways of using WH-questions (open-ended) and responses which can be done in accordance with Active Learning approach complemented with activities and skill tests that enforce and enable learners to think, analyze, and produce whether it be responding to asked questions and being able to communicate and perform dialogues in functional and practical situations in a timely manner.

2. Self-development is absolutely necessary with regards to knowing, and understanding of vocabularies for situational/functional uses as well as speaking with correct pronunciation as these were major weakness of majority of the studied students. Moving forward, ones should follow the techniques, fundamentally laid guidance/instructions that have been applied and tested during the study, and put to good use on a regular basis due to continuity in practicing the language is imperative, and must find time to practice speaking and engage themselves in real situation.

3. Active Learning concepts are needed to be taught and facilitated in keeping learners motivated. Additionally, teaching methods and electronic tools/applications/Social Media need to be customized to serve their needs and be able to improve their weak points... with emphasis on listening and speaking aspects.

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A Causal Model of Safety Working Behavior in the Rubber Wood Industry

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Abstract

This survey research aimed to develop causal models of work safety behavior in the Rubber Wood Industry. The sample groups of this research were 440 manufacturing workers from 89 factories. The research instrument consisted of questionnaires with the rating scale and analysis of the data using descriptive statistic include frequency, percentage, mean, standard deviation, variables distribution and correlation, the relationship between factors and measurement Model, Confirmatory Factor Analysis: CFA and Structural Equation Model using AMOS v.21 program.

The study found that the developed causal models' compliance with empirical data at the acceptance criteria of Goodness of Fit Index with the index value of χ^2/df equal to 1.189, CFI equal to 0.996, GFI equal to 0.965, AGFI equal to 0.935, RMSEA equal to 0.022. In addition, the results found that (1) safety climate has direct influence on safety knowledge. (2) safety knowledge has direct influence on safety behavior (3) safety climate has direct influence on safety motivation (4) safety motivation has a direct influence on safety behavior. (5) safety climate has direct influence on safety attitude (6) safety attitudes have a direct influence on safety behavior (7) personality has direct influence on safety behavior (8) personality has direct influence on safety attitudes (9) safety knowledge has direct influence on safety motivation. (10) safety motivation has a direct influence on safety attitudes. The suggestions from the research are to study work safety behavior of the other sample groups or in other industrial areas with the same variables. The government and organizations may use the findings as a guideline for safety protection and help in resolving problems concerned with safe working behavior.

Introduction

The promotion and development of national industrial sectors is the driving force of Thailand's economy. Health promotion is also a main priority supported by Thailand's government. One of the most

important qualities of labor quality development is the promotion of work safety. Every year around the world, labors are injured, lost of lives and property incur from work. Each year, there are more than 317 million labor injuries from work while 160 million labors had work

related illness. There were 2.34 million labors around the world that have lost their life from work. There were 3.21 hundred thousand workers injured from work accidents every 15 seconds and there were 151 workers injured from work accidents (International Labour Organizatio, 2013). Thailand's statistics for work accidents or illnesses of the insurers during 2004-2013 found that there was a slight decrease of 15.12 percent. Meanwhile, 3,036 workers experienced dismemberment which increased in proportion of 26.94 percent. There were 28 workers with total permanent disability which also increased from the previous year to 32.14 percent (Workmen's Compensation Foundation, 2014).

Accidents that occur in the workplace cause damage on raw material, organizations and the government agencies need to pay large amounts of compensation but also worker's family suffer because if the worker is permanently disable they are not able to work and become a burden to the family to take care (National Institute of Development Administration, Research Center, 2010; Osuansri, 2011)

Thailand's industry has continued to grow especially the rubber wood export industry due to demand from foreign countries (Pornchaisuree, 2012). Southern Thailand is the region with the most rubber wood processing industry. There are 593 legally registered rubber wood processing plants with 64.50 percent located in the South of Thailand (Department of Industrial works, 2013). In 2013, Agricultural Statistics showed that Southern Andaman provinces have a high potential in rubber productions which is close to the average of the whole country (National Statistical Office Thailand, 2014). The rubber wood industry requires the labor force to work with large and small machinery. (Department of Health, 2010) which means the labors have a high risk of injury during their work. Fritz & Sonnentag (2009) mentioned that in taking proactive safety precautions will increase organizations' effectiveness.

Rubber wood processing manufacturing workers are related to all production process which the product's quality depends on them. If the organization can create a safety system in the workplace, the employee will feel more secure and produce quality and effective work to reach the goal. (Manion, 2003). The use of human labor with large machines and sharp equipment may increase the risk of accident from work. Although the Thai government has introduced measures on this matter that relates to laws to prevent risk and injury from work; still

the injury rate tends to increase. Moreover, the study on factors affecting work safety has not been studied in the rubber wood processing industry.

Therefore, this research is conducted to develop the causal models for work safety behavior in the rubber wood industry to be the guidelines for the organizations to manage effective work safety, reduce injury and loss in the organizations and develop productive organizations with high work safety systems for the employees.

Objectives

To develop safety behavior, safety climate, safety knowledge, safety motivation, safety attitude and personality for causal models of work safety behavior in the rubber wood industry.

Conceptual Framework

From the literature review of the mentioned variables, the researchers used as the guidelines for integrate and develop the model related to influence variables on safety behavior include 5 latent variables are (1) Safety Climate which divided into 4 observable variables include Management Values Security Communications Safety Training Safety Laws (2) Conscientiousness divided into 6 observable variable include Competence Order Dutifulness Achievement Striving Self-Discipline Deliberation (3) Safety Knowledge divided into 4 observed variables include Equipment Knowledge Working Environment Knowledge Working area Knowledge Safety Mechanism (4) Safety Motivation divided into 2 observable variables include Intrinsic Regulation External Regulation (5) Safety Attitudes divided into 4 observable variables include Hardware Software Live ware Risks Behavior. It summarized into research conceptual framework as the following Figure 1.

Research Methodology

1. Population and Sample

Population used in this research were manufacturing workers in Southern Andaman rubber wood industry (Ranong, Phang-nga, Phuket, Krabi and Trang) which was authorized in 2014. The sample size used to analyze the causal models was at least 20 samples per 1 variable (Hair, Black, Babin & Anderson, 2010). There were 22 variables used in this research with the sample group of 440 manufacturing workers. The random sampling used were multi-stage sampling.

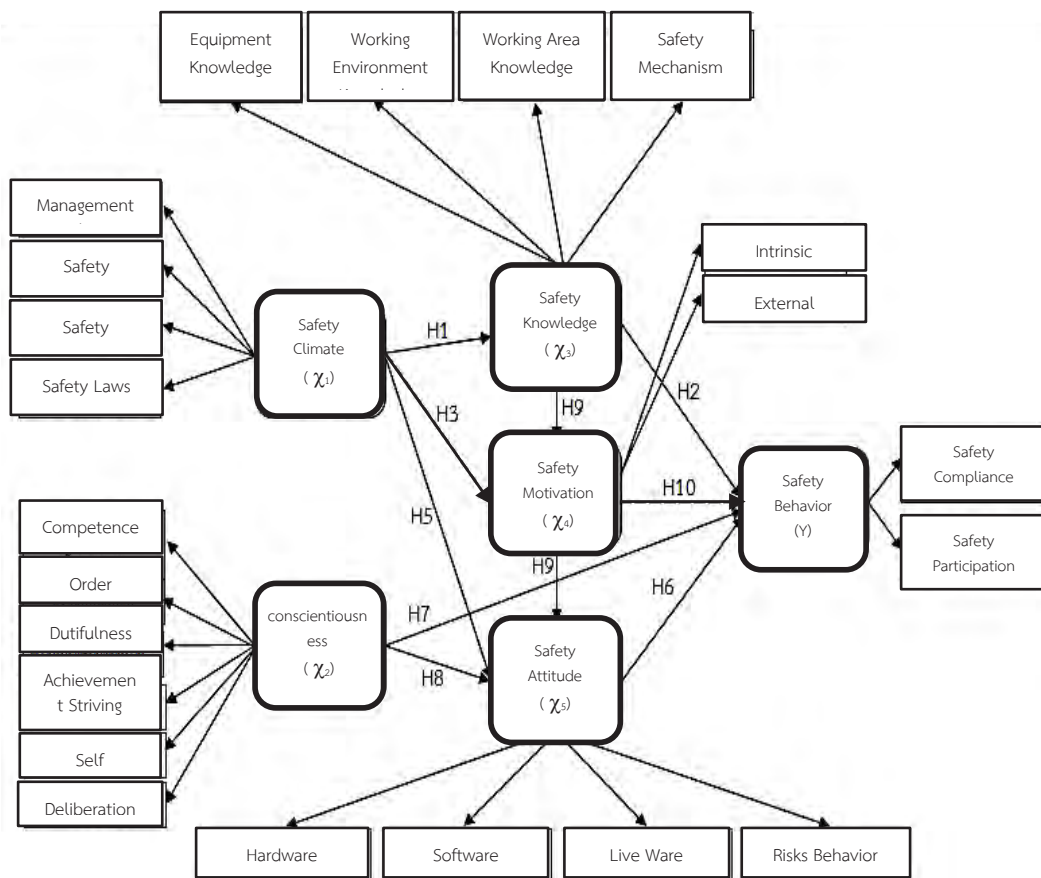


Figure 1 Conceptual Framework

2. Research instruments

The research instrument used for this research was a 5 level rating scale questionnaires consisting of very high, high, moderate, low and very low. The questionnaire was developed by relevant literature reviews and then examined through the content validity and analyzed with the Index of Congruence (IOC) by 5 professional experts. The Index of Congruence were 0.20-1.00. The researchers revised the contents of the questionnaire according to professional expert's advice and distributed to 30 non-sample group manufacturing workers in order to analyze the reliability of the questionnaire by liker rating scales which the α Coefficient equal 0.84 indicating excellent reliability (Kline, 2011). Therefore, the questionnaire was qualified to use.

3. Data Collection

The researchers coordination with human resource department to collect the data from manufacturing workers from 89 rubber wood industries. There were 440 questionnaires with 8 weeks for data collection with 100 percent of questionnaire returned.

4. Data Analysis

Data analysis used for this research were frequency, percentage, mean and standard deviation. The variables distribution, analyze the relationship between factors, measurement model, Confirmatory Factor Analysis: CFA and Structural Equation Model were also used to analyze the data.

Results

1. The samples used in this study were mostly male aged between 30 – 39 and held a High Vocational certificate. They were mostly married and lived together. Their work experiences are lower than 5 years in production supervisor. The sample group were mostly from Trang province.

2. The Confirmatory Factor Analysis (CFA) analysis found that the models are consistent with empirical data that the Goodness-of-fit-index (GFI) were at the acceptance criteria of $\chi^2/df = 1.189$, CFI = 0.996, GFI = 0.965, AGFI = 0.935, RMSEA = 0.022 which the

value of the index were at the good fit of the criteria as shown in Table 1.

Table 1 The Goodness-of-fit-index (GFI) analysis of Casual Model

Goodness-of-fit-index (GFI)	Criteria	Index value	Result
χ^2/df	<2.00	1.189	pass
CFI	≥ 0.95	0.996	pass
GFI	≥ 0.95	0.965	pass
AGFI	≥ 0.90	0.935	pass
RMSEA	<0.05	0.022	pass

3. The researchers analyzed the result by using 2 statistic testing which are Kaiser-Mayer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's test of sphericity to specify observable variables in identity Matrix (Ungsuchot, Vijitwanna & Pinyophanuwat, 2011). Therefore, if the KMO value is greater than 0.5 and P-Value of Bartlett's test of sphericity is less than 0.05

representing that the data of the variables are related and appropriate to be used in structural equation analysis.

4. The result of the causal relationship test found that safety climate has a direct positive influence on safety knowledge ($\beta = 0.56$, $p < .01$). Safety climate has a direct positive influence on safety motivation ($\beta = 0.06$, $p < .01$). Safety climate has no direct influence on safety behavior ($\beta = -0.03$, $p < .16$) conscientiousness has direct positive influence on safety behavior ($\beta = 0.53$, $p < .01$) conscientiousness has direct positive influence on safety attitude ($\beta = 0.29$, $p < .01$) safety knowledge has a direct negative influence on safety behavior ($\beta = -0.21$, $p < .04$) safety knowledge has a direct positive influence on safety motivation ($\beta = 0.82$, $p < .01$) safety motivation have no direct influence on safety behavior ($\beta = -0.82$, $p < .1$) safety motivation has direct positive influence on safety attitude ($\beta = 0.54$, $p < .01$) safety attitude has direct positive influence on safety behavior. ($\beta = 0.34$, $p < .01$) shown in Figure 1

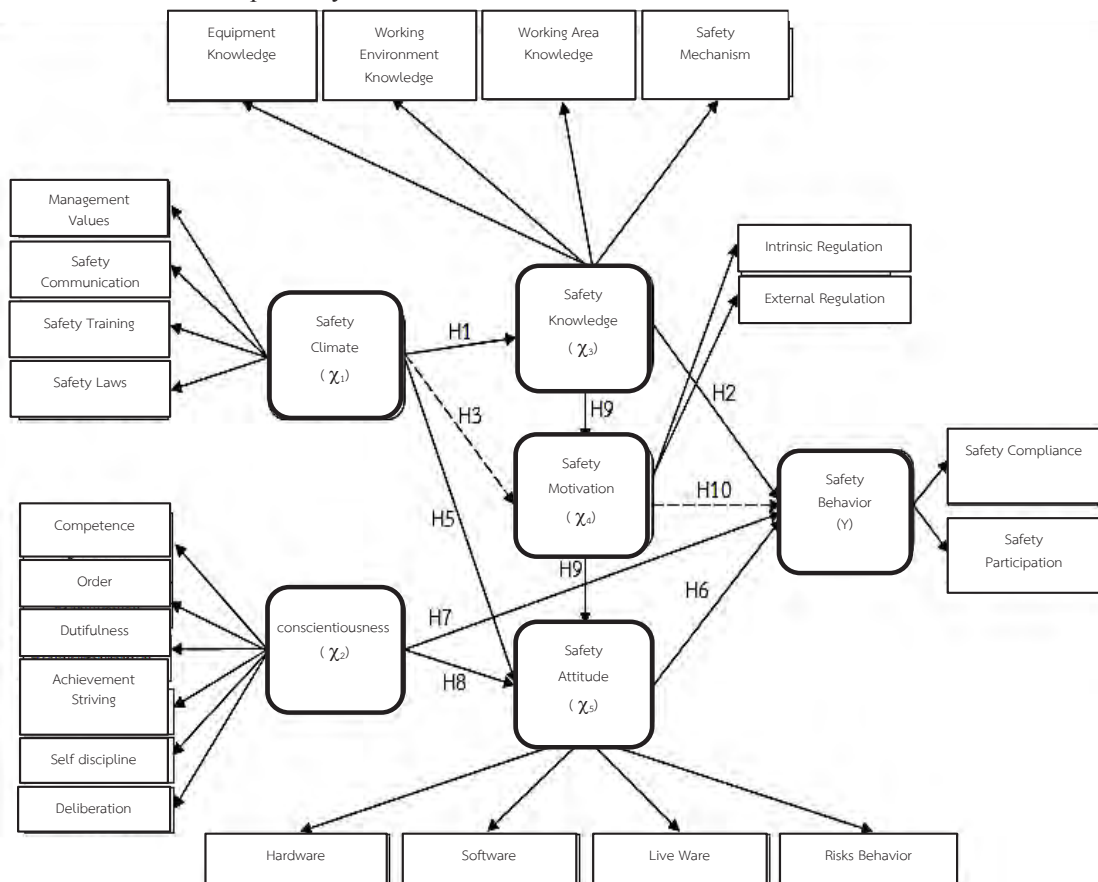


Figure 2 The Goodness-of-fit-index (GFI) analysis result of Casual Model of work safety behavior in rubber wood processing industry.

