The Effect of Training Package Development for Secondary School Students in Thailand Toward ASEAN Community

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Abstract

The purposes of this research were: (1) to create a training package to prepare secondary school students in northeastern of Thailand toward ASEAN (Association of Southeast Asian Nations) Community; (2) to compare the knowledge of secondary school students toward ASEAN before and after use training package; and (3) the expectations of the students in the northeast of their own preparation for the ASEAN community. Experimental research was used in this research. The subject was including 2,000 students who were randomly divided into groups of seven provinces. The statistics used in data analysis were percentage, average, standard deviation, and T-test. The research results showed that: (1) a training package to prepare secondary school students in northeastern of Thailand toward ASEAN Community, the effectiveness index (E.I.) was .57, according to the established criteria; (2) a comparison of pretest and posttest results found the use of cognitive training may vary, statistically significant at the .05 level; (3) an expectation of the secondary school students in the preparation of role into ASEAN Community found that the students who participated in a concept reflect that the knowledge and attitudes to prepare themselves for the ASEAN community.

Keywords

ASEAN (Association of Southeast Asian Nations) Community, training package, students' readiness

In 2015, the Association of Southeast Asian Nations (ASEAN) would be formally established by expecting that education would play its major role in developing Thai Children's learning into ASEAN Community clearly in their knowledge, skill/process, and attitude. The Thai Children's characteristics in ASEAN Community in knowledge aspect consisted of knowledge in ASEAN countries regarding to political, economic, social, and cultural aspects.

It also consisted of children's knowledge in ASEAN Charter.

For the skill/process aspect, it consisted of basic skill, competency in communicating at least two languages, skill in using technology, competency in

solving the problem peacefully as well as working and living with the others, skill of citizen/social responsibility, included the respect and acceptance for various cultures, the leadership, the viewpoint on social problem and action for leading to the changes self-development as well as equal human value, participation in opinion expression as well as sharing,

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competency in management/self-control, and attitude regarding to the esteem for being Thais/ASEAN, collaboration in being responsible for ASEAN Community, awareness of ASEAN, democratic lifestyle, emphasis on good governance, peacefulness/peace dharma, acceptance in individual differences in religion as well as livelihood based on Philosophy of Sufficiency Economy (Office of Basic Education Commission, Ministry of Education 2011). The member in country group of ASEAN from 10 countries agreed to unit as ASEAN Economic Community: AEC. The development in education was very important as foundation on every aspect of development. Every country gave an importance to the improvement for education in one's own country to be ready to serve the changing trend in new century on the basis of major approach on learning in the twenty-first century, including the knowledge of the world, finance, economics, business, and entrepreneur, good citizen, health, and environment (Silanoi and Tungkasamit 2013). The Office of Academic and Educational Standard (2011) stated that Thailand united into ASEAN Community in 2015 in order to develop regional society for citizen in 10 ASEAN countries in order to live as friends in the same family. For the successful development of Thai children's learning into ASEAN Community, it was necessary to determine Thai children's characteristics to be developed into ASEAN Community clearly in knowledge, skill/process, and attitude.

At the beginning, what would cause the students to change their behavior in perception very well, was the development in awareness for students by providing the educational management for children to perceive as well as good attitude (Office of Academic and Educational Standard 2011). The training was foundation of development in constructing one's knowledge and comprehension as a technique helping for changes in one's knowledge, skill, and attitude toward what one wanted to be occurred with students. It was supported by Wichai Wongyai's (1994)

statement that the training was a systematic process aimed to change the work performed by staffs who attended the training according to objective of organization or work unit. In addition, the research findings of Kridsana Prachakoon (1994) who constructed the training package in instructional media selection for teachers in secondary school, under jurisdiction of Department of General Education in Bangkok, found that the efficiency of constructed training package was 80.1/86.7 which was higher than criterion as 80/80. Furthermore, there were significant differences in comparative findings between pretest and posttest at .05 level. For the achievement after using the training package between the teachers with basic knowledge and those who did not have basic knowledge in educational technology, there were no significant differences. The Academic Service Center, Khon Kaen University, established the training project for preparing the students' readiness into ASEAN including major goal as to develop the secondary school students' awareness and perception in ASEAN in North Eastern Region, in 20 schools. There were 20,000 students participating in the project, 300-700 students from each school. The researcher team prepared training package for enhancing the students' basic knowledge and comprehension in ASEAN. This training package included the development process, focusing on the activities the children could participate in, activities for children to collaborate in thinking which caused their interest by using various games and activities. In the meanwhile, the knowledge and comprehension in three major poles of ASEAN Community regarding to political and security, economic, social, and cultural, were integrated so that the content material would be interesting. It was supported by Ladda Silanoi's (2008) conclusion that the game using in teaching would cause the material content to be clearer by enhancing one's process skill, for instance, thinking skill as well as desirable attitude and value, and management and practice, etc. Moreover, it could help

