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Each submitted article will be double blind peer-reviewed by at least two professors in its field of studies.

The journal publishes 2 issues per year (No.1 January - June and No.2 July - December).

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## **Differences in Daily Communication between Chinese and Thai people**

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### **Abstract**

The result of the rapid growth of China's economy brings about the trend of learning Chinese around the world. At present, the increasing number of schools, undergraduate and graduate institutions both in Asia and overseas have opened Chinese classes to serve those who are interested in learning Chinese. In addition, establishment of Confucius Institutes in those countries to encourage non-native speakers to learn more Chinese becomes one of the main policies approved by the central government of China for making "World" understand China more by using Chinese as the important tool. In Thailand, schools and universities have also opened Chinese courses since 2001. It is said that the global trend of "Chinese Fever" has been in Thailand as well.

This paper summarized the comparison on the characteristics of addressing forms, greetings, compliments and acknowledgements in daily communicative expressions made by Chinese and Thai students. The questionnaires (open-ended questions) were distributed to both targeted groups. The findings revealed that there were some differences on the characteristics of communicative expressions between these two groups.

**Keywords:** Chinese, Thai, Daily Communicative Expressions

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## **Introduction**

R.A. Hudson (1980) as the sociolinguist mentioned that there is a fixed communicative mode of interaction in speech act. “Greetings - Conversation - Farewell” is the three modes in human communication, and the process of this mode is that of people’s daily communication Process, Address, Greetings, Praise, Gratitude is an indispensable communication language in daily life.

Although English has been considered to be used as one of the main languages for communication around the world, Chinese language has also been the important language for communication and negotiation in business sectors.

In addition, the researchers, as the lecturers of Chinese in Thailand, are interested in seeking the ways to teach Chinese more efficiently in Thailand context. It is found that Thai students hardly have foreign language environment. They lack opportunities to use both Chinese and English in their daily lives, and the interference of the first language (Thai), especially parts of speech might lead to failure on learning foreign languages. In terms of Thai and Chinese, although both languages originate from the Sino-Tibetan language family, these two languages have been used separately by these two ethnic groups. The following summaries were presented about the comparison on the differences between the characteristics of daily communicative expressions made by Chinese and Thai students.

## **Objectives of the study**

1. To investigate the interference of L1 to L2 made by these two targeted groups
2. To point out the differences of the characteristics of daily communicative expressions made by Chinese and Thai students.

## **Research Methodology**

1. Population: 100 Thai students majoring in Chinese (year 1 to year 4) at Ubon Ratchathani Rajabhat University, Thailand and 100 Chinese students majoring in Thai (year 1 to year 4) at Chengdu University, PR China.
2. The questionnaires (open-ended questions) were distributed to both groups

## **Data Analysis**

Descriptive linguistics analysis was used for data analysis.

## Results

The findings revealed some confusion on using Chinese for daily communication made by Thai students while Chinese students also faced this problem. It is assumed that their mother language (L1) interfered in another language when they conveyed their messages to their dialogue partners. The following summaries were shown about some different

### Comparison of Salutation

As for the name, Chinese and Thai all put “surname” in front. In Chinese, the elder calls the younger’s full name: “Surname + name” like this form. For example, “Zhang Wei”, this is used for more formal occasions; the general occasion will be directly called nicknames. For example, “Zhang Xiao Juan”, called “Xiao Juan” or “Juan Juan”. Chinese call each other’s surname; this is mostly used for colleagues and classmates. For example, “Lao Sun”, “Xiao Wang”.

In Thai, many people have long last names and first names. For more convenience, everyone has his/her own nickname. In daily communication, people are accustomed to using nicknames. For example, “Araya Chinglek”, her nickname is “paii”, elders and friends will call her “paii” in daily communication.

In Chinese and Thai social titles, there are many changes about relatives’ title. This table shows the differences about relative’s title between in Chinese and Thai.

**Table 1** A comparison of relative’s title between China and Thailand

Object	Thai appellation	Chinese appellation
Father	พ่อ	爸爸
Mother	แม่	妈妈
A man older than his father	ลุง	伯伯
A man younger than his father	อา	叔叔
A woman older than his father	อา	姑姑
A woman younger than his father	อา	姑姑
A man older than his mother	ลุง	舅舅
A man younger than his mother	น้า	舅舅
A woman older than his mother	น้า	阿姨
A woman younger than his mother	น้า	阿姨
A man older than himself	พี่ชาย	哥哥

Object	Thai appellation	Chinese appellation
A man younger than himself	น้องชาย	弟弟
A woman older than himself	พี่สาว	姐姐
A woman younger than himself	น้องสาว	妹妹

From Table 1, we can see that a women older than their father or younger use the title “姑姑” in Chinese language. Men who are older or younger than their mothers are called “舅舅”. These titles are all differentiated by gender. This is due to an ideology in traditional Chinese culture that men and women are different. In Thai, “อา” the same title is used to call men and women younger than their fathers. “น้อง” the same title is used to call men and women younger than their mother. Calling men and women younger than their own age use the same title.

From here you can see that older relatives have their own titles, and young relatives use a title. This shows that the Thai people pay more attention to “Different age” not the difference between men and women.

About social titles, Thai people call each other’s specific job title. For example, one can call the police “น้อง”. This is the same as in China, but some job titles differ

according to their working level. A university teacher is called “อาจารย์”. A high school teacher is called “คุณครู” when you know each other’s name. Chinese and Thai differ in the title occupation. Thai will use this form “occupation + name”, such as “คุณครู” (It’s mean “teachepaii), but in Chinese it is “ name + occupation “ , such as “Wang police” “Li teacher”.

## Conclusion and Discussion

### Different comparisons of greetings

Every ethnic group has its own culture. Due to historical reasons, many Chinese do not have enough to eat. Therefore, Chinese people pay attention to food culture. If they meet, they will ask you “Have you eaten?”. So this greeting is Chinese-specific. Chinese and Thai people generally do not talk about the air. The Thai weather is very hot all year round. The relatively stable weather conditions between China and Thailand make the two peoples less interested in the topic of weather conditions.



## **Intersection produces the reason for the difference**

### **Differences in ways of thinking**

China and Thailand are two neighboring countries and the Thai people come from many different places. There are many Chinese among them, so Chinese and Thai people have the same way of thinking. However, there are also some differences. Thai people have long formed a characteristic of mutual acceptance and national integration. Thai people believe in Buddhism, so most people are calm and secure. Chinese are industrious since ancient times. Therefore, China is exclusive and Thailand has compatibility. This difference is also reflected in the umbrella of communication. There are few foreign words in everyday communication in China.

### **Differences in values**

The cultures of different countries and nations are different. Every country and nation has its own value system, and people's communication is constrained by the values. The common ground between the Han people and the Thai nation is that both attach great importance to "affection" and attach importance to interpersonal relations and etiquette. This is because of the influence of Confucianism in China. Thailand is also known as "the country of Buddhism." Thailand is dominated by the Buddhist system. At present, more than 90% people believe in Buddhism. Therefore, Thailand is a country that values ceremonies.

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## **The Analysis and Evaluation of Chinese Textbooks of Ubon Ratchathani Rajabhat University (Chinese Program)**

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### **Abstract**

The purposes of this study were 1) to analyze the content of the Chinese textbooks used by UBRU lecturers of Chinese in 2017, 2) to compare the amount of the same vocabularies between these Chinese textbooks and those in HSK 3 to HSK 5, which were parts of international standardized exams that test and rate Chinese language proficiency for non-native Chinese speakers and 3) to evaluate the suitability of Chinese text books selected by UBRU Chinese Program that should be equivalent to the standard of HSK 3 to HSK 6 in terms of the amount of vocabulary. The samples were six Chinese textbooks used in six Chinese subjects: 1) 当代汉语 (一), 2) 当代汉语 (二), 3) 发展汉语(一), 4) 发展汉语(二), 5) 当代汉语 (三) and 6) 成功之路进步 (一). These Chinese textbooks were selected for teaching year one to year three students majoring in Chinese in 2017. The analysis checklist and percentage average were used for data analysis.