Remark: * = $P < 0.05$

The relationship between variables is significantly correlated. \longrightarrow

The relationship between the variables was not significantly correlated $-----\longrightarrow$

Discussion

The result found that the conscientious personality have an influence on safety behavior. In addition, the hypothesis testing results found that variables which influence safety behavior were safety climate has positive direct influence on safety knowledge. It is consistent with Hedlund, Ateg, Andersson & Rosen (2010) who indicated that the safety climate focuses the workers on their work safety such as the manager with clear safety standpoint and educate the workers about work safety. It is also consistent with the study of Hughes (2008) stating that the safety climate has an influence on work safety and workers' behavior. Therefore, if the manager values work safety, it will promote a work safety climate and work safety behavior.

Work safety behavior has a direct influence on safety motivation in the rubber wood industry consistent with the study of Neal & Griffin (2006) found that work safety climate has a direct influence on safety motivation. In addition, it is also consistent with Hedlund et al. (2010) who indicated that work safety climate is a psychological factor that drives positive motivation. The continuous training for the workers will benefit them in long-term which gives workers self-esteem and lead to work safety motivation. Therefore, work safety climate that is properly arranged will bring positive work safety motivation.

Personality has positive direct influence on work safety behavior in the rubber wood industry which is consistent with the study of Siu, Phillips & Leung (2004) found that personality of workers contributes significantly to work safety behavior. Therefore, it is also consistent with Nickell & Hinsz (2011) stating that personality has both direct and indirect influence on work safety behavior as well as work safety attitude. Therefore, the workers with proper personality will be determined for work safety attitude.

Work safety knowledge has a direct influence on work safety behavior in the rubber wood industry which is consistent with the study of Probst & Brubaker (2001) that found that in order to know that work is risky will have a negative influence on work safety behavior. The work safety knowledge has a direct influence on work safety motivation which is consistent with the study of Chockalingam & Sornakumar (2011) findings that work safety knowledge has an influence on work safety motivation. The more safety knowledge workers have, the more effective work safety motivation.

Work safety motivation has a direct influence on work safety attitude in the rubber wood industry which is consistent with the study of Deci & Ryan (2008) that intrinsic motives and extrinsic motives have an influence on personal mindset. Jeffries (2011) also explained that intrinsic motives and extrinsic motives supported by the organization such as work safety performance prizes, work pride will influence worker's positive safety attitude.

Work safety attitude has a positive direct influence on work safety behavior in the rubber wood industry consistent with the study of Henning, Stufft, Payne, Bergman, Mannan & Karen (2009) that found work safety attitude has different effects on behavior as well as the study of Phoo-ngernkham, (2009) who found the relevant result that attitude is the system of thought that reflects their behavior. Personal behavior or performances resulted from their attitude. If they have work safety attitude, they will have work safety behavior.

Therefore, safety behavior, safety climate, safety knowledge, safety motivation, safety attitude and personality have an influence on work safety behaviors of rubber's wood processing manufacturing worker's which Fritz & Sonnentag (2009) mentioned that in taking proactive measures in work safety will increase an organizations' effectiveness.

Suggestions

1. Government agencies should set up training plans to educate the safety, consult, follow up and advise industries on work safety in order to promote work safety behavior.
2. The organization should define the policy and safety goal along with systematic management on work safety plans as well as follow up the result continuously which will help to minimize accidents occurring at work.
3. There should be work safety behavior study of different sample groups or in different industry area with the same variables in order to develop the preventive plan and to resolve safety behavior issues at work.

Suggestions for the future research

The researchers have suggestions for the future research as follows:

- 3.1 There should be additional qualitative studies by using different tools such as group discussion, observation or in-depth interview and action study in order to have in-depth information to benefit in various areas that can be applied in designing safe workplaces

for the workers.

3.2 There should be research on the effect or the correlation of intervening variables that might influence the safety behavior and give more details in the conceptual framework.

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Vocational Teacher Desired Characteristics

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Abstract

This article presents results of survey research which aimed to investigate of desired characteristics of vocational teachers, and analyze the factors of desired characteristics of vocational teachers. The 240 samples, collected using stratified random sampling, comprise of Faculty of Technical Education Teachers, 5th year undergraduate students of Faculty of Technical Education, and in-service vocational teacher. The research instrument used for collecting data was a 80-item Likert's six-point scale questionnaire. Research instrument reliability, analyzed by Cronbach's alpha coefficient, was between 0.637-0.968.

The research findings reveal desired characteristics of vocational teachers consisting of 12 factors namely, 1) 'possess the spirituality of teacher spiritual' consisting of 20 indicators, 2) 'organize the quality learning activities' consisting of 13 indicators, 3) 'co-operate with other organizations' consisting of 6 indicators, 4) 'construct new academic knowledge' consisting of 4 indicators, 5) 'work safety' consisting of 4 indicators, 6) 'master in multi-context' consisting of 4 indicators, 7) 'create good learning atmosphere' consisting of 4 indicators, 8) 'arrange suitable environment' consisting of 3 indicators, 9) 'realize changes in the world' consisting of 5 indicators, 10) 'work with full competency' consisting of 4 indicators, 11) 'keep pace with new information' consisting of 3 indicators, and 12) 'understand the learners in all aspects' consisting of 3 indicators. All factors mutually describe vocational teachers' desired characteristics at 64.131%.

Introduction

Currently, Thailand is experiencing change influenced by world economic, social and technology development. These influences cause the need for an increase in manpower to work in many sectors including industrial, commercial, agriculture, tourism, and services. The Thailand government has been focusing and emphasizing on education policy as one urgent

mission in all education levels, regarding the production and development of nation manpower (Meesuk, 2016).

One of the departments involved in human resources development is the Office of Vocational Education Commission (OVEC). The main responsibility of OVEC is being an organization which conducts education for the improvement of quality of life for Thai people. The OVEC aims to enhance the knowledge, skills, experience and competencies of people in skilled

work for the labour market. Data from OVEC in 2016 revealed there are 914 vocational school in Thailand (data dated November 18, 2016) classified as technical college, vocational college, polytechnic college, industrial and community education college, college of agriculture and technology, in addition, the college offers a variety of courses which are named by the type of subject taught. There are huge number of teachers who teach in all colleges around the nation.

Problems exist in vocation education to prepare the manpower for Thai labour market such as the achievement of vocational students have been declining (Ruamchomrat, 2015). The solutions to solve the problems was established and must be considered from the beginning of the nation's human development system in the education system. Teachers must have significant roles as a teacher or trainer who transfer knowledge, moral values and ethics, in addition, way of life and specific career acquisition to students. Hence, the role of the teacher as a good model in terms of knowledge and behavior and moral and ethical developer. The current social situation has changed the teacher's role, as society expects and needs the teacher who has desire, quality and potential. Especially, teachers who teach in vocational education. (Wongdee, Yampinit, Mejareurn, and Chimphee, 2016)

The above mentioned changes have caused experts to pay more attention to the production process of vocational teachers. It begins with the teaching of students who study for vocational teaching in university with the focus on how to develop the characteristics that respond to the changes. In order that the Office of the Higher Education Commission (OHEC), main unit for professional development, has issued the Notification of the Higher Education Commission on guidelines for compliance with Thai Qualifications Framework for Higher Education B.E.2552. This Act describes the desired characteristics of all degree graduates, especially in bachelor's degree. The Act is considered to be the basic level for the current Thai society, defining the attributes of bachelor degree graduates in two parts, including, knowledge & competencies and desired characteristics.

Firstly, the level of knowledge and competencies of bachelor degree graduates must have 5 skills, at least, consisting of 1) knowledge which is comprehensive, coherent and systematic in the field of study. 2) ability to examine complex problems and solutions creatively from their own insights and relevant disciplines

knowledge. 3) ability to investigate and use mathematical and statistical techniques to analyze and solve complex problem through appropriate mechanisms selection to communicate the results to various type of the recipient. 4) in case of professional courses, importance is to have necessary knowledge and skills to perform in disciplines effectively. 5) in case of academic courses that do not focus on professional practice, importance is to deepen understanding of research in relevance field and must consider the ability of research interpretation, analysis and evaluation to the extension of knowledge in the disciplines.

Second, desired characteristics of graduates have 5 aspects including 1) initiative to solve problems and arguments in both personal and group situations by the performance of leadership in seeking new appropriate alternative solutions. 2) able to apply insights of theoretical and methodology knowledge in their discipline to solve problems and arguments in other situations. 3) able to explore and offer solution processes in academic or professional problems by accepting the limitations of the nature of knowledge in each discipline. 4) engaging in the development of knowledge and skills in their discipline to be up to date and increasing knowledge and understanding continuously. 5) perform highly ethical and responsibility in academic, professional and community context, continuously (Thai Qualifications Framework for Higher Education, 2009). All desired characteristics have been initiated by higher education institutions to use for planning and designing of teaching and learning aimed to develop graduates to be professional personnel with the characteristic as described.

Moreover, the Teacher Council also announced Code of Ethics of Teacher Profession B.E.2556, which states that educational profession must behave nine practices in five sections according to ethical performing including personal ethics, professional ethics, client centered ethics, collegial ethics and societal ethics. In addition, teacher's characteristics have been studied according to professional standard found that teacher's characteristics are divided into 12 standards, 50 indicators (Khuanhat, 2007). In particular, there was a study on the specific characteristics of vocational teachers which showed the characteristics of vocational teachers and was divided into five aspects comprising of academic, instruction, teacher personality, human relationship and ethics, with 61 indicators (Jantararat, 1998). In the same year, the characteristics of the industrial teachers was

studied, the results of the study showed the characteristics of industrial teachers with 4 aspects including knowledge and professional skills, teaching ability, personality and virtue, and counseling and guidance, with 45 indicators (Tampahasdi, 1998). Teachers' characteristics have been continuously studied with a variety of results. Most results are from interviews conducted by analysis of the opinions of the administrators using statistics such as frequency, mean, standard deviation, and percentage, which are found to be related to vocational teachers in five aspect including knowledge, skills and technical, pedagogy, personality, and interpersonal relationship, there are more than 80 indicators involved (Onaium, 2005; Hanpalachai, 2005; Hankla, 2007; Seipel, Walton, and Johnson, 2011).

In the age of change, under the circumstances of competition in the Thai labour market both inside and outside the country, vocational teachers are significantly important because the process of country development requires the educational process to prepare qualified manpower. The production of quality vocational teachers align with the current situation and desired characteristics as the social and educational system requires is the beginning of Thailand's development process. Higher education institutions as vocational teacher production unit needs to set main goals to be used as a guidelines for producing and developing qualified vocational teachers. Therefore, the study of indicators and analyze the factors of desired characteristics of vocational teachers with a reliable statistical method by reflecting the features in multi-dimensional structure and reflecting more than one person's latency factors will be a benefit for the educational researcher as a method to understand the actual attributes (Pipatsuntikul, Chinodom, and Sutisripok, 2018; Rawanprakhon and Tayraukham, 2017).

Hence, it is very important that the responsible organization in charge of vocational education be aware of the attributes. What are the desired characteristics of the current vocational teacher and what are the factors and indicators? The findings can be used for planning, developing, and managing of vocational teachers education.

Objectives

This research was conducted following 2 objectives:

1. To investigate the desired characteristics of vocational teachers

2. To analyze the factors of desired characteristics of vocational teachers

Conceptual Framework

This research considers factors from previous studies which were found to be related to vocational teachers in five aspect including knowledge, skills and technical, pedagogy, personality, and interpersonal relationship (Hankla, 2007; Hanpalachai, 2005; Jantararat, 1998; Khuanhat, 2007; Onaium, 2005; Seipel, Walton, and Johnson, 2011; Tampahasdi, 1998). As shown in figure 1.

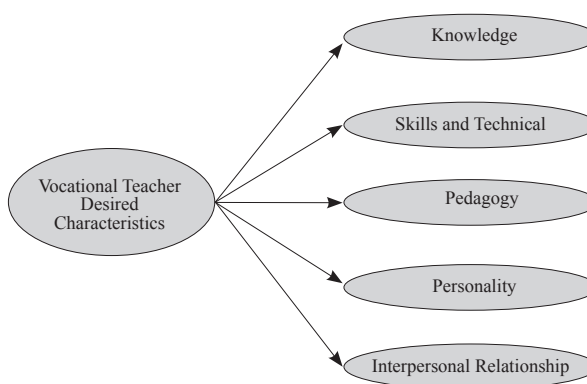


Figure 1 Conceptual Framework

Research Methodology

1. Population and sample

Population of the study were teachers in the Faculty of Technical Education, 5th year undergraduate students in the Faculty of Technical Education, and vocational teachers who teach in vocational colleges under the Office of Vocational Education Commission.

Sample of research were 240 teachers in the Faculty of Technical Education, 5th year undergraduate students in the Faculty of Technical Education, and vocational teachers calculated by the criteria of Exploratory Factor Analysis method, 3 to 5 times of the number of the indicators are studied. Hence, in this research, 80 indicators were studied, it was necessary to use the appropriate sample size to analyze by 240 data. 240 samples is the appropriate by size, suitable and sufficient for analysis of Exploratory Factor Analysis. Therefore, researcher determined the sample by stratified sampling by using character of sample as the stratum.

So, samples were divided into three groups equally; 80 each, including teachers in the Faculty of Technical Education, 5th year undergraduate students in the Faculty of Technical Education, and vocational teachers.

2. Research instrument

Research instrument used in the study was desired characteristics of vocational teacher questionnaire. There were 85 items which were divided into two parts, first, 5 questions about general information of the respondents comprising of gender, age, status, working experience, and type of college. Second part of the questionnaire was 80 items in 6 points rating scale questions about the vocational teacher desired characteristics comprised of 5 aspects including questions about knowledge, skills and technical, pedagogy, personality, and interpersonal relationship. The quality of the research instrument was improved, content validity analyzed by Index of Congruence (IOC) from 5 experts: 2 experts who qualify as higher education graduates in master or doctoral degree related to vocational education and 3 experts were vocational teachers who had worked in vocational college for at least 5 years.

The content validity of the items in questionnaire were developed, revealed that there was no question determined IOC less than 0.80. In addition, researcher improved the questionnaire based on the experts' recommendations and add more clearly details. Eventually process of research instrument development, the 85 items questionnaire was used to try out for reliability analysis in next step. After the research instrument was tried out to verify the reliability. Cronbach Alpha coefficient was determined by using internal consistency coefficient. The 40 respondents who are research population but not sample were asked to respond the questionnaire, time used was ranging from 7 to 9 minutes to finished questionnaire. Each variables revealed reliability coefficient as follow:

Items about knowledge	reliability coefficient were	0.637
Items about skills and technical	reliability coefficient were	0.911
Items about pedagogy	reliability coefficient were	0.942
Items about personality	reliability coefficient were	0.968
Items about interpersonal relationship	reliability coefficient were	0.902

3. Data collection

Researcher collected data in following order:

1. Coordinate with research sample to be divided into: teachers in faculty of technical education, coordinated through the Dean's office of the faculty of

Technical Education, Rajamangala University of Technology Thanyaburi; 5th year undergraduate students in faculty of technical education, coordinated through division of Technical Education; and vocational teachers who teach in vocational college under the Office of Vocational Education Commission, coordinated through professional internship students.

