

THE EFFECT OF TRAINING PACKAGE DEVELOPMENT IN PREPARING THE READINESS FOR SECONDARY SCHOOL STUDENTS IN NORTHEASTERN THAILAND TOWARD THE 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 Thailand toward the ASEAN Community; (2) to compare the knowledge of secondary school students toward ASEAN before and after use of the training package; and (3) to study the expectations of the students in the northeast for their own preparation for the ASEAN community. Experimental research was used in this research. The research included 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 Thailand for the 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 for their role in the ASEAN Community, it was found that the students who participated reflected on the knowledge and attitudes needed to prepare themselves for the ASEAN community.

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

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INTRODUCTION

In 2015, the Association of South East Asian Nations (ASEAN) was formally established with the expectation that education would play its major role in clearly developing Thai Children's learning for integration into the ASEAN Community in their knowledge, skills/processes, and attitude. The Thai Children's knowledge of the ASEAN Community consisted of knowledge of ASEAN countries regarding political, economic, social, and cultural aspects. It also consisted of the children's knowledge of the ASEAN Charter.

For the skills/processes aspect, it consisted of basic skills, competency in communicating in at least two languages, skills in using technology, competency in solving problems peacefully as well as working and living with others, skills of citizen/social responsibility, including respect and acceptance of different cultures, leadership, viewpoints on social problems and action leading to self-development as well as equal human values, participation in opinion expression as well as sharing, competency in management/self-control, and attitude regarding the esteem for being Thais/ASEAN. In addition, collaboration in being responsible for the ASEAN Community, awareness of ASEAN and a democratic lifestyle, emphasis on good governance, peacefulness/peace dharma, acceptance of individual differences in religion as well as livelihood based on the Philosophy of Sufficiency Economy (Office of Basic Education Commission, Ministry of Education, 2011). The members from 10 ASEAN countries agreed to unite as the ASEAN Economic Community: AEC. The development in education was very important as a foundation for 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 trends in the new century on the basis of a major emphasis on learning in the twenty-first century, including, knowledge of the world, finance, economics, business, and entrepreneurship, good citizenship, health, and environment (Silanoi, 2013). The Office of Academic and Educational Standards (2011) stated that Thailand united into the ASEAN Community in 2015 in order to develop regional society for citizens in 10 ASEAN countries in order to live

as friends in the same family. For the successful development of Thai children's learning into the ASEAN Community, it was necessary to determine Thai children's characteristics to be developed into the ASEAN Community clearly in knowledge, skills/processes, and attitude.

At the beginning, what would cause the students to change their behavior and perceptions very well, was the development in awareness in students by providing educational management for children to understand as well as creating good attitudes (Academic Office supported it and Educational Standards, 2011). The training was the foundation of development in constructing one's knowledge and comprehension as a technique for helping developments in one's knowledge, skills, and attitude toward what one wanted to occur within the students. It was supported by Wongyai's (1994) statement that the training was a systematic process aimed at changing the work performed by staff who attended the training according to the objective of organization or work unit. In addition, the research findings of Prachakoon (1994) who constructed the training package in instructional media selection for teachers in secondary schools, under the jurisdiction of the Department of General Education in Bangkok, found that the efficiency of constructed training packages was 7.86/1.80 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 for entry into ASEAN including the major goal of developing the Secondary school students' awareness and perception of ASEAN in the North Eastern Region, in 20 schools. There were 20,000 students participating in the Project; 300-700 students from each school. The research team prepared training packages for enhancing the students' basic knowledge and comprehension of 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 motivated them by using various games and activities. In the

meanwhile, the knowledge and comprehension in three major roles of the ASEAN Community regarding politics and security, economics and social and cultural elements, were integrated so that the content material would be interesting. It was supported by Silanoi's (2008) conclusion that using games in teaching would cause the material content to be clearer by enhancing one's process skills, for instance, thinking skills, as well as creating a positive attitude and values. Moreover, it could help to create the students' interest in the lesson content, because some issues were not familiar to the students.

