

**FACTORS AFFECTING THE READINESS TOWARDS ASEAN
COMMUNITY OF EXTRA LARGE PUBLIC SECONDARY
SCHOOLS IN NONTHABURI PROVINCE
EDUCATIONAL SERVICE AREA, OFFICE 3**

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OF THE REQUIREMENTS FOR
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FACTORS AFFECTING THE READINESS TOWARDS THE ASEAN COMMUNITY OF
THE EXTRA LARGE PUBLIC SECONDARY SCHOOLS IN THE NONTHABURI
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ABSTRACT

This research mainly focused on factors affecting the readiness towards ASEAN Community of the extra large public secondary schools in Nonthaburi province, Educational Service Area Office 3. The study found that teacher factors and school factors affected the readiness towards ASEAN Community. School climate had the highest levels more than other factors.

This was a quantitative methods study. Data were collected in 10 extra large schools in Nonthaburi province. The population was 1,358 teachers, and a questionnaire was used in this research. Descriptive statistics such as frequency, percentage, means, and standard deviation to describe were used the general information, teacher factors, school factors and the readiness towards ASEAN Community, as well as the problems and obstacles of the public secondary schools.

The findings of the research showed a high level of readiness when looking at the teachers' perception on overall teacher factors and school factors for the readiness towards ASEAN Community. The readiness towards ASEAN Community in all four aspects were at a high level; the highest score was management ($\bar{X} = 3.77$), followed by learning media aspects ($\bar{X} = 3.69$), and the lowest was teachers and staffs ($\bar{X} = 3.46$). The problems and obstacles most often mentioned were a feeling that the school experienced problems and obstacles in curriculums and learning management. This was the lowest scored with a moderate level of endorsement. From the research finding it is recommended that the higher authorities of the schools should establish a steady consistent policy for all school. The schools' learning media also need more development to get ready for the ASEAN Community.

KEY WORDS: PUBLIC SECONDARY SCHOOL/ READINESS TOWARDS ASEAN
COMMUNITY

152 pages

ปัจจัยที่ส่งผลต่อความพร้อมในการเข้าสู่ประชาคมอาเซียนของโรงเรียนรัฐบาล ระดับมัธยมศึกษา
ขนาดใหญ่พิเศษ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 3 จังหวัดนนทบุรี

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บทคัดย่อ

งานวิจัยนี้ศึกษาปัจจัยที่ส่งผลต่อความพร้อมในการเข้าสู่ประชาคมอาเซียนของโรงเรียนรัฐบาล
ระดับมัธยมศึกษา ขนาดใหญ่พิเศษ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 3 จังหวัดนนทบุรี จากการศึกษา
พบว่าปัจจัยจากครูและจากทางโรงเรียนส่งผลต่อความพร้อมในการเข้าสู่ประชาคมอาเซียน บรรยากาศในโรงเรียน
เป็นปัจจัยที่ส่งผลสูงที่สุดจากปัจจัยทั้งหมด

งานวิจัยนี้เป็นงานวิจัยเชิงปริมาณ เก็บข้อมูลจากโรงเรียนรัฐบาล ระดับมัธยมศึกษา ขนาดใหญ่
พิเศษ ในจังหวัดนนทบุรี จำนวน 10 โรงเรียน จำนวนประชากรคือ 1,358 คน งานวิจัยนี้ใช้แบบสอบถามในการ
เก็บข้อมูล ประเภทสถิติที่ใช้คือสถิติเชิงพรรณนา เช่น การหาความถี่ เปอร์เซนต์ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน
ในการอธิบายข้อมูลทั่วไป เช่น ปัจจัยด้านครู, ปัจจัยด้านโรงเรียน และความพร้อมในการเข้าสู่ประชาคมอาเซียน
รวมถึงปัญหาและอุปสรรคที่พบ

ผลการวิจัยพบว่าจากปัจจัยทั้งหมดของครูและปัจจัยจากโรงเรียนมีความพร้อมอยู่ในระดับที่สูง ใน
ด้านความพร้อมของโรงเรียนจากทั้งหมดสี่ด้าน มีค่าเฉลี่ยอยู่ในระดับที่สูงเช่นกัน โดยด้านการจัดการมีค่าสูงสุด
(ค่าเฉลี่ย = 3.77) รองลงมาเป็นด้านสื่อการเรียนรู้ (ค่าเฉลี่ย = 3.69) และต่ำสุดคือด้านครูและบุคลากร (ค่าเฉลี่ย =
3.46) ส่วนในเรื่องของปัญหาและอุปสรรคที่โรงเรียนพบคือเรื่องของหลักสูตรและการจัดการเรียนรู้ มีค่าเฉลี่ยอยู่
ในระดับปานกลาง จากผลการวิจัยนี้แสดงให้เห็นว่าผู้บริหารระดับสูงควรจะมีการสร้างนโยบายที่สอดคล้องกับ
การเตรียมความพร้อมของโรงเรียนเพื่อเข้าสู่ประชาคมอาเซียน รวมถึงการพัฒนาสื่อการเรียนการสอนด้วยเช่นกัน

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LIST OF ABBREVIATION

ASEAN	The Association of Southeast Asia Nations
WEF	World Economic Forum
IMD	International Institute for Management Development
OECD	Organisation for Economic Co-operation and Development
SOM-ED	Senior Officials on Education
EAS	East Asia Summit
ASED	ASEAN Education Minister Meeting
SEAMEO	The Southeast Asian Ministers of Education Organization

CHAPTER I

INTRODUCTION

1.1 Background and Rationale of the study

Education is important to human life. It plays a role in helping people learn well and live a comfortable and enjoyable life in these days' modern times. Education is like a tool that helps to develop people; education has the power to move things forward, and it is like a weapon to prepare people for the coming challenge of learning new things. Education is an important part of the holistic approach to move the country forward (Ampan, 2012). Education is important for every kind of development; it makes it possible to form a link between a growing economy and the country itself; its capacity for trading, cooperation, and negotiation amongst nations. In the United States, President George W. Bush and the state governors established new goals for education; one of them was "no child left behind" in education in the United States (Bush, 2001). They believe the United States will move forward because of, and thanks to education. It shows how education is of great importance for every single person, no one can be forgotten. As people living in the 21st century, we cannot ignore that education is one of the most significant elements for change these days.

Technology has become a part of our life; almost every kind of job involves technology in some sort of way, including education. According to Horrigan (2008) 62 percent of Americans use mobile technology to access digital data and tools "on the go" outside of their homes and workplaces. Technology helps many things go a lot easier. Some people also believe that technology helps children to learn better, making it easier for them to access deeper and more detailed information. New technologies, combined with demographic, political, and economic trends, have prompted some educational reformers to argue that the traditional curriculum is no longer enough: schools must provide students with a broader set of "21st century skills" to thrive in a rapidly evolving, technology-saturated world (Silva, 2008). Damian (2001) noted that education is one of the significant rules of the modern labour market.

As a generation, it is important to learn from the experience of the European Union. Education is directly related to the labour market. Understanding this affects the implementation of increasing globalisation and competitive pressures combined with rapid technological change. In 1993 all countries in Europe became a union; they started helping each other among members in the community. In a similar way, South East Asia will become a community; helping each other in economics, trading and education. The ASEAN countries will join in one standard of education, with the intention of improving the quality of each member, so that in the future, the ASEAN Community will have a more competitive quality of education, transferring students to study across the countries for a better choice and better future for the ASEAN Community. More than that, education within the ASEAN Community will prepare the people of various member states to enable the future labours to become evenly skilful.

ASEAN – The Association of South East Asian Nations – was established on the 8th of August 1967, in Bangkok, Thailand, with the signing of the ASEAN Declaration (also called the Bangkok Declaration) by the founding members of ASEAN: Indonesia, Malaysia, Philippines, Singapore and Thailand. Later, ASEAN was expanded to include more members: Brunei became a member on 7th January 1984; Vietnam on 28th July 1995; Laos and Myanmar joined in at the same time on 23rd July 1997 and Cambodia came in on 30th April 1999. So currently ASEAN has a total of ten member states. In the first two pages of the Declaration the aims and purposes of the association, which include cooperation in the economic, social, cultural, technical, educational and other fields, are outlined. It mentions the promotion of regional peace and stability through abiding respect for justice and the rule of law, and adherence to the principles of the United Nations Charter. With this shared vision, an outward-looking of ASEAN, living in peace, stability and prosperity, bounded together in a partnership of dynamic development and in a community of caring societies will be achieved. The ASEAN leaders in 2003 resolved that an ASEAN Community shall be started in 2020. Nevertheless in 2007, the leaders affirmed their strong commitment to accelerate the establishment of an ASEAN Community by 2015.

The above statements show that to develop the ASEAN Community towards this vision by 2015, it cannot be denied that education is a significant aspect to focus on. As Thailand is one of the members in South East Asia, a member of the project, of the ASEAN Community, it needs to consider what this means for Thailand. How it will have an effect on Thai education and how can the system prepare students today, so they can be prepared for the challenges ahead, tomorrow. On the another side, as a member of ASEAN, solely preparing the system inside Thailand is not enough to move towards ASEAN Community in 2015: cooperating with the other members of the ASEAN Community is important too. The ASEAN committee also suggested that The Ministry of Education in Thailand should produce people with English skills and neighbours' languages skills in education curriculums. At every level; including primary, secondary, high school, and higher education.

Moreover, the other significant elements within education were discussed during a Joint Statement of the Fourth ASEAN Education Ministers Meeting (4th ASED) at Phuket, Thailand in April, 2009: point four in their statement showed how the ministers agreed to a 5-year working plan. According to this statement the plan should focus on guiding the senior officials on education. Strengthening, deepening and widening the educational cooperation within ASEAN and the 'plus three' countries (China, Japan and South Korea) that would align the achievements and the efforts of ASEAN members state in education under the ASEAN framework

Education will help the population in the ASEAN Community live together in peace and harmony, and it will also help people to understand more about each other: different cultures, languages, and history. Education develops the human resources of each country and enables people to flourish and develop their individual skill set. Education plays an important role in building a sense of 'ASEAN-ness' toward the realisation of an ASEAN Community. This is shown to be monumental in understanding how education contributes towards getting ready for the ASEAN Community. The ASEAN charter number 10 (article 34) stated that the working language of ASEAN shall be English; it showed English language skills are becoming more important. The Thai education system needs to carefully consider how it will enable its schools to prepare Thai students for this communication in English. Another important aspect of language learning is that each member has to remember the

importance of learning other neighbours' languages; understanding each other and joining together in work, involves understanding colleagues' and partners' native language. The Ministry of Education in Thailand should set up a qualitative curriculum to support this.

Additionally, the knowledge about ASEAN is an important aspect when thinking about preparing people to move towards ASEAN Community together. From the survey questionnaire completed by students from all 10 member countries, it showed that Thailand is always one of the countries with the least knowledge about ASEAN Community. For example, knowledge about the ASEAN flag amongst ten countries, Thailand places tenth with only 38.5 percent of students knowing about the ASEAN flag; when asked about the year that ASEAN was founded, Thailand is also placed last with 27.5 percent of students knowing about this (Thomas and Thianthai, 2007). This information shows a real problem within the education system of Thailand. It needs to focus not only on languages but also on knowledge about ASEAN, or the capacity for competitiveness with other countries for Thailand is still less. The Thai academic curriculum is still weak. From the Global Competitiveness report in 2011-2012, it is shown that the quality of education and overall image of Thailand lags behind. From the numbers in the parentheses, ranging from 1 (least) to 7 (most), Thailand got an average of only 3.7: compared to other countries in the ASEAN Community, Thailand is still behind many countries such as Singapore, Brunei, Cambodia, Indonesia, Malaysia and Philippines (World Economic Forum, 2012). Thus, these are the most significant challenges that the Thai education system faces.

As a researcher, it is interesting to learn more about factors affecting the readiness towards ASEAN Community because it will bring more knowledge and understanding about the ASEAN Community. Not only to the researcher but also to the schools and everyone interested in this topic. Additionally, this research may help other schools to develop their own readiness towards ASEAN Community. This includes the school policy-makers and proposed policies for all relative educational departments. Schools in Nonthaburi province were chosen by the researcher because Nonthaburi is one of the provinces that are based in a significant economic area of Thailand. As one of the central provinces near Bangkok it is important to prepare for

this changing situation. The knowledge from this research can be used and adapted to other educational service areas as well.

According to the Office of the Permanent Secretary of the Ministry of Education they use 4 aspects (management; teacher and staff; curriculum and knowledge management; and learning media) to measure the school readiness for ASEAN Community so this research will use the same standard as an instrument. Furthermore, for the independent variable in this research, the teacher factors and school factors are included as affecting the other 4 aspects.

1.2 Research Questions

1.2.1 What were the levels of the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province by 2015?

1.2.2 What were the relationship between teacher factors, school factors and readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province?

1.2.3 What were the factors affecting the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province?

1.2.4 What were the problems and obstacles towards ASEAN Community in 2015 of extra large public secondary schools in Nonthaburi province?

1.3 Research Objectives

1.3.1 To study the levels of the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province.

1.3.2 To study the relationship between teacher factors, school factors and the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province.

1.3.3 To study factors affecting the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province.

1.3.4 To identify problems and obstacles towards ASEAN Community of extra large public secondary schools in Nonthaburi province.

1.4 Research Hypotheses

1.4.1 Teacher attitudes affect the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province

1.4.2 Teacher knowledge affects the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province

1.4.3 School leadership affects the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province

1.4.4 School climate affects the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province

1.5 Scope of the study

This research was explored the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province, Educational Service AREA, Office 3.

To explore the readiness towards ASEAN Community, the researcher used a questionnaire to collect data from 10 extra large public secondary schools. The schools are Triam Udom Suksa Pattanakarn Nonthaburi School, Debsirin Nonthaburi School, Benjamarachanusorn School, Watkhemapiratararam School, Sriboonyanon School, Satri Nonthaburi School, Nawamintharachinuthid Horwang Nonthaburi School, Bang Bua Thong School, Pakkred Secondary School, and Suankularb Wittayalai Nonthaburi School. The readiness consists of 4 aspects: management, teacher and staff, curriculum and knowledge management and learning media.

1.6 Research Contributions

1.6.1 The research provides useful information for public secondary schools in Educational Service Area, Office 3 (Nonthaburi province) knowing their level of school readiness before moving into ASEAN Community in 2015.

1.6.2 The research provides useful information for the policy makers or school directors to know and understand problems and obstacles for moving into ASEAN Community in 2015.

1.6.3 The research provides useful information for all public secondary schools: they might learn something positive from other schools in this Education Service Area which they could adapt to fit their own school, not only learning from the school model. They can also learn about problems and obstacles that schools in Educational Service Area, Office 3 are facing.