2. Assigned the research assistants to coordinate with sample.

3. Researcher issues the letter of support to respond the questionnaire to sample's organization, namely Faculty of Technical Education, Rajamangala University of Technology Thanyaburi and vocational institutions under OVEC.

4. The researcher set the time for the respondents sent the questionnaire back to the researcher within 2 weeks via the coordinator.

5. Assigned the researcher assistants to submit the questionnaire to the sample by mail and send manually.

6. After the end of 2 weeks, there were 171 questionnaires returned back, accounting for 71.25%. The researcher had followed to the sample and asked them for responding by contact the coordinator in each unit. The return period had been collecting increased by 1 week.

7. There were 162 questionnaires more returned. The researcher checked the completeness and correctness of the questionnaires returned. Incomplete questionnaire were eliminated and completely 240 questionnaires to be analyzed.

4. Data analysis

Data were analyzed by using the software package for analysis. Divided into general information namely gender, age, status, work experience, and type of college, were analyzed by descriptive statistics such as frequency and percentage. Moreover, analysis of data to answer research questions, including Exploratory Factor Analysis (EFA) by principal component method and using rotation technique, varimax method.

Results

The results of general data analysis of the sample shown that the majority were male, 177 (73.75%). 87 (36.25%) of all sample age are lower than 25 years old, followed by age between 36-45 and 25-35 years old were 65 and 63 accounting for 27.08% and 26.25%, respectively. There were three groups of sample status

with higher number, 91 and 90 accounting for 39.92% and 37.50%, were vocational teachers and 5th year undergraduate students, respectively. The last was 59 teachers in faculty of technical education (24.58%).

Considering the type of institution and work experience of sample, firstly, the type of institution was found the sample to be more than half was from technical college (n=141, 58.75%), followed by Rajamangala University of Technology Thanyaburi (n=59, 24.58%) and College of Business Administration and Tourism (N=28, 11.67). There are only few sample from Industrial and Community Education College, Polytechnic College, and College of Technology and Management (total n=12, 5%). Considering to work experience was found that there were 76 unemployed respondents (31.67%), followed by 11 to 15 years experienced were 42 (17.50%) and between 6 to 10 years experienced were 40 (16.67%), respectively.

For the analysis of the factors of vocational teacher desired characteristics, the researcher analyzed the factors by extracting the elements by Principal Component Analysis and Orthogonal rotation by varimax method as follows in order:

1. Examination of basic statistics agreements had conducted before performing EFA. Researcher have analyzed the significance of correlation matrix between items by analysis of The Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity to examine the initial agreement on suitable data for factor analysis. The result of the KMO test should be more than 0.50, test result revealed 0.864 that mean the data were suitable to be analyzed. For the Bartlett's Test of Sphericity is a test of identity correlation matrix of population. If data is suitable for analysis, test result should has statistical significant.

Bartlett's Test of Sphericity shown correlation coefficient with statistically significant at .000 revealed the data obtained from sample were good suitable for analysis of the EFA as shown in Table 1

Table 1 Test results of statistical significant of correlation matrix between items by The Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity analysis

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy			.864
Bartlett's Test of Sphericity	Approx. Chi-Square	14690.485	
	df	3160	
	Sig.	.000	

2. Communalities analysis found that the initial contribution before the extraction of components from Principal Component Analysis of all items was 1.000. After the extraction, the values were from 0.633 to 0.803. That's mean the indicators were appropriate for EFA.

3. Eigen Value considerations after rotating, based on an Eigen Value of 1.000 or greater, which is the sum of the squares of the coefficient of each component. Components with an eigenvalue greater than 1.000 and factor loading more than 0.30 have 17 components. Considering of cumulative percent of variance of 17 components was 71.45% of total variance but there were 5 components, component 13th to 17th, has less than 3 indicators according to good criteria of appropriate factor should have at least 3 indicators in the component. The researcher has eliminated these indicators and components. Thus, the 12 vocational teacher desired characteristics were identified with total number of indicators was 73. All factors mutually describe vocational teacher desired characteristics at 64.131% as shown in Table 2.

Table 2 Number of factors, Eigen Value percentage of variance, and cumulative of percentage of variance of vocational teacher desired characteristics factors

Factor	Eigen Value	% Variance	Cumulative %
1	29.247	36.559	36.559
2	3.631	4.539	41.099
3	2.841	3.551	44.649
4	2.296	2.870	47.519
5	2.104	2.630	50.149
6	1.882	2.352	52.501
7	1.791	2.239	54.740
8	1.666	2.082	56.823
9	1.541	1.926	58.748
10	1.462	1.828	60.576
11	1.449	1.811	62.387
12	1.394	1.743	64.131

4. Naming of the factors, the researcher named the factor according to 12 components and considered by the factor loading and statement description contained in each factor as follows:

Factor 1 consisted of 20 indicators, factor loading were from 0.363 to 0.728, and eigenvalue was 29.247, named 'possess the spirituality of teacher spiritual'

Factor 2 consisted of 13 indicators, factor loading were from 0.427 to 0.706, and eigenvalue was 3.631, named 'organize the quality learning activities'

Factor 3 consisted of 6 indicators, factor loading were from 0.550 to 0.756, and eigenvalue was 2.841, named 'co-operate with other organizations'

Factor 4 consisted of 4 indicators, factor loading were from 0.654 to 0.741, and eigenvalue was 2.296, named 'construct new academic knowledge'

Factor 5 consisted of 4 indicators, factor loading were from 0.398 to 0.717, and eigenvalue was 2.104, named 'work safety'

Factor 6 consisted of 4 indicators, factor loading were from 0.362 to 0.594, and eigenvalue was 1.882, named 'master in multi-context'

Factor 7 consisted of 4 indicators, factor loading were from 0.468 to 0.704, and eigenvalue was 1.791, named 'create good learning atmosphere'

Factor 8 consisted of 3 indicators, factor loading were from 0.372 to 0.743, and eigenvalue was 1.666, named 'arrange suitable environment'

Factor 9 consisted of 5 indicators, factor loading were from 0.402 to 0.606, and eigenvalue was 1.541, named 'realize changes in the world'

Factor 10 consisted of 4 indicators, factor loading were from 0.334 to 0.641, and eigenvalue was 1.462, named 'work with full competency'

Factor 11 consisted of 3 indicators, factor loading were from 0.365 to 0.675, and eigenvalue was 1.449, named 'keep pace with new information'

Factor 12 consisted of 3 indicators, factor loading were from 0.335 to 0.835, and eigenvalue was 1.394, named 'understand the learners in all aspect'

Discussion

The results of the analysis of vocational teacher desired characteristics can be concluded. The factors of vocational teacher characteristics are 12 factors including factor 1 is 'possess the spirituality of teacher spiritual' consisted of 20 indicators, factor 2 is 'organize the quality learning activities' consisted of 13 indicators, factor 3 is 'co-operate with other organizations' consisted of 6 indicators, factor 4 is 'construct new academic knowledge' consisted of 4 indicators, factor 5 is 'work safety' consisted of 4 indicators, factor 6 is 'master in multi-context' consisted of 4 indicators, factor 7 is 'create good learning atmosphere' consisted of 4 indicators, factor 8 is 'arrange suitable environment' consisted of 3 indicators, factor 9 is 'realize changes in the world' consisted of 5 indicators, factor 10 is 'work with full competency' consisted of 4 indicators, factor 11 is 'keep pace with new information' consisted of 3 indicators, and factor 12 is 'understand the learners in all aspect' consisted of 3 indicators. All factors mutually

describe vocational teacher desired characteristics at 64.131%. Based on findings above, researcher presented two interesting findings including extraction and factor loading to be discussed.

From the extraction, the describe vocational teacher desired characteristics factors were composed of 12 factors with 73 indicators including 1) 'possess the spirituality of teacher spiritual', 2) 'organize the quality learning activities', 3) 'co-operate with other organizations', 4) 'construct new academic knowledge', 5) 'work safety', 6) 'master in multi-context', 7) 'create good learning atmosphere', 8) 'arrange suitable environment', 9) 'realize changes in the world', 10) 'work with full competency', 11) 'keep pace with new information', and 12) 'understand the learners in all aspect'. The finding can be discussed that these factors are synthesized from documents related to teacher education in vocational education teacher area combined with teacher professional attributes and graduates characteristics of Rajamangala University of Technology Thanyaburi. It covers all the desired feature of vocational teacher and according to the Vocational Education Act B.E.2551. Moreover, the data were collected by quality research instrument and analyzed by inferential statistics. There are more factors than previous research and better described the variance of vocational teacher desired characteristics. (Hankla, 2007; Hanpalachai, 2005; Jantararat, 1998; Khuanhat, 2007; Onaium, 2005; Seipel, Walton, & Johnson, 2011; Tampahasdi, 1998)

In additional, there are 7 indicators which are excluded and not included in any factor namely vocational teacher should be accurate and profound in content taught, vocational teacher should seek new teaching technique or create the invention used in teaching, vocational teacher should bring the results from their project work to improve teaching, vocational teacher should teach the learner how to perform the task to create new knowledge by themselves, vocational teacher should have gentle verbal towards colleagues and others, vocational teacher should be healthy, and vocational teacher should have good relations with colleagues. This is due to these indicators describe the variance with other indicators less than 3 indicators in common, even though these have factor loading and eigenvalue acceptably. However, it does not meet the criteria of the development of component indicators. The researcher then eliminated all seven indicators so that all factor were clear and empirical measurable.

Suggestions

Based on research results and discussion. Researcher can provide recommendations for this research divided into 2 issues, including recommendation for applying research results and recommendation for conducting next research follows:

Recommendation for applying research results based on the finding of the study, the 12 factors of vocational teacher desired characteristics were found are useful for the related institutions, such as Faculty of Technical Education, Faculty of Industrial Education and Technology, apply to determine student attributes or additional desirable characteristics of students in their faculty. The results used as a guideline for development of desirable graduate characteristics. Moreover, the Office of the Vocational Education Commission can use all 12 factors to develop vocational teacher in line with current context.

Recommendation for conducting next research based on the finding, it was found that 12 factors could explain the variance of the vocational teacher desired characteristics at 64.131%. That proposed to study additional indicators to explain more in residual variance. In additional, analytical factors should be analyzed by the Confirmatory Factor Analysis of 12 vocational teacher desired characteristics. And propose comparative study of vocational teacher desired characteristics between first and fourth year students for explore the differences, strengths, and weakness in development process of student activities to develop vocational teacher desired characteristics to students.

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Guidelines for Improvement of Learning Management Process With Technology Integration Using iPad

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Abstract

This research aims 1) to explore learners and instructors' opinions on the problems or obstacles towards learning management process with technology integration using iPad and 2) to study the guidelines to improve the learning management process with technology integration using the iPad in the Academic Collaboration Program between the Department of Local Administration and Suan Dusit University Phase 2 (Ror Mor Por 2). A survey questionnaire was distributed with quota sampling method to 574 students from 6 educational centers under Ror Mor Por 2 project: Suan Dusit University, Lampang Center, Chiang Rai Rajabhat University, Suan Dusit University, Trang Center, Songkhla Rajabhat University, Uttaradit Rajabhat University and Maha Sarakham Rajabhat University. An interview was conducted to 30 instructors from the same 6 educational centers under Ror Mor Por 2 project. The results indicate that the problems and obstacles from learners' opinions towards learning management process with technology integration using iPad have problems/obstacles at a low level with the highest average of the problem in an aspect of technology facilities. It was suggested that the improvement guidelines should have the staff to take care of the device connected to the Internet before the teaching and learning and should have more WIFI signal boxes inside learning areas. From the instructors' interviews, it was found that the instructors' understanding regarding the principles of learning management with technology integration in three learning patterns, the collaborative planning among instructors for learning activities, including giving assignments had not been cleared and inconsistent approach. With these problems, most of the instructors suggested that there should have been a meeting of all instructors in order to make the overall plans together resulting in an apparent and consistent approach. In addition, the technology training program should be provided to all instructors so that they are able to use the iPad as well as technology facilities effectively. Another problem was the effectiveness of WIFI signal that is very important for teaching and learning because iPad need to be connected to the Internet via WIFI network but the WIFI signal was sometimes unstable and low. The improvement guideline for this problem is to develop a WIFI system to make it easier for the Internet connection that can support teaching and learning process effectively.

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Introduction

Suan Dusit University has set up a co-operation project to develop educational human resources for local administrations using effective learning management to prepare the learners for the 21st-century skills. The most important of 21st-century skills is the learning skills resulting in a change of learning management process in order that 21st-century learners can have the knowledge, abilities, and skills to effective use in the future. With advanced technologies, the current environment is surrounded by the infusion of technology. In terms of education, many schools and universities are using technology in a wide variety of ways in classrooms to enhance the effectiveness of teaching and learning. Suan Dusit University is aware of the importance of technology integration as a powerful way to develop teaching and learning seriously and continuously under the concept of three patterns of learning management as follows:

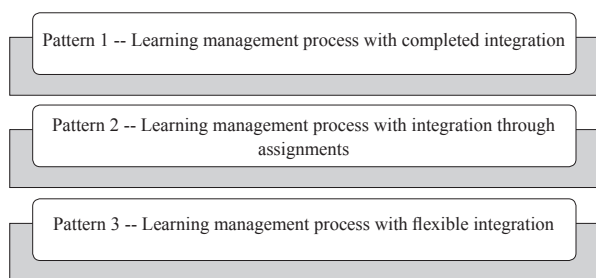


Figure 1 Learning Management Process Pattern

Pattern 1 Learning management process with completed integration is to arrange the learning activities with the integration of all courses that focus on learners' self-learning to create the new knowledge on their own ways. It is the learning process that is helpful and consistent with the real experience at the Child Development Center that provides an integrated learning experience for children in order to reduce some overlapping assignments and class duration. With this learning pattern, the students are able to learn more about new technologies and innovations.

Pattern 2 Learning management process with integration through assignments is the learning management process, which is divided into individual courses. The learning integration takes place the collaboration of whole subjects that all teachers will work together to design the assignment or project for students with the same concepts or ideas to reach the mutual objectives. The designed project helps students to create new knowledge

by themselves and have the opportunities to use new knowledge from the classrooms to develop their projects while working at the Child Development Center.

Pattern 3 Learning management process with flexible integration is to arrange the learning management process for each course separately and all instructors will continuously conduct the classes to complete their own course. The integration takes place through the use of experience-based activities that focus on skills and integration of related subjects. Most of the activities are off-site activities, giving students the opportunity to learn from learning in a variety of resources.

For the 21st century education led by the Faculty of Education which has used the iPad as a teaching tool under the Academic Cooperation Project between the Department of Local Administration and Suan Dusit University in Phase 2 (Ror Mor Por 2) to increase in efficiency and effectiveness of the organization in teaching and learning. It is regarded as true integration of learning to work in providing a variety of learning activities, using information technology, including the iPad in teaching and learning management as well as using the prominent point of the technology to combine with normal teaching and learning management that makes it different from other courses. The challenge of this kind of learning is that instructors and learners have encountered problems or obstacles by using technology in arranging such teaching and learning and both of them can find solutions for such problems in order to develop knowledge, skills, and experiences from using iPad during classroom to extensively apply and contextual implement for developing their own potential in other areas. The comments of the learners and the use of iPad in this integrated pattern of learning can be the beginning for driving education with technology for sustainable education to be a guideline for improving the teaching and learning process with technology integration in the future.