The results of this study revealed that the content of each Chinese textbook was suitable for students' learning ability and also complied with each course description of the Chinese subjects. In addition, the proportion of the same vocabulary compared with that in HSK 3 to HSK 6 showed statically significant similarities.

**Keywords:** Chinese textbooks, Content, the amount of the same vocabulary, HSK 3 – 5, UBRU Chinese program

## Introduction

Teaching and learning Chinese in Higher Education deals with opportunities and challenges faced by lectures and learners of Chinese. Chinese education in Thailand, especially in higher education, has been considered to promote widely by opening the elective Chinese courses including the Chinese major. In Ubon Ratchathani Rajabhat University, the Chinese program has been opened to serve those who wish to learn Chinese as major subject since 2004. Most Thai students majoring in Chinese are from rural areas and have no background in Chinese. One of the challenges of UBRU lecturers of Chinese is how to improve their Chinese major students to compete with others in the real world after their graduation. Thus, UBRU Chinese Program seeks for the ways to help students to succeed in their Chinese study by collaborating with the university partners in China to receive the native Chinese lecturers coming to teach their students, sending the Chinese major students to gain more knowledge and experiences in the university partners, selecting the effective teaching materials and updated Chinese textbooks to teach their students, etc. In addition, UBRU Chinese Program sets the conditions for improving the Chinese proficiency of the students before their graduation. One of the conditions is passing the international standardized examination (HSK 4).

In order to help the students succeed in their test, UBRU Chinese Program considers that effective Chinese textbooks used in all Chinese subjects could help them pass the HSK. However, Chinese textbooks used for teaching have not been seriously synthesized and analyzed by UBRU Chinese lecturers. Due to the condition of passing the HSK examination made by UBRU Chinese Program, the amount of the same vocabulary in each Chinese textbook compared with that in HSK 3 - 5 is also one of the key factors to help the students majoring in Chinese pass this condition. To make those who are interested in this study understand more about the HSK, the researcher would like to explain more about HSK and present the criteria of the amount of the vocabulary in each level of HSK (Chinese Proficiency Test) as follows.

HSK (Hanyu Shuiping Kaoshi) or the Chinese Proficiency Test is an international standardized exam which tests and rates Chinese language proficiency. It evaluates Chinese language abilities for non-native Chinese speakers in terms of using the Chinese language in their daily, academic and professional lives. HSK test was launched in 1984. In 1991, the first HSK test was held outside of China. Since then, the HSK test centers have set up in China and countries all over the world. (Chinese Testing International, 2017)

The new HSK test consists of a writing test and a speaking test, which are independent of each other. There are six levels of writing tests, namely the HSK level 1,2,3,4,5, and 6. There are three levels of speaking tests, namely the HSK Speaking Test (beginner, intermediate and advanced level). (Hutong School, 2017) During the speaking test, test takers' speeches will be recorded.

**Table 1** The amount of vocabulary in HSK 3 – HSK 5

No.	Level of HSK	Standard of amount of vocabulary (words)
1	HSK 3	600 words
2	HSK 4	1,200 words
3	HSK 5	2,500 words

### Objectives of the study

1. To analyze the content of the Chinese textbooks used by UBRU lecturers of Chinese in 2017;
2. To compare the amount of the same vocabularies between these Chinese textbooks and those in HSK 3 to HSK 5;
3. To evaluate the suitability of Chinese text books selected by UBRU Chinese Program that should be equivalent to the standard of HSK 3 to HSK 5 in terms of the amount of vocabulary.

### Research Methodology and Data Analysis

1. The samples were six Chinese textbooks: 1) 当代汉语 (一), 2) 当代汉语 (二), 3) 发展汉语(一), 4) 发展汉语(二), 5) 当代汉语 (三) and 6) 成功之路进步 (一) that were used for teaching the Thai students majoring in Chinese of UBRU (year 1 to year 3).
2. The analysis procedures were conducted by: 1) randomizing the six Chinese subjects from year 1 to year 3 of the Chinese curriculum of UBRU Chinese program; 2) collecting the textbooks that were used in these six courses for data analysis; and 3) analyzing the data by using the analysis checklist and percentage average.

## Results of the study

The results of this study were presented as follows:

**Table 2** The content of the Chinese textbooks used by UBRU Chinese Program

No.	Subject	Year	Semester	Name of textbook	Be Equivalent to HSK
1	Basic Chinese 1	1	1	当代汉语 (一)	HSK 3
2	Basic Chinese 3	2	1	当代汉语 (二)	HSK 4
3	Listening and Speaking 1	1	1	发展汉语(一)	HSK 3
4	Listening and Speaking 3	2	1	发展汉语(二)	HSK 4
5	Intermediate Chinese 1	3	1	当代汉语 (三)	HSK 5
6	Intermediate Chinese 2	3	2	成功之路进步 (一)	HSK 5

The summary from the table 2 revealed that the content of each Chinese subject was equivalent to the standard of HSK 3 – 5. The sequences of content were designed from basic levels to more difficult ones. The patterns in each lesson of each Chinese textbook were similar. The lessons in each textbook started from: 1) vocabulary, 2) patterns of conversation, 3) Reading Parts, 4) Grammar Rules & Explanation, and 5) Drills & Exercises.

In the researcher's perspective and data analysis, the contents in the textbooks, namely, 当代汉语 (一) and 发展汉语(一) were equivalent to the standard of HSK 3, 当代汉语 (二) and 发展汉语(二) were equivalent to the standard of HSK 4, 当代汉语 (三) and 成功之路进步 (一) were equivalent to the standard of HSK 5. The UBRU Chinese lecturers selected appropriate textbooks to suit the learning level of the students. Interestingly, the sequences of the difficulty levels of the content in each textbook were designed for non-native speakers of Chinese. The courses 'Basic Chinese 1' and 'Listening and Speaking 1' were written both Chinese phonetic alphabets (汉语拼音) and Chinese characters (汉字) to help foreign learners who start learning Chinese understand more easily. Thus, the basic daily conversations and basic grammar usages, including the word repetition tasks (both versions) were frequently found in these two textbooks. In contrast, the Chinese phonetic alphabets (汉语拼音) were hardly found in the Chinese textbooks of these

subjects: ‘Basic Chinese 3’, ‘Listening and Speaking 3’, ‘Intermediate Chinese 1’ and ‘Intermediate Chinese 2’. It was found only Chinese characters ( 汉字 ) in all lessons of the Chinese textbooks by means of the sequences of difficulty.

**Table 3** The proportion of the same vocabulary compared with that in HSK 3 to HSK 5

No.	Subject	Name of textbook	Be Equivalent to HSK (Content)	Proportion of the same vocabulary compared with HSK 3 to HSK 5 (Percentage average)
1	Basic Chinese 1	当代汉语 (一)	HSK 3	82%
2	Basic Chinese 3	当代汉语 (二)	HSK 4	86%
3	Listening and Speaking 1	发展汉语 (一)	HSK 3	82%
4	Listening and Speaking 3	发展汉语 (二)	HSK 4	80%
5	Intermediate Chinese 1	当代汉语 (三)	HSK 5	84%
6	Intermediate Chinese 2	成功之路 进步 (一)	HSK 5	82%

The summary from the table 3 revealed that the proportions of the same vocabulary compared with that in HSK 3 to HSK 5 of these six Chinese textbook were equivalent to the standard of HSK 3 – 5. All percentage averages indicated that the vocabulary both in these Chinese textbooks and HSK 3 – 5 have significant similarities. In other words, these Chinese textbooks officially approved by the Chinese government for teaching non-native speakers of Chinese were synthesized and analyzed in the content and other related parts by the Chinese experts before publishing. Besides, these Chinese textbooks were also designed to support non-native speakers of Chinese to apply for taking the tests of HSK. In the researcher’s perspective and data analysis, these Chinese textbooks were appropriate for the non-native speakers of Chinese who study Chinese as major subject. Besides the proportion of the amount of the same vocabulary, all learning language skills: listening skill, speaking skill, reading skill and writing skill, were designed properly for foreign learners.