Therefore, it would affect the students' interest in that issue. When games were used, the students' interest would be increased. The rules and principles of the game would help in laying a foundation of content in social studies titled "A Good Citizen in a Democratic System", very well since the students would be practiced and prepared for collaboration, unity, dedication and leadership. The atmosphere of instruction in social studies was improved. The students would be joyful by moving their bodies and expressing themselves instead of passively 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 the instructional model of using game-based learning, Sooksiri (2007) conducted research in "Achievement of Learning Media as Game Based Learning", found that the experimental group wanted to learn by using games as learning media, whereas the control group felt indifference when they knew that they would be lectured. The knowledge level, in both memory retention as well as comprehension, of the experimental group, were higher than those of the control group. The experimental group viewed that they actively participated in the learning process. However, the control group viewed that they participated in it very little. The experimental group considered that the game caused them to learn by themselves. They enjoyed learning throughout the time. In contrast, 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 a much bigger role in learning. Moreover, when the game was used in addition to the training package with systematic processes, the students' achievement levels would increase. It was supported by the research findings of Pagarat (2006) who developed a 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 with the training package, were statistically higher than before studying by the training package at .05 significant level.

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

RESEARCH QUESTIONS

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

RESEARCH OBJECTIVES

The objectives of this research were:

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

RESEARCH METHODOLOGY

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

1. POPULATION

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

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

3. VARIABLES

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

Dependent variables consisted of 1) knowledge of secondary school students in the North Eastern Region from activity management based on a training package for preparing the secondary school students in the North Eastern Region towards the ASEAN Community. 2) the expectations of secondary school students in the North Eastern Region for preparing the secondary school students in the North Eastern Region towards the ASEAN Community from their opinions in the questionnaire.

RESEARCH METHODOLOGY AND DATA COLLECTION

This research was an experimental research including:

RESEARCH IMPLEMENTATION PHASES

The research implementation was started by the construction of a training package for preparing the secondary school students in the North Eastern Region for the ASEAN Community through games including: (1) introduction; (2) objective; (3) using activities as the basis 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 of the training package; and (6) Power Point with illustrations.

The training package was tried out for obtaining efficiency as per specified criterion, with all three groups of secondary school students as 1: 1 pattern, small

Table 1. List of the Schools 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 Schools 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

Group 1: 9, and field work by improving and revising based on steps in each session of experiment. In the meanwhile, data was 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 expectations to perform for preparing their own readiness towards the ASEAN Community.

THE RESEARCH INSTRUMENTS

The training package for preparing the secondary school students in the North Eastern Region toward the ASEAN Community, consisted of the following components: (1) introduction; (2) objective; (3) activities using as the basis 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 of the training package; and (6) Power Point with illustrations, the knowledge test, and the open-ended questionnaire in preparing their own readiness toward the ASEAN Community.

DATA ANALYSIS

The researcher used statistics 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 the training package (pretest), and after the use of the training package (posttest) by t-test (dependent). Besides, the statistics used 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 the readiness of the secondary school students in the North Eastern Region towards the ASEAN Community; (2) to compare the knowledge of secondary school students in the North Eastern Region toward the ASEAN Community before and after using the package; and (3) to study the expectations of secondary school students in the North Eastern Region on preparation for readiness towards the ASEAN Community. This research was the 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 the North Eastern Region towards the ASEAN Community; and (2) the knowledge test constructed by the researcher. The statistics used 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

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

2. For comparison of students' pretest and posttest scores, it was 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 = 75.6. The average score of seven schools were different;

3. The students' expectations of the role in preparing their readiness toward ASEAN, found that the students' expectations were congruent with all of three major roles 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 viewpoints reflecting their knowledge as well as comprehension and attitude toward self-preparation for entering 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 numbers;

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

3. The trainers had to utilise various strategies to motivate and gain interest from a large number of students. Warnings or punishment would not have a good effect on classroom atmosphere or management. The best technique: The trainer had to be well prepared in activity technique as well as effective activity management throughout the training session;

4. In the training activity management, it was necessary for students to participate as much as possible through the trainers reinforcing and encouraging every student to answer the questions or participate in the activity;

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

RECOMMENDATIONS FOR FUTURE RESEARCH

1. The variable as attitude towards perception in ASEAN of students in the North Eastern Region or in the border area should be studied;
2. The comparative study of students' perceptions of ASEAN of schools near the borders, and schools in the cities regarding ASEAN knowledge should be studied in order to see how much they might differ;
3. The information of readiness preparation toward ASEAN of schools in the North Eastern Region, should be surveyed in order to be basic information for establishing the curriculum and supporting the ability of schools to prepare and be ready in various aspects;
4. The implementation of different projects through obtaining funding from the public sector and private sector regarding preparation for integration into the the ASEAN Community, should be studied in order to view the progress, problems, and obstacles as the information and input for establishing further projects.

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