Objectives

1. To explore the opinions of the learners and instructors on the problems or obstacles towards the Learning Management Process with Technology Integration by using an iPad from the Ror Mor Por 2 project.
2. To study the guidelines for the Improvement of the Learning Management Process with Technology Integration by using an iPad from the Ror Mor Por 2 project from problems or obstacles.

Conceptual Framework

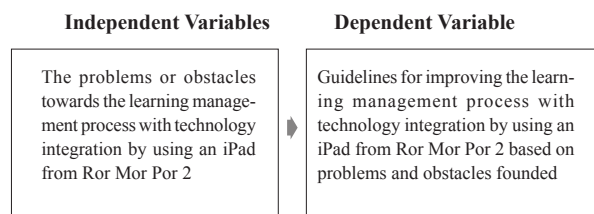


Figure 2 Conceptual Framework

Research Methodology

1. Population and Samples

The population in this research are the learners who are studying a bachelor's degree in Education, majoring in Early Childhood Education from 6 Educational centers under the Ror Mor Por 2 project, including Lampang, Chiangrai, Uttaradit, Mahasarakham, Trang and Songkhla for 995 students. The sample of learners was collected from the number of population for 574 students by using the quota sampling method. The educational centers used in this study were representatives from all centers and they were conditionally selected based on 3 patterns of learning management process as follows:

Pattern 1 –Learning management process with completed integration, the selected universities include Lampang and Chiangrai educational centers.

Pattern 2 - Learning management process with integration through assignments, the selected universities include Uttaradit and Mahasarakham educational centers.

Pattern 3 - Learning management process with flexible integration, the selected universities include Songkhla and Trang educational centers.

2. Research Instrument

This research was quantitative research. The instrument used in this research was a mixed method using the questionnaires as the quantitative method and open-ended questionnaires and interviews as the qualitative method. The instrument contents were as follows:

1) Quantitative method The instruments used to collect data was the questionnaire for the learners' opinions on the learning process management of technology integration by using the iPad. It was divided into 2 parts.

- The first part of the questionnaire surveyed personal information of learners in terms of age, gender, teaching experience taught in the Child Development Center and email address

- The second part of the questionnaire was divided into 6 aspects: 1) Curriculum 2) Learning activities 3) Technology usage of learners 4) Technology facilities 5) Measurement and evaluation 6) Supervising /Monitoring of learning management process to survey the learners' opinions on the problems/ obstacles in the learning management process with technology integration by using the iPad.

2) Qualitative method The instrument used to collect the data was an open-ended questionnaire for the instructors about the problems/obstacles, guidelines for improvement or suggestions in each aspect of the learning management process with technology integration by using iPad as following aspects: 1) Teaching plan 2) Learning activities 3) Measurement and evaluation 4) Supervising and monitoring

3. Data Collection

1) Reviewing data The researchers studied and collected information from both personal and other sources such as books, research papers related to Ror Mor Por 2 project.

2) Field data collection The researcher collected data using the questionnaire and interview to explore the problems/obstacles, the guideline for improvement or suggestions.

4. Data Analysis

1) Quantitative data, the quantitative data were obtained from the learners' opinion questionnaire on problem-solving/ obstacle towards the learning management process with technology integration by using the iPad in Ror Mor Por Project 2 that were analyzed by using the Likert Scale. The results were divided into 5 levels, using the mean and standard deviation.

2) Qualitative data, the researchers had content analysis from the interview without statistic reference. The content analysis was obtained from the documents and the data that the researcher acquired such as interpretations, conclusions, classification and comparison to find answers under the framework and the theories to get a reliable and accurate data.

Results

The results of this research were divided into 3 parts according to the research purposes as follows:

Part 1 Problems/obstacles collected from the opinions' learners towards learning management process with technology integration by using an iPad

Part 2 Problems/obstacles collected from

instructors' interview towards the learning management process with technology integration by using an iPad

Part 3: Solutions used to develop learning management process with technology integration by using an iPad

Part 1 Problems/obstacles collected from the opinions' learners towards learning management process with technology integration by using an iPad

According to the learners' opinions on the level of problems / obstacles towards learning management process with technology integration by using an iPad of the learners in the Faculty of Education, majoring in Early Childhood Education Program, Suan Dusit University from 6 educational centers under Ror Mor Por 2 project, the researchers found that the overall level of problems/obstacles was at a low level with a mean score of 2.10 out of 5.00. According to each 6 aspect, the highest mean score of 2.25 was technology facilities and followed by the supervising and monitoring of learning management process with the mean score of 2.11, measurement and evaluation with the mean score of 2.09, curriculum with the mean score of 2.07, technology usage of learners with the mean score of 2.07 respectively. Lastly, learning activities was found as the lowest mean score of 2.02. The details of each problem/obstacle were as follows.

1) Curriculum

- Most learners still lacked understanding regarding the curriculum and teaching and learning process of Ror Mor Por 2 project. The learners should be more provided with the orientation giving the details about the curriculum, including teaching and learning process.

- Some courses had similar contents and too much theoretical contents. The contents should have been adjusted as a single course.

2) Learning activities

- Some learning activities created for children at Children Development Center were not consistent with the children' daily classroom routines, so the learners who are the actual teachers at Children Development Center cannot adapt those learning activities they learned in the class and use them for the real situation to meet the needs of children.

- Since the curriculum required iPad for learning in the course, the learners had not been constantly trained for using iPad in education. The learners had not been seriously encouraged to use iPad for learning in all

courses and to enhance the skills of learners so that they can implement the iPad for teaching their children at Children Development Center according to Ror Mor Por 2 project's objectives.

- Learning activities are lacking in promoting activities and integrating activities such as extracurricular activities for self-learning outside the classroom.

- Learning activities in the course had not been organized in accordance with the duration of class in each week or throughout the course appropriately.

3) Technology usage of learners

- Some learners could not handle the iPad and found it difficult for using. They should be provided for trainings and the trainings should be divided into different classes according to various functions and applications so that the learners can choose to attend the class according to their interests.

- Personal limitation on the use of iPad such as the cost Internet package, their health problems, especially eyesight problems

4) Technology facilities

- Both instructors and learners sometimes struggle to do the activities because of resource barriers with poor WIFI stability and wireless coverage and problem of non-availability of teaching aids like audio-visual aids.

- No iPad User guide, especially essential apps for specific learning.

5) Measurement and evaluation

- The tests did not have anything to do with what was covered in the class.

- The assessment criteria were quite a high level. It should be adjusted to be aligned with the teaching and learning activities aimed at meeting learning goals as well as the learner's context which not focus only on content knowledge but also on process and capabilities.

- Lack of periodic measurement and evaluation with clarifying and reporting the level of learning outcomes to stimulate the learners for self-monitoring.

6) Supervising / monitoring of learning management process

- The process of supervising / monitoring of learning management process was delayed, especially the report of learning outcomes, including accumulated scores that should be reported to learner in order that they can obtain the guidelines for what to evaluate and how to score for their self-monitoring for study to achieve the goal.

Part 2 Problems/obstacles collected from instructors' interview towards the learning management process with technology integration by using an iPad

1) Teaching plan

The findings of main problems/obstacles as well as solutions were the lack of insights into the lesson plan both integrated TQF3 plan and the individual TQF3 plan. This affected the way in which learning activities were organized and arrangement of activities and instructional media that should meet the learning' objectives. Most instructors agreed that some course contents, including learning activities defined in teaching plan were not aligned with the actual implementation at the Children Development Center. Besides, the instructional media lacked the diversity and could not arouse the learner's attention. The instructors didn't collaborate to plan and create the agreement as well as the guidelines for teaching in case they need to integrate their courses together. Another point was that some instructors did not have enough time to prepare the course contents or activities for teaching because of delayed sending of TQF3. With these problems, the additional suggestions have been stated that the instructors should collaborate in creating a common standard and define all aspects of making TQF 3 together leading to the creating learning activities in the same direction. Also, the instructors should be given the TQF before the first day of university so that the instructor can plan the activities according to teaching plan to create learning agreements and guidelines according to the purposes of teaching plan in each course.

2) Learning Activities

The learning activities were divided into three patterns of integrated learning management process of Ror Mor Por 2 project as following.

2.1) Pattern 1-Learning management process with completed integration

- Instructors and learners lacked knowledge and understanding on the integration of teaching and learning. As a result, the learning activities, teaching methods and giving assignment have not been cleared and did not meet the learning' objectives.

- Learning management process with completed integration is the course that integrated all courses together with the use of technology contributed to the learning activities resulting in the lack of instructors- learners interaction.

2.2) Pattern 2-Learning management process by integration through assignments

- The learning- based assignment using technology affected the implementation of certain learners. There was a limitation about unfavorable technology, such as the Internet system and knowledge as well as understanding of working in use, etc.

- The task assignment approach had not been done in the same direction caused by insufficient clarifying on the principles of giving assignments as planned in the teaching plans.

2.3) Pattern 3-Learning management process with flexible integration

- Some instructors still lacked understanding in teaching and learning-oriented models that focus on innovation, professional learning community (PLC). This problem affected learning activities in terms of content distribution, teaching, and giving an assignment to learners. Therefore, the instructors should be trained about the PLC learning activities.

- Instructors lacked the knowledge and understanding in learning management approaches in the same direction affecting on the practical ways according to the objectives of the learning management process and the integrated teaching plan.

3) Measurement and evaluation

The findings of key Issues/obstacles and the overall solutions lacked participation in all processes of measurement and evaluation aligned with the head office such as standardized benchmarking planning as well as measurement methods. As a result, the instructors lacked understanding of measurement and evaluation. In doing this, there should be a meeting among the instructors to keep the process in line with the same standard and direction according to the context of each area. Besides, it should be measured and evaluated in various ways to improve the evaluation process by reflecting the results in each learning management pattern appropriately.

4) Supervision / Monitoring

The findings and the overall solutions were that the instructor's learning management process lacked the assessment from feedback throughout the process such as activity planning, activity arrangement, technology instructional media, and knowledge transfers. In doing this process, the evaluation of the teaching quality should be observed through the quality of the students' works. The results of the evaluation should be reported to the instructors for mutual clarification and improvement. The suggestions to the problems as mentioned, there should be the apparent and appropriate criteria and guidelines for evaluating instructors according to the

patterns of learning activities. The instructors should be understood in the same direction as well.

Part 3: Guidelines for the development of learning management processes with technology integration using the iPad 2

The researchers analyzed the problems and obstacles and then synthesized the solutions to improve the learning management process with technology integration using the iPad as follows.

- There should be a collaborative learning plan through the process of creating knowledge, understanding and planning together in details for all courses from all sectors involved. This may include the parents' participation or others related as well as the Early Childhood Development Center to meet the intentions of the curriculum that focuses on parenting and promoting learning so that the learner can learn based on specified pattern of learning management process appropriately.

- The potential of instructor and learners in the use of iPad were different, so it is necessary to provide the specific iPad guide user for instructors and learners to study and work properly, including training on the use of new technology or new application to the instructor continuously and properly.

- To enhance the efficiency of the Internet service system in each center for learning activities and researches by using technologies efficiently.

- Learning management with the use of iPad for instructors, the user should be informed for an enroll code or other necessary information in advance to have enough time for preparing the contents, activities, and instruction media selection efficiently.

Discussion

From the study of problems/obstacles towards the process of technology integration learning management using iPad by discussing on the problems/obstacles together with the guidelines for the development of such issues, these can be divided into 6 areas as follows.

In the aspect of the curriculum, the course contents should be reduced in details. Instead, it should be increased for the examples in practical ways together with the theories for better understanding that can lead to the best practice in teaching and learning as well as the proper course duration.

In the aspect of learning activities, the problems and obstacles were the integration of activities and giving

assignments of all courses. It was identified that learning activity management lacked the encouragement of integration for various activities such as doing research activities in and out of the classroom and organizing the activities in each week. Therefore, each course should be defined activities and instructional media that were aligned to the contents and learning' objectives. In addition, the instructors had the problems of interpretation and implementation about the lesson plans created by the RMP head office. Thus, there should be a common standard through the process of creating knowledge, understanding, and planning together to define every detail in preparing the learning plan for all subjects and all sectors must be involved.

In the aspect of the usage of technology, the most problems and obstacles were the use of a WBSC system or Work-based Blended Learning and Technological Scaffolding System which means student-centered learning management system combines classroom learning together with online learning and work-based learning with a systematic technology process. It was identified that the ability of learners in using technology with an iPad is quite low. Therefore, training of using iPad should be offered according to the use of its functions and features comprehensively and simply. To solve the problem, the instructors need to prepare technology integration in teaching, mutual planning and working in order to have knowledge creation and a common understanding towards the principle of technology integration to reduce problems and limitations in using technology as an important tool for teaching and learning. According to Piyawat (2012), he said that most educational technology problems are the readiness of instructors. The instructors still lack readiness in teaching with technology and they do not emphasize innovation and information technology, including skills in creating innovative media for teaching management. Obviously, developing the efficiency of the learner must start from the development of instructors.

In the aspect of technology facilities, the most problems and obstacles were WIFI signal and internet usage for doing activities during class and installation point for releasing the WIFI signal in the learning areas. It was identified that stability and coverage of the internet signal should be improved to enhance more efficiency in learning management including the availability of other teaching aids related to technology usage

In the aspect of measurement and evaluation, the most problem /obstacle was authentic assessment

based on various actual conditions. It was identified that the criteria of assessment or evaluation were quite high and they should be adjusted to be aligned with learners' context. In addition, the assessment tasks did not follow the course contents in teaching and learning, since the instructors in each education center also lacked participation in the measurement and evaluation along with the RMP head office such as planning, the creation of standard criteria, defining tools for measurement and evaluation. As a result, the instructors have a deep lack of understanding in measurement and evaluation of each aspect. In addition, all aspects of measurement and evaluation should be the same standard and in line with the guideline of learning activity management as well as the context of an area and should be measured and evaluated in a variety of ways especially authentic assessments. According to the research results of Chanasuek Nichanon et al (2016), the research on the development of an educational management model for child caregiver recommends that learning measurement and evaluation should emphasize integrating projects of all courses in one semester so that measurement and evaluation can be the same standard and it can reduce the workload of students as well. The measurement and evaluation should be varied, including authentic assessment because it is more suitable than multiple-choice and subjective tests by joining in PLC activity and evaluate the learning outcome based on authentic assessment such as asking students to explain the process of working and the its advantages, discussing with learners in person or group depending on the assigned job in order to improve the evaluation process from the reflection of each pattern of learning management. From learning management of Ror Mor Por 2 project, learners must do a PLC activity that will be evaluated based on reality by asking learners about an assigned process that is regarded as ongoing evaluation and the advantages obtained from working after activities have finished. The discussion may be in person or group depending on the assigned jobs that will be consistent with the steps of conclusion and application. After learning activity management, the learners will gain experience and collect knowledge created by themselves, resulting in knowledge and understanding of things becoming a conclusion obtained from learned essence. Instructors should recommend learners to express their learning outcomes with reflection, knowledge exchanges with friends and behavior modification, including showing the guidelines for utilizing the benefits connected to

daily living in different styles and seeking knowledge continuously that will be a process and a procedure of evaluation that is consistent with the curriculum of early childhood education 2017.