## Conclusion and Discussion

In the researcher's perspective and data analysis, it was concluded that the content in the textbooks, namely, 当代汉语 (一) and 发展汉语(一) were equivalent to the standard of HSK 3, 当代汉语 (二) and 发展汉语(二) were equivalent to the standard of HSK 4, 当代汉语 (三) and 成功之路进步 (一) were equivalent to the standard of HSK 5. In addition, the proportions of the amount of the same vocabulary compared with those in HSK 3 to HSK 5 of these six Chinese textbook were equivalent to the standard of HSK 3 – 5.

As mentioned in the results of the study in the item 4, the researcher assumed that these Chinese textbooks were specifically designed for non-native Chinese speakers. The patterns and sequences of all lessons in these textbooks were mostly the same. These would help foreign learners learn Chinese to gain knowledge and be able to use Chinese for their daily communication as well as for their further study effectively. In term of UBRU Chinese Program, taking the HSK examination is one of the conditions of the undergraduate students' graduation. Thus, the selection of Chinese textbooks to teach the Chinese major students should be given a high priority. If the students learn from the ineffective Chinese textbooks, their opportunity to pass the HSK examination seemed impossible. One of the duties of all lecturers of Chinese besides teaching efficiently is choosing the best teaching materials and texts for their students. This study indicated that UBRU Chinese lecturers concentrate on selecting Chinese textbooks for their Chinese major students. However, due to the time constraint, the researcher could not be able to doubly check the effectiveness of these Chinese textbooks by distributing the questionnaire (the satisfaction survey) to the stake-holders: the lecturers of Chinese and the Chinese major students who use these textbooks. The suggestion to those who are interested in extending this research study is doubly checking by using the satisfaction survey to the stake-holders. It is highly hoped that the results of this study would be beneficial to those who would like to select the appropriate Chinese textbooks to learn.

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## **Family Friendly Benefits in the Work Place**

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### **Abstract**

This academic paper is prepared for human resource, employers and managers who are aware of the impact of the ASEAN Community and deals with the relationship between family friendly benefit and working condition. As modern workplace in this century, Human Resources professionals may be required to justify family friendly benefits by presenting positive links to organisational performance while mitigating associated costs. On the other hand, offering family friendly benefits will negatively influence productivity of conventional employees. Moreover, there are many types of family friendly benefits, including flexible working hours, childcares, eldercares, and so on. In this paper, it reviews lots of practical issues to prove that friendly benefits can prove beneficial in improving organisational productivity provided that both Managers and Human Resources professionals actively ensure that benefits are effectively implemented such they meet the needs of both the organisation and the wider employee group.

**Keyword:** Family Friendly Benefits

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## **Introduction**

In modern organization today, work-to-family conflict and family-to-work conflict play an important issues and could have a serious consequences for employees, family and organization as well. Fail to do so, could end up with job dissatisfaction, absenteeism, turnover intentions and lower productivity levels (Azmat, 2015). Therefore, Managers and Human Resources professionals must be aware of the benefits and challenges associated with the implementation of family friendly benefits, and their role in ensuring that these outcomes are as positive as possible.

“Family friendly benefits are benefits that offer employees the latitude to address their personal and family commitments, while at the same time not compromising their work responsibilities” (Lockwood, 2003, p.1). Family friendly benefits should aim to support employees juggling work life and family life following trends toward women remaining in the workforce after marriage and after having children, increasing numbers of dual-career households and single parent families and continued elder care responsibilities. Family friendly benefits may include benefits such as child care, elder care, flexible work schedules (such as flexi time, telecommuting, job sharing and family leave) and school and educational support. Sands et al (2007)

## **Types of Family Friendly Benefits**

Eby, Casper, Lockwood, Bordeaux and Brinley (2005) suggests that Family and working issues is related to physical health problem (e.g. hypertension), mental health problems (e.g. stress and burnout) and family dissatisfaction). With these negative effects, lot of organizations have started to offer family friendly benefits programme. The family friendly benefits emerges in a variety of circumstances, depending on whether employees in organization are, there are human resource practices, such as flexi-hours, childcare, part-time and telework that provide by organization and could help employees to better balance their work and family roles and yet to reduce their work-family conflict.

### ***Flexible Working Hours***

Flexible working hours allow employees to vary their hours and place of work and can include flexitime, compressed work-weeks, telecommuting, job sharing, paid time off, and other leave programs (McShane, 2005). As Kirby (2005) states that flexible working hour provides additional benefits to employees by allowing them to work when child care is less expensive.

- Flexitime: allows employees to vary the start and end times of work provided that they attend for a set number of hours for a given period and during core working hours, say 10am to 2pm.

- Compressed working week: allows employees to work full time hours over fewer working days each week Employers planning to implement compressed working weeks should be aware of potential negative impacts to productivity.

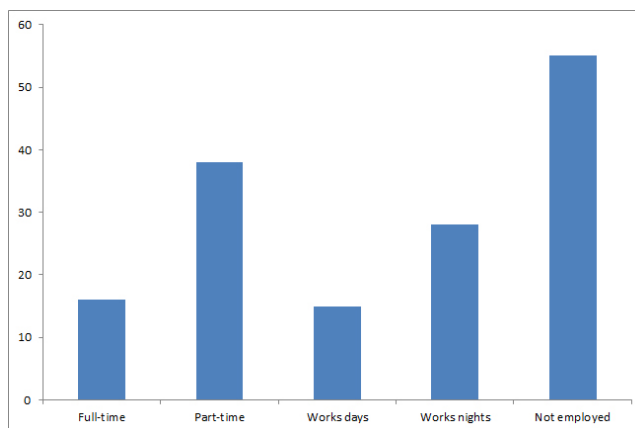
- Telecommuting: allows employees to work from home. Telecommuting reduces the time spent physically commuting to work and can assist employees to better meet family obligations (such as collecting children from school). While technological advances are making telecommuting a much more viable option, telecommuting does have downfalls due to supervisory issues, potential decline in productivity outside of a structured workplace, potential dilution of the organisational culture, and an inability to monitor occupational health and safety within the home office.

- Job sharing: splits a position between two employees thus allowing these employees to better balance work and family commitments. Despite this benefit, job sharing can be difficult to implement due to challenges in finding an appropriate partner and regular downtime due to handover between these employees. (McShane, 2005).

- Paid time off / leave programmes: assist employees to effectively manage health and family commitments.

### ***Childcare***

Maume (2016) mentions that the rise of a new economy lead to the demand for female labor. Moreover, it appears that women with a great work experience before their first birth, it has a high chance they will return to work. Thus, the issues of who will response for their child will take place. On the other hand, Laughlin (2011) suggests that there are many fathers who were primary childcare providers (see figure 1). However, it appears that more female workers still take a bit response for childcare.



**Figure 1** Percent of fathers who are primary providers to pre-schoolers while mother works by employment status. (Source: Laughlin, 2011)

Childcare includes onsite or subsidised care for young children and before and after school care for school-aged children. Onsite childcare reduces employee stress by eliminating the rush to drop and collect children from school and by allowing parents to check on their children throughout the day. Childcare related benefits are less common than other benefits discussed, with less than 9% of employers offering onsite or subsidised childcare. However, in terms of attracting and retaining employees, Managers and Human Resources professionals should note that 29% of Australian female employees stated that they would take a lower paid job if it provided onsite or subsidised childcare (McShane, 2005). Onsite childcare also increases rates of return for employees on maternity / paternity leave; First Direct provides onsite childcare and benefits with 90% of employees returning from maternity leave (Kirby, 2003).

### ***Eldercare***

Maume (2016) mentions that with advances in medical technology, it helps more people live well beyond retirement. Moreover, given that over one third of the American workforce now provides some form of elder care, organisations should not overlook eldercare as an important benefit to be considered when forming family friendly benefit packages. Along with extended leave, eldercare family friendly benefits can include educational sessions to support employees throughout the care process (Novelli, 2001).

In addition to these discretionary benefits, employers must ensure that legislative requirements are met. This includes parental, carers and / or personal leave and transfer to a safe job for pregnant employees. Legislation also requires protection from discrimination. An Australian government website, [workplace.gov.au](http://workplace.gov.au) provides employees with information about their entitlements.