1.7 Operational Definition of the terms

The operational definition defined as follows:

Public Secondary School refers to school of extra large size in Nonthaburi province which has 2,500 students and above.

Teacher Factors refer to individual components of teachers in the extra large public secondary schools of Nonthaburi province towards their readiness for an ASEAN Community in 2015. The components consist of teacher attitude, and teacher knowledge.

Teacher attitude refers to the feelings and opinions of the teachers' towards the policies; activities and their self efficacy to execute certain special tasks required by the schools preparing for the coming ASEAN Community.

Teacher knowledge refers to the knowledge teachers will need for becoming part of the ASEAN Community, such as the knowledge of ASEAN culture and languages, aims and purpose of the ASEAN Community, ASEAN motto, ASEAN Charter and ASEAN pillars, knowledge of ICT etc.

School Factors refer to the two significant components of schools towards their readiness for ASEAN Community: school leadership and school climate.

School leadership refers to the ability to be a leader: vision, leadership and other skills of school directors or school principals for preparing staff,

teachers, students, the wider community and all relevant people ready for the coming ASEAN Community.

School climate refers to an individual's perception of the management practices at their work and the effectiveness of the daily collaboration of the work. School climate is a concept reflecting the content and strength of the prevalent values, norms, attitude, behaviour, and feeling of the people in school. The school climate will affect communication among people in school, both one-way and two-way communication.

The readiness towards ASEAN Community refers to the preparation of school systems for an ASEAN Community in management, teachers and staff, curriculum and knowledge management, and learning media.

Management refers to the act of running a school system, policy, plans, projects, and activities for preparing school towards an ASEAN Community with efficiency and effective.

Teacher and staff refer to the teachers teaching in those schools, every level, every department, and every subject and staff who is working in extra large public secondary schools of Nonthaburi province.

Curriculum and knowledge management refer to all subjects that are included in a course of study or teaching in their schools; and those subjects are providing significant knowledge for students about an ASEAN Community

Learning Media refers to the learning system and the teaching and learning tools used to stimulate learners' skills and which are provided for students, teachers and staff to learn more about the ASEAN Community or ASEAN knowledge: tools such as DVDs, Internet and websites, web community, eBooks and documentaries.

1.8 Conceptual Framework

The variable of primary interests in this research is the schools' readiness towards an ASEAN Community. Using a review of literature, the conceptual

framework of the study showed the concepts; these have been based on synthesis from specialists and academics. Teacher factors and school factors based on Warisa-ngad (2012), Sriwihok (2012), Sangnapabaworn (2012), Pichaichannarong (2012), Samkoset (2011), Satheanthai (2011), Thadathamrongvech (2012) and the school readiness towards ASEAN Community based on the Office of the Permanent Secretary for the Ministry of Education (2012).

The researcher set up the conceptual framework with teacher factors and school factors that are affecting the readiness towards ASEAN Community of extra large public secondary schools, as below:

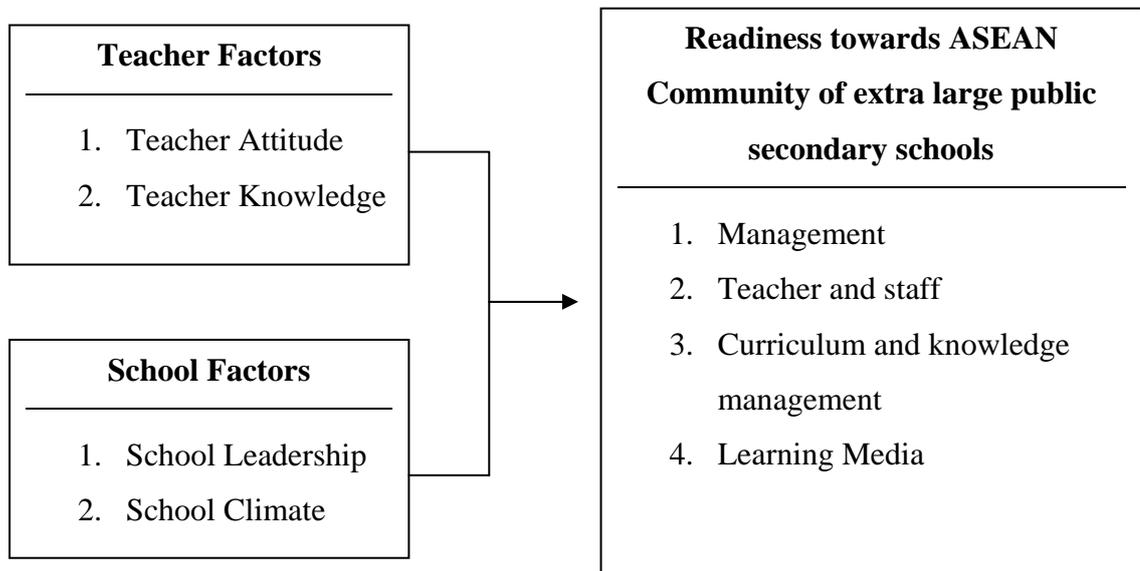


Figure 1.1 Conceptual Framework

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter was to develop a conceptual framework for the study. The literature on ASEAN Community and readiness were reviewed and presented in the following areas:

- 2.1 Introduction of ASEAN Community
- 2.2 The role of education in building ASEAN Community in 2015
- 2.3 Learning about educational readiness for ASEAN Community from specialists and academics
- 2.4 Concept of readiness
- 2.5 Factors affecting the readiness for change
- 2.6 Related research

2.1 Introduction of ASEAN Community

Thailand is heading towards becoming a member of ASEAN Community with the other ten member countries by the end of 2015; a time of change is approaching. To prepare for this we should prepare ourselves and the people around us by imparting basic information and knowledge about ASEAN Community (ASEAN Secretariat, 2009).

2.1.1 Establishment

ASEAN is formally known as the Association of South East Asian Nations. It was established on 8th of August 1967 in Bangkok, Thailand. ASEAN was established by five leaders from Indonesia, Malaysia, Philippines, Singapore and Thailand, who wrote the ASEAN Declaration, otherwise known as the Bangkok Declaration. Later on 7th January 1984, Brunei Darussalam joined in, followed by

Vietnam on 28th July 1995, Lao and Myanmar on 23rd July 1997, and Cambodia on 30th April 1999. ASEAN now has 10 member states.

2.1.2 Aims and purpose of ASEAN Community

As set out the ASEAN Declaration, the aims and purposes of ASEAN were set up to include the following:

(1) To accelerate economic growth, social progress and cultural development in the region through joint endeavours in the spirit of equality and partnership, in order to strengthen the foundation for a prosperous and peaceful community of South East Asian nations.

(2) To promote regional peace and stability through abiding respect for justice and the rule of law in the relationship among countries of the region, and adherence to the principles of the United Nations Charter.

(3) To promote active collaboration and mutual assistance on matters of common interest in the economic, social, cultural, technical, scientific and administrative fields.

(4) To provide assistance to each other in the form of training and research facilities in the educational, professional, technical, and administrative spheres.

(5) To collaborate more effectively for the greater harmonisation of their agriculture and industries, to expand their trade – including the study of the challenge of international commodity trade – to improve transportation and communication facilities and to raise the living standards of their people.

(6) To promote South East Asian studies.

(7) To maintain close and beneficial cooperation with existing international regional organisations with similar aims and purposes, and to explore all avenues for even closer cooperation among themselves.

2.1.3 Fundamental principals

The ASEAN member states have adopted the following fundamental principals as contained in the Treaty of Amity and Cooperation in South East Asia of 1976: We can see the fundamental principles as follows:

(1) Mutual respect for the independence, sovereignty, equality, territorial integrity, and national identity of all nations.

(2) The right of every state to lead its national existence free from external interference, subversion or coercion.

(3) Non-interference in the internal affairs of one another.

(4) Settlement of differences or disputes by peaceful manner.

(5) Renunciation of the threat or use of force.

(6) Effective cooperation among themselves.

2.1.4 ASEAN Community

The ASEAN Community met during the 9th ASEAN Summit in 2003. The ASEAN leaders agreed on a shared vision for ASEAN for the South East Asian nations, looking to live in peace and have stability of prosperity, bounded together in a partnership of dynamic development and in a community of caring. This vision made all leaders agree on working to build an ASEAN Community.

In January 2007 at the 12th ASEAN Summit, the leaders affirmed their strong commitment to accelerate the establishment of an ASEAN Community by 2015, and they signed the declaration of “The acceleration of the establishment of an ASEAN Community by 2015”. The ASEAN Community is comprised of three pillars as follows:

The three ASEAN pillars

(1) ASEAN Political Security Community.

This pillar aims to ensure that countries in the region live at peace with one another and with a world in a just, democratic and harmonious environment.

(2) ASEAN Economic Community.

The ASEAN Economic Community, or AEC, envisages the following key characteristics as:

(a) Single market and production base

(b) A highly competitive economic region

(c) A region of equitable economic development

(d) A region fully integrated into the global

economy

(3) ASEAN Socio-Cultural Community

This pillar aims to contribute to realising an ASEAN Community that is people oriented and socially responsible, with a view to achieving enduring solidarity and unity among the people and members states of ASEAN.

2.1.5 ASEAN Structure

ASEAN has a significant structure as follows:

1) ASEAN Secretariat

The ASEAN Secretariat was set up in February 1976 by the foreign ministry of ASEAN. The ASEAN Secretariat's basic function is to provide for greater efficiency in the coordination of ASEAN institutions and programmes, and for more effective implementation of ASEAN projects and activities. Le Luong Minh (Vietnamese) is the present Secretariat of ASEAN (2013).

2) ASEAN National Secretariat

It is a department covered by the Ministry of Foreign Affairs in each member country. It works as a national centre cooperating on ASEAN-related matters between all 10 countries in South East Asia. The main responsibility is to make sure the ASEAN goals are achieved

2.1.6 ASEAN Charter

The ASEAN Charter came into force on 15th December 2008. A meeting of ASEAN foreign ministers was held at the ASEAN secretariat in Jakarta, Indonesia, to mark this historic occasion for ASEAN.

It also serves as a firm foundation in achieving the ASEAN Community by providing legal status and institutional framework for ASEAN. It also codifies ASEAN norms, rules and values, sets clear targets for ASEAN and presents accountability and compliance. The head of state or the government of the member state of ASEAN have agreed on this charter. The detail of the ASEAN charter is contained within the following headings:

- 1) Purpose of ASEAN and principles
- 2) Legal Personality of ASEAN
- 3) Membership

- 4) Organs, consists of:
 - ASEAN Summit
 - ASEAN Coordinating Council
 - ASEAN Community Council
 - ASEAN Sectoral Ministerial Bodies
 - ASEAN Secretariat
 - Committee of Permanent Representatives (CRP) to ASEAN
 - ASEAN National Secretariat
 - ASEAN Human Right body: AHRB
 - ASEAN Foundation
- 5) Entities Associated with ASEAN
- 6) Immunities and Privileges
- 7) Decision Making
- 8) Settlement of Disputes
- 9) Budget and Finance
- 10) Administration and Procedure
- 11) Identity and Symbols of ASEAN
- 12) External Relationship
- 13) General and Final Provisions

The ASEAN Charter will help to ensure the goals of the ASEAN Community are achieved. The charter will support all agreements and strive for them to be achieved.

2.1.7 The ASEAN motto

The motto of ASEAN is “One Vision, One Identity, and One Community”.

2.1.8 ASEAN’s Language

As the ASEAN Charter number 10, article 34, states the working language of ASEAN shall be “English”.

This means the majority of workers need to be able to communicate in English. To put this into context for the education system in Thailand, this means the

system will need to produce people with English skills of a high level, so they can communicate effectively and be able to speak and understand English in a working environment. English is one of the most important skills that Thailand needs to prepare for its people. Furthermore the neighbours' languages are also an important point. Thailand cannot deny that understanding other cultures when trading with neighbours involves knowing about their language as well. The Ministry of Education in Thailand should put all these things in the education curriculum, on every level such including primary, secondary, high school and even into higher education (ASEAN Secretariat, 2009).

2.2 The Role of Education in building the ASEAN Community in 2015

From the previous statement it can be seen that education is involved when trying to prepare people moving towards an ASEAN Community. Anish Kumar Roy, former Director for Community Affairs Development at the ASEAN Secretariat, summarised what he believed is the role of education in building the ASEAN Community at the ASEAN Ministers of Education meeting. At the 1st ASEAN Education Ministers Meeting Declaration, he noted that the education sector should be viewed solely under the ASEAN Socio Cultural Community (ASCC) pillar. Education is developing human resource and permeates through all three pillars of the ASEAN Community in enhancing competitiveness of individual member states as well as the region. Hence, the education sector plays an important role and makes an immense contribution to building a sense of *ASEANness* towards the realisation of an ASEAN Community. He also mentioned the role of education in building the ASEAN Community from ASEAN Charter, in article 1, paragraph 10, it is said: to develop human resources through closer cooperation in education and lifelong learning, and in science and technology, for the empowerment of the people of ASEAN and for the strengthening of the ASEAN Community. This shows us that education has a very important role developing an ASEAN Community. All people in member states in South East Asia need to be informed about the community ASEAN is going to form

by 2015 (Roy, 2009). To inform people and to prepare them for ASEAN Community they also need a specific device called “education”.

The ASEAN Community is being built on the pillars of political, economic, and socio-cultural principles. Next we discuss how, according to Anish, education works on these three pillars.

2.2.1 How can the Education sector play a key role in building the ASEAN Community by 2015?

The formal director of Bureau for Resources Development the ASEAN Secretariat, Anish Kumar Roy presented about the education role at the 1st Regional Seminar on Education to achieve ASEAN caring and sharing community on 23-25 February 2009. It was shown to us how education plays a role in building an ASEAN Community:

2.2.1.1 Role in Political Pillar

- Higher educational institutions to be the think tanks that support the governments in policy making
- Educational leaders in the region should think ASEAN in their vision and strategies, raising awareness of the ASEAN anthem and observance of the annual ASEAN Day, held on the 8th of August.

2.2.1.2 Role in Economic Pillar

According to the ASEAN Charter, article 1, paragraph 5, one of the purposes of ASEAN is to create a single market and a production base which is stable, prosperous, highly competitive and economically integrated with others; and which facilitates movement of business people, professionals, talent and labour.