to cause the students' interest on content in the lesson, because some issues were not be familiar by students. Therefore, it would affect the students' interest in that issue. When the games were used, the students' interest would be increased. The rule and principle of game would help in being as foundation of content in social studies titled "Good Citizen in Democratic System", very well since the students would be practiced for collaboration, unity, dedication, leadership, and follower. The climate in instruction of social studies was improved. The students would be joyful by moving their bodies and expressing themselves instead of sitting to listen to the explanation or participate in other activities without movement. Besides, according to the related research studies in learning activity management through instructional model by using game-based-learning. Sakoon Sooksiri (2007) conducted research in "Achievement of Learning Media as Game Based Learning", found that the experimental group wanted to learn by using game as learning media, whereas the control group felt indifference when they knew that they would be lectured. The knowledge level in both of memory as well as comprehension of the experimental group, were higher than those of the control group. The experimental group viewed that they participated in learning very much. In the meanwhile, the control group viewed that they participated in it very little. The experimental group viewed that the game caused them to learn by themselves. They enjoyed learning throughout the time. In the meanwhile, the control group was indifferent or did not enjoy learning. The experimental group viewed that their teachers played a little role in learning, whereas the control group viewed that their teachers played very much role in learning. Moreover, when the game was used in addition to the training package with systematic process, the students' achievement would be increased. It was supported by research findings of Poo-kan (2006) who developed the training package for classroom research titled "Development and

Innovation Trying Out for Instructional Development", found that the constructed training package obtained its efficiency as criterion = 80/80. Unit 1: the efficiency was = 89.75/81.53, and Unit 2, its efficiency was = 88.46/81.15. Furthermore, the comparative findings of teachers' learning after studying by the training package, were statistically higher than before studying by the training package at .05 significant level.

According to the above reasons, the researcher was interested in studying the model for preparing the readiness of secondary school students in North Eastern Region into ASEAN Community by using the training package for preparing Thai students into ASEAN Community through the activities using game which was designed for students to enjoy as well as gain knowledge of ASEAN. The content was integrated in game. As a result, the students would be developed their knowledge, skill/process, and good attitude simultaneously.

RESEARCH QUESTIONS

What would be effectiveness of training package for preparing readiness of the secondary school students in North Eastern Region toward ASEAN Community? How would the training package affect the students' knowledge development and expectation?

RESEARCH OBJECTIVES

The objectives of this research were:

- (1) To construct the training package in preparing readiness for the secondary school students in North Eastern Region toward ASEAN Community;
- (2) To compare the knowledge of secondary school students in North Eastern Region toward ASEAN Community between before and after using the package;
- (3) To study the expectation of secondary school students in North Eastern Region on preparation for readiness toward ASEAN Community.

RESEARCH METHODOLOGY

This research was an experimental research. The conceptual framework and research instruments were as follows:

Population

The populations were 12,000 secondary school students from 20 schools as target area of academic Provision of Academic Service Center, Khon Kaen University.

Samples

The samples were 2,000 students selected by cluster sampling as follows:

The group of provinces consisted of seven provinces in the North Eastern Region based on the area for providing the community service of Provision of Academic Service Center, Khon Kaen University in each province. The school numbers were shown in Table 1.

In each province, each school was specified in each province to be cluster of research by sampling the school in each province. There were total of 20 schools. Then, the sampling was performed by taking lots. Seven schools were obtained in Table 2.

Variables

Independent variables consisted of the training package for preparing readiness of secondary school students in North Eastern Region toward ASEAN Community.

Dependent variables consisted of: (1) knowledge of secondary school students in North Eastern Region from activity management based on training package for preparing the secondary school students in North Eastern Region toward ASEAN Community; and (2) the expectation of secondary school students in North Eastern Region for preparing the secondary school students in North Eastern Region toward ASEAN Community from thier opinion in the question test.

RESEARCH METHODOLOGY AND DATA COLLECTION

This research was an experimental research including:

Research Implementation Phases

The research implementation was started by construction of training package for preparing the secondary school students in North Eastern Region toward ASEAN Community through the game including: (1) introduction; (2) objective; (3) activity using as the basic of training: the activities leading to ASEAN, the activities for location as well as ASEAN History, activities for ASEAN Culture, and activities for AEC; (4) appendix; (5) media and instrument for development training package; and (6) Power Point with illustration.

The training package was tried out for obtaining efficiency as specified criterion, with all three groups of secondary school students as 1: 1 pattern, small group 1: 9, and field work by improving and revising based on steps in each session of experiment. In the meanwhile, data were analyzed. After the efficiency value was obtained, the training package was administered with the samples. The posttest was administered with students. In addition, the students had to write down their expectation to perform for preparing their own readiness toward ASEAN Community.