## **Interrelationship between Family Friendly Benefits and Organisational Performance**

Human Resources professionals may be required to justify family friendly benefits by presenting positive links to organisational performance while mitigating associated costs. Steels (2015) supports that work-to-family programs were significantly and negatively associated with job satisfaction and significantly and positively associated with work-to-family conflict.

Fortunately, Human Resource professionals are able to draw on several sources to assist them in presenting a case for family friendly benefits to senior management. CIPD (2007) research shows that three-quarters of employers say flexible working practices have a positive effect on staff retention, and 70% say that flexible working has had a positive effect on staff motivation. Sands et al (2007) also cites Roberts

(2004) who suggests that family friendly benefits support organisational performance by increasing job satisfaction and organisational commitment and reducing turnover.

In addition, Strickland (2003) reviews the return that four family friendly benefits can bring to an organisation (telecommuting, flexitime, job sharing, and compressed work weeks) suggesting that correlations do exist between family friendly benefits and variables that contribute to organisational productivity. In addition, family friendly benefits add value to the organisation by retaining knowledge and attracting high quality candidates. Sparrow (2006) further suggests that it is flexible family friendly work practices provide the greatest benefits to organisational productivity.

In terms of theoretical explanation, Sands et al. (2007) draws on the Norm of Reciprocity and Perceived Organizational Support. First explored by Alvin W. Gouldner in 1960, the Norm of Reciprocity rationalises that people who have been helped should feel obligated to return the favour and secondly, that those that have been helped should not feel the need to take actions which could harm the giver. Thus, when an organisation offers family friendly benefits, an employee should act in a way which is beneficial to the organisation, such as increasing productivity.

Perceived Organisational Support was first discussed by Wayne et al in 2002 and explores the extent to which employees feel supported by their employer. Offering voluntary (as opposed to legislated) organisational support, such as family friendly benefits is thought to lead to increased productivity and job involvement and reduced turnover and absenteeism.

## **Maximising the Impact of Family Friendly Benefits**

The extent to which a company can benefit from the introduction of family friendly work practices is however linked to the extent to which these benefits are utilised and sought by employees. Budd et al (2006) argues that many employees are not aware of the benefits that their organisations offer and further that some employees with access to these benefits are not able to use them. Budd et al (2006) suggests that family friendly benefits are not fully utilised because some employees can not afford to work part time, can not find a suitable job share partner or fear the repercussions of reduced visibility in the workplace.

In terms of the extent to which these benefits are utilized, Andrews cites Australian Bureau of Statistics data stating that flexible working hours (41%), permanent part time work (25%) and working from home arrangements (16%) are the most accessed family friendly benefits. The largest users of these benefits were working mothers, with 46.6% using flexible working hours, 35% using permanent part time work, and 17% using working from home arrangements. Statistics suggest that fathers with children under 12 have increased their use of Family Friendly benefits.

However, family friendly benefits can only be utilised if they first meet the needs of employees. Thus, Human Resources professionals must review the organisational culture to first determine if it is ready for the implementation of family friendly benefits. Federico (2005) suggests that ‘work-life needs assessment surveys’ should be viewed as a vital tool in ensuring effective implementation of family friendly work benefits. Effective use of work-life needs assessment surveys allow Human Resources professionals not only to gather information that could be useful in building a business case for the introduction / expansion of the organisation’s work life benefits programme, but also to ensure that the programme is structured to align as closely as possible with employee needs. Further, surveys may determine the extent to which work life benefits are valued by employees, to which family friendly benefits are of most value to employees, what further benefits employees like to see introduced and how important the organisation’s commitment to family friendly benefits is in attracting and retaining employees. This information should then be used to repackage and re communicate the organisations commitment to family friendly benefits

Organisations must communicate the availability of family friendly benefits to both potential and existing employees if maximum benefit is to be achieved. As a means of maximising utilisation of family friendly benefits, many companies promote their commitment to family friendly work benefits on their website and / or other attraction material. As an example, the University of Melbourne website promotes the universities commitment to family friendly benefits by stating that they offer employees:

- high morale and productivity and a positive secure working environment
- reduced employment costs associated with recruitment, training, absenteeism, and workers’ compensation
- the flexibility to re-negotiate work or work hours when an event or life cycle phase occurs requiring a change to different working conditions.” (University of Melbourne, 2007)

Finally, given that literature reviewed thus far suggests that the effectiveness of family friendly benefits is linked to the extent to which benefits are utilised, it is vital that Human Resources Managers are aware of their role in ensuring effective and equitable implementation of family friendly benefits. Sparrow suggests that “if flexible working is to succeed, then HR has to set an example, demonstrating the links between different work patterns and business continuity” (Sparrow, 2006, pg 21). Sparrow suggests that human resources professionals resist family friendly working hours due to a long hours culture and perceptions of a need to stay ‘close to the action,’ however suggest that family friendly benefits will not succeed unless Human resources professionals lead by example.

## **Challenges to implementation of family friendly benefits**

Sparrow (2006) suggests that, despite many of the benefits discussed, family friendly benefits can attract challenges which must be overcome to ensure successful implementation. As an example, if not implemented equitably, some conventional employees state that they 'pick up the slack' for employees who work flexible working hours. Sparrow (2006) further suggests that this resentment can be overcome by ensuring that family friendly working hours are conducive to the needs of the business and administered in an equitable fashion. Senior males should play a role in ensuring the successful implementation of family friendly benefits, leading by example to ensure that family friendly work benefits are not seen creating a further gender bias. Sparrow (2006) provides paternity leave as an example of a method by which flexible working hours provides a benefit to both men and women.

Haskell et al (2003) are unique in their critique of whether family friendly work practices can be 'too family friendly.' Haskell et al (2003) quote the views of four CEOs in relation to the above question. The views of the CEOs are split, with those arguing 'yes' stating that family friendly benefits blur the lines between rewards and entitlements when aspects of the policy need to be revoked or reworked to meet the needs of the business along with arguments around direct and indirect discrimination. CEOs arguing 'no' state that family friendly benefits are required if organisations are to attract and retain the best employees and as a tool to increase employee morale. Jane Hanson, Head of HR at First Direct argues against the discrimination function by stating that when administered correctly, family friendly benefits should assist employees with family commitments while not disadvantaging conventional employees.

Hobel et al (2003) also explores the impact of family friendly work benefits on conventional employees. Hobel (2003) states that a perception exists that family friendly work benefits result in an unfair allocation of resources away from conventional employees while expecting conventional employees to work extra hours to accommodate this flexibility and meet deadlines. As a solution to perceptions of inequality, Hobel (2003) suggests that organisations offer packaged benefits whereby conventional employees, for example, may opt for additional annual leave rather than, say, a deluxe family dental plan. Ultimately, however, Hobel (2003) argues that such trade-offs should be accepted only to a degree stating that family friendly benefits should be viewed as a contribution to a better society.

Research carried out by Haar et al (2005) explored the potential for loss of productivity resulting from a 'backlash' by non-users of family friendly benefits who do not directly benefit from these initiatives. However this research ultimately concluded that there is no evidence to suggest that offering family friendly benefits will negatively influence productivity of conventional employees.



### **Inequality of Access to Family Friendly Benefits**

Information gathered during the Workplace Employee Relations Survey (1998) (UK) suggests that the availability of family friendly work practices is positively linked to average current job tenure of the workforce, the proportion of the workforce on part time or fixed term contracts, the educational level of the workforce, gender breakdown of the workforce, the proportion of the workforce with children, the number of employees in the workforce, the presence and strengths of unions and the presence of a Human Resources department (Budd et al, 2006).

Further, Budd et al (2006) states that access to these benefits are not fairly distributed. Women in higher paid managerial positions are more likely to have access to these benefits than women in lower paid positions. This view is supported by a survey undertaken of 20,000 Australian workers and reported by ABC. The ABC reports that “Professionals, managers, administrators are much more likely than employees in other occupations to have control over a range of the family friendly work provisions. The other groups of employees that are less likely to have access are those with low levels of education.”

Human Resources professionals should be aware that future legislative changes could create trends toward a more equitable access to family friendly benefits. Andrews (2006) also states that family friendly benefits are not distributed evenly across industry or occupations, suggesting that the Australian Government will continue to implement legislative and welfare changes to promote flexibility to a greater range of employees.