The suggestion above shows economy and education are just as related as demand and supply, for example:

- Universities producing competitive human resource with market-relevant skills
- Universities are adaptive to the new market needs and opportunities
- Educational institutions to be competitive in global setting

2.2.1.3 Role in Socio Cultural Pillar

The ASEAN Charter, article 1, paragraph 14, shows that one of the purposes of ASEAN is to promote an ASEAN identity through the fostering of greater awareness of diverse culture and heritage of the region. The education sector can play an important role and make an immense contribution to:

- Building a sense of ‘ASEANness’
- Promoting appreciation for multicultural sensibilities and for deepening an ASEAN identity
- To building an ASEAN identity is also one of the significant factors of education for making an ASEAN Community happen in 2015. The statement below shows how to build an ASEAN Community.

Building an ASEAN Identity

It could be asserted that an ASEAN identity should be built on the region’s rich history, culture and diversity. The region is a store of cultural ideas and practices that remains largely untapped as a resource in education and school curricula. In addition, education, at different levels, should be utilized to highlight the history and wealth of South East Asian cultures to younger citizens (Roy, 2009).

On the other side, Thailand’s education system, the compulsory education level is very important and needs to be of concern. They need to prepare students in the compulsory levels for joining an ASEAN Community. To know the readiness level of Thai education for moving forward together with other ASEAN countries is a priority that should not be dismissed. What is Thailand’s potential and how is the Thai education system ready or not ready for this challenge. Currently there is neither data nor information about the readiness or preparation of the next generation of students.

2.2.2 Joint Statement of ASEAN Education

Education ministers and senior education officers from South East Asian countries gather together on the specific topic of education, this to ensure all member countries will take the same direction when developing the education system in their countries. Each meeting is to be held in a different country. The summary of each meeting shows as follows:

(1) Joint Statement from the 1st ASEAN Education Ministers Meeting and 41st SEAMEO Council Conference Singapore, 23 March 2006; discussed about:

a) Promotion of ASEAN identity and socio-cultural community building on the strengths of our multi-ethnic societies

b) To realise the vision of a cohesive and outward-looking ASEAN Community, the ASEAN Education Ministers agreed on the following initiatives:

- Strengthen educational resources available to each member country in the area of ASEAN studies

- Strengthen activities that bring ASEAN students and teachers together through more ASEAN studies to engender the ASEAN consciousness; and through more people-to-people interactions to strengthen the bonds and foster the ASEAN identity

- Initiate and support a parallel collaborative process among researchers and academics of ASEAN member countries on the role of education in addressing the challenges and opportunities of multi-ethnic societies and the diverse ASEAN community

c) Quality in Education responding to National Development Priorities

d) The collaborations in 3 key areas

- Language Education

- Vocational/Technical Education

- School Leadership

(2) Joint Statement of the 42nd SEAMEO Council Conference and the 2nd ASEAN Education Ministers Meeting Bali, Indonesia, 13-16 March 2007; the topic that were discussed are:

a) The ASEAN Charter

b) Student Exchanges

c) Network of Math and Science High Schools

d) Collaboration between ASEAN and SEAMEO

e) Broadening Collaboration between ASEAN and Partner Countries

- Teacher training
- Teaching and learning of languages, especially English
- Vocational and technical education
- Use of ICT in education

(3) Joint Statement of the 3rd ASEAN Education Ministers Meeting Kuala Lumpur, Malaysia, 15 March 2008; the following has been discussed:

The purpose of ASEAN as enshrined in the Charter is to “develop human resources through closer cooperation in education and life-long learning, and in science and technology, for the empowerment of the peoples of ASEAN and for the strengthening of the ASEAN Community”

- Upgrading the standard of teaching
- English language training
- ICT in education
- Vocational and technical training.

(4) Joint Statement of the Fourth ASEAN Education Ministers Meeting (4th ASED) Phuket, Thailand, 5-8 April 2009:

a) The Ministers agreed that a 5-year work plan should be developed to guide the ASEAN Senior Officials on Education (SOM-ED) in strengthening, deepening and widening educational cooperation within ASEAN and with the ‘plus three’ countries, the East Asia Summit (EAS) Countries and other ASEAN Dialogue Partners.

b) the progress of the assessment on ASEAN-related content in primary and secondary school curricula and instructional materials of ASEAN Member States to serve as a first-step toward developing a common curriculum framework that will promote greater awareness of ASEAN and strengthen the ASEAN regional identity among children and youth in the region.

(5) Joint Statement of the Fifth ASEAN Education Ministers Meeting (5th ASED) Cebu City, Philippines, 28 January 2010:

a) Given the significance of educational cooperation as one of the priorities of the ‘ASEAN plus three’ cooperation under the Second Joint Statement on East Asia Cooperation and ASEAN plus Three Cooperation Work Plan (2007-2017)

b) The progress in educational cooperation with the East Asia Summit (EAS) participating countries, noting that senior education officials from EAS participating countries will hold two workshops this year to build education cooperation among the EAS participating countries for regional competitiveness and community building.

(6) Brunei Darussalam hosts 46th SEAMEO Council Conference and 6th ASEAN Education Ministers Meeting, 26-29 January 2011:
the meeting was focussed around:

a) To serve as a forum for discussion of policy and regional initiatives

b) To set directions for programmes and projects of SEAMEO and its Units review programmes and activities of the organization.

c) Review programmes and activities of the organization

2.2.3 Education system in ASEAN member countries

Each country in ASEAN has its own educational structure, dependent on suitability of that country. Here is some basic information on their educational situation, structure and organisation:

1) Thailand

Thailand started its educational system around the time of Rama 5; it kept changing and reforming but now Thailand uses “The Educational Management Information System Centre,” and the 6:3:3 educational systems. It represents the compulsory education in primary 6 years, lower secondary school 3 years (Matthayomsuksa 1-3), and upper secondary 3 years (Matthayomsuksa 4-6). At present, Thailand provides 15 years free education for all Thai citizens. (Ministry of Education Thailand, 2012)

2) Malaysia

The educational system in Malaysia is organised by two government ministries. It is monitored by the federal government. Malaysia uses a decentralization system by arranged in 5 levels, National level, Federal Government level, District level, Group level, and school level. The compulsory system in Malaysia is 6:3:2. It means their students need to study in primary for 6 years, 3 years in lower secondary school, and in upper secondary for 2 years. Education may be obtained from the multilingual public school systems, which provide free education for all Malaysians, or private schools, or through home schooling. By law, primary education is compulsory (Ministry of Education Malaysia, 2012).

3) Indonesia

Education in Indonesia is under the responsibility of the Ministry of Education and Culture, and the Ministry of Religious Affairs. The total time in compulsory education is 9 years, which means 6 years at elementary level and 3 years at lower secondary level. Indonesia has 2 school types: General Primary School and Special Primary school for children with special needs and disabilities. Islamic schools are well established in lower secondary and high school (Ministry of National Educational Indonesia, 2010).

4) Philippines

The department of education in Philippines consists of both formal and informal school systems. The education system has 3 levels, with compulsory education until elementary level. For a Pilipino who studies in government schools the compulsory will be 6 years, whereas those who study in private schools the compulsory education is for 7 years. Education in Philippines aims to provide quality basic education that is equitably accessible to all and lays the foundation for life-long learning and service for the common good (Department of Education of the Philippines, 2012).

5) Singapore

Singapore has a very strong education system. The government funds the tuition fees. The education in Singapore is top among all other ASEAN member countries. Around the world it is recognised that most students from Singapore are high achievers. Compulsory education in Singapore was implemented in 2003. Compulsory school age for a child is one who is above the age of 6 years and who has not yet attained the age of 15 years. Every year Singapore government spending towards education usually makes up about 20 percent of the National budget. The elementary level is 6 years, high school 4 years, which means the basic education of Singapore, is 10 years totally. English is the first language learned by half the children by the time they reach preschool age and becomes the primary medium of instruction by the time they reach primary school. That makes that Singapore has advantages over many countries in ASEAN Community. (Ministry of Education Singapore, 2012)

6) Brunei Darussalam

Brunei Darussalam or Brunei has both Government and Non-government schools. The education aims to provide holistic education to achieve the fullest potential for all by giving quality education to children, the future of Brunei Darussalam. The Ministry of Education has a policy of providing a minimum of 12 years of education. This comprises 7 years in primary education (inclusive of 1 year in pre-school) and 5 years in secondary. The secondary level follows a 2 phase stage; lower secondary and upper secondary. The lower secondary level covers 3 years. The lower secondary curriculum is devised as an alternative programme for students who are more inclined towards vocationally-oriented studies. In view of the importance of education in the life of an individual; the Ministry of Education is also in the process of making education compulsory for every child. The bilingual policy introduced in 1984 enables the child to acquire the national language, Malay, and English. Proficiency in the latter enables the child to access a greater mass of information in this globalised world. School children are also exposed to ICT skills to promote creativity, independent learning and enhance higher order thinking skills. (Ministry of Education Brunei Darussalam, 2008)

7) Laos

The education in Laos consists of both government and private schools. Education system in use is 5:3:3, which refers to 5 years in elementary level, starting at 6 years old (this level is the compulsory level), 3 years in lower secondary and 3 years in upper secondary level. Lao is the official language on the other hand; students in Laos still have a chance to study English while they are in a lower secondary level. Education in Laos is still insufficiently funded, with shortages of facilities, and often ineffective allocation of the limited resources available. (Ministry of Education and Sports Lao PDR, 2012)

8) Myanmar

The education in Myanmar is under the authorisation of the Ministry of Education. The education system used is 5:4:2, it represents 5 years in elementary level (Primary education is officially compulsory). 4 years in lower secondary and 2 years in upper secondary. (Ministry of Education Myanmar, 2012)

9) Vietnam

In Vietnam, they put education and training together under the Ministry of Education and Training. Vietnam has a slogan about education: "Education is the right and responsibility of every citizen". Primary education is compulsory and tuition-free to all children. Students in Vietnam need to complete 5 years in the primary level. The secondary education encompasses 2 levels; they are basic secondary education (4 years) and high school education (3 years). Occupational training and Vocational training are the same education level as high school. (Ministry of Education and Training Vietnam, 2006)

10) Cambodia

Education in Cambodia is in the Ministry of Education at a National level. Since 2000, The Ministry of Education has embarked on a policy-based sector-wide reform, guided by a five year Education Strategic Plan and Education Sector Support Program design to accelerate achievement of Education for All. The education system

in Cambodia is like Thailand, 6:3:3. Cambodia has 9 years for basic education. (Ministry of Education youth and sports Cambodia, 2012)

2.2.4 ASEAN Community and Educational in Thailand

As Thailand is one of the members of ASEAN, it is going to be part of the same community with other member countries in South East Asia. More and more people are interested in what is going to happen and how to get ready. The ASEAN motto for 2015 says “One Vision, One Identity, and One community”. Within the ASEAN pillars, education is a part of ASEAN Socio-Cultural Community, it is an important pillar we should be concerned about and cannot forget.

The ASEAN Socio-Cultural Community aims to raise the quality of life for the ASEAN citizens, to strengthen their cultural identity and to achieve a more sustainable use of natural resources. The ASEAN Socio- Cultural Community (ASCC) Plan of Action, declared at the 10th ASEAN Summit in Vientiane consists of four core elements: first is to build a community of caring societies, second is to manage the social impact of economic integration, third is to enhance environmental sustainability and the fourth is to strengthen the foundations of regional social cohesion (Cuyvers & Tummers, 2007).

The Association of South East Asian Nations (ASEAN) integration in 2015 has created numerous policies. One of the most striking guiding policies is the adoption of English as the “working language”. While countries such as Brunei, Malaysia, the Philippines and Singapore are comfortable with the use of their indigenized English’s, other nations such as Cambodia, Thailand, and Vietnam are racing to equip their citizens with the necessary English language’s ‘communicative’ skills. The race to uplift the low English proficiency level of Thais has led Thailand’s education ministry to hire hundreds of native speakers for two-month teaching. Their explicit preference of native-speaking teachers against non-native teachers such as Thais and Filipinos is widely seen by subsidizing salaries of the former employed in public and private schools. While the Thai government proclaims the necessity of English competency, their policies contradict the very nature of why Thais must become competent in 2015 that is the use of English to communicate with their fellow non-native speakers (Wilang, 2012).

This show education is getting involved with the coming situation. The education is the way to help and prepare people to learn more about ASEAN, learn more about cultures and languages of other ASEAN members, especially English language as people are going to use this as a working language within ASEAN Community. Education is significant instrument to getting ready for coming ASEAN Community by 2015. Before going deeper into the information, how the country could get people ready; first of all, it is needed to know about the general knowledge about ASEAN and how much people acknowledge such knowledge about ASEAN history, purpose, and established information etc. Previous research that cooperated between Thai and Singapore was conducted in the mid of 2007. The survey was designed to measure several dimensions of student's knowledge about orientations toward ASEAN. This was done by targeting university students; all from member countries.

The tables below are survey questionnaires from students of all ten member countries, 2,170 students of ASEAN by Dr. Eric C. Thompson, National University of Singapore and Dr. Chulanee Thianthai, Chulalongkorn University, 2007.

Table 2.1 Showing students' feeling that they are citizen of ASEAN

No.	Member country	Strongly Agree	Some what Agree	Some what Disagree	Strongly Disagree	Total Agree	Total Disagree
1	Brunei Darussalam	26.4	55.8	13.7	4.1	82.2	17.8
2	Cambodia	66.4	26.3	6.9	.5	92.7	7.4
3	Indonesia	22.5	50.5	18.8	8.3	73.0	27.1
4	Laos	48.5	47.5	4.0	0	96.0	4.0
5	Malaysia	36.0	50.8	11.6	1.7	86.8	13.3
6	Myanmar	28.0	31.5	11.0	29.5	59.5	40.5
7	Philippines	19.1	50.5	25.9	4.5	69.6	30.4
8	Singapore	8.1	41.2	36.0	14.7	49.3	50.7
9	Thailand	19.5	47.5	23.5	9.5	67.0	33.0
10	Vietnam	45.1	46.6	6.4	2.0	91.7	8.4
Total		32.0	44.8	15.8	7.5	76.8	23.3

Source: Thompson & Thianthai, 2007

From the table above the researcher can see that on average, students in Laos feel most that they are a citizen of ASEAN, 96 %. On the other hand Singapore is the country that felt less being a citizen of ASEAN with scores of only 49.3 %. While Thailand is on 67 %, this shows more than half of our students feel they are a citizen of ASEAN.

The second table is showing information about the ASEAN knowledge, from all the students in ASEAN member countries. The research looks at ASEAN knowledge such as; 1.the identification of ASEAN's flag and 2.when was ASEAN founded.