In the aspect of supervising and monitoring, the most problem/obstacle which was the problem of supervising and monitoring process. According to integrated teaching among courses and co-teaching for each course, the instructors did not clearly know teaching and learning process evaluation. They were not sure that the evaluation of teaching was a separated course in case there was an integrated teaching or individualized evaluation for co-teaching in the same subject. To solve this problem, there should be the criteria and evaluation guidelines for instructors and clarify that instructors understand in the same direction.

Suggestions

From research results, we should have formulated guidelines for improving the process of learning technology management by using iPad devices in the RMP2 project, divided into each of the following areas:

1) Policy recommendations

1.1 The learning management plan should be established and consistent with the learning management process according to 3 patterns using appropriate technology as the key element in every process and must be consistent with the context of each different area at the Child Development Center.

1.2 There should be clear and distinguishable guidelines for arranging the learning activities of all 3 patterns of integrated learning management process and the learning activities require the various and appropriated integration of technology using the iPad to arrange the learning activities which should be practical and the instructors should consider the context of the learners and the environment of the learner as well.

1.3 There should be clear and distinguishable guidelines for measurement and evaluation in integrated learning management process in all 3 patterns by focusing on the workpiece, portfolio, and test with technology integration using the iPad as a key element to evaluate the ability of learners in using technologies.

1.4 The schedule of meetings for monitoring staff in the project, including the instructors in such semester should be determined to plan long-term operations for monitoring the performance in the aspect of the curriculum, instructor, learner, and learners' academic

performance. There should be a meeting between the coordinators from each educational center which may include the instructors in the same course from each education centers in order to exchange their experiences or other useful information related in the project. In doing so, to establish a convenient and fast communication method should be settled as a channel for coordinating and planning. In addition, in terms of the teaching evaluation of instructors, there should be an individual assessment of teaching results in every semester in order to improve the potential of teaching more effectively.

2) Recommendations for policy implementation

In order to be in line with the guidelines for improving learning management process with technology integration using the iPad in Academic Cooperation Program between the Department of Local Administration and Suan Dusit Rajabhat University, Phase 2 need to require a guideline for integrated participation in all processes as follows:

2.1 The person who is responsible for creating the learning plan for each course should be instructors who are experts in the course, including all related sectors. Those should participate in making a teaching plan together with the process of creating knowledge, understanding and in determining all aspects for the preparation of learning management in each course to acquire a learning management plan that has been accepted by all relevant sectors.

2.2 Regarding learning activities, there should be an apparent guidelines for the use of technology in teaching and learning to be consistent with the integrated learning management process according to each pattern by considering the diversity of technology and usage to achieve the maximum benefits of every course in order to gain knowledge and expertise in using technology and have a good attitude towards learning management with technology integration. In addition, there should be a standard test on the use of technology for learners in every semester in order to know the level of learners' competency to assist the learners in needs.

2.3 For the measurement and evaluation, there should be a process for measurement and evaluation from the results of the 3 parts, namely, works, portfolio and learning management process in 3 patterns. In addition, determining the additional standards for measurement and evaluation conforming to the pattern of learning management can be done to increase the efficiency of the evaluation to be clear and accurate by providing

criteria or evaluation approaches. Moreover, all sectors involved should be allowed to plan and determine the details and criteria to be used based on the learning management plan and arrange the learning activities accord with the pattern of learning management process in each area.

2.4 For the supervision/monitoring of the learning management process, there should be at least one meeting per month for those involved in the project. In doing this, the long-term schedule meetings should be settled to clarify the results of operations and learning management within the project and to set the meeting among coordinators through conference channels at convenient and fast communication channels to exchange useful information within the project.

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The Development of Local Museum Tourism Model for Creative Learning in Kanchanaburi Province

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Abstract

The objective of this research was to develop a local museum tourism model for creative learning in Kanchanaburi province. The research was undertaken in 2 stages. Stage 1 developed a local museum tourism model by means of documentary study, in-depth interview, focus group discussion with those concerned in local museum tourism, evaluation of tourism site potential, and visualizing the lesson learned from Baan Nhongkhao local museum in Kanchanaburi province, which included 20 key informants. Stage 2 developed local museum tourism activities for creative learning in Kanchanaburi province by means of participatory action research with the Pakpreak community in Kanchanaburi province, which included 22 key informants. A content analysis and analytic induction were employed for data analysis.

Results revealed that the local museum tourism model for creative learning in Kanchanaburi province consisted of these components: 1) experience constructive learning, 2) identity constructive tourism, 3) connection of tourism with the community's way of life, 4) tourism networking, 5) opening spaces for local museum activities, 6) personnel development for local tourism, and 7) development of tourism products for learning. Local museum tourism activities for creative learning in Kanchanaburi province comprised 1) physical space learning activities for the teaching of architecture of buildings within the area of Pakpreak Road, 2) community's way of life learning activities as collective learning of the locals and tourists, 3) trade space learning as activities for teaching the history of the trade district, and 4) arts and culture learning activities for arts and culture and creative activities.

Introduction

Tourism is a major source of income for the country. The number of foreign tourists to Thailand increased from 14.1 million in 2007 to 26.5 million in

2015, with a rise of tourism revenue from 540 billion baht in 2007 to 1.45 trillion baht in 2015 (Ministry of Tourism & Sports, 2016: 6-8). Tourism also leads to the development of community resources as goods and services for tourism are developed and resulting in

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employment, income distribution, and quality of life of local people around tourism areas.

The concept of community based-tourism for developing sustainable tourism regards community as the center of tourism management. It is a tourism model that allows community to learn from participatory action by people in community (Okazaki, 2008: 511) in which the culture, tradition, and ways of life are revitalized to gain public recognition in the value of local wisdom in their community. Moreover, the concept of creative tourism as a participative learning method involves arts, heritage, or special character of a place, and the connection with those who reside in this place and create this living culture so as to provide tourists an authentic experience (UNESCO, 2006). Adopting creative tourism in community tourism management is therefore the utilization of community resources to develop tourism and national economics, distribute income to the locals, and accordingly lead to sustainable tourism.

Educational tourism as a form of creative tourism focuses on seeking knowledge through tourism which includes the knowledge from either formal education or informal learning (Ritchie, 2003). Tourism model in a knowledge society has been shifted from those based on relaxation and enjoyment to those that offer tourists knowledge and experience from tourism sites assisted by tour guides, tourism guidebooks, tourism media, tourism activities, and programs for learning about tourism sites. Local museum is considered a type of tourism site that can be developed as an educational tourism site that connects recreation tourism with cultural tourism. Local museum compiles collections and exhibits of archaeological evidences, antiques, things and cultural objects including pre-existing and existing knowledge and wisdom of a community or locality where the museum was initiated by the community itself. Each local museum has unique characteristics as community identity allowing for the learning and access of cultural diversity (Ahmad, Abbas & Yusof, 2015; Kemp, 2017). Local museum tourism is thus a community-based tourism activity that represents knowledge, experience, and pride about the culture of each particular locality where tourist can engage in learning activities. (Ahmad et al., 2013; Black, 2012) Communities can also generate income from providing tourism services and selling community products.

Local educational museums can promote creative learning and it requires the management in operation and budget; development of staff with museum specific

literacy and expertise as well as staff and youth in the community (Basso, Casarin & Funari, 2018; International Youth Foundation, 2013); involvement of local community members in management positions; presences of community's collective identity; and participation in development of learning activities for the local museum (Chantaranamchoo, Rattanapongpinyo & Ratsanasart, 2014; Falk, 2011; Jamal, Taillon & Dredge, 2011; Winkle & Lagay, 2012). Management of local museum is required to link with community by using community's meaningful exhibits and local activities so that the local museum serves to rise social capital for community people as it reflects the identity of community with cultural diversity (Colp-Hansbury, 2009). Stakeholders are thus expected to develop their local museum as a learning site for visitors with learning activities being organized on community potentiality. Therefore, the development of local museum tourism model for creative learning in Kanchanaburi province by investigating the prototype of local museum as tourism site will serve to develop a theory to explain the composition and create a prototype of tourism activities that are adaptable and practical for the locals in their management of tourism in community (Chantaranamchoo, Rattanapongpinyo & Ratsanasart, 2014).

Kanchanaburi possesses high potential on tourism. In 2015, it welcomed 7,170,721 Thai visitors and 403,557 foreign visitors and generated tourism revenue of 18,945 million baht (Kanchanaburi Provincial Office Tourism and Sport, 2013; National Statistical Office, 2016). Kanchanaburi offers a diversity of tourism attractions including local museums ready to further develop as educational tourism sites to meet the demand of tourists, with its potential to create economic value added based on creative tourism concept. It is thus the author's interest to develop a local museum tourism model for creative learning in Kanchanaburi by exploring its tourism potential, developing a local museum tourism model, and developing local museum tourism activities for creative learning in this province.

Objectives

1. To develop a local museum tourism model for creative learning in Kanchanaburi province.
2. To develop local museum tourism activities for creative learning in Kanchanaburi province.

Conceptual Framework

Based on the creative tourism concept (UNESCO, 2006), the education tourism concept (Ritchie, 2003), and the community-based approach to local museum management (Basso, Casarin & Funari, 2018; International Youth Foundation, 2013), the research conceptual framework was obtained as in figure 1 shown below

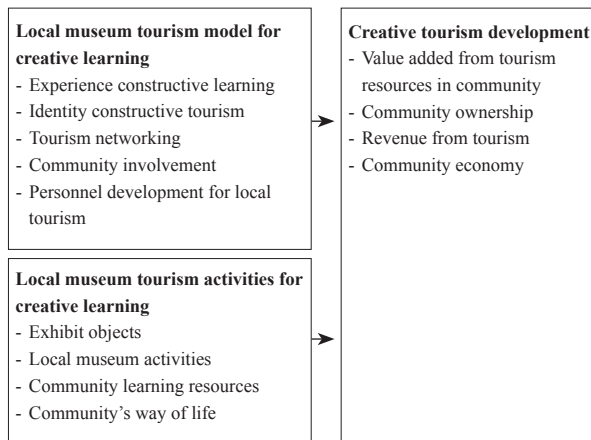


Figure 1 Conceptual Framework

Research Methodology

The procedures included 2 stages to respond to the research objectives.

Stage 1: Developing a local museum tourism model for creative learning in Kanchanaburi province

Data collection

1. Interview and focus group discussion regarding the needs for educational tourism and the potential of local museum tourism were carried out with TAT staff of Kanchanaburi Office of Tourism and Sports, tourism experts, and teachers involved in educational tourism.
2. Propriety evaluation of local museum was done by 3 purposively selected experts in tourism and local museum.
3. Visualizing the lessons learned from 1 model tourism site at Baan Nongkhao local museum in Kanchanaburi province included 20 key informants.

Stage 2: Developing local museum tourism activities for creative learning in Kanchanaburi province

Data collection Participatory action research was conducted with tourism operators in 1 community, i.e. Pakpreak community in Kanchanaburi province, including 22 key informants.

Data analysis Stage 1 and Stage 2 employed content analysis and analytic induction. Content analysis was performed on the data at the completion of interview with each informant. The researcher transcribed the interview and analyze the data to find the meaning of individual subject matter and systematically considered each issue. This was used as the guide in selecting the next informant. The researcher then applied the research conceptual framework to perform analytic induction to categorize the data and obtain theoretical model and activities.

Results

1. The development of a local museum tourism model for creative learning in Kanchanaburi province

Based on the in-depth interview and focus group discussion with 20 key informants from Baan Nongkhao local museum in Kanchanaburi province, the following model components were elicited, as summarized in Figure 1

Component 1: Experience constructive learning. for tourists to have skills and experience while participating in tourism activities in the context of local museum. Both adult and young locals shared in creating the knowledge of formal histories and local community histories. Such community histories were also connected to local school curriculum to allow students to learn about traditions, cultures, and histories while absorbing the value and pride of their own locality.

Component 2: Identity constructive tourism. as a way to create identity and appreciation of the value of local museum. It involved community context, traditional and cultural events, and souvenirs to attract tourists and create values as well as economic benefits of tourism.

Component 3: Connection of tourism with community way of life as a connection of buildings and places with the community's way of life. The activities included exploring historical narratives, cultural events, learning of community data and maps, so as to promote tourists' experience by participating in activities of the community's way of life and also co-learning in the community.

Component 4: Tourism networking as a collaborative network among the museum, individuals, community, organizations, and government/private agencies. The network involved collaboration in tourism strategies, budget, personnel, and knowledge so that all of the sectors are aware of and recognize the value of

community knowledge and contribute for the sustainment of tourism development in the community.

Component 5: Opening spaces for local museum activities. Community traditions, culture, and narratives were developed as activities of arts, performance, and education and embedded with values of local histories, culture, and wisdom so that the local museum become a space of learning activities for tourists.

Component 6: Personnel development for local tourism Development of community people to act as tour guides and to tell about community histories. Young people were also trained within and outside of the setting to become youth guides and performers of arts and cultural activities. In this way, the knowledge will occur among the locals, young people, and tourists.

Component 7: Development of tourism products for learning as a means to connect the community's way of life, traditions, and wisdom. Tourism products with identity, traditional and cultural activities, as well as learning activities of the local museum were used to enable the locals' learning to develop products, establishing social relationship, and generating income.

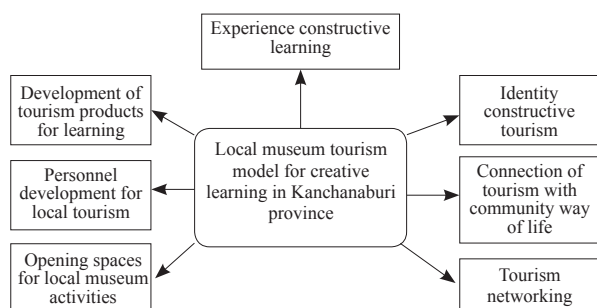


Figure 2 Local museum tourism model for creative learning in Kanchanaburi province

Results of the development of local museum tourism model for creative learning in Kanchanaburi province are summarized in Table 1.

Table 1 Comparison of results of the development of local museum tourism model for creative learning in Kanchanaburi province

Components	Previous Model	New Model
1. Experience constructive learning	1. Absence of learning tourism in tourism sites 2. Community history knowledge mostly present in community elderly people. 3. Absence of connecting community history knowledge with school curriculum.	1. Learning that creates skills and experience of tourists. 2. Adults and youth in community collectively create community history knowledge. 3. Connecting community history knowledge with local school curriculum.

Components	Previous Model	New Model
2. Identity constructive tourism	1. Unclear tourism image 2. Unclear tourism identity	1. Establishing image and perception that involve community people. 2. Establishing tourism identity from local museum, cultural activities, and souvenirs. 3. Establishing values and economic values from tourism.
3. Connection of tourism with community's way of life	1. Absence of connecting places as tourism routes for learning. 2. Absence of maps and information of community tourism.	1. Connecting buildings, places, exhibits with community way of life. 2. Organizing activities to search for stories of community history. 3. Tourists had collective experiences from engaging in community's way of life activities.
4. Tourism networking	1. Government and private agencies began to provide support for community in developing local museum.	1. Supporting collaborative work of local museum, community people, various organizations and agencies. 2. Establishing tourism strategic cooperation in budget and staff development.
5. Opening spaces for local museum activities	1. Presence of activities to create learning experience of tourism but lack of continuity.	Bringing community activities to create value for tourists through arts, performance, and education activities in community.
6. Personnel development for local tourism	1. Absence of community people development especially youth to act as youth guides and present activities of community way of life.	Developing and training youth as youth guides and performers of art and cultural activities.
7. Development of tourism products for learning	1. Absence of connecting way of community life, traditions, and wisdom as the souvenir products of local museum. 2. Absence of connecting production learning from souvenir products of local museum.	1. Connecting way of community life, traditions, and wisdom as the souvenir products of local museum 2. Connecting production learning from souvenir products of local museum.