### **The future of family friendly benefits**

The concept of work life balance is not new, with the first work / life balance programme implemented as early as the 1930's and the term first coined in the 1980's (Lockwood, 2003). Thus, unlike many Human Resources trends, which are ultimately written off as fads, the implementation of family friendly benefits has survived both economic boom and recession. The continued survival of work life balance programmes will require increasing flexibility and the continuation of the move away from solely supporting working women to less gender specific support for a broader range of issues affecting employees outside of work.

Moving forward, organisations must adapt family friendly benefits to ensure that they continue to meet the needs of the changing workforce, and the non-existence of a 'typical' family structure. As Generation Y enters the employment arena, organisations must focus on how benefits can be flexibility packaged to hold the attention of these 'high maintenance' employees. At the same time, family friendly benefits must meet the needs of an aging employee group who may be seeking flexible hours to accommodate elder care needs or to ease into retirement via part-time work. As example, St George



Bank recently became the first employer in Australia to introduce paid leave for grandparents - such a decision should prove invaluable in attracting and retaining knowledge rich, senior employees in a time when the population is rapidly aging (Christensen and Schneider, 2015).

Therefore, organisations must ensure that benefits are offered in a fashion that, as practically as possible, align with the needs of employee to ensure maximum benefit to all parties.

## Conclusions

Thus, in conclusion, family friendly benefits can prove beneficial in improving organisational productivity provided that both Managers and Human Resources professionals actively ensure that benefits are effectively implemented so that they meet the needs of both the organisation and the wider employee group. Human Resources professionals must play an active role in ensuring that benefits are packaged in such a way that they are flexible enough to be applied equitably in a broad range of situations and in line with legislative requirements and demographic trends. Finally, to ensure maximum benefit, Managers and Human Resources professionals must ensure effective communication of benefits to both existing employees and the greater labour market.

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## **Education Challenges to Thailand 4.0**

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### **Abstract**

The article provided framework of Thailand 4.0 which is a new economic model for Thailand. Thailand needs education reform to pull the country out of the Thailand 3.0 trap. The education challenges to Thailand 4.0 were also pointed out. Poor quality education and education inequality are two main educational problems which need a serious consideration.

**Keywords:** Thailand 4.0, Education Challenges, Poor Quality Education, Education Inequality

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## **Introduction**

Thailand 4.0 was launched by the government in May 2016. This policy is expected to complement the wider 12<sup>th</sup> National Economic and Social Development Plan, for 2017–21, and fit more broadly within the government's new 20-year National Strategy. Thai government has set out three objectives for the 4.0 strategy: to elevate Thailand to the status of a high-income nation; to reduce inequality; and to promote environmentally sustainable growth and development (The Economist, 2017).

In order to achieve three goals mentioned earlier, stakeholders need to realize factors affecting the goals. One of the main factors for Thailand 4.0 achievement is education. There are some education challenges that require serious consideration.

## **Thailand 4.0**

According to the research paper of Jones and Pimdee (2016), Thailand 4.0 is a new economic policy to help the country to step out of the economic trap and move the country forwards. In the government's perspective, Thailand has been developing its economic model continuously through three eras

The first period of economic model is Thailand 1.0. Agriculture played an important role in this stage. Thai people mainly generated their income by farmland and livestock.

The second stage is Thailand 2.0. As outcome of the industrialization, it is about light industries with low labor cost such as garments and food processing. During this stage, Tools were used in most economic activities. The country started many light industries which emphasized domestic manufactures to serve the domestic needs. This model developed the country's economy from the low-income to middle-income nation.

Thailand 3.0 is the current economic model of Thailand. As result of the globalization, this third model is currently more relying on foreign technologies and focusing on heavy industries and exports.

Although Thailand has been in the stage of Thailand 3.0 for years, it cannot move forward. The government claims that the middle-income trap is the main obstacle that makes Thailand stuck; growing disparities and imbalanced developments are also major concerns (Yoon, 2016). The transition from 1 to 3 was a fairly conventional and smooth evolution that didn't require a huge leap in development. But, as most advocates suggest, the jump from Thailand 3.0 to 4.0 is a major challenge that can't be achieved through traditional thinking or conventional action.

Thailand 4.0 focuses on a value-based economy, as the country needs to deal effectively with disparities and the imbalance between the environment and society. Prime Minister General Prayut Chan-o-cha explained that Thailand 4.0 has three elements, which mark a significant change in the country's economy and production.

The first element aims to enhance the country's standing to become a high-income nation through developing it as a knowledge-based economy, with an emphasis on research and development, science and technology, creative thinking, and innovation. In the second element, Thailand will move toward an inclusive society with equitable access to the fruits of prosperity and development. The third element focuses on sustainable growth and development in order to achieve economic growth and sustainable development without destroying the environment.

The Thailand 4.0 is a policy drive, aiming at setting up a sustainable Thai society, the social equality and a low level of inequality. It is a policy which aims at developing the citizen of Thailand with analytical thinking, innovative, open minded and contribute in fellowship to the society. It is also a policy which aims at all levels of Thai people, to be able to create or innovate value for the products and services, with the importance of sustainable development goals in all dimensions (Puncreobutr, 2017)

In an aspect of industry, The Office of the Board of Investment (2017) and Jones and Pimdee (2016) points out that Thailand 4.0 is focused on 10 targeted industries, which can be divided into two segments; developing existing industrial sectors by adding value through advanced technologies for five industries: next-generation automotive; smart electronics; high-income tourism and medical tourism; efficient agriculture and biotechnology; and food innovation. The government has targeted five additional growth engines to accelerate Thailand's future growth: automation and robotics; aerospace; bio-energy and bio-chemicals; digital; and medical and healthcare.

At present, the economy of Thailand is undergoing transformation. There are a lot of wide array of information and communication technology which play an important role in real life. The key success of transformation is learning a new technology, so education play an important role in this part.

Education plays an important role to produce the high quality workforce for those ten targeted industries. Therefore there are education challenges for everyone to rethink before going further. Puncreobutr (2017) point out that the important factors to make Thailand 4.0 achieve a success is to deliver the knowledge to the society, to enable the people to be aware, to realize the value and to participate in the development drive and monitor the mechanisms. Educating the people in Thai society inevitably must come from joint participations and cooperation of the education institutions, together with the other concerned organizations.

## **Education Challenges**

Fernquest (2017) states that politicians, policymakers and the public have all recently given much attention to the government's Thailand 4.0 economic model. However, in order to achieve the goal, there are some factors to take into consideration. Officials and industry analysts have expressed their doubts based on several factors, including the quality of education.

To provide framework of Thailand's education, Santiboon & Ekakul (2017) point out that education in Thailand is provided mainly by the Thai government through the Ministry of Education from pre-school to senior high school. A free basic education of twelve years is guaranteed by the constitution, and a minimum of nine years' school attendance is mandatory. Basic education and the school structure are divided into six years of primary education and six years of secondary education, the latter being further divided into three years of lower- and upper-secondary levels.

In an aspect of education outcomes, Even though the government increase spending for the access to secondary and tertiary education compared to competing countries, the graduates are not competitive and therefore get a low rank in Asia. The outcome shows that Thais are lagging in mathematics and science and innovate less than countries with comparable education. Thailand's universities show persistent quality weaknesses, especially in the R&D field which is important for new thinking and therefore for Thailand 4.0. The result is a skilled labor supply shortage and just a few start-ups from university graduates. Another reason is little communication and collaboration between universities and the industry (Habig, 2017).

Two main problems causing the unsatisfied outcomes are poor quality of education and education inequality.

## **Poor Quality Education**

Ken (2017) proposed that Thai education needs an entire rethink. It requires transformation based on many poor outcomes.

### **Poor English Language Teaching**

English language is an important tool to drive Thailand 4.0 but an English language curriculum fails to produce English competent students. Compared to neighbouring countries, Thailand is in low ranking.