Table 2.2 Identification about ASEAN's flag

No.	Country	Percentage
1.	Brunei Darussalam	98.5
2.	Cambodia	63.1
3.	Indonesia	92.2
4.	Laos	87.5
5.	Malaysia	80.9
6.	Myanmar	85.0
7.	Philippines	38.6
8.	Singapore	81.5
9.	Thailand	38.5
10.	Vietnam	81.3
Average		73.7

Source: Thompson & Thianthai, 2007

From this second table (2.2) of identification about ASEAN's flag, it is shown that when talking about the knowledge of ASEAN's flag, Thailand is on the bottom of all member countries. This mean to the students are still lacking in their basic knowledge and information about ASEAN and Thailand needs to promote the ASEAN Community more, spread the information and get it out to all Thais citizen.

The table below (2.3), is showing ASEAN knowledge of “What year ASEAN was founded.” It is showing the percentage of correct knowledge on ASEAN history.

Table 2.3 What year was ASEAN founded?

No.	Country	Percentage
1.	Brunei Darussalam	44.3
2.	Cambodia	36.6
3.	Indonesia	65.6
4.	Laos	68.4
5.	Malaysia	53.0
6.	Myanmar	32.5
7.	Philippines	37.8
8.	Singapore	47.8
9.	Thailand	27.5
10.	Vietnam	64.7
Average		49.5

Source: Thompson & Thianthai, 2007

From this table, it is again shown that Thailand is lacking, being placed at number 9 out of 10 member countries. Thailand had only 27.5 % correct knowledge about of ASEAN history. This shows that the students were not well prepared for this coming situation. Furthermore Thailand would do good to start thinking about what it is suppose to do with its students and people getting them prepared for this important situation. Thai education also needs to prepare the students for coming ASEAN Community.

The last table, table 2.4 shows how students feel about the importance of the following aspects of integration and cooperation among ASEAN countries, issue of educational improvement exchange.

Table 2.4 The important of the following aspects of integration and cooperation among ASEAN countries. Issue of educational improvement exchange

No.	Country	Percentage
1.	Brunei Darussalam	71.1
2.	Cambodia	77.0
3.	Indonesia	78.9
4.	Laos	72.0
5.	Malaysia	64.5
6.	Myanmar	70.5
7.	Philippines	83.6
8.	Singapore	53.3
9.	Thailand	65.0
10.	Vietnam	62.3
Average		69.4

Source: Thompson & Thianthai, 2007

The table above showed Thai students' feeling to integrate and cooperate among countries in South East Asia. The majority believes that cooperating with other countries will help Thailand's education improve 65 %. On the other hand the highest score is Philippines with 83.6 percent agreeing that the integration of ASEAN Community will help their education situation improve. Nevertheless a country like Singapore already has education of high quality, belonging to the top of the world. They have only 53.3 percent of the students answering that the integration of ASEAN will make their education better through the exchange.

While looking at the ability of competitiveness of Educational in Thailand and other countries in ASEAN Community it shows as the table below;

Table 2.5 Quality of education in ASEAN member countries; the Global Competitiveness Report 2011-2012

Country	Quality of Education			
	Overall image	Basic Education	Math/ Science	Quality of Business school
Brunei	31 (4.5)	23 (5)	27(4.9)	69 (4.1)
Cambodia	82 (3.4)	111 (2.9)	111 (3.1)	118 (3.3)
Indonesia	40 (4.3)	55(4.1)	46 (4.5)	55 (4.4)
Malaysia	23 (4.9)	30 (4.9)	31 (4.8)	35 (4.7)
Philippines	69 (3.7)	99 (3.1)	112 (3.1)	61 (4.3)
Vietnam	61 (3.8)	78 (3.6)	51 (4.4)	107 (3.5)
Average	3.8	3.9	4	4.2

Source: The World Economic Forum (WEF) 2011-2012

The table above comes from a survey in 139 countries. The numbers in the parentheses give a score that start with 1 (less) up to 7 (most). The overall image of Thai Education got only 3.7 out of 7. Also clear is that the overall image of Indonesia and Malaysia is that they have a better than Thai Education. This showed Thailand is lacking needed capacity to be competitive with other countries in ASEAN. And Singapore is scoring best on these charts about Education in ASEAN Community.

Moreover, looking at the IMD's World Competitiveness Yearbook 2011, it showed more information about Educational capacity in ASEAN countries. Thailand is on number 4 in ASEAN Community out of all 10 members. In English proficiency and Language skills, Thailand is on number 5. Which means the ability of quality education and labour working skills is still not enough and less than half the countries in ASEAN Community.

2.2.5 Ministry of Education and Office of the Basic Education Commission in Thailand with readiness policies for ASEAN Community

2.2.5.1 Office of the Basic Education Commission

The Office of The Basic Education Commission has focused on the educational system readiness for ASEAN Community “students, teachers and all schools will get support developing to getting ready for coming ASEAN Community”. Office of The Basic Education Commission also has plans for schools to develop towards ASEAN Community in 2015 by setting up school projects as (1) Sister School, (2) Buffer School, and (3) ASEAN Focus School. All schools under Office of The Basic Education Commission will be in a project called “Spirit of ASEAN”, it is a way of picking some schools to trial those 3 projects.

1) Sister School is a model school to developing the curriculum about ASEAN, focus is on English language, ICT, neighbours’ language, and Multiculturalism. This kind of school will set up some activities about learning media or learning centres for all school directors, teachers, students, community included to general people that interested in. Office of The Basic Education Commission has goal to have at least about 30 schools and making network among themselves.

2) Buffer School is a kind of ASEAN learning centre. It’s focus is only on ASEAN learning. In this kind of school they will teach at least 1 neighbour’s language. Most of the buffer schools are located at the border. Such as Chiang Rai province, close to Myanmar. Some of school around there will provide Myanmar’s language lesson. Sakaeo province is close to Cambodia, so some of schools around their will have Cambodia’s language lesson in the curriculum. Not only for students and staff in school but this includes all people that would like to learn about neighbourhoods’ languages as well. Office of The Basic Education Commission has goal to have at least about 24 schools of this kind.

3) ASEAN Focus School is a school that models integration of ASEAN learning development and the Basic Education Core Curriculum. It will be an ASEAN Learning Centre for both school and community. Office of The Basic Education Commission has a goal to have at least about 14 schools.

All school directors, teachers, and students in Office of The Basic Education Commission must have knowledge about ASEAN Community; they must be able to answer questions about ASEAN Community correctly.

To prepare the basic education core curriculum schools must have all information about 10 member countries in ASEAN. Such as their histories, cultures, lifestyle, human rights, environments, trading, languages and multiculturalism. Furthermore, in the basic core curriculum there has to be provided information about ASEAN Charter, ASEAN pillars and ASEAN declaration (Office of the Basic Education Commission, 2012).

2.2.5.2 Ministry of Education, Thailand

The Ministry of Education in Thailand has set up 5 strategies, plans for getting ready for ASEAN Community in 2015 as following;

- 1) Promoting ASEAN awareness among ASEAN citizenship, among teachers, instructors, academicians, students and particularly in youth
- 2) Develop academic and professional human resource in the region, prepare for moving toward ASEAN Community such as in English language skill, ICT skill etc.
- 3) Develop quality of education to support transferring educational programme among all member countries. The aim is to be an Educational Hub in ASEAN
- 4) Preparing for coming open free trading education among ASEAN member countries
- 5) To develop children as resources to enter through ASEAN Community

2.2.6 Compare Thai Education with ASEAN member countries

In this part the research will look at how Thai education quality compares with other member countries in ASEAN from all around 51-60 countries in each year. This shows us the Thai education level in year 2004-2012. This table was conducted using data by the Institute for Management Development (IMD) and shows the ranking of each country.

Table 2.6 The ability in Education Competitiveness year 2004-2012,

Country	2004	2005	2006	2007	2008	2009	2010
Thailand	48	46	48	46	43	47	47
Singapore	14	14	13	11	11	13	13
Malaysia	24	37	30	31	30	30	33
Philippines	57	53	57	52	52	54	56
Indonesia	60	60	61	51	49	55	55
Total	60	60	61	55	55	57	58

Source: IMD World Competitiveness Yearbook

From this table it is shown that Thai Education is still behind Malaysia and Singapore. It shows that Singapore has an average ranking of 10-15 every year. On the other hand Malaysia is also ranked 24-37 every year. This also shows that the education in Thailand needs to improve more if it wants to stay competitive, as Thailand has made it clear it wants to be an education hub of ASEAN Community. To explore deeper the research had a look at the student assessment by Programme for International Student Assessment (PISA) the results are shown in the table below.

Table 2.7 Programme for International Student Assessment

Country	Reading	Math	Science
Singapore	526	562	542
Thailand	421	419	425
Indonesia	402	371	383
OECD Average	493	496	501

PISA 2000, 2003, 2006, 2009 (Thailand is around number 47-52, from 69 countries)

Source: Organisation for Economic Co-operation and Development (OECD), 2009

The Programme for International Student Assessment is a reliability one. It is a worldwide study by the organisation called “Organisation for Economic Co-operation and Development (OECD)”. The scores show that in reading, Math, and Science Thailand is still behind Singapore. To compare with the average score from OECD Thailand has fallen from the standard in average points. What does this mean something for Education in Thailand?

From all the tables above it is clear that education in Thailand failed, the quality of education does not reach a worldwide standard. It is definitely affecting the readiness of education towards ASEAN Community. The Ministry of Education should prepare the education system, curriculums, students, teachers, even more to include the community and people in Thailand for the changing future. Raise the quality of education, making it reach a world standard, so the education will be accepted on an international level and enabling Thailand to be an education hub as planned.

2.3 Learning about educational readiness towards ASEAN Community from specialists and academicians

The concept of readiness and preparation of the educational sector towards ASEAN community in 2015: many academicians and academic specialists spoken about how we can prepare our education.

Sangnapabaworn (2012) addressed for her presentation on 20th of June 2012, under the topic of “Education Reform in a second decade: Education Management toward ASEAN Community” at Department of Education Bangkok Metropolitan Administration. This was about Thai education in the future toward ASEAN Community and how we need to prepare our people for it through; Foreign Language skills

1) English Language, provide a chance for all Thais to develop their own English skill, be able to communicate for work.

2) Neighbours Language, provide classes and lessons for neighbour language to our people, at least 1 language such as; Vietnamese, or Chinese.

1) ASEAN Study

In the curriculum at every level there should be a subject of ASEAN studies; this will make our people understand more about neighbours’ culture, history, economic, social, and political. So our people have a positive attitude towards our neighbours.

2) Awareness of ASEAN citizenship

Learn more about the ASEAN Charter and ASEAN pillars, how they are relate to us and how we can live in differences, with multi culture in peace and harmony.

Furthermore she also suggested to the school directors or principals that they should posses the following characteristics or be aware of;

- 1) Instructional Leadership
- 2) Providing an opportunity for community and parents to participate in the learning process and school management
- 3) Aim on “Quality Education for all”
- 4) Focus on software and hardware
- 5) Connect with other education institute, or make education networks within and outside of the country
- 6) Be aware of ASEAN Community, publish information and activity about ASEAN

Sriwihok (2012) stated that the significant suggestions for getting ready for the ASEAN community during a conference on the 3rd of September 2012, at Nongbualamphu Community College. He referred to these four areas:

- 1) Educational provision of knowledge about ASEAN charters for the people.
- 2) Educational management for better understanding about neighbours in ASEAN community.
- 3) Educational management to understand the languages, focus on 3 languages as English language (this is the main official language in the ASEAN agreement to communicate), Chinese, and the neighbours languages (1 at least)
- 4) Educational management on a healthy balance of understanding differences and similarities of cultures amongst ASEAN members.

Pichaichannarong (2012) gave a speech about a usable framework for formulating and auctioning a plan to prepare Thailand for the upcoming ASEAN Community, on 9th July 2012 at Trang Hotel in Bangkok. She stated that in 3 year master plan there should be a focus on human resource development and a mission in 4 points as follows:

1) Emphasise the importance of education (opportunity and equality) by making use of distance teaching and learning, lifelong learning, and high quality education, education for the disabled and the poor, a campaign against illiteracy as well as creating identity, equality and opportunity to access education.

2) Invest in human resource development, emphasise English and Chinese language skills, supplying a basic education in English, transferring academic credits at the higher education level, allocating a budget on education and teacher development.

3) Recruit by improvement of professional skills and knowledge, creation of vocational students who exactly match the labour market's need and continuous training.

4) Promote on IT and access to applied sciences and technology by focusing on developing the study of sciences, mathematics as well as teaching via computer tablets, satellite and e- learning systems.

Warisa-ngad (2012) presented his paper during a research seminar entitled "Ways to Improve Thai People toward the ASEAN Community". It was found that the Thai government was not quite so committed to its policies, especially with regards to education. While other countries had formulated practical, long-term policies, Thailand's policies depended on political change, thus making it impossible for successful implementation

Therefore he also presented 6 significant strategies for the national development for preparing for ASEAN Community as follows:

- 1) Improving English skills,
- 2) Promoting ASEAN studies,
- 3) Improving the quality of Thai teachers,
- 4) Increasing Thai people's capabilities,
- 5) Initiating effective educational development plans and,
- 6) Making Thailand an effective educational hub.

These are the most significant factors that Thailand's government should take these more seriously. Furthermore, it was found that although a good knowledge of English is very important at the moment, most of Thai people still lack of enthusiasm for learning

Samkoset (2011) was presenting during the conference on the topic of “ASEAN National Research University and Future of Thailand” on December 2011, Royal River Hotel. He referred to the educational system in Thailand and how it needs to prepare for ASEAN community by 2015 as follows:

1) Cross border supply, for example Distance learning via satellite between each countries in ASEAN community,

2) Consumption abroad, this study discusses examples across developing ASEAN countries and on trade in education services sector in general, and barriers to trade in education services in particular.

3) Commercial presence, Service delivered within the territory of the Member, through the commercial presence of the supplier

4) Presence of Natural person, Service delivered within the territory of the Member, with supplier present as a natural person.

In addition, he also shared his opinion that ASEAN Community will not change immediately by 2015, it will change step by step over time nevertheless ASEAN Community still needs a longer time to change all ten member countries to be part of the same community as they planned.

Satheanthai (2011) gave a speech during the same conference on the topic of “ASEAN National Research University and Future of Thailand” on December 2011, Royal River Hotel. He discussed the model of Education rules for readiness for ASEAN Community in 2015;

1) Thai people do not feel as being a part of ASEAN citizen. This feeling is very important to move the ASEAN community forward in 2015.

2) For each meeting or conference, the organisation should have people in the community join or participate in the meeting. People did not want to be a part of decision making on ASEAN community plans. (most of people think ASEAN Community depends on government decisions only)

3) There are the policies for external organization.

4) All ASEAN members are on different positioning. In each country people are still looking for their own position.