2. The development of local museum tourism activities for creative learning in Kanchanaburi province. Participatory action research with 22 informants from Pakpreak community identified the following activities as summarized in Figure 2.

Activity 1: Physical space learning activities for the teaching of the architecture of buildings and places within the area of Pakpreak road included: 1) Learning the history during the periods of King Rama III, World War II, and the histories of important figures;

2) Learning about the architecture of buildings and places; 3) Learning about arts from mural paintings and decorations; 4) Learning from exhibits in local museum; 5) Learning from modeling museum; and 6) Learning from such events of performances and talks about community.

Activity 2: Community's way of life learning activities as collective learning of the locals and tourists included: 1) Learning about the histories from narratives told by the community people; 2) Learning community's way of life and culture; and 3) Learning community-based tourism management process.

Activity 3: Trade space learning activities that highlights the Pakprek Road as the trade district in the past included: 1) Learning about livelihood; 2) Learning about histories and how to make local products and souvenirs; 3) Learning about traditions and cultures from retro-activities; and 4) Learning about histories as youth guides.

Activity 4: Arts and culture learning activities by applying arts and culture and creative activities included: 1) Learning arts from architecture; 2) Learning arts from making souvenirs; 3) Learning from arts and cultural activities; 4) Learning from performance activities; and 5) Learning from activities to promote youth talents.

Local museum tourism activities are those that promote the knowledge, experience, skills, and creativity of young people in the Pakprek community and also school students in Kanchanaburi, which can be included in the schedule of tourism activities.



Figure 3 Local museum tourism activities for creative learning in Kanchanaburi province

Results of the development of local museum tourism activities for creative learning in Kanchanaburi province are summarized in Table 2.

Table 2 Comparison of results development of local museum tourism activities for creative learning in Kanchanaburi province

Components	Previous Model	New Model
1. Physical space learning activities	1. Learning of tourism activities in separate parts 2. Absence of connecting routes and learning activities in each topic.	Arranging routes and learning activities from architectures in 6 activities. 1. Learning histories during the periods of King Rama III, World War II, and histories of important figures. 2. Learning architecture from buildings and places. 3. Learning arts from mural painting and decoration. 4. Learning from exhibits in local museum. 5. Learning from modeling museum. 6. Learning from performances and community talks.
2. Community way of life learning activities	1. Absence of participation in tourism management 2. Absence of awareness in value of tourism resources in community.	Organizing activities that allow collective learning of locals and tourists in community's way of life including: 1. Learning history from narratives. 2. Learning community's way of life and culture. 3. Learning community-based tourism management process
3. Trade district learning activities	1. Previous trade activities were lacked of establishing identity of traditional trade district. 2. Tourists did not learn and create experiences from trade districts.	Organizing learning activities from trade district the reflects local identity including: 1. Learning from livelihood. 2. Learning history and how to make local products and souvenirs. 3. Learning traditions and culture from retro-activities. 4. Learning history from being youth guides.
4. Arts and culture learning activities	1. Previous art and culture activities were lacked of continuity. 2. Developing creative learning activities were not in full range.	Organizing art and culture activities that allow tourists to learn and practice skills including: 1. Learning from painting architectures. 2. Learning by developing souvenirs from art works. 3. Learning from art and culture activities. 4. Learning from performance activities. 5. Learning from activities to promote youth abilities.

Discussion

The local museum tourism model for creative learning in Kanchanaburi province are discussed below.

Component 1: Experience constructive learning as the learning for tourists to have skills and experience while participating in tourism activities. The locals share in creating the knowledge of community histories so that all members appreciate the value and pride of their own community. This is supported by Winkle & Lagay (2012) suggesting that the management of tourism environment is to allow learning from tourism experience can be in various forms to provide tourists learning experience with contrast, freedom, flexibility, and new perspectives.

Therefore, local museum tourism for creative learning plays an important role in providing tourists with skills and learning experience while promoting the locals to develop tourism in their own community.

Component 2: Identity constructive tourism as a way to create identity and perception of local museum components. Community context, traditional and cultural events, and souvenirs will attract tourists and create values as well as economic benefits of tourism. It conforms to Falk (2011) in exploring the role of identity-related visit motivation and revealing that the identity of exhibits in tourism settings serve as a tool to understand tourists' visit to free-choice learning settings. In similar, Chantaranamchoo, Rattanapongpinyo & Ratsadanasant (2014) proposed strategies to build identity of cultural tourism in individual settings by developing identity from community's way of life and cultural way of daily life, including the topography of particular tourism sites.

Therefore, the development of local museum requires the use of exhibits and traditional events that reflect the way of life and livelihood of community people both in the past and present for constructing tourism identity to promote creative learning.

Component 3: Connection of tourism with community's way of life as a connection of buildings and places to community's way of life by organizing historical and cultural activities to provide tourists with collective experiences and learning in the community. It agrees to Jamal, Taillon & Dredge (2011) proposing a progressive, experiential and collaborative approach to sustainable tourism pedagogy to guide skill and knowledge development for practitioners which are facilitated through experiential education, practical knowledge, and participatory action. Practical learning in the community will enable tourists' and locals' wisdom

and social change that will contribute to sustainable tourism. Richard & Raymond (2000) defined creative tourism as a tourism which offers tourists the opportunities to develop their creative potential through active participation in course and learning experiences which are the characteristics of the destination where they are undertaken; that relates to histories, arts and culture, community's way of life, and identity of the local setting from which tourists learn and build experience together with the culture host; as a means to construct identity, encourage community participation, and create the values of community histories, arts and culture.

Therefore, the development of local museum tourism requires community participation in applying those community histories, traditional and cultural events to tourism management that connects with the community's way of life.

Component 4: Tourism networking as a collaborative network among the museum, individuals, community, and organizations so that they are aware of and recognize the value of community knowledge and contribute for the sustainment of tourism development in the community. It accords with Chantaranamchoo, Rattanapongpinyo & Ratsadanasant (2014) proposing developing strategies for cultural tourism of the four Dvaravati provinces, namely: 1) Strategy for connecting cultural tourism route among four Dvaravati provinces at the provincial and group levels with the collaboration of community in tourism sites and the government organizations as the cooperating center for tourism information, activities, and marketing promotion; 2) Strategy for producing cultural tourism maps of Dvaravati provinces by brainstorming among stakeholders; 3) Strategy for improving tourism routes for safe traveling by the local agencies collaborating with government sector and support for increased tourism activities that meet the demand of individual group of tourists.

Therefore, the development of local museum tourism for creative learning requires collaboration with tourism network in terms of knowledge, budget, planning for tourism strategies, development of tourism activities, and development of tourism facilities so as to promote creative learning tourism.

Component 5: Opening spaces for local museum activities by bringing community traditions, culture, and narratives to develop as activities that create the values of local histories, culture, and wisdom so that the local museum becomes a space of learning activities for tourists. This is in line with Chantaranamchoo et al.

(2014) proposing strategies for developing cultural tourism activities to create identity and value added for tourism which consisted of 1) Organizing annual religious, cultural, and traditional events as the roots of community in order to create spiritual value of tourism; 2) Developing tourism identity based on community's way of life and cultural way of daily living, and 3) Promoting the value of local language and culture.

Therefore, the development of local museum tourism for creative learning requires the combination of local tradition and culture with the exhibits in museum to enable tourists' understanding and objectively experiencing from exhibits in the museum. Visitors particularly teachers and youth can also integrate such experience into their learning activities.

Component 6: Personnel development for local tourism by developing the locals to act as tour guides and to tell stories about community histories, and having young people trained within and outside of the setting to become both the junior guides and the performers of arts and cultural activities so that the knowledge occurs among the locals, young people, and tourists. As recommended by the International Youth Foundation (2013), young people in the community should be supported to do hospitality service as it provides them opportunity to practice skills in the duties, as a way to develop young people without high cost of investment in training and developing staff.

Therefore, the development of local museum tourism for creative learning requires a process for developing tourism staff in the community especially for young and older people, and also a process for co-learning with tourists so that the locals are empowered to develop sustainable creative tourism.

Component 7: Development of tourism products for learning as a means to connect with the community's way of life, traditions, and wisdom, by using tourism products with identity, traditional and cultural activities, as well as learning activities of the local museum to facilitate the locals' learning to develop products, establishing social relationship, and generating income. It is consistent with Chantaranamchoo et al. (2014) proposing strategies for developing cultural tourism products to create value added to tourism which comprised 1) Developing tourism products from local products; 2) Extending community local wisdom; and 3) Establishing business collaboration among community members.

Therefore, the development of local museum

tourism for creative learning requires the development of tourism products that connect with the values of histories, arts and cultures, and the community's way of life that allow tourists to learn and experience from tourism products and at the same time raising the values of tourism from the creativity of locals.

Suggestions

The current research on the development of local museum tourism model for creative learning in Kanchanaburi province provided the following recommendations.

1. Physical space learning activities for the teaching of architecture of buildings, exhibits, and environment of tourism setting. Tourism operators in community and local agencies should work together to improve and develop tourism environment and attractions in the community; work with creativity agencies to organize creative learning activities, and coordinate with museum related agencies to educate about local museum management.

2. Community's way of life learning activities for learning about community histories, culture, and way of life. Tourism operators and concerned agencies in community should make available a process to pass on the knowledge about local community histories, traditions, rituals and narratives to successive generations. This can be done by collaborating with schools under local authorities to formulate curriculum and class activities to pass on historical stories and also by setting up a center for learning community histories that allows for learning exchange about local museum tourism management.

3. Trade space learning as activities to learn about livelihood, how to make local products and souvenirs. Government agencies should work collaboratively in organizing pedestrians street that involves activities managed by various agencies including spaces management by the Municipality; learning activities and junior guides development by the Provincial Office of Tourism and Sports; community products by the Provincial Office of Agriculture and Community Development Department; public relations and tourism events calendar by the Tourism Authority of Thailand.

4. Arts and culture learning activities from the teaching of arts and culture and creative activities. Tourism operators should reify those activities of arts and culture of local museum and develop them as

souvenirs that signify community identity. They should also join with schools in developing young people to show their talents in arts and culture, music, performance, and other creative activities so as to equip them with skills, knowledge, and experience.

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Contributions to Kindergarten Education by Khunying Benja Sangmali: A Legendary Expert in Early Childhood Education from Suan Dusit University

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Abstract

This article presents a biography of Khunying Benja Sangmali, a legendary expert in Thai kindergarten education; her important concepts regarding kindergarten management; and her valuable methods of instructing kindergarten trainee teachers in the past. Khunying Benja strongly believed in the theory that a trainee kindergarten teacher should have all of the following: knowledge of early childhood education, morals, ethics, and a good personality. Based upon her belief in the student-centered concept, kindergarten teacher trainees are able to learn well through practicums in real situations. Her concepts resulted in the establishment of the 2017 Bachelor of Education in Early Childhood Education (five-year program) at Suan Dusit University. Khunying Benja Sangmali also modernized many early-childhood education concepts, enhanced the identity of Suan Dusit University, and improved foreign language proficiency and technological skills for retrieving information. Her valuable concepts have enabled students following the curriculum of early childhood education to become 21st century learners.

Introduction

The 2017 Bachelor of Education in Early Childhood Education (five-year program) at Suan Dusit University was developed from the reformed 2011 Bachelor of Education in Early Childhood Education (five-year program). In the development of the current curriculum, several theories and concepts were applied, such as the work-based learning concept and the integration of technology learning. In addition, other important management basics included in the current curriculum are the management concepts of Khunying Benja Sangmali, who was an important legendary expert in Thai kindergarten education in the past. These are

modern concepts that could be appropriately integrated with the management concepts in the current curriculum. Moreover, this curriculum was improved in accordance with The 12th National Economic and Social Development Plan (2017-2021) and Thailand 4.0, under the scope of the Thailand Qualifications Framework for professional teachers. It focuses on the following main points: personality traits, languages, and using technology for learning. These are specific characteristics of Suan Dusit University's culture which emphasize students' knowledge in activities they have done, and also tie those activities in class to real practice in early childhood schools. La-Orutis Demonstration School and other network schools are places of training which prepare

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those who will be professional early childhood teachers in the future.

A legendary expert in Thai kindergarten education

Khunying Benja Sangmali is praised as one of the legendary experts in Thai kindergarten education by those in the early childhood education field. She laid the foundations for Thai kindergarten education and also constructed valuable kindergarten education methods. The 2002 honorary graduate booklet of Suan Dusit Rajabhat University was published on the occasion that Khunying Benja Sangmali was royally bestowed with an honorary doctorate degree in early childhood education. In one part of the booklet, it is mentioned that after Khunying Benja Sangmali graduated MathayomSuksa 8 (Higher Secondary level) with an English major and a French minor, she applied to Khemasiri Memorial School and worked there for one year. Later, she passed the elementary teacher test and applied to be a government officer in the Ministry of Religious Affairs. Eventually, she was put in a position as a teacher at Suksanari School. In the meantime, she continued studying while working on her secondary school level. When the Ministry of Religious Affairs announced the selection of teachers to study kindergarten teaching in Japan, Khunying Benja Sangmali was one of the scholars selected for this project. During this study, she faced difficulties and illness due to World War II.

Upon completion of this study, she returned to Thailand. Her original affiliation intended to send her to serve as a kindergarten teacher in Phitsanulok. However, one of her concepts was as follows: "If you are a kindergarten teacher, you will be able to teach only 30 kids. If you are a trainer to the other kindergarten teachers-to-be, you will be able to develop a lot of children." Thus, she asked to be the first kindergarten teacher trainer. She first taught in Phra Nakhon School of Culinary Arts. At the same time, she was the principal of La-Orutis Kindergarten School. Soon after, she went to study in the United States. She intended to use her knowledge and develop early childhood teaching in real situations. She not only served the Ministry of Education in the early childhood field, but she dedicated herself to other institutes which were responsible for early childhood learning.

Khunying Benja Sangmali served the government as a special director at La-Orutis Demonstration School, Suan Dusit Teachers College, until she retired in 1975.

The duration of her service at Suan Dusit Teachers College was 32 years. During this time, she was committed to developing early childhood education and training kindergarten teachers until they became as well known as they are at present. As a result of her commitment and sacrifice in this work, she received many honors, the highest of which was the Knight Grand Cross (First Class) of the Most Noble Order of the Crown of Thailand, on December 5, 1986. Due to Khunying Benja Sangmali's work in education and honors received, Rajabhat Suan Dusit Institutional Council awarded her with an honorary doctorate degree in early childhood education as a mark of her prestige.