The Research Instruments Consisted of

The training package for preparing the secondary school students in North Eastern Region toward ASEAN Community, consisted of the following components: (1) introduction; (2) objective; (3) activities using as the basic of training: the activities leading to ASEAN, the activities for location as well as ASEAN History, activities for ASEAN Culture, and activities for AEC; (4) appendix; (5) media and instrument for development training package; and (6) Power Point with illustration, the knowledge test, and

Table 1. List of the School in the Areas of Khon Kaen University Service

Provinces	Under the Secondary Education Service Area Office	Schools
Roi-ed	21	60
Khon Kaen	25	84
Chaiyapume	30	37
Kalasin	24	55
Nong Kai	21	44
Loei	19	31
Ubon Rachatani	29	60

Table 2. List of Cluster School in the Research Project

Provinces	Included school names
Roi-ed	Suwanpoom-wittayalai
Khon Kaen	Chaturamit-wittayakan
Chaiyapume	Konsawan
Kalasin	Sahadsakan
Nong Kai	Pratadbangpuan
Loei	Srisongrak
Ubon Rachatani	Keungnai-pittayakan

the open-ended questionnaire in preparing their own readiness toward ASEAN Community.

Data Analysis

The researcher used statistic in analyzing the basic data including the Percentage, Mean, Standard Deviation (S.D.) of testing scores, and testing the differences between before the use of training package (pretest), and after the use of training package (posttest) by t-test (dependent). Besides, the statistic using for analyzing the efficiency of research instruments including: KR-20, item difficulty (p), and item discrimination (r) by using the computer program. The test was analyzed by using the Test Analysis Program (TAP) Version 4.3.5 for data analysis.

CONCLUSIONS

The objectives of this research were: (1) to construct the development training package for preparing

readiness of the secondary school students in North Eastern Region toward ASEAN Community; (2) to compare the knowledge of secondary school students in North Eastern Region toward ASEAN Community between before and after using the package; and (3) to study the expectation of secondary school students in North Eastern Region on preparation for readiness toward ASEAN Community. This research was experimental research. The samples in this study were 2,000 students selected by cluster sampling from seven provinces. The research instruments were: (1) the development training package for preparing readiness of upper secondary school students in North Eastern Region toward ASEAN Community; and (2) the knowledge test constructed by the researcher. The statistic using for data analysis consisted of the Percentage, Mean, Standard Deviation (S.D.), and the Mean from before and after using the development training package by sample students tested by using the t-test for dependent samples.

Research Findings Found That

(1) The training package of readiness preparation for secondary school students in North Eastern Region toward ASEAN Community was obtained. Its effectiveness index (E.I.) was = .57 as the specified criterion;

(2) For comparison of students' pretest and posttest scores, found that there were significant differences in knowledge and comprehension in using the training package between pretest and posttest at .05 levels. The students' pretest average score was = 5.56, and posttest average score = 6.75. The average score of seven schools were different;

(3) The students' expectation on the role in preparing their readiness toward ASEAN, found that the students' expectation was congruent with all of three major pole of ASEAN including: (a) the political and security aspects; (b) the economic aspect; and (c) the social and cultural aspect. Every student who participated in activities, had viewpoint reflecting their knowledge as well as comprehension and attitude toward self-preparation for entering the ASEAN.

Recommendations

General recommendations

(1) In providing the training for a large number of students, the findings of knowledge and comprehension might not be as the objective owing to the major factor: the student number;

(2) The session in activity management had to be continuous as step by step as well as arousing one's interest throughout the time, otherwise the students would be bored with teacher training;

(3) The trainers had to provide various strategies to motivate the interest from a large number of students. The warning or punishment would not cause good effect on classroom management. The best technique: The trainer had to prepare oneself in activity technique very well from the assignment into group as well as the activity management throughout the training

session;

(4) The training activity management, it was necessary for students to participate as much as possible by reinforcing and encouraging every student to answer the question or participate in the activity;

(5) The trainers had to work in team with a large number of 300-700 students, since only one trainer would not be able to manage the students thoroughly so that every student would take part in activity.

Recommendations for future research

(1) The variable as attitude toward perception in ASEAN of students in North Eastern Region or in the border area should be studied;

(2) The comparative study of students' perception in ASEAN of school in the border, and school in the city regarding to ASEAN Knowledge should be studied in order to see how much there would be different;

(3) The information of readiness preparation toward ASEAN of schools in North Eastern Region, should be surveyed in order to be basic information for establishing the curriculum, supporting the strength of school in preparing readiness in various aspects;

(4) The implementation of different projects obtaining fund from public sector and private sector regarding to preparation into ASEAN Community, should be studied in order to view the progress, problem, and obstacle as the information for establishing other projects further.

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