5) Thais are interested in only ASEAN economic, care less about education or other related ASEAN pillars.

6) Lack of knowledge or information about other countries.

7) Lack of communication between government and local people and rural student.

Thadathamrourngvech (2012) stated on June, 1st 2012, about to Thai Education and ASEAN Community the following statement: quality education transforms general people to become different. Thailand tends to adjust itself for the ASEAN Community in a better way even though it seems slower and later than neighbouring countries as Thai people and many academic institutions are strongly determined and well prepare to become members of ASEAN Community. As a result, three years towards ASEAN Community for Thai education is not and never too late. Moreover, also have educational policies ready to support the country's membership of the ASEAN Community. On the summarised statement he showed us a few policies as following;

- 1) Promoting English communication among Thai students,
- 2) Free mobile computer tablets for grade 1 and grade 7 students,
- 3) Completion of grade 12 within 8 months,
- 4) Initial funds for bachelor degree graduates,
- 5) One Tambon One scholarship,
- 6) Free education with quality,
- 7) Transparent work of Ministry of Education,
- 8) Fair professional promotion of teachers,
- 9) Solving debt problems of Thai teachers by minimizing expenses and maximizing their income,
- 10) The provision of internet in remote area and scholarship for ASEAN students

From all the academicians and all specialist above, it could be concluded that; First of all Thailand would be better to prepare its people for languages such as; English, Chinese, Japanese and other neighbours' languages. Like the government expectation for Thai students to speak at least 3 languages. Secondary, people must be informed and educated to understand more about the differences in multi religion, culture, believe and all other little small differences. Thirdly, the educational system needs to prepare people and students with knowledge of ASEAN and ASEAN

Community, how this will affect to their life. Fourthly, one of the most important things that cannot be forgotten is, teacher preparations; because teachers are one of the most significant factors to get our education ready for ASEAN Community. Teachers need to be skilful, having knowledge and language skill, being a model to students. Fifth conclusion is to focus on ASEAN community more than own country. This is one of the biggest problems for many countries in ASEAN Community; because of a strong sense of a loyalty, love and honour for culture in their own countries, especially Thailand, so it will be difficult to open people's minds to other countries or to promote a feeling of being an ASEAN citizen.

Moreover, because each country still only focuses on how their countries are prepared. It makes people care less about ASEAN goals because they do not feel like being a part of ASEAN. Sixthly, a network should be made between all educational institutes, schools, and universities of ASEAN. All education growing towards a same standard, this will in turn benefit all. Exchange and transfer of knowledge to all member countries in ASEAN Community can then easily take place. Lastly, the labour skills of unskilled should be developed into an ASEAN standard. Make all labour become international standard workers, in every kind of jobs and then we will have a very successful community, ASEAN Community will reach its goals as expected.

2.4 Concepts of readiness

2.4.1 Definitions of 'readiness'

Readiness is defined as a development point at which a person, organisation, or system has the capacity and willingness to engage in a particular activity (Fixsen, et al., 2009). According from Dean, readiness is also an under emphasized part of the implementation process. Proceeding with implementation prematurely can lead to both ineffective and expensive implementation efforts. In some cases, leadership or management team within the organisation have fully explored a change initiative and have decided on a course of action.

Furthermore, readiness, in contrast refers to the potential of units or individuals to perform well in competition. It is usually measured by assessing a subset of hypothetical elements or components of effectiveness. Thus, readiness represents an estimate or prediction of effectiveness (Morrison & Fletcher, 2002). Moreover, in developing the concept of readiness, the emphasised requirement to perform in the modern battle space, which is characterised as complex, dynamic, and resource limited (Etter, et al., 2000). Readiness also refers to the mental preparation (including skills, knowledge, abilities, motivations, and personal dispositions) an individual needs to establish and sustain competent performance in the complex and unpredictable environment (Morrison & Fletcher, 2002). The readiness can also be defined as “prepared mentally and physically for an experience or action” (Webster, 2005).

As well as being about the readiness for ASEAN Community, it could be a readiness for change; change for new policy, new culture and it also can refer to a community readiness; because schools are like an education community. It is the time needed for all schools or education institutes to be able to prepare their people in the community for a coming changed situation. The model of program change is consistent with other models of organizational change in the literature describing a model in which financial resource availability, management support, and staff attributes are key elements in determining implementation effectiveness (Klein & Kozlowski, 2001). Readiness for Change instrument includes areas such as resources (ability), organizational values; resistance to change, and motivation (obligation), (Davis and Salasin, 1997). Readiness for change is often the most important to any change management strategy (Armenakis, et al., 1993). It shows that if people are not ready to change, they will resist (Prochaska, 1997). Some researchers said the message that change is necessary often stems from external contextual factors (social, economic, political, or competitive) and involves identifying a discrepancy between the current organizational performance and organizational goals (Pettigrew, 1987).

Readiness for change does not necessarily imply armed and prepared in the sense that we often assume it must mean; readiness may also mean at peace, tolerant, or open to change. One is best prepared for changes in the environment, and

the challenge of change readiness becomes “How does a leader get ready to get employees ready for change?” (Walinga, 2007)

Additionally, readiness for ASEAN Community also refers to a community readiness. The community readiness can be described as six stages. They name six stages of personal readiness; first, the pre-contemplation stage. This stage will concern of minimal problems and consequently in intent to invest in change. Secondly, the contemplation stage; in this stage we refer to awareness but not commitment to action. Third is a preparation stage; clear recognition of the problem and exploration of options. Fourth stage is called the action stage; implementation of proposed change in behaviour, the fifth stage is maintenance; both consolidation and relapse prevention. And the last stage is called relapse in this stage new behaviour happened; either becomes routine (Prochaska & DiClement, 1982).

Table 2.8 The stages of Personal Readiness for Change Model

Stage	Description	Techniques
Pre-contemplation	No currently considering change	Validate lack of readiness Clarify: decision is theirs Encourage self exploration, not action Explain and personalise
Contemplation	Ambivalent about change: “sitting on the fence” Not considering change within next month	Validate lack of readiness Clarify: decision is theirs Encourage evaluation of pros and cons of behaviour change Identify and promote new, positive outcome expectations

Table 2.8 The stages of Personal Readiness for Change Model (cont.)

Stage	Description	Techniques
Preparation	Enacting some behavioural change, but not according to recommended guidelines. Some experience with change and are trying to change	Identify and assist in problem solving re obstacles Help to identify social support Verify that it has underlying skills for behaviour change Encourage small steps
Action	Has enacted the recommended amount of behavioural change for a minimum of 6 months	Focus on restructuring cues and social support Bolster self efficacy for dealing with obstacles Combat feeling of loss and reiterate long term benefits
Maintenance	Has maintained the recommended amount of behavioural change longer than 6 months	Plan to follow up support Reinforce internal rewards Discuss coping with relapse
Relapse	Resumption of old behaviours “Fall from the grace”	Evaluate trigger for relapse Reassess motivation and barriers Plan stronger coping strategies

Source: Prochaska & DiClement, 1982

So that means to get ready for a community readiness, it needs to be made aware of what could be the possible problems and obstacles of the situation and prepare for them. Moreover we need a well prepared plan before auctioning the plan. It begins from us, changing our behaviour and trying deal with the problems that happen. The maintenance stage demonstrates adherence to an established behavioural-change intervention that will motivate diligent work toward prevention of a relapse (Marcus & Forsyth, 2003). Although we could say readiness for change is the process of alerting people's actions, reactions, and interactions to move the organisations' existing state to some future desire state (Pittigrew, 1987).

Following the statement above, it also showed about the stages of community readiness and the definitions of those stages as following;

The definitions in each stage of community readiness

1) No awareness,

The community or the leaders do not generally recognise the issue as a problem. It is just the way things are. The community climate may unknowingly encourage the behaviour although the behaviour may be expected of one group and not another, such as by gender, race, social class, age etc.

2) Denial,

In this stage there is little or no recognition that this might be a local problem or feeling. But there is usually some recognition by at least some members of the community that the behaviour itself is or can be a problem. If there is no idea that it is a local problem, there is a feeling that nothing needs to be done about it locally. "It's not our problem", "It just those people who do that", and "We can't do anything about it". The community climate tends to be passive or guarded.

3) Vague awareness,

There is a general feeling among some in the community that there is a community problem and that something ought to be done about it, but there is no immediate motivation to do anything. There may be stories or anecdotes about the problem, but ideas about why the problem occurs and who has the problem tend to be stereotyped and, or vague. No identifiable leadership exists or leadership lacks energy or motivation for dealing with this problem. Community climate does not serve to motivate leaders.

4) Pre-planning,

There is clear recognition on the part of the least some that there is a local problem and that something should be done about it. There are identifiable leader, and there may even be a committee, but efforts are focused or detailed. There is discussion happening but no real planning of actions to address the problem. The community climate is beginning to acknowledge the necessity of dealing with the problem.

5) Preparation,

Planning is going on and focuses on practical details. There is general information about local problems and about pros and cons of prevention activities, action, or policies, but it may not be based on formally collected data. Leadership is active and energetic. Decisions are being made about what will be done and who will do it. Resources (people, budget, time, space etc.) are being activity sought or have been committed. Community climate offers at least modest support of efforts.

6) Initiation,

Enough information is available to justify efforts (activities, actions or policies). An activity or action has been started and is underway, but it is still viewed as new effort. Staff is in training or just finished training. There may be great enthusiasm among the leaders because limitations and problems have not yet been experienced. Community climate can vary, but there is usually no activity resistance, (expect, possibly, from a small group of extremists), and there is often a modest involvement of community members in efforts.

7) Stabilization,

In this stage one or two programs are running, supported by administrators or community decision makers. Policies, programs, and activities are viewed as stable. The majority of staffs are usually trained and experienced. There is a little perceived need for change or expansion. Limitation may be known, but there is no in depth evaluation of effectiveness nor is there a sense that any recognised limitations suggest an immediate need for change. There may or may not be some form of routine tracking of prevalence. The community climate generally supports what is occurring.

8) Confirmation or expansion,

There are standard efforts (activities and policies) in place and authorities or community decision makers supporting expanding or improving efforts. Community members appear being planned. Original efforts have been evaluated and modified and new efforts are being planned or tried in order to reach more people, those more at risk or different demographic groups. Resources for new efforts are being sought or committed. Data are regularly obtained on extent of local problems and efforts are made to assess risk factors and causes of the problem. Due to increased knowledge and desire for improved programs, community climate may challenge specific efforts, but is fundamentally supportive.

9) Professionalization,

Detailed and sophisticated knowledge of prevalence, risk factors and causes of the problem exists. Some efforts may be aimed at the general populations while others are targeted at specific risk factors and, or high risk groups. Highly trained staffs are running programs or activities, leaders are supportive, and community involvement is high. The effective evaluation is used to test and modify program, policies or activities. Although the community climate is fundamentally supportive, ideally community members should continue to hold programs accountable.

2.4.2 Motivating people towards ‘readiness’

According to Plato, “lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it” (Hammar, 2004). Motivational forces for change are complex but include perceptions of current status in an organizational functioning. These influence a perceived need for change, which then makes information about innovations from outside the organizational setting relevant as possible tools for improvement. Judgments are made about the value of these innovations, and sometimes pressures for change are involved as well (Armenakis, et al., 1993; Backer, 1995; Hage & Aiken, 1966). Three areas seem particularly important;

1) Program need for improvement

It is a reflection of valuations made in a program about its strengths and weaknesses. Leadership concerns may focus more on patient flow, assessment and reporting systems, referral systems, billing records etc. The concerns between management and staff are different; and the corresponding scales in the directors and staff versions of the organisational readiness for change have a different item set as well.

2) Training needs to assess perception of need for training in several general staff areas. So that means a training analysis is conducted ultimately to identify what areas of knowledge or behaviours that training needs to accomplish with learners. The analysis considers what results the organization needs from the learner, what knowledge and skills the learner presently has and usually concludes with identifying what knowledge and skills the learner must gain (Dudley, 2010). As well as we have to make sure teachers or people going for a training will have a perception or vision that matches the purpose of the training, for example; people who are going for an English language training for ASEAN, are willing to communicate in English and want to be able to teach in English.

3) Pressure for change can come from internal or external sources

The pressure for change could come from internal source and external. Sample for internal such as staffs and for external source such as, regulatory or funding. These pressures vary in intensity and form a summative index in which only at “higher” levels are they likely to reach sufficient threshold for a decision to take action. In this case to get ready for ASEAN Community, the internal pressure could refer to individual skill, likely teachers do not have enough English communication skill or are not able to teach correct grammar. Moreover, when looking at external sources, it could be that teachers do not have enough support from the government or lack a budget to provide a chance to improve their teachers’ skills. (Backer, 1995)

2.4.3 Concept of the readiness for change

Readiness for change is a comprehensive attitude that is influenced simultaneously by the content, the process, the context, and the individuals involved and collectively reflects the extent to which an individual or a collection of individuals

is cognitively and emotionally inclined to accept, embrace and adopt a particular plan to purposefully alter the status quo. (Holt, et al., 2007) Holt and Harris also said that readiness is an attitude and emphasised factors affecting this attitude. To improve the capacity it is all about creating opportunities and conditions that promote cooperation and mutual learning.

The power to engage in and sustain continuous learning of teachers and the school itself for the purpose of enhancing student learning (Stoll, 1999). Stoll also showed two points from his statement about the readiness for change. First, being in the capacity to change is not a consistent state where the school is “ready” but it is like having a positive attitude, a process of continual growth and learning. And secondly, the capacity to change involves both individual members in school and the school as a whole. It could be said that to make teachers and schools willing to continuously learn and get ready for change we need to provide a good environment and all things that are needed. This will also increase the students’ learning. Furthermore, people who are ready for change are able to act as their own agents of change. Even if changes are imposed on them; even if they are compliant; they are still able to act as their own agents of change so long as they possess a particular set of psychological resources and are able to tell empowering stories about the change. Readiness is also closely linked to other concepts that are equally important when it comes to implementing change initiatives. Factors related to capacity on the individual, schools and broader community levels seem to influence individuals’ readiness to change (Flaspohler, 2008)

The readiness for change is a multi level, multi faced construct. Readiness for change refers to members in school sharing resolve to implement a change and sharing a belief in their collective capability to do so (change efficacy). School readiness for change varies depending on how much school members value the change and how favourably they appraise three key determinants of implementation capability; (1) task demands, (2) resource availability and (3) situational factors. (Weiner, 2009)

According to Bryan’s statement, when the school readiness for change is high, school members are more likely to initiate change, exert greater persistence, and display more cooperative behaviour. He identified the meaning of school readiness for change as the follows:

1) Readiness can be more or less present at the individual, group, unit, department, or school level.