Contributions to kindergarten education made by Khunying Benja Sangmali

The 2002 honorary graduate booklet of Suan Dusit Rajabhat Institute presented the many contributions to kindergarten education made by Khunying Benja Sangmali, such as the improvement of kindergarten instructional curriculum; the arrangement of training for agencies involved with children, both inside the country and overseas; the development of special educational needs; and supporting educational projects, as follows:

1. She developed a curriculum for kindergarten education in accordance with the nature of children's development. It is said that the curriculum of La-Orutis Kindergarten School is an example of a children's development curriculum.
2. She developed a kindergarten teacher-training curriculum for the Department of Teacher Training. It focuses on both theories and practice in order to produce high quality graduates who are able to put those theories into practice in real situations.
3. She developed a curriculum for training child caregivers-for the Community Development Department, Ministry of Interior-in order to train child caregivers in child development centers all over the country.
4. She developed a curriculum and projects in teacher training, in teacher colleges all over the country under the Head Start project, Department of Teacher Training.
5. She trained nursery and pre-elementary teachers at the Department of General Education.
6. She conducted training of nursery teachers in the Rural Teacher Training Program
7. She conducted training of the Head of the Nutrition Center, Ministry of Public Health

8. She conducted international teacher training under the Thailand-Israel Cooperation Program.

9. She developed special education teachers as part of a special education project at the Department of Teacher Training. As a consequence, La-Orutis Demonstration School began to offer classes to special needs children and it has continued to widen the scope of special education until the present day.

10. She was a radio director of the Ministry of Education, which distributes kindergarten activities to teachers nationwide.

Khunying Benja Sangmali was also a president, a director and an expert lecturer of children's organizations, consistently providing a creative vision or creating value-added kindergarten methods. Khunying Benja Sangmali is regarded as a role model for students of Thai early childhood education. She started by supporting child development and establishing kindergarten teacher training in Thailand. As a result, early childhood education has become a widespread concern; its widespread concepts of educational management in early childhood education have been broadcasted and it has been the subject of doctoral degrees.

Educational Administration for Khunying Benja Sangmali's Kindergarten Teachers in the past

Educational management to deepen a student's understanding of a field requires a good curriculum and quality teaching methods, combined with many other components. In the early childhood education field especially, Khunying Benja Sangmali felt that teachers should be able to put their knowledge into practice and focus on "real practice" together, both from learning and coaching. Practice is an opportunity for the trainees to experience and learn children's habits, which in turn, is an important aspect of being a good kindergarten teacher in the future (Sangmali, 2007). The study and analysis of educational management offered to the past trainees of Khunying Benja Sangmali are as follows.

1. Instruct them to have kindergarten teacher spirituality

Creating good teachers requires building teacher spirituality. Teachers must be like parents. They have to treat children softly and sweetly; and keep them warm. Also, they need to play with children as friends, make them cheerful, and love them all equally. The instructors have to act as role models because constructing kindergarten teacher spirituality takes some

time. Kindergarten teachers are more likely to create a love for children over time, not in a couple years; children maybe rely more on a good role model than in-class teaching.

2. Instruct them to understand the principles of kindergarten seriously and deeply

When teaching children at kindergarten level, teachers have to make them happy by letting them learn from "playing" more than writing or reading, because it conforms to the nature of children at this age. Teaching should focus on activities both inside and outside the classroom, which will help them get integrated learning from their joyful playing. It also encourages children to be creators, diligent, hardworking, mobile, active, supportive, patient, and independent or able to do anything by themselves.

3. Instruct them to understand child psychology

At kindergarten level, teachers need to know the children and get ready to take care of them both physically and mentally with love. To give children warmth, teachers have to be good role models. Teachers should pay attention to their speech by speaking politely, neatly, clearly and rhythmically. Teachers must be careful with their manners because children at this age like to imitate everything. In addition, teachers need to be calm and patient.

4. Instruct them to have a kindergarten teacher's personality traits

At kindergarten level, a teacher has to play all nine of the characters which make up a kindergarten teacher's personality: the lover, player, singer, dancer, narrator, composer, thinker, and performer. In addition, a kindergarten teacher has to be smiling, compassionate, and joyful. It is a sacred spell that has a good effect on kindergarten children's learning. Kindergarten teachers have to treat children with these concepts in mind by constantly evaluating their performances. Moreover, they can always adapt these concepts to match the children's interests.

5. Teach kids by using stories and music for children

Teachers can teach children by using stories and music for children which Khunying Benja Sangmali composed. Each song is cute and easy to understand. Songs such as the Little Bird Song, Goldfish song, Duck song, Kite song, etc. are short and easy to sing, which suits children. These constructs would be good examples for students experimenting in the composition of stories and music for children in the future.

In addition, Khunying Benja Sangmali taught students by using modern teaching methods. This allowed students to be brave and think creatively. The atmosphere in class was fun, not stressful, in order to give confidence to the students and allow them to create various activities for kindergarten children. Moreover, she transferred her kindergarten education knowledge through her writing: kindergarten education books, stories, and music for kindergarten children. It is analyzed as follows (Sangmali, 2007).

1. Teaching by giving examples from organized activities

Teaching by providing examples from organized activities which allow students to understand more clearly, for example, the National Park Study from musical theater acting. It has a natural scene with the sun, big trees, small trees, rain clouds, flowers (roses, jasmines, zinnias), and songs as a background to the acting. It is fun and allows students to acquire knowledge from a natural form of teaching. Learners can remember it and organize this kind of activity with their children. They can acquire knowledge from a real performance. When they are kindergarten teachers, they will do their jobs with trust and confidence, as well as create other activities. They could regularly organize unusual activities which allow kids to experiment.

2. Teaching by using simple words and making them concrete

Sangmali suggested teaching using simple words and letting students perform with them to make them concrete. For example, in a math class, we can use the example of a trading market, which should have a trader and a buyer. Teachers should use real-life situations related to maths, geography, and history in their teaching. They should try to make it fun. They could use the same situations in many subjects. Kids would not be under stress and learn without distraction.

3. Teaching by letting them debate rather than memorize content

Khunying Benja Sangmali's teaching style emphasizes practice and letting students debate to express their opinions in order to obtain more understanding than with memorization. Therefore, the examination to evaluate what the students have learned focuses more on the explanation than on memorization, such as drawing the lyrics of the Duck Song. Another example is one which requires students to explain how to teach in steps from 1-10. They have to explain exactly how they teach in orderly steps.

4. Teach them by letting them think, do things, and solve problems by themselves

This involves making them think, do things, and solve problems by themselves, by giving them only a title without any instructions. This assignment allows them think, do things, and solve problems themselves. Also, they exchange their opinions and comments with each other.

5. Teaching through her writing, textbooks, stories, and music for children

Teaching through her writing, textbooks, stories, and music for children is another way to teach how to disseminate knowledge. Learners and those who are interested in kindergarten education gain knowledge and understanding of the content with regard to both theory and practice. Also, it enables them to practice in real-life situations.

The educational management of Khunying Benja Sangmali as it is presently applied to the Bachelor of Education Program in Early Childhood education, Suan Dusit University.

In over 80 years of history, Khunying Benja Sangmali was the first head of a kindergarten teacher training department and she played an important role in laying the foundations regarding the training of Thai kindergarten teachers. It started with the success of La-Orutis Kindergarten School, which was founded as a Montessori school in 1939. The Department of Teacher Training, led by ML Manich Chumsai, Head of Department of Teacher Training, accepted trainees who had completed the certificate of the elementary school teacher, who then attended a one-year course to train as kindergarten teachers. The Kindergarten Teacher Training Department was established in the 1941 academic year. The kindergarten teacher training was expanded by Ms. Benja Tungkasiri (Khunying Benja Sangmali). She proposed curriculum reforms regarding the training of kindergarten teachers (1941-1942), in the form of a kindergarten education curriculum. It is considered to be the first kind of educational management for kindergarten teacher training. Next, the curriculum was developed sequentially until it became what is now the Bachelor of Education Program in Early Childhood Education, at Suan Dusit University. It could be said that the work of Khunying Benja Sangmali was essential in the establishment of the Thai early childhood education program at Suan Dusit University.

The Bachelor of Education in Early Childhood

Education at Suan Dusit University exhibits the unique identity of the university, which is based on the fact it was the first kindergarten teacher training school of Thailand. It has improved on its former curriculum and has offered the Bachelor of Education Program in Early Childhood Education (five-year program) since 2011. The teaching methods of Khunying Benja Sangmali, who is a legendary expert in Thai kindergarten, have been brought into the curriculum. They are used to guide students in the important ways they can improve and develop in order to make progress and integrate education into the 21st century world effectively. It focuses on developing early childhood education graduates with morals, ethics, and ability to follow the Code of Ethics of the Teaching Profession. It allows students to understand the development of early childhood skills in the 21st century and enables them to follow development in other fields. Also, the curriculum ensures that an early childhood teacher has the appropriate personality and is able to develop in their regular job by carrying out research. Moreover, it enables teachers to be academic leaders. The curriculum of the Bachelor of Education Program in Early Childhood Education (five-year program), at Suan Dusit University (2017), includes the following teaching principles.

1. Teaching based on the principles of early childhood education

The developed 2017 Bachelor of Education Program in Early Childhood Education (five-year program), at Suan Dusit University, is based on the principles of early childhood education according to Khunying Benja Sangmali. It emphasizes laying the important foundations for freshmen to understand the principles, concepts, and theories of early childhood education. Also, students have to understand the development of early childhood in each age range. Moreover, the study of morals, ethics, the Code of Ethics of the Teaching Profession, and having an appropriate personality for an early childhood teacher is integrated into the program. Students begin to cultivate the

spirit of being a kindergarten teacher by observing kindergarten teachers' habits at La-Orutis Demonstration School (formerly La-Ourtis Kindergarten, Suan Dusit University) and other network schools. Learners can truly understand what they have been learning, and see close contact with love, affection, and the spirit of being a kindergarten teacher from their first year of higher education. It can also lead to a teacher becoming an early childhood leader in the future, according to Bhulpat (2015), who states that being an early childhood leader is dependent on a number of elements. Those elements include teaching and learning knowledge, good human relations, appropriate personality traits, ability to meet with anyone and understand the needs of others, etc.

In the following year, students learn more deeply about the theory of early childhood education, such as in the following subjects: the child's brain and learning, creative arts for early childhood teachers, literature for early childhood children, and music and dance for early childhood teachers. A number of interesting subjects that identify Suan Dusit University were added to the 2017 Bachelor of Education in Early Childhood Education at Suan Dusit University (five-year program). For example, 'modern housekeeping' was one added subject that is in keeping with the 21st century world for early childhood teachers. Also, there are math and technology subjects for early childhood children, science and technology subject for children, etc. Moreover, there are some subjects that add value to their work and continuing education, such as English communication for early childhood teachers, English reading in early childhood education, English writing in early childhood education, etc. These subjects strengthen students with regard to morals, ethics, early childhood educational learning, early childhood teacher's personality, Suan Dusit University identity, foreign language skills, and technology skills, as shown in the figure below. It shows Khunying Benja Sangmali's concepts as the current basis of the Bachelor of Education Program in Early Childhood Education, at Suan Dusit University.

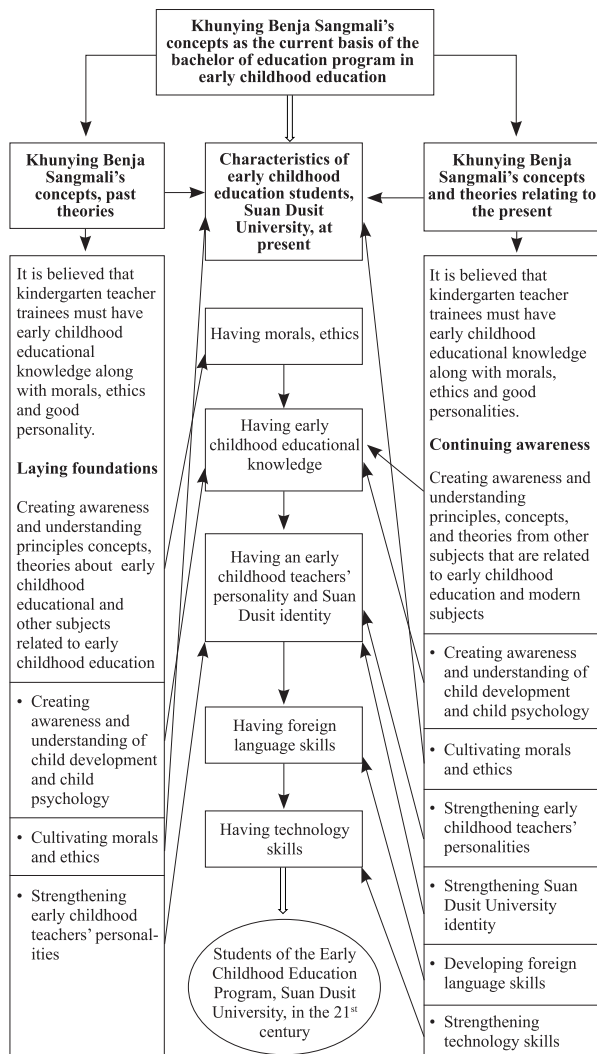


Figure 1 Khunying Benja Sangmali's concepts as the current basis of the bachelor of education program in early childhood education at Suan Dusit University

2. Teaching with emphasis on practice combined with early childhood education theory

The revised curriculum of the 2017 Bachelor of Education Program in Early Childhood Education (five-year program), at Suan Dusit University, adhered to the principles of teaching based on the practice of Khunying Benja Sangmali. It assigns students to practice at La-Orutis Demonstration School and other network schools. Thus, students from freshmen to seniors are able to gain professional experience. Moreover, teacher training for super seniors (5th year students) involves teaching in a school for one year. First year students, or

freshmen, have to learn about early childhood teacher's tasks, and get to know about children, teachers, and schools for early childhood children. Also, they have to observe surroundings inside classrooms, outside classrooms and in school areas. Second year students, or sophomores, have to learn specific skills which promote early childhood instructors. In addition, they have to observe teachers' tasks, classroom strategies, media use, evaluation, and children's behaviors. Third year students, or juniors, need to participate in teacher training, help others as assistants, or work as educational staff. Also, they need to take care of classroom management, setting up classrooms, arranging displays, classroom administration, development of disciplinary procedures, and creating relationships between schools and society. Fourth year students, or seniors, have to prepare for teaching practice in schools, join teachers' activities, and provide study plans or plans for teaching practice. Also, they have to develop instructional media on a case-by-case basis in order to solve problems for each set of students. Moreover, they have to practice in real early-childhood schools. Finally, fifth year students, or super seniors, have to practice teaching in early childhood schools on a full-time basis.

3. Teaching using active learning

The updated curriculum of the 2017 Bachelor of Education Program in Early Childhood Education (five-year program), at Suan Dusit University, emphasizes the teaching methods of Khunying Benja Sangmali. They were brought in to guide students and adapted for present-day use. There are many concepts. Instructors teach by giving examples, or by using simple words for easy understanding. Also, the curriculum makes students participate in debates rather than just listening. It focuses on creating understanding through real performance. These teaching methods from the 2017 curriculum combine nicely with the teaching of active learning. Both of them are linked, so students are able to develop higher order thinking skills effectively. They help students to analyze and evaluate data well in new situations. In addition, students are motivated to study. It is a kind of learning that tries to reduce knowledge transfer from instructors to students and enhance the skills of students. Moreover, it helps students to participate in class by assigning them to do more than only sitting and listening. Learners should participate in activities such as reading, debating, and writing. It focuses on exploring the attitudes and values of students. Also, learners are able to develop higher-order thinking

in their analysis, synthesis, and evaluation. Students and instructors receive feedback from reflection quickly (Phakdeewichit, 2013).