### **Low Global ranking**

Thailand's educational system is ranked 35th among 40 countries included in the 2014 report entitled "Learning Curve, Lessons in Country, Performance in Education" published by Pearson Education. In the latest Programme for International Student Assessment (PISA) score results in 2016, Thailand is ranked 55<sup>th</sup> out of 72 countries in the overall results. In maths and science, Thailand is



ranked 54<sup>th</sup>, and 57<sup>th</sup> for reading (Fernquest, 2017).

### **Lack of the 21<sup>st</sup> Century Skills**

According to Puncreobutr (2016), many of 21<sup>st</sup> Century Skills is essential to search a new approach and ways in learning styles. It seems many people who related to education system are poor of 21<sup>st</sup> Century Skills such as 3R, 3I and 3P. This kind of skill will allow people have the ability to seeking the possibilities in innovative design, selection of the best way to produce, and leading the most worthy way that help to gain benefits from the innovation.

## **Education Inequality**

Education inequality is the main problem which Thai people encounter throughout the country. Inequality is spanning in Thailand due to the gap of economic level among Thais.

Fernquest (2017) stats that Thailand's education is lower than the global average, as well as the increasing inequality in the all educational settings.

### **Most Students Were Left Behind**

Education system is currently focusing on brightest students from a few select schools while slow learners from most school are hidden and left. When parents and community do not expect much from those low proficiency students, it is a challenge to prepare them to become skilled and competitive workers for Thailand 4.0.

### **15,244 Small Rural Schools with Less Than 20 Students**

Small schools in rural areas continue to be the majority of Thai schools though the number of them has declined by more than 20% since 1993. Education inequality problem is more pressing for small primary schools and secondary schools. Small schools lack sufficient state funding due to the number of students. A few teachers need to work hard in order to maintain the quality of teaching and the performance of students.

### **Big Schools Are Better Than Small Schools**

With the low inputs, students from small schools get lower scores than students from bigger schools. According to the 2012 international PISA scores, students from big schools in cities achieved greater scores than small school's students. Big city schools improved at the rate of 21.3% from the last test. Small city schools fell behind with only a 16.1% improvement.

Rose (2014) support that different schools have a different classroom system and management. This leads to a knowledge delivery system, as a system that values anything. With a size of school that mean they have a lot of enrolled students and it is related to education budget, therefore, it seems big school will have more budget to spend in the system compared to small schools.

### **Inequality in Higher Education**

The problem of education inequality goes beyond basic education. It transcends to the level of higher education as well. While the media has reported much on the low ranking of Thailand's top universities compared to international counterparts, a more serious problem lies in the disparity between different educational institutions in the country. With more than 173 higher education institutions, only a handful of institutions continue to capture the imagination and aspiration of Thailand's top students. This leaves a huge gap in student quality among different institutions. Cruces, Domenech and Gasparini (2014) support that there are lots of factors that caused the inequality in education, such as income, gender and so on. In addition, there is a correlation between income and education inequality.

Meanwhile, the state's policy on higher education has mainly focused on making the top universities more competitive. While the competitiveness of higher education institutions is important, attention and resources should also be given to lower-ranked ones including Rajabhat universities.

In aspects of budget, the state's budget allocation for limited admission universities is 10 times higher than that given to Rajabhat universities. The different level of resources that go into different types of universities ultimately creates inequality in students' performance.

### **Conclusions**

Thailand 4.0 is an economic model that aims to free the country from several economic challenges resulting from past economic development models which place emphasis on agriculture (Thailand 1.0), light industry (Thailand 2.0), and advanced industry (Thailand 3.0). At present, Thailand has been stuck in a middle-income trap for over 20 years already. There is now a serious need for Thailand 4.0 to push the country becomes a high-income country.

The 4.0 model aims to develop Thai economy into an innovation-driven nation. To make a country more innovative, a reform on various issues is needed. Education is one of those crucial factors. With many educational problems such as poor quality and inequality, Thailand needs education reform. It needs to give greater and more serious attention to the inequality spanning the education system. If reform is not undertaken to better educate the Thai workforce from a young age, Thailand may well enter a period of long-term decline and economic stagnation. There is no shortcut for Thailand 4.0. If Thailand is committed to achieving Thailand

4.0, it needs to get the basics right.

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## **Reflection and Implementation on Youth Mobility at UbonRatchathani Rajabhat University (UBRU)**

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### **Abstract**

This article primarily aims to reflect the perspective of Youth University and preparation for youth mobility on campus at Ubon Ratchathani Rajabhat University. The proposed framework potentially be a guideline for future development of student mobility. The proposed frameworks strongly indicates that the youth mobility in universities requires 3 majors key elements including the educational system and accreditation framework, scholarship and exchange programs and the language barrier. The articles encourage universities to emphasize on these issues as the university agenda to create the learning environment and the development of university to meet internationalization of university and preparation for education growth in the 21<sup>st</sup> century.

**Keyword:** Youth Mobility

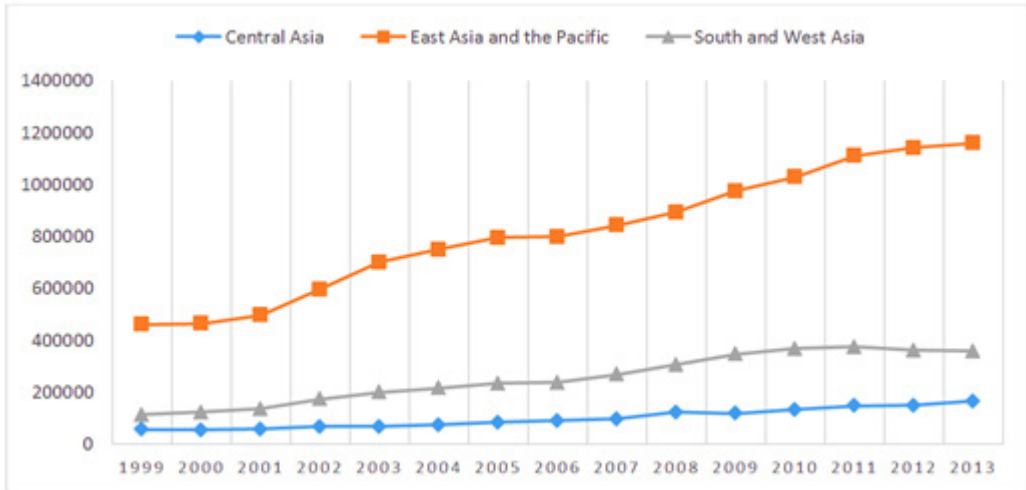
## **Introduction**

Currently connectivity of countries in the world mobilize humans to other places for various reasons. In education, mobility of learners is becoming the key concern of human development promoted by international organizations. In higher education, the role of universities encounter challenges from global changes which need more comprehensive knowledge to solve problems. Therefore universities tend to openly provide comprehensive courses in various forms for both domestic and international learners. On a campus many activities are initiated to create international platform of learning among university students. The activities for that include studying in class and participation on campus activities in other countries. One reason for that is the connectivity has linked people and economic growth in all countries.

## **ASEAN and Youth Mobility**

When countries in ASEAN have been connected, the conveniences of travel mode of transportation allow people in four countries to explore and seek for opportunities in education inside and outside their home countries for various reasons especially their future career opportunity. The connectivity of countries in ASEAN main land countries allows students to engage in cross border education. Statistics indicates the growth of student mobility in all parts of the world. The reasons for that include opportunities to learn to live in a different social contexts or future career in the country destinations. Mobile students believe that a diversified education provides them with increased confidence, maturity, linguistic competence and academic ability

More specifically, the net number of students studying abroad rose from 459,850 in 1999 to 1,208,061 in 2014. The British Council predicted in 2012 that India and China would contribute 35 per cent of the global growth in international students between 2011 and 2024. Among ASEAN countries, number of Chinese students and others tends to increase. The mobility of international student on the global perspective has been continuously increased in countries.