2) Readiness can be theorised, assessed, and studied at any of these levels of analysis.

However, school readiness for change is not a homologous multi level construct. (Weiner, 2009) Change efficacy refers to school members' shared belief in their collective capabilities to organise and execute the courses of action involved in change implementation, to emphasise shared belief and collective capabilities because implementation entails collective action among interdependent individuals and work units. Change efficacy is higher when people share a sense of confidence that collectively they can implement into a complex school change.

The summary about conceptual of school readiness for change contains several points as a merit discussion. These are; firstly, school readiness for change is conceived here in psychology terms. Secondly, people describe school readiness for change in more structural terms, and emphasizing the schools financial, material, human, and information resources (Bloom, 2000).

2.4.4 How to create a readiness for change

Planning and communication are key factors for creating readiness of school change. By communicating openly with employees and external stakeholders, school can build understanding and acceptance. Clear communication is even more important in situations that create uncertainty for employees, such as mergers or restructuring that could lead to job losses.

To improved understanding of change dynamics there are four important steps or ways. First, readiness for change is distinguished from resistance to change. Readiness is described in terms of the school members' beliefs, attitudes, and intentions. Second, a model is offered that describes the influence strategies as well as the importance of change agent credibility and interpersonal and social dynamics in the readiness creation process. Third, by combining urgency of, and staffs readiness for, needed changes, a typology of readiness programs is offered. Fourth, a large multinational corporation's efforts to create readiness for large-scale change are

described to provide a cogent illustration of the various readiness interventions described in the model (Mossholder, 1993).

The consideration of two major antecedents towards the readiness for change: perceived personal competence and organizational commitment. A high level of perceived competence resulting from prior working experiences results in self-confidence and employees tend to believe that they can execute their job well when performing slightly different tasks. Thus, firstly the perceived personal competence has a positive effect on readiness for change. Secondly, perceived usefulness has a positive effect on the usage intention of a system. Lastly, perceived ease of use has a positive effect on the usage intention of a system. (Walczuch, et al., 2007)

To create readiness for change is an activity component of the exploration stage. During this stage, individuals typically need more information and time to process what the needs are, and what the innovation or change might mean for them. Fixsen and colleagues (2009) also said in their study, in education “readiness for change” is something that needs to be developed, nurtured, and sustained. Readiness is not a pre existing condition waiting to be found or an enduring characteristic of a person, school, or school system. The same person, school, or system can be in the full implementation stage with respect to one innovation and in the exploration stage for a different innovation. Accountability for creating readiness rests with the implementation team, not with those who are expected or invited to change.

Creating readiness for scaling up evidence based practices in education is not a simple matter. These are the concepts of creating readiness for change by Fixsen et al., (2009)

- Identification of need
- Consideration of required changes
- Planning for change
- Communication plan
- Implementation plan
- Data collection and reporting plan

Next to the concept of creating readiness for change, as discussed 2.4.4 they also described in more detail the 6 dimensions as follows:

1) Identification of need

In this stage the need will show very clear the current dissatisfaction. In this stage the state management team and major stakeholders will not have sufficient motivation to fully participate in a multi-year process of changing education in classrooms, districts, and overall system functions. On a stage of management team may include the chief stage school officer, director of general and special education, director of curriculum and instruction, director of evaluation, and director of finance and administration. Moreover, Fixsen et al., (2009) described the identification of need in two factors; there are;

(a) The need of change must be substantial enough and broad enough to merit using the energy and resources that are required for scaling up innovations.

(b) The need of change need to be validated with data or broad consensus in order to stimulate sustained action.

2) Consideration of required changes

The encouragement for people to change can come from any quarter, for example; disasters, law suits, data about current results, data about new responsibilities, changes in leadership etc. whatever the source of interest in change, stage management teams and major stakeholders need considerable information about issues, innovations, implementation methods, risks, and benefits in order to contemplate change on this scale and to envision a different future.

(a) Convening groups at practice, policy, and management levels is an important part of preparing for change.

(b) Consideration of alternative is a key part of getting ready for change. Better to do a few things well with good outcomes for students than have multiple under resourced initiatives that have little chance for success.

(c) Readiness includes consideration of the possible of change. The resources need to be available to implement and create the capacity to sustain the innovation over time.

(d) In some case state of leadership team will have encouraged some schools to make use of the innovation to determine whether it can be implemented with fidelity and good outcomes.

(e) State leader should require that any innovation considered for scaling up provide empirical demonstration of effectiveness.

3) Planning for change

Readiness for change depends on the stage management team having a plan to initiate the change process and a plan for managing the change process once it begins.

(a) Comprehensive change is fraught with risk. State management teams need to anticipate the risk involved and have a plan to manage risk, issues, and surprises that inevitably emerge from the change process.

(b) Any plan for change should assume that schools have practices already in place that are valued. Change should supplement what already works, not supplant efforts that are valued, working for some, and hard won.

(c) As part of planning dimension, implementation teams should provide a readiness checklist, which can be used by local school or district teams to help guide them in assessing and building readiness. Elements of a readiness checklist will assess if, (1) the outcome of an innovation is highly valued, (2) there is consensus that a need exists for the innovation, (3) the innovation is evidence based and already in use locally, (4) a practical and cost effective process for implementation is defined, and the last one (5) adequate evaluation tools are available to assess both fidelity and impact.

4) Communication plan

A critical part of successful system change is frequent and accurate communication between the practice level and the policy level.

(a) Rapid feedback cycles (weekly, monthly, communication) allow adjustments to be made to quickly remove risks, correct errors, and maximize benefits to students, and to align system structures, roles, and functions to support teachers and building administrators in their use of innovations in education.

(b) Adaptive leadership during the comprehensive change process convenes stakeholders at regular intervals regarding the vision, plan, and anticipated results, and to identify issues and concerns that arise

5) Implementation plan

The stage management teams and major stakeholders need to be ready to effectively implement desired change at the classroom, building, district, and bureaucracy levels. Coherent and comprehensive change is not done for its own sake. It is done to bring about support effective ways of work that improve educational outcomes for students. The stage management teams and stakeholders in education system must be prepared to develop this capacity to ensure sustainable system change to support new practise.

6) Data collection and reporting plan

The stage management teams and major stakeholders need to be ready to establish reliable, valid, and trusted indicators of progress that are fully accessible to the stage management teams and major stakeholders involved in the comprehensive change process. The data can reflect incremental change in benefits to students and others, and it also need to include measure of the development of an infrastructure for implementation.

(a) Information and data from the successes and issues increased at the level of implementation if innovations are part of weekly or monthly feedback to the statement team, so they can align system roles and functions to more effectively support the implementation of innovations at the practise levels.

(b) Effective scaling up of educational innovations will require data collection that is directly useful to the local implementers. Self assessment tools may be linked with more formal external evaluation efforts to allow school; district and stage teams to progress monitor their implementation efforts.

From what was discussed above it is evident that creating readiness for change is not simple; management teams and other stakeholders are involved as the main driver when preparing for change. Otherwise, readiness for change is one of the most significant factors, which should consider increasing the effective use of evidence-based programs and other innovations in education.

'Readiness' can be developed and sustained with thoughtful activities which are sensitive to individuals' need for relevant information and involvement in decision making. It could be deduced that creating readiness for change is an ongoing activity.

2.4.5 The importance of readiness for change

Readiness plays a crucial role in mitigating resistance to change and thus in reducing the failure rate. Organizational change should be a continuous process. Change initiatives can be characterised as push systems where senior managers and experts cause change.

However, a pull system may be needed for a successful effort; in this, transitioning to new technologies is forced by the people who will manage them. The pull system can be achieved by focusing on user readiness for change and identifying the circumstance under which users are receptive to it. (Clegg & Walsh, 2004)

2.4.6 The affects of readiness for change

Organizational readiness for change is a multi-level construct. Readiness can be more or less present at the individual, group, unit, department, or organizational level. Readiness can be theorized, assessed, and studied at any of these levels of analysis.

However, organizational readiness for change is not a homologous multi-level construct. (Klein & Kozlowski, 2000) Organizational readiness for change is not only a multi-level construct, but a multi-faceted one. Specifically, organizational readiness refers to organizational members' change commitment and change efficacy to implement organizational change (Weiner, 2009).

Creating the belief that school change is needed requires agreement that there is a gap between the current and desired end states. The school members who have favourable perceptions of school transformation and are ready for it will be more likely to participate positively in the change and expect enhanced performance after its implementation. When teachers and staff in school are positive about and ready for organizational change, they appear to be more willing to try out a system. They think that they might miss benefits if they do not try out the system.

2.5 Factors affecting readiness for change

Armenakis, et al., (1993) stated that attitude and individual knowledge can affect the readiness level in any organizational change. Although there are several factors affecting the readiness for change within schools, this research focuses on personal factors and school factors, as follows:

2.5.1 Teacher Factors

Individual attitudes are important factors which can affect an organization's capacity to successfully undertake those changes (Armenakis, et al., 1993). All individuals perceive readiness along the same set of dimensions, or all work groups or organizational members consider change readiness the same way (Klein & Kozlowski, 2000). In addition, teacher factors could be described as significant factors of the readiness for the change required in moving towards an ASEAN Community.

1) Teacher Attitudes

Attitudes are a wide range of personal characteristics as variables and also have been identified as antecedents of individuals' change attitudes (Holt & Armenakis, 2007). It is clear that subsequent definitions of change readiness are largely derived from original work (Armenakis et al., 1993). However, attitudes are an evaluative summary judgment that can derive from qualitatively different types of information (Crites, 1994). Moreover, an attitude is an important concept to understand human behaviour. It is defined as a complex mental state involving beliefs and feelings. Attitude is a tendency to react in a certain way towards a designed class of stimuli. Likewise, attitude has also been defined as a mental state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

From this, it can be seen the readiness for change is reflected in the school members' attitudes and the extent to which changes are needed, and the school's readiness to implement change successfully (Armenakis et al., 1993). Teachers' attitude towards change which takes place within the school is an important aspect of change readiness.

2) Teacher knowledge

There has to be certain degree of congruency between the requirement of school change being implemented and the knowledge and skill-sets of teachers to carry it out. The individual teacher's knowledge and skills, including their previous experiences with change interventions, are the factors that influence and become influenced by a school's capacity to change (Newmann et al., 2000). Further, teachers who are knowledgeable will mostly implement new school interventions effectively (Greenberg, 2005). In addition, for change to happen, members of a school need to trust in their existing abilities and believe that they have the skills and resources required to implement the change successfully, hence, a state of readiness needs to be created (Ertesvag & Oterkiil, 2012). Knowledge has a significant impact on teachers' decisions: to help teachers with change, their practice must help them to expand and elaborate their knowledge systems (Borko & Putnam, 1995).

In this research, teacher knowledge will relate to knowledge about the ASEAN Community – such as ASEAN pillars, ASEAN charter or the history about ASEAN – which they can transfer to students, and the ability of using ICT as a database, for researching information and for contacting other schools inside and outside of the country. English language skills are very important for teachers too. This knowledge and skill will help them: for critical thinking and to transmit the content knowledge of different disciplines to students clearly, and thus, influences readiness for change in schools.

2.5.2 School Factors

1) School leadership

When organisations look at readiness for change, leadership is involved. Transforming that organisation by simply changing the values can be a slow process. It can take a fraction of that time if the organisation mobilises its leaders to act out the values until they become reality (Elmore, 2009). The knowledge is limited on what types of leaders are needed; there are a number of assumptions about leadership. In educational organizations there is an assumption that leaders of educational change should be both leaders and managers, both leadership and management from the same individual. Nevertheless, while still being able to distinguish management from

leadership conceptually, in reality we often find the two roles coexisting in the same positions and the same person (Manasse, 1984). The important role of vision is evident in the literature concerning instructional leadership. For educational leaders who implement change in their school or district, vision is a prerequisite to improvement (Pejza, 1985). A good leader of educational readiness for change needs to have a clear picture of what they want to accomplish and the ability to visualize one's goals (Grundy & Mazzarella, 1989). It is clear that a leader's vision is very important for readiness for change. The six significant characteristics as a school director for school change readiness are: (1) Being visionary, (2) Believing that schools are for learning, (3) Valuing human resources, (4) Communicating and listening effectively, (5) Being proactive, and (6) Taking risks (Joiner, 1987). All these characteristics are common to successful leaders of educational readiness for change. Moreover, these characteristics are indicative of the successful educational leaders' performance in the two dimensions considered necessary for effective leadership: initiating structure, which is primarily a concern for organizational tasks, and consideration, which is the concern for individuals and the interpersonal relations between them. Further, leaders of educational readiness for change illustrate this with their vision and belief that the purpose of schools is students' learning. These are directly associated with the dimension of consideration. Being a proactive leader and a risk taker demonstrate the dimension of initiating structure. Leaders of educational change respond to the 'human' as well as the 'task' aspects of their schools and districts. Hence, "Effective readiness for change requires skilled leadership that can integrate the soft human elements with hard actions" (Joiner, 1987).

2) School Climate

A school's climate can be defined as 'individuals' perceptions of the management practices at their workplace and the effectiveness of the daily collaboration of the work group' (Litwin & Burke, 1992). The climate of a school emerges from the interaction of people and its underlying culture. The climate is often incorrectly used as a synonym for culture (Schein, 1992). Moreover, climate is a reflection of culture that is distorted by the qualities and abilities of people in the group. Although climate may be altered more readily than culture, it is nearly as enduring and pervasive in the group. School climate is a concept reflecting the content

and strength of the prevalent values, norms, attitudes, behaviour, and feeling of the people in an organisation. It is also a level and form of school support, the openness within the school (Lewicki, 1988).

A school which provides a climate that supports change through positive attitude and motivated colleagues seems to have teachers who are more likely to engage change. Thus, schools will need to devote ample time and efforts to build strategies to promote trust, openness, communication, and positive environment among teachers as well as students, parents and the community. The dynamics of these positive relationships may be very powerful, resulting in increased internal capacity and a more productive school (Stoll, 1999).