However, all of this corresponds with 21st century learning, which is based around practicing in a team with friends. It emphasizes developing skills in learning and searching for information more than knowledge itself. Teachers and students have changed the ways in which they work, from solitary working to working and learning in the roles of teachers in a team. It focuses on work-based learning, project-based learning, activity-based learning, problem-based learning, and science- and research-based learning. There is also creative communication-based learning through practicing listening skills, exchanging knowledge skills, teamwork skills, and skills in using communication technology. Moreover, there are independent study (IS) by hypothesis formulation, researching knowledge from learning sources and information sources, conclusion of a body of knowledge, effective communication and proficient presentation, community service, and the public mind (Panich, 2011), as shown in the figure below. It shows Khunying Benja Sangmali's concepts as the basis of theoretical practice in the current Bachelor of Education Program in Early Childhood Education, at Suan Dusit University. This program leads the way in teaching and mastering active learning.

4. Teaching using technology to drive instruction

Suan Dusit University has brought the guidelines of its 2017 Bachelor of Education Program in Early Childhood Education (five-year program) up to date in order to develop "professional early childhood teachers for the 21st century". The new generation of kindergarten teachers needs to learn continuously as The Teachers' Council of Thailand continues to set important standards for teaching professionals. The use of information technology and communication is seen as an important tool in driving instruction, and corresponds to Niamsorn (2015), who says learning methods in this era have changed from the old days. Therefore, early childhood teachers need to change paradigm. In 2007, the Secretariat of The Teachers' Council of Thailand set the traits, or working behaviors, which are desirable qualities in the educational profession. There are 12 standards of professional practice in education which are related with information technology. Therefore, it is necessary to formulate policies to promote and develop learners to have appropriate technology knowledge in accordance with the standards of professional practice

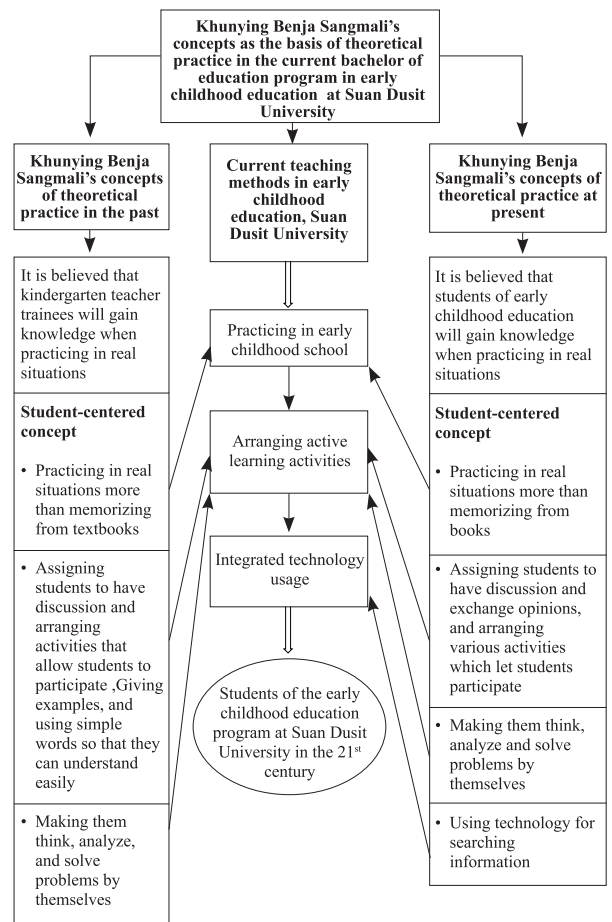


Figure 2 Khunying Benja Sangmali's concepts as the basis of theoretical practice in the current Bachelor of Education Program in Early Childhood Education, at Suan Dusit University, which leads the way in teaching and mastering active learning.

in education.

However, Suan Dusit University conducted research to study the possibility of using technology in teaching and learning. The program started in the year 2012, and has operated since then with full force in the educational personnel development project of the local government, Ministry of the Interior, in association with Suan Dusit Rajabhat University. In the second phase, since 2014, the project has been extended to the educational management of the Bachelor of Education Program in Early Childhood Education at Suan Dusit University, with regard to the revised curriculum for 2011 (five-year program), regular program. In 2016, the project continued to be involved with the Bachelor of Education in Early Childhood Education at Suan Dusit University, with regard to the improved 2017 curriculum (five-year

program), which is the current curriculum. The educational management is based on the work-based learning concept and the integration of technology in the context of a new educational format which makes education accessible. Besides that, it involves the development of the change from solely in-class learning to lifelong learning using smart devices. The university applies the iPad as an instrument for learning. Learners bring their own learning devices to learn and access the university's systems, based on the Bring Your Own Device (BYOD) concept, which contributes to an educational environment that supports the integration of technology and instruction. It is called the "Digital Ecosystem" (Chompudange&Thongkaew, 2017).

In addition, the university applies I Tune U Courseware management. It is a curriculum management system to gather content, lessons, and activities, so the learners and the instructors are able to access learning resources and exchange knowledge from the curriculum with each other. It allows learning activities, debates, discussion and the exchange of opinions to be set up. Also, jobs in each set of subjects are assigned in this system. In addition, students need to compile their observations from the teaching of La-Orutis Demonstration School, which is a place to study and a role model of early childhood educational management. Learners can expand their worldview in learning, and they are able to research other content from leading universities all over the world. Students can obtain skills in 'learning to learn', which leads to lifelong learning in the future. Moreover, it provides the WBSC database for learners and instructors. It systematically gathers the E-portfolio, portfolio during study, scores, and school records of students. It is also a way to communicate through the network system effectively (Janthorn, 2014).

Conclusion

Khunying Benja Sangmali, a legendary expert of Thai kindergarten in the past, has created many valuable pieces of work on kindergarten education. She is a role model for the educational management of the current Bachelor of Education Program in Early Childhood Education, at Suan Dusit University. Learners take action through practical teaching, which is an opportunity to think, perform, and solve problems by themselves. They are able to exchange opinions rather than just memorize the theoretical content. Also, they learn through arranged activities which can be performed in real situations in

kindergarten classes. Overall, students gain concrete knowledge and understanding, and they could adapt their experiences and use them in real-life situations. All of these policies are the basis of the principles of kindergarten education that are studied in the current 2017 Bachelor of Education Program in Early Childhood Education (five-year program), at Suan Dusit University. They give an important basis of educational management to students who attend the program. Moreover, various important and needed skills are added, such as English skills, technology skills, etc. In particular, students are able to use the integration of technology, which is an important tool in 21st century learning. Learners will become graduates who are full of knowledge in early childhood education, with morals and ethics in the teaching profession, and will be able to use technology effectively in the future.

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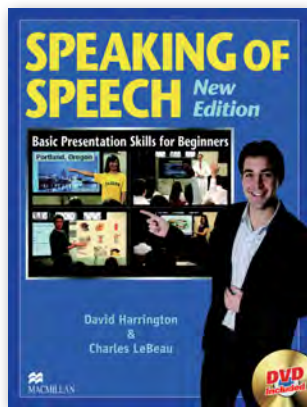
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Book Review

Chayapon Chomchaiya
& Andrew Coltrane



Book name: Speaking of Speech: New Edition
Editors: David Harrington & Charles Le Beau (2009)
Publisher: Macmillan Education

Speaking of speech was written by David Harrington and Charles Le Beau, and first published by Macmillan in 1996, with a new edition being released in 2009 after over twelve years as a bestseller. David Harrington is a university lecturer, and managing director of a publishing company in Japan, who has more than two decades of experience in English language teaching to various types of learners in varying situations and contexts. He has co-authored many books, including; *Discover Debate*, *Getting Ready for Speech*, *Discussion Process*, and *Principle, What's in the Cards*, and *Street Speak*. Charles Le Beau, the co-author, is a former jazz musician, and teacher at two Japanese universities, as well as being a language trainer at the Toshiba International Training Center for more than twenty years. He has taught English since 1982.

The book divides the concept of presentation into three main areas. Referred to as “messages”, these divisions are; *the physical message*, *the visual message*, and

the story message. The eight units of the book deal with each of these in turn. Taking the student through a careful step by step process with thorough methodical planning and opportunities for practice individually, or through pair work and group work, building the student's confidence and experience towards a final, and more extended, presentation at the end of the course. There are examples, for each unit, of both strong and weak presentations provided by video clips on an accompanying DVD. There are also many illustrations and photographs to clarify the points being made, along with useful photocopyable materials for planning presentations, and both self-evaluation, and peer evaluation. Furthermore, each unit explains *what* the target skill is, *why* it is important, and *how* to use it, paving the way for the interactive practice sections which follow.

The Physical Message

The first unit begins the first part of the physical message, introducing the student to the importance of eye contact and posture as the foundation of the physical message. Learners learn what the inappropriate posture that might occur during a presentation, and practice the desired postures in group and individually. The DVD provides an example speech recommending a visit to the speaker's hometown. The final assignment of the unit

provides the guidelines for learners to prepare the informative speech in terms of content overview. In the performance part of the unit learners are afforded the chance to present an informative speech, either about their hometown, or another city of their choice.

The second unit focuses on the use of gesture in four categories, namely, *number and sequence*, *emphasis and focus*, *illustration and location*, and *comparison and contrast*, with illustrative examples. The DVD provides information regarding the layout of a convenience store to guide learners through incorporating appropriate gestures during a presentation. In the performance part, learners practice how to prepare the layout for a speech about a convenience store, an amusement park, or school.

The third unit highlights the use of voice inflection to emphasize the key words and boost the interest of listeners during a presentation. *Stressing*, *stretching*, and *pausing* techniques are focused on in this unit. In the exercises, the learners initially practice how to use voice inflection utilizing these three techniques. They then go on to incorporate the gestures learned from the previous unit in the latter exercises. With regard to the performance part, episode three of the Speaking of Speech DVD provides an example speech on 'how to make a tuna sandwich', and here learners further analyze the use of gesture and voice inflection. In the final stage of the unit, learners perform a demonstration speech on how to make 'a favourite dish' resulting from the step by step guidelines they have followed.

The Visual Message

Unit four presents the implementation of effective visuals in speech preparation. To begin with, learners watch Presentation One of the fourth Episode of the DVD to get further understanding of how the visuals may affect the whole presentation. Then, the exercise encourages learners to analyze the problem of improper slides used in a presentation, and find possible solutions for them. Sequentially, the authors provide guidelines on how the visuals can be used effectively, as can be seen from Presentation Two of Episode Four of the DVD, where samples of several visuals are used for different purposes. In the performance section, learners are assigned to make comparative visuals of two countries.

The fifth unit, explaining visuals, presents further development on the implementation of visuals in giving speech. The lesson begins with a comparison of visual usage between two presentations, as can be seen on the

DVD. Highlighting the problems and solutions when using visuals in giving a presentation. In the later section, the authors provide steps and phrases for explaining visuals. In the performance section, learners prepare the visuals for a presentation comparing different countries.

The Story Message

Unit six begins with the first part of the story message, 'the introduction'. In this unit, the components of the introduction are divided into; *greeting* (getting the audience attention), *what* (informing the audience of the topic), *why* (the importance of the presentation), and *overview* (what points to listen for). Then, learners are guided through various exercises to make introductory phrases, listening to audio examples, and watching a model introduction of a presentation from the DVD. In the final part of the unit, 'performance', learners prepare to present an introductory speech regarding a product comparison.

The seventh unit focuses on 'the body' part of the story message. To begin with, the authors identify the important information that needs to be included in the body. Learners listen to presentations and identify whether the evidence provided is vague or specific, and what type of evidence is given in each presentation. In the latter step, learners practice giving 'concrete' supporting evidences in a presentation from different points. In the subsequent part, the authors introduce the use of several sequencers and transitions used in the body of the presentation, then provide practice for the learners. In the performance unit, learners prepare to present the body of a speech regarding a product comparison.

Unit eight delivers the last part of the story message, 'the conclusion', the unit begins with guidelines for making a conclusion, followed by several practice exercises, and shows the model of a conclusion from the DVD. In the performance part of the unit, learners prepare to make a conclusion of a presentation, again regarding a product comparison.

In the final section of the book, learners must incorporate all the skills and knowledge they have learned in class to perform a final presentation.

In summary, Speaking of Speech is a comprehensive guide for learners of English to conduct a presentation in the English language. As stated previously, this is approached, and clearly presented through the divisions of *the physical message*, *the visual message*, and *the story message*. The Illustrations, pictures, graphs, charts, and

photos all serve to enhance comprehension of the content. Useful phrases and expressions related to the topics are plentiful, and readily usable. The DVD containing demonstrations of 'good model' and 'bad model' presentations provide useful examples to complement the book. The final part of each unit provides learners with

opportunity for practical demonstration of the necessary skills for successful presentation on any given topic. Finally, the book 'Speaking of Speech' enables learners to be competent and confident presenters. It is recommended for those who earnestly would like to develop their presentation abilities!

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1.2.4 Affiliations should match each author with their appropriate affiliated institutions and organizations. In case of different affiliations, superscript numbers should follow the surname¹ and affiliation¹.

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1.2.6 "Abstract" in English must be 14.5 pt. font, bolded, left aligned, and placed below the Thai keywords section. Abstract text must be 14 pt. font, with 1 tab indentation from left and right margins.

1.2.7 "Keywords:" should appear in English language in 14.5 pt. font, placed beneath the English abstract text and be aligned with the left margin. English keywords must be 14 pt. font, and should not exceed four words. Each keyword should be separated by a comma (,) and space.

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Journal of Multidisciplinary in Social Sciences

Vol. 15 No. 2 May – August 2019

Invited Article

- Montessori for Early Childhood Development** 1
Cheerapan Bhulpat

Original Articles

- Development of a Causal Model of Influence on Gratitude (katanyu) of Thais in an Aging Society** 6
Sansern Intarat, Whanthong Bunkum, Withoon Nilubol & Jakkrapan Kumkaew
- Development of Conquer of the Land of ASEAN Application to Enhance Knowledge on ASEAN Community for Early Childhood** 17
Pichsinee Puttitaweessri & Nongyao Nuchanart
- Development of A Utilization-focused internal quality assessment system for Education Quality Development of basic Education Institutions: An Application of Empowerment Evaluation** 26
Worawan Sangsuppun, Sirichai Kanjanawasee & Wisanu Sapsombat
- Model of Participatory Integration of Student Supervisory System** 37
Nanteerapon Engphaiboon, Chuenchanok Kovin & Amornwich Nakornthap
- Factors Influencing and Evaluation Criteria Social Responsibility Management in Secondary School** 50
Kanokwan Boonpluk, Amara Rattakorn & Nattakorn Papan
- Development of English for Communication and Techniques for Effective Job Interviews and Preparations for Effective Work Performance for Suan Dusit University's Second Year Students of Second Semester of 2017** 63
Sirikorn Rochanasak & Wassana Chakkaew
- A Causal Model of Safety Working Behavior in the Rubber Wood Industry** 70
Charinee Jaieua & Suwit Chanpetch
- Vocational Teacher Desired Characteristics** 76
Parinya Meesuk
- Guidelines for Improvement of Learning Management Process With Technology Integration Using iPad** 83
Rattana Klinjuy, Patchaporn Wipasinimit, Wassana Jakkaew & Sittha Pongsak
- The Development of Local Museum Tourism Model for Creative Learning in Kanchanaburi Province** 91
Nopporn Chantaranamchoo, Sasiporn Taikham & Kamornrat Nhusawi

Review Article

- Contributions to Kindergarten Education by Khunying Benja Sangmali: A Legendary Expert in Early Childhood Education from Suan Dusit University** 99
Chulintipa Nopakhun

Book Review

- Speaking of Speech: New Edition** 107
Author Chayapon Chomchaiya & Andrew Coltrane