**Figure 1** Outbound Internationally Mobile Students by Host Region, UNESCO Database (source: Mok K.H. & Xian (2012))

## The Success of Student Mobility and University

To succeed the development plan, education institutions plays one of the most important role to help promote the development and facilitate business growth in these countries. For the reason, in the international stage ASEAN emphasize the development of equality education for all country's members through projects and initiatives. It is the process that acknowledges diversity of higher education systems and cultures within the region, while simultaneously seeking to create a 'common educational space' (Wallace, 2000). Student and youth programs have been recognized by youth as a platform for share ideas and initiatives and responsoibility as a member of social machnism for sustainable development. The role is indicated in the sustainable development of UN as indicated in the global development goals in 2030. In the global level, statistics shows the fast growing of youth mobility for academic purpose especially students from Asia. This phenomenon implies that the volumn of student input in institutions shall be internationally diversified. Among others, Chinese and Indian youths are major students which share 35 percent of outbound students. The growing number of international students worldwide has reach 5 million in 2014— an annual increase of 10 percent.

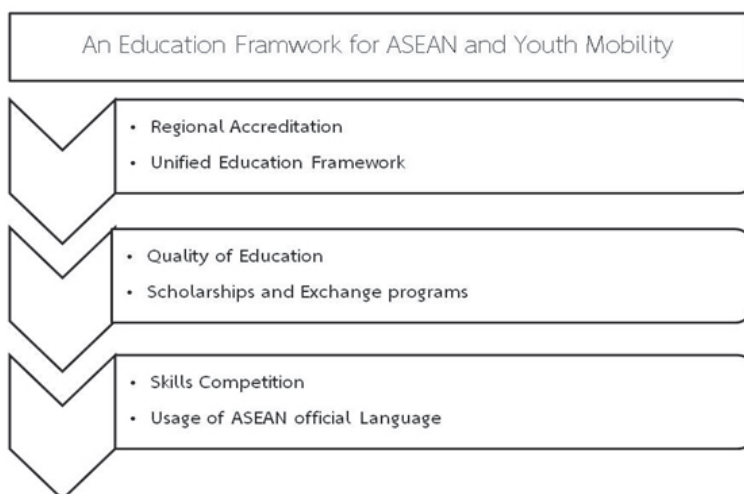
As the role of mobility has been promoted and the commencement of ASEAN in 2015, the education development plan of countries was then recognized in plan of universities to meet the same standard of quality. The achievement of those goals brings about the flow of students in the region. By that attempt, numbers of ASEAN youth shall increase as the problem of educational differences are solved and suits then served for all. University as an education in the region has been mentioned in many official declarations as one of the important stakeholder to promote human resource development in the region. An ambitious plan on youth mobility, aimed at enhancing youth development as being a university youth mechanism to support the integration of universities across Southeast Asia.

### Research methodology

To explore the experience of students who participate in this program, observation method was carried out. The sample of this research was 20 students from other universities who participate in this program.

### A Framework of ASEAN Youth Development and Student Mobility

The framework of student mobility is one of the key policies among others on education for ASEAN community. Many countries in ASEAN are now struggling to join the ASEAN University Network in order to facilitate and upgrade universities to meet standard requirement for countries in the community. In this paper, a model of youth mobility was developed. This model aims to provide a study framework for UBRU on student mobility.



**Figure 2** An ASEAN Youth Mobility Framework by Morshidi (2014)



## **UBRU and Implementation of Student Mobility**

To implement the ASEAN Youth Mobility, activities of youth among universities are necessarily reconsidered and planned by stakeholders. However, at the current situation UBRU has successfully initiated and implemented some youth activities while some youth programs are currently initiated to meet international requirement on student mobility at both by students and faculty levels.

### **The Regional Accreditation and Unified Education System**

As a university, institutions has been claimed to be founded over 100 years. The primary goals of the institutions tended to emphasize on teaching and developing human resource to serve community development. However, the role of Rajabhat University has been drastically changed since the changing of the name from Teacher College to a university. A variety of courses and programs then are promoted with the increasing number of students. Among students, there are also international students in the educational system. The university launched international students programs to facilitate learning environment for international students such as providing basic short courses required for international students who then enroll in the educational system at UBRU. Other than that, student projects for international students during their internship programs have been developed. In this current challenge of education, the university is challenged by technology and connectivity of education. Universities system needs a more flexible system on accreditation with international university network. This new system on accreditation will then provide more opportunity for international student flow.

Currently, a great recognition of the ASEAN University Network's (AUN) credit transfer has been well recognized and set as a goal for all education institutions for ASEAN Credit Transfer System which was established in 1995. The purpose of this system is the award of credit for a subject for students in a given program to study and in another program completed by a learner prior to the program he/she is undertaking or about to undertake. When the institution recognizes that a subject or a group of subjects that have been completed at a different institutions equivalent to the subject or a group of subjects in the program that the student is about to undertake, the credit from the subject or group of subjects is transferred to the program the student is about to undertake. The equivalence between the subjects completed prior to the subject to be taken by the student is assessed based on the credit value, the learning level and the learning outcomes of the two subjects in question (Asia Corporation Dialogue, 2011). Most importantly, the system will automatically develop educational system by learning from others system. Other than that, student mobility, credit transfers, quality assurance and research clusters were identified as the four main priorities to harmonize the ASEAN higher education system, encompassing 6,500 higher education institutions and 12 million students in 10 nations (Morshidi, 2014).

The standard and unified education system highly promote youth mobility. In other words, a standard model and system of higher education will foster and enhance mobility for students, faculty members and talents in the future of the university. By this attempt, university challenges in this century are roughly classified into 2 levels, the development of academic perspective and the implementation with social and community development. Both perspectives have been written in the university's goals and mission.

In term of academic development, classroom environment, teaching facility and technology are major indicators to foster learning environment. These also have been considered as the key elements influencing learning for all students. Then the innovations and application of outcomes from classes and projects should be applied to working environment. To achieve these goals students and faculties at all level are greatly help searching and developing practical models to serve learning and developing community as much as they can. At UBRU main campus, research centres and a community service centre play main roles developing core knowledges and innovation while the community service centre is officially authorized to work with networks community at all levels. However, to meet the standard requirement upgrading youth mobility, promoting working scale at international level with organizations outside the universities or with other universities networks is the new standard requirement.

### **Scholarships and exchange programs**

Among other factors, scholarship and exchange program seems a concrete concept for youth mobility for universities since both of them allow and put students into university system. The student input for scholarship and exchange program reflect the university's recognition and potentials to work with organizations and social responsibility. The impacts of some scholarship closely relates to politics and diplomatic aspect. To achieve those goals, the university tends to balance more on student's input and social impact from the scholarship program. The students in the scholarship program should be effectively assigned and outstandingly performed as an valuable human asset to both student and university as the host investor.

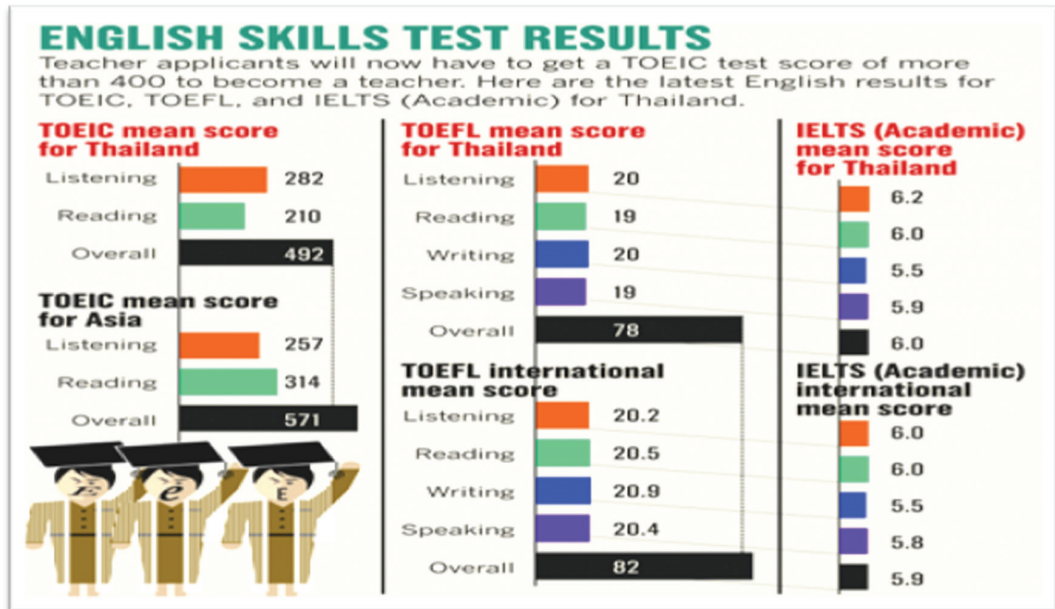
At UBRU, full scholarship program for international students has been successfully promoted and conducted for students from CLV countries (Cambodia, Lao PDR and Vietnam). Currently, even the academic context of education in Thailand changed, international students tend to have more choice for education, UBRU scholarship program for international students still exists. The majority of students come from Cambodia and Lao PDR for post graduate level. For the student exchange programs, UBRU and International Educational Institute organize the student exchange program with countries in ASEAN and China. The programs are varied depending on purposes of each program. Some cultural exchange programs allow students to stay at the

host university for a month. Some programs students stay for a semester. All these programs facilitate student mobility in university and benefit them for future career.