2.5.3 ASEAN Community Readiness of Extra Large Public Secondary School

School is like any community. Communities can be at many stages of readiness for implementing change, with high levels of readiness more likely to support change (Goodman, 1998). In addition to the psychological aspect for a school or community, readiness which covers a school's management system, teachers and staff patterns and training, facilities or equipment (such as learning media, technology etc.), curricula and knowledge management are important. These are considerations for determining school behaviour (Brown, 1997). As with the factors mentioned above, the Office of the Permanent Secretary for the Ministry of Education also defined the measurement of school readiness for ASEAN Community in 4 aspects, these are management, teachers and staff, curriculum and knowledge management, and learning media. So this research examined these 4 specific sides of school readiness towards ASEAN Community as follows:

1) Management

To approach the readiness for change, management is one of the most significant factors that need to be concerned. Quality management supports readiness for change; it helps to set up the strategies and plans for approaching readiness for change in school (Karpak & Bayazit, 2007). Management in school covers all staff and student management, communication of information, external interface management, strategic quality management and teamwork structures for improvement,

operational quality planning, quality improvement measurement systems, and corporate quality culture (Dayton, 2001). All those processes will help the school achieve its planned goal.

2) Teacher and Staff

Teacher and staff focus on the number and quality of staff members available to do the work. Sample items are “school staff here are well-trained”. Training for knowledge that is necessary such as neighbours’ cultures, neighbours’ languages, or even learn about what are the strengths and weaknesses of other member countries in the ASEAN Community etc. Teachers’ sense of professionalism and personal identity is a key variable in their motivation and commitment to change (Slegers & Veen, 2005). The extent to which teachers perceive, adapt, and realize change in their school will be influenced by the extent to which teachers challenge and reconstruct their existing identities (Drake, 2001). The research found that teachers’ professional identity is often at stake in during change. However, the concerns (personal, social, and moral) of teachers are affected in the context of changes (Day, 2002). The University of Toronto has designed six key images for teacher preparation for readiness change:

(1) Working with all students in an equitable, effective, and caring manner by respecting diversity in relation to ethnicity, race, gender, and special needs of each learner;

(2) Being active learner who continuously seek, assess, apply, and communicate knowledge as reflective practitioners throughout their careers;

(3) Developing and applying knowledge of curriculum, instruction, principles of learning, and evaluation needed to implement and monitor effective and evolving programs for all learners;

(4) Initiating, valuing, and practicing collaboration and partnerships with students, colleagues, parents, community, government, and social and business agencies;

(5) Appreciating and practising the principles, ethic, and legal responsibilities of teaching as a profession;

(6) Developing a personal philosophy of teaching which is informed by and contributes to the school, community, societal, and global contexts of education (University of Toronto, 1992)

From all factors above, it can be concluded that the significant characteristics of teachers' need for change should be knowledgeable about, committed to, and skilled in. For preparing teachers and staff for ASEAN Community they also need to be knowledgeable about ASEAN, and all teachers should have skills to apply the new curriculums to all learners or students well.

3) Curriculum and knowledge management

Curriculum and knowledge management are part of supporting readiness for change. It contains case studies and practice profiles that can be used to examine a specific practice related to learning and teaching, school culture, or leadership. The curriculum and knowledge management are providing rich descriptions of the evolution of effective practices in a wide range of schools readiness for change (Rockman, 2012). As a first step, before schools can reach a readiness for change, they need to prepare students, teachers and involve people with knowledge by integrating in the curriculum and preparing those people with the knowledge. The school director or policy maker can do this in many ways such as: training teachers and staff, giving a chance or opportunity for studying further (professional development), or providing a budget for developing their knowledge. When preparing schools ready for ASEAN Community, the curriculum and knowledge about ASEAN Community is very important. Schools should prepare curricula and knowledge for students to learn. Without knowledge and curriculum support it might be difficult for schools to prepare students and teachers to reach the goal of an ASEAN Community.

4) Learning media

- E- communication

E-communication refers to the use of e-mail and the internet for professional communications, networking, and information access. Sample items include “you have convenient access to e-mail at work” and “you use the internet to communicate with other professionals.” For example in the educational field, ASEAN Community has a plan of freely transferring students to each member countries, the students need to skills to communicate by using the internet. When cooperating

between schools in Thailand and other member countries, students also need e-communication skills.

- ICT, learning media

ICT or learning media is very important in education in the 21st century. It helps our students understand technology better and more clearly. Technological change has always catalysed change in schools. When schools began using new technology it absolutely has impact on the students' learning outcome. School change associated with technological implementation, such as introducing a new programme into school, the new programme makes teachers and students enter into a learning process and acknowledge them for change. There is evidence to demonstrate that perception of teachers and staff that is expected to use a new ICT skill can have a critical impact on if change succeeds or fails. When teachers, staff, and students have direct experience of learning ICT, their attitudes towards change are likely to be more specific (Helm et al., 2003). That means ICT has an impact on people of getting ready for change. With ICT support services in schools, it has brought about an improved quality of response and enhanced proactive monitoring. Additional remote services have increased the credentials (Hamilton, 2011).

Furthermore ICT also emerged across with change as the followings:

- Changes in teachers' knowledge, beliefs, and attitudes

The literature on education reform highlights the importance of changing teacher's beliefs and attitude to create a long term sustainable change (Fullan, 1993). Many studies on ICT integration find that projects fall short of expectations because the educators continue working within a traditional vision of rote learning (Gersten, et al., 2000). Moreover, teachers need to believe that new approaches to teaching are effective and will make a difference for their students in order for them to continue using new approaches. Teachers' understanding and commitment are particularly important to sustain changes in areas such as project-based learning or student-centred techniques, which require core changes to a teacher's instructional practice (Gersten, 2000).

- Changes in how students engage with content

Research in the learning sciences has established that constructivist theories of learning provide a more reliable understanding of how humans teach than

previous behaviourists (Bransford et al., 1999). Studies have identified a variety of constructivist learning strategies (e.g. students work in collaborative groups or students create products that represent what they are learning) that can change the way students interact with the content (Windschitl, 2002). The introduction of ICT into schools and project-based approaches should change how students interact with the content through new types of learning activities.

- Changes in relationships among students, teachers, and parents

Recent studies suggest that, specifically, a supportive and cooperative relationship with the teacher can be very important for learning (Marzano, 2007). Research in many different countries has found that the introduction of technology into learning environments changes teachers' and students' roles and relationships (Kozma, 2003).

- Changes in the use of ICT tools to promote students' learning

The ICT integration is challenging (Light & Rockman, 2008). A number of factors such as teacher knowledge, time, access to ICT tools, and the alignment of ICT use with pedagogical goals appear to help teachers integrate ICT and to support students' increased use of ICT tools for learning.

From the above factors ICT is important to support readiness for change; since it will prepare teachers, students, and parents with better attitudes and beliefs. Also students will understand more about the content towards change. To prepare people to be ready for ASEAN Community, there is need to be concerned about all these things because they are linked to each other.

2.6 Related Research

Many researchers, with concern about education readiness, readiness for change, factors effecting education change, and included about education and ASEAN Community, are mentioned below

2.6.1 Related research about ASEAN Community

Volkman (2008) did a research about ASEAN Charter in a topic "why does ASEAN need a charter". This research contained the interesting notion of why

ASEAN need to invent a charter and how it works. The two countries that are the main countries pushing for ASEAN Charter are Singapore and Indonesia. Both looked at it from a different point of view. The first point to push signing an ASEAN charter was to improve the image of ASEAN to the external world. The second was that all the ASEAN leaders believed that an ASEAN Charter would convince everyone in and out of ASEAN that the grouping is serious commitment both themselves itself and to show they want to strengthen its institutional capacity and capability to cope with new challenges.

Cuyvers & Tummer (2007) studied the topic of “the road to ASEAN Community: How far still to go”. In this research there was given an example of the European Union as a similar situation comparable to the ASEAN Community. The research found that even with many agreements among ASEAN member countries it will not be easy to form a unified community. It will take a long time before ASEAN countries will be able to form a single area.

2.6.2 Related research on Thai education and ASEAN Community readiness

Nopparat (2010), undertook research on the topic of knowledge and understanding of a Thai student in preparing to bring the ASEAN Community in a case-study of public and private university students in Bangkok; this research aimed to channel learning the information about ASEAN Community, the level of acknowledgement and understanding to ASEAN community, and attitude and opinion of Thai universities getting ready to join the ASEAN Community. The research found government students have slightly less knowledge of the ASEAN community; private university students have an average or fair understanding. When looking at attitudes and opinions of Thai university students and whether they are ready for joining to ASEAN community, the research showed both government and private university students sharing the same fair level of perception.

Thomson & Thianthai (2007) conducted their research survey, targeting undergraduate university students from leading universities in each of the ten member nations of ASEAN. The research found readiness levels of each member countries

were different. When researching the level of knowledge about the ASEAN Community, Thailand was found at the bottom of the results from all members.

2.6.3 Related research on readiness for change

Powell & Susan (2010) published research titled 'Tradition vs. Innovation: 21st century learning and school readiness for change'. The results explained the adoption of new ideas in educational settings. The Diffusion of Innovation (DOI) is a useful resource for district administrators and principals needing to understand the complexity of organizational change, to analyse staff willingness to change, and to determine readiness for school reform.

Kwahk and Lee (2008) research showed that readiness for change had an indirect effect on behavioural intention. At the same time, readiness for change was found to be enhanced by two factors: organizational commitment and perceived personal competence.

2.6.4 Related research on personal factors affecting school readiness for change

Light (2008) studied the knowledge role of ICT in enhancing education in developing countries. He had suggested in his research that necessary changes are much broader than the simple introduction of a new tool or one new practice. Instead, change begins by deeply reshaping life in the classroom from educators' belief about learning to the relationships that define the school community.

Miller et al. (2005) studied the relationship between readiness for change and organisational commitment and social relations. The findings showed that attitude and perception of workplace facilitates an environment more conducive to individual readiness for change.

2.6.5 Related research on school factors affecting school readiness for change

Hinde (2002) studied the effects of school climate and culture on the process of change. She defines culture as it applies to schools and examines the effects of school culture on teachers and schools in general, and this research also identifies

the value of change in the school culture. If the general attitude about change is that it can be challenging and invigorating, then it more likely that change will be initiated.

Kulvisaechana (2001) studied the role of communication strategies in change management process. The research found that communication strategy, which serves as the key fundamental part of change readiness management strategies, challenges the traditional mechanisms in terms of facilitating a transitional hurdle of change readiness and communication strategies will not succeed if done piecemeal.

Méndez and Morse (1992) examined leadership skills from a variety of perspectives; how leadership's characteristic effects school changes. It was found that a school director or school leader's vision is important to support school change, in curriculum, policy or even in a significant situation.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methods used to study factors affecting the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province Educational Service Area, Office 3. The chapter is explained in the following sequences:

- 3.1 Research design
- 3.2 Population and sample
- 3.3 Research instruments
- 3.4 Quality of research instruments
- 3.5 Data collection
- 3.6 Statistics and data analysis

3.1 Research Design

The research used a quantitative approach; employing the questionnaire investigates factors affecting the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province, Educational Service Area, Office 3.

3.2 Population and sample

3.2.1 Population

The population of this research was comprised of 1,358 teachers from all 10 extra large public secondary schools. These are schools in Nonthaburi province Educational Service Area, Office 3. There are Triam Udom Suksa Pattanakarn Nonthaburi School, Debsirin Nonthaburi School, Benjamarachanusorn School, Watkhemapirataram School, Sriboonyanon School, SatriNonthaburi School,

Nawamintharachinuthid Horwang Nonthaburi School, Bang BuaThong School, Pakkred Secondary School, and Suankularbwiattayalai Nonthaburi School.

3.2.2 Sample

The sample size was calculated from a population of 1,358 teachers in 10 extra large public secondary schools in Nonthaburi province.

Krejcie and Morgan's table (1970) was used to determine the design sample size for the number of teachers to be included in the study. Based on this table, the proposed sample was 320 teachers.

Sampling Method

1. The proportional procedure was used to determine the number of sample from each school.
2. The questionnaire respondents were selected using the sample random sampling by drawing lots from the population of teachers.

The population and sample as indicated in table 3.1:

Table 3.1 Population and sample of the study

No.	School name	Number of population	Number of sample
1.	TriamUdom Suksa Pattanakarn Nonthaburi School	133	31
2.	Debsirin Nonthaburi School	124	29
3.	Benjamarachanusorn School	126	30
4.	Watkhemapirataram School	131	31
5.	Sriboonyanon School	104	24
6.	Satri Nonthaburi School	132	31
7.	Nawamintharachinuthid Horwang Nonthaburi School	140	33
8.	Bang Bua Thong School	136	32
9.	Pakkred Secondary School	147	35

Table 3.1 Population and sample of the study (cont.)

No.	School name	Number of population	Number of sample
10.	Suankularb Wittayalai Nonthaburi School	185	44
Total		1,358	320

3.3 Research Instrument

The constructed questionnaires covered 5 parts as follows:

Part 1: This part consists of general information of the respondents covering teaching experience and teaching subjects

Part 2: This part consists of factors affecting the readiness towards ASEAN Community (teacher factors and school factors). The questionnaire consists of 44 items in 4 areas of teacher attitude, teacher knowledge, school leadership and school climate

Table 3.2 Division of items in part 2

Factors affecting the readiness towards ASEAN Community	Number of items
Teacher attitude	10 (1-10)
Teacher knowledge	9 (11-19)
School leadership	10(20-29)
School climate	15 (30-44)
Total items	44

Part 3: Readiness towards ASEAN Community. The questionnaire consists of 37 items in 4 areas of management, teacher and staff, curriculum and knowledge management, and Learning media.

Table 3.3 Division of items in part 3

Readiness towards ASEAN Community	Number of items
Management	4 (1-4)
Teacher and staff	13 (5-17)
Curriculum and knowledge management	11 (18-28)
Learning Media	9 (29-37)
Total items	37

Part 4: Problems and obstacles of the readiness towards ASEAN Community. The questionnaire consists of 13 items

Part 5: Suggestions for developing an educational process towards ASEAN Community.

Each item in part 2, 3, and 4 had five point Likert's scale score from highest (5) to lowest (1) as follow:

Strongly disagree	=	1
Disagree	=	2
Neutral	=	3
Agree	=	4
Strongly Agree	=	5

The interpretation of mean scores during data analysis is shown in Table 3.4 (Best, 1981). The number of responses in each category is tabulated, with percentage expressed as a proportion of total responses completed.

Table 3.4 Interpretation of the range of mean scores

Range of mean scores	Level of perception
4.21-5.00	Highest
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Lowest

3.4 Quality of research instruments

3.4.1 Validity

The quality of the questionnaire was validated by consulting with three experts. This was mainly to examine the language correctness, appropriateness, content coverage and relevancy of questionnaires with the research topic.

3.4.2 Reliability

The reliability test was carried out on 30 teachers from extra large public secondary schools in Nonthaburi province, Educational Service Area, Office3, which were not included in the study. Cronbach's alpha Coefficients method (1970) was employed to determine the reliability of the questionnaires. The value of the instrument was computed by using package program and the reliability value of 0.95 was obtained from the questionnaire.

3.5. Data collection

The process of data collection for this study is described as follows:

3.5.1 Request an official letter from the Faculty of Social Science and Humanities, Mahidol University

3.5.2 Distribute a consent form to the schools, to be included with the responses from the teachers in this study

3.5.3 The questionnaires were sent directly to teachers by the researcher

3.5.4 Questionnaires were collected from the teachers 7 days after distribution

3.5.5 Check the returned questionnaires

3.6. Data analysis

3.6.1 The data were electronically processed and analysed by using package programme

3.6.2 Descriptive statistics were used to describe the sample in term of frequency, percentage, mean and standard deviation

3.6.3 Pearson's Correlation was used to explore the relationship between teacher factors, school factors and the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province

3.6.4 Multiple regression analysis (MRA) was used to analyse the factors affecting the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province, Educational Service Area, Office 3

CHAPTER IV

RESULTS

This chapter presents the results of the data analysis of the study. The result of this study based on 320 respondents. The data of the study were analysed and summarised as follow:

4.1 General information of the respondents

4.2 The teachers' perception on teacher factors, school factors, readiness towards ASEAN Community, and problems and obstacles of extra large public secondary schools in Nonthaburi province

4.3 The relationship between teacher factors, school factors, and readiness towards ASEAN Community, and problems and obstacles of extra large public secondary schools, Nonthaburi province

4.4 The predictive factors from teacher factors, school factors, and problems and obstacles towards ASEAN Community, and problems and obstacles of extra large public secondary schools, Nonthaburi province

4.5 Teacher's opinion for developing the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province

4.6 The results of hypothesis test

4.1 General information of the respondents

The general information of the respondents consisted of teacher teaching experience and teaching subjects. The data was interpreted in frequencies (n) and percentage (%) by descriptive statistics in the table 4.1. the total of 320 teachers in 10 extra large public secondary schools in Nonthaburi province.

4.1.1 Teaching experience

Table 4.1 Frequency and Percentage of teaching experience

(n=320)

Teaching experience	Frequency (n)	Percentage (%)
1-10 years	158	49.4
11-20 years	43	13.4
21-30 years	62	19.4
31-40 years	57	17.8
Total	320	100.0

The sample consisted of, 158 (49.4%) teacher with 1-10 years teaching experience as a highest and 43 (13.4%) with 11-20 years as a lowest teaching experience.

4.1.2 Teaching subjects

Table 4.2 Frequency and Percentage of teaching subjects

(n=320)

Teaching Subjects	Frequency (n)	Percentage (%)
Thai language	36	11.3
Mathematics	55	17.2
Physical Education	22	6.9
Computer	19	5.9
Science	47	14.7
Social Studies	52	16.3
Art	19	5.9
Foreign Languages	52	16.3
Other (Guidance Activities and agriculture)	18	5.5

Table 4.2 Frequency and Percentage of teaching subjects (cont.)**(n=320)**

Teaching Subjects	Frequency (n)	Percentage (%)
Average	320	100.0

Table 4.2 showed the teaching subjects of the respondents. It showed that the highest percentage at 17.2% (n=55) was teach Mathematics, while 16.3% (n=52) of teacher were teaching Social Studies and Foreign Languages. The Lowest percentage of respondents at 5.5% (n=18) was teaching other subjects such as guidance activities and agriculture.

4.2 The teacher's perception on teacher factors, school factors, readiness towards ASEAN Community, and problems or obstacles of extra large public secondary schools in Nonthaburi province

These contained components measured and analysed under teacher factors, school factors, readiness towards ASEAN Community, and problem or/and obstacles of extra large public secondary school. The teacher factors contained teacher attitude and teacher knowledge, school factors contained school leadership and school climate. The readiness towards ASEAN Community had four aspects; management, teacher and staff, curriculum and knowledge management, and learning media. The problems and obstacles and all data were also described using the standard deviation and mean.

4.2.1 The teacher's perception on overall teacher factors

The teacher's perceptions on overall teacher factors were contained within teacher attitude and teacher knowledge. They were measured and analysed as mentioned in the table below.

Table 4.3 The teachers’ perception on overall teacher factors

(n=320)			
Teacher Factors	\bar{X}	S.D	Level of perception
Teacher attitude	3.71	.61	High
Teacher knowledge	3.45	.71	High
Average	3.58	.61	High

Note: 1.00-1.80 = lowest level, 1.81-2.60= low level, 2.61-3.40= moderate level, 3.41-4.20= high level, 4.21-5.00= highest level

From the analysis of data in table 4.3, it was found the overall teachers’ perception levels were high on overall teacher factors in public secondary school, Nonthaburi province (\bar{X} = 3.58). When considering each of the two aspects of teacher factor teacher attitude was found to be high with (\bar{X} = 3.71) and teacher knowledge was lower (\bar{X} = 3.45). The teacher perception levels on each aspects of teacher attitude were measured and analysed with descriptive statistics of mean and standard deviation as described below.

4.2.1.1 The teachers’ perception on teacher attitude

Teacher’s perception on teacher attitude for the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province, Educational Service Area, Office 3 was measured with ten facets, analysed and described as shown in the table 4.4.

Table 4.4 The teacher’s perception on teacher attitude

(n=320)			
Teacher attitude	\bar{X}	S.D	Level of perception
1. In your opinion, your school is ready to move towards ASEAN Community	3.73	.93	High

Table 4.4 The teacher's perception on teacher attitude (cont.)

Teacher attitude	\bar{X}	S.D	Level of perception
2. Your students have sufficient knowledge and skills for moving toward ASEAN Community	3.41	.93	High
3. You feel that you can adapt to this coming change towards readiness for ASEAN's policies in your school	3.80	.78	High
4. You are continuously developing your skills as a means of getting ready for coming ASEAN Community	3.75	.77	High
5. You think ASEAN Community is bringing a positive development to the Educational system in Thailand	3.58	1.01	High
6. You think getting ready for coming ASEAN Community in this limited time is challenging for you	3.81	.93	High
7. You believe that as we are preparing for ASEAN you have a good opportunity to develop your skills	3.71	.87	High
8. The knowledge and innovations that your school provides are enough to prepare for coming ASEAN Community	3.60	.93	High
9. You think that in the coming two years Thailand's education system will quickly change	3.35	1.07	High

Table 4.4 The teacher’s perception on teacher attitude (cont.)

(n=320)			
Teacher attitude	\bar{X}	S.D	Level of perception
10. You believe that getting ready for ASEAN Community, is not only the school’s responsibility but should involve students’ parents and communities as well	4.34	.89	Highest
Average	3.71	.61	High

Note: 1.00-1.80 = lowest level, 1.81-2.60= low level, 2.61-3.40= moderate level, 3.41-4.20= high level, 4.21-5.00= highest level

From the analysis of data in the aspects of teacher attitude, it was found that teacher perception level was high with the highest mean value of 4.34 for the aspect, the believe that getting ready towards ASEAN Community, is not only the school’s responsibility but should involve students’ parents and communities as well. The lowest mean value of 3.35 was found for the perception of: in the coming two years Thailand’s education system will quickly change.

4.2.1.2 The teachers’ perception on teacher knowledge

The teacher perception on teacher knowledge of the readiness towards ASEAN was measured using nine facets, analyzed and described as shown in the table 4.5.

Table 4.5 The teacher’s perception on teacher knowledge

(n=320)			
Teacher knowledge	\bar{X}	S.D	Level of perception
1. You have a good knowledge and understanding about ASEAN Community	3.55	.82	High

Table 4.5 The teacher's perception on teacher knowledge (cont.)

Teacher knowledge	(n=320)		
	\bar{X}	S.D	Level of perception
2. You have an understanding about the purpose of establishing an ASEAN Community	3.74	.83	High
3. You understand the concept idea of building Thailand as an Education Hub	3.54	.90	High
4. You have enough ICT equipment and/or computers to access information and prepare your students in becoming ASEAN citizens	3.78	.88	High
5. You understand about moving the ASEAN Community forward by using an education system or learning more about the differences in the ASEAN Community	3.56	.90	High
6. You understand that moving ASEAN Community forward can be done by learning neighbours' languages as a means of developing communication	3.40	.96	Moderate
7. You understand that learning about human rights or history among member countries in ASEAN Community will help people feeling like being a citizenship more	3.32	.92	Moderate

Table 4.5 The teacher's perception on teacher knowledge (cont.)

Teacher knowledge	\bar{X}	S.D	Level of perception
8. You have enough English skills to help your students be able to use English as an official language	3.21	1.04	Moderate
9. You have enough neighbour's languages skills to teach your students to be able communicate with other member countries	2.91	1.10	Moderate
Average	3.45	.71	High

Note: 1.00-1.80 = lowest level, 1.81-2.60= low level, 2.61-3.40= moderate level, 3.41-4.20= high level, 4.21-5.00= highest level

From the analysis of data in the aspects of teacher's perception on teacher knowledge, it was found that the overall teacher perception levels was high, with the highest mean value of 3.78 for the question about having enough ICT equipment and/or computers to access information and prepare students in becoming ASEAN citizens, with a standard deviation of .88 respectively. On the other hand, the lowest teacher's perception on the readiness towards ASEAN Community mean value was 2.91, found when asked about neighbours' languages skills to teach students to be able communicate with other member countries.

4.2.2 The teacher's perception on overall school factors

The teacher's perceptions on overall school factors contained within school leadership and school climate. These were measured and analyzed as shown in the table below.

Table 4.6 The teacher's perception on overall school factors

School Factors	\bar{X}	S.D	Level of perception
School leadership	3.80	.83	High
School climate	3.63	.70	High
Average	3.71	.72	High

Note: 1.00-1.80 = lowest level, 1.81-2.60= low level, 2.61-3.40= moderate level, 3.41-4.20= high level, 4.21-5.00= highest level

The overall perception level of school factors were high, with an average mean of 3.71 the school leadership was valued higher than school climate with the average mean of 3.80 with 3.63.

4.2.2.1 Teacher's perception on school leadership

The teacher perception on school leadership of the readiness towards ASEAN Community was measured with the use of ten facets, analyzed and described as shown in the table 4.7

Table 4.7 Teacher's perception on school leadership

School leadership	\bar{X}	S.D	Level of perception
1. Your School director has a clear vision in Management for ASEAN Community	3.71	1.00	High
2. Your school director has good English and adequate ICT skills	3.68	.97	High

Table 4.7 Teachers' perception on school leadership (cont.)

(n=320)

School leadership	\bar{X}	S.D	Level of perception
3. Your school director is able to cooperate with other schools and network with others such as private schools or government departments	3.91	.90	High
4. All your school activities about getting ready for ASEAN are always followed up by the school director	3.87	.91	High
5. You believe your school director to be committed to the success of the ASEAN pilot	3.85	1.00	High
6. You think that your school director will help you to understand how you can support and adapt to change needed to implement	3.77	.99	High
7. Your school director understand the readiness level of needed change and is able to translate this to correct implementation of work	3.79	.98	High
8. Your school director has a long term plan for school readiness for ASEAN Community	3.79	.99	High
9. Your school director always listens to teachers and staffs suggestions about getting ready for ASEAN Community	3.78	1.00	High

Table 4.7 Teachers' perception on school leadership (cont.)

School leadership	\bar{X}	S.D	Level of perception
10. Your school director often promotes or compliments a new project to alert students and teachers and staffs about ASEAN Community	3.81	1.03	High
Average	3.80	.83	High

Note: 1.00-1.80 = lowest level, 1.81-2.60= low level, 2.61-3.40= moderate level, 3.41-4.20= high level, 4.21-5.00= highest level

From the analysis of data in the aspects of teachers' perception on school leadership, it was found the perception level was high with the highest mean value of 3.91 for the question; school director is able to cooperate with other schools and network with others such as private schools or government departments. The second highest mean value of 3.87 was found in the question; the school activities or projects about getting ready towards ASEAN Community are always followed up and supervised by the school director. The question on the school director having good English for communication and adequate ICT skills showed the lowest mean value of 3.68.

4.2.2.2 Teacher perception on school climate

The teacher perception on school climate of the readiness towards ASEAN Community was measured with fifteen facets, analyzed and described as shown in the table 4.8

Table 4.8 Teacher's perception on school climate

School climate	\bar{X}	S.D	Level of perception
1. You have fun working on activities that your school sets up, getting ready towards ASEAN Community	3.64	.91	High
2. You feel personally motivated working towards ASEAN Community readiness projects	3.56	.85	High
3. You feel your school creates opportunities for teachers and staffs to share ideas about getting ready towards ASEAN Community	3.69	.92	High
4. Your school provides a positive environment towards ASEAN Community for students	3.74	.92	High
5. Your school provide an ASEAN Community environment for students in the classrooms	3.53	.94	High
6. Your school has a clear mission and goals in management for moving towards ASEAN Community	3.70	.93	High
7. Teachers in your school are always work together as a team	3.65	.88	High
8. Teachers in your school are cooperating well in each department or between each department	3.69	.89	High

Table 4.8 Teacher's perception on school climate (cont.)

School climate	\bar{X}	S.D	Level of perception
9. Your school director fully trusts in teacher's judgments	3.74	.91	High
10. Teacher in your school are allowed to work crossing departments or choose their working team by themselves	3.56	.97	High
11. Your school always has up to date information about policy or plan for moving towards ASEAN Community	3.67	.89	High
12. Your school always gives a chance or opportunity to teacher for giving suggestions or complaints about the situation during the preparing time for ASEAN Community	3.59	.95	High
13. Your school always listens and helps teachers when frustration arises in a limited time of preparing	3.54	.97	High
14. After hearing a message about the Readiness towards ASEAN Community in your school, you understand how this relates to you and your teaching	3.63	.89	High

Table 4.8 Teacher's perception on school climate (cont.)

School climate	\bar{X}	S.D	Level of perception
15. Your school provided the channel to communicate with teachers, students, parents and communities about problems and obstacles during the preparing time moving towards ASEAN Community	3.59	.95	High
Average	3.63	.70	High

Note: 1.00-1.80 = lowest level, 1.81-2.60= low level, 2.61-3.40= moderate level, 3.41-4.20= high level, 4.21-5.00= highest level

From the analysis of the data in the aspects of teachers' perception on school climate about the readiness towards ASEAN Community, it was found that the teacher's perception levels were high with the highest mean value of 3.74 when asked about the school providing a positive environment towards ASEAN Community for students. Another highest mean value of 3.74 was found for the school director fully trusting in the teacher's judgements.

The results also showed the lowest teacher's perception on school climate about the readiness towards ASEAN Community, a mean value of 3.53 for school providing an ASEAN Community environment for students in the classrooms.

4.2.3 The teachers' perception on overall