To implement the youth mobility in ASEAN, UBRU has launched international exchange programs with networks universities in ASEAN including Brunei, Indonesia, Malaysia, Lao PDR, Vietnam, Cambodia, and the Philippines. At the same time, international students and faculties from other countries were invited to teach and work with faculties in teaching and researching in various fields. To promote youth mobility in ASEAN, UBRU Foreign-Thai Student Club was founded in 2014, primarily aimed to encourage UBRU students and international student to share platform of learning in international environment on campus. The organization played one of the key roles to facilitate youth mobility of international students from Vietnam, Lao PDR, Cambodia and exchange students in various programs.

#### **Usage of ASEAN official Language**

To implement the ASEAN Youth Mobility, student exchange program and youth development have been initiated and conducted to mobilize international youth move and providing international environment. To achieve those goals, the challenge of language used has been raised and discussed among educators. The English language is significant to the internationalisation of higher education worldwide. Countries in Asia are proactive in appropriating English for their national interests, while paying attention to associated national cultural identity issues.( Phan Le Ha, 2013). In Thailand the challenge has been discussed and policy on improving English become a main agenda and urgent task for policy maker and educational institutions at all levels.English in the case of Thailand and all universities has been energetically driven by the nation building agenda.



**Figure 3** Standard Score for Teacher Application in Thailand  
(source: [www.nations.com](http://www.nations.com), 2017)

At UBRU, a standard test for post-graduate student was developed and commercial English test organization has worked with International Education Institution (IEI) to ensure the quality of the test. At the same time, the Language Centre was established and takes responsibility on improving English language competency of students and staff. Currently, English programs and tests of English competency and proficiency have been continuously conducted such as TOEIC (Test of English for International Communication) and TOEFL. Both programs primarily attempted to raise the recognition and awareness of students and staff in university for the coming challenge in language and communication in education.

## Conclusion and Discussion

Currently the university youth mobility becomes a challenge for Ubon Ratchathani Rajabhat University (UBRU) and other institutions in Thailand thanks to the geographical advantage as the gateway to Indochina and the land link between countries in ASEAN. The information proposed indicates that the youth mobility in the global context is increasing in all regions for various reasons. This fact indicates that the university has opportunity to accommodate and promote international

university youth from other countries and the youth mobility from countries especially from Cambodia, Lao PDR, Vietnam and China. At UBRU, 3 key elements to increase and facilitate youth mobility at UBRU have been initiated at the beginning level. However, in the future a more actively move toward youth mobility should be emphasized and driven in all aspects. For the unified credit system, it is considered as a crucial task to implement the youth mobility in the university when students attend courses designed. To achieve those goals, the university system and staff with clear mission on the task are required to complete the task. For the scholarship and exchange program perspectives, a variety of programs and activities to encourage students input and output to target universities should be promoted as a requirement for some courses. UBRU has a variety of programs that can be developed to meet standard requirement for students. An advantage of an exchange program is mobilization of the youth to bring positive impact to both university and student's development in the future. In terms of language, it seems a constant problem for students and people in Thailand and other member countries. This is considered as a great challenge for universities to overcome in order to mobilize the youth on the campus. To implement this, language programs should be continually developed to upgrade students's competency through more effective learning techniques.

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## **Instructions to Authors**

# **Manuscript Preparation Guidelines for the Papers Submitted to the International Journal of Integrated Education and Development**

(Times New Roman # 16)

### **Authors' names and affiliations**

Full names and affiliations (marked with superscript number) should be provided for all authors on the cover page, separately from the content. The corresponding author (marked with superscript asterisk) should also provide a full postal address, telephone and fax number and an e-mail address as a footnote on the title page.

### **Abstract** (Times New Roman # 14)

Your manuscript will appear in A4 sized photocopy exactly the same as it is received. For the blind review process, please include the author's names in the submitted manuscript. Please follow the guidelines explicitly. English papers should begin with the English abstracts with front Times New Roman # 12. No other language abstract is required. The abstract should include a concise statement of objectives and a summary of important results. A good abstract should have only one paragraph, typed in single column. Moreover, it must be placed and fitted in the first page of a manuscript.

**Keywords:** Time New Roman 12 pt, Maximum 5 keywords



## **Introduction** (Times New Roman # 14, Bold)

Contributed papers are limited to 6-10 pages including all figures and tables. Each manuscript typically contains the following sections: Title, Author's name (no any academic position is required.), E-mail address, Abstract, Introduction, Text, Conclusion, Acknowledgment (if preferred), and References. (Times New Roman # 12)

## **Style and Format**

### **General**

Manuscripts are typed single space except for headings. Font type should mimic Times New Roman #12 (shown here). Full justification is recommended. Please do not use any endnotes or footnotes. A page numbers is prohibited.

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### **Title Block**

The title should appear in upper and lower case without underlining, centered across columns. Type the author's name and affiliation also in upper and lower case letters centered under the title. In case of multi-authorship, group the authors and identify each author by superscript numbers corresponding to the organization which should be grouped below authors. The asterisk should be marked as the superscript after a corresponding author's name, while the presenter's name should be underlined.

### **Headings and Subheadings**

Headings and subheadings are in upper and lower case bold letter without underlining, if applicable. They should be typed in Time New Roman size 12, bold. They should appear with sequential numbers, left-hand justified in the column. A blank line should be used to separate paragraphs when each section is finished.

### **Equations**

Equations are to be numbered consecutively throughout the text. The equation number should be placed in parenthesis and flushed with the right-hand margin of the column. Italic alphabets are recommended for equation parameters.

$$a + b = c \tag{1}$$

Leave a blank line before and after equations. A long equation should appear across the columns by interrupting the opposite column with column-termination and column-initiation bars.



## Citations

Citations within the text must be based on APA style. For example;

**Table 1** Example of Citations in APA style

Reference List	In-Text Citation
Cascigo, W.F. (1995).	(Cascigo, 1995)
Chalofsky, N. (1992).	(Chalofsky, 1992)
Ashe, D. D., & McCutcheon, L. E. (2001)	(Ashe & McCutcheon, 2001)

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Figures, tables and line drawings should be positioned within the text. They may conform to either a one-column or two-column width. The drawings must be black ink or high contrast black-and with reproductions. Images and photocopy format can be Microsoft Word, TIFF, RTF, BMP, JPEG or PSD, but the preferred format is Microsoft Word. Figures and Tables must include captions with length no more than 2 lines. They should begin with the word “Figure” or “Table” and then be followed by the sequential numbers as appeared in the text. Leave a blank line before and after the caption.

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Bach, S. (2012). *Managing human resources*. Hoboken, NJ: Wiley.

Gold, J., & Bratton, J. (2014). Towards critical human resource development education (CHRDE): Using the sociological imagination to make the HRD profession more critical in the post-crisis era. *Human Resource Development International*, 17(4), 400-415.

Parkinson, B., & Manstead, A. S. (2015, July 2). Current emotion research in social psychology: Thinking about emotions and other people. Retrieved November 28, 2015, from <http://journals.sagepub.com/doi/pdf/10.1177/1754073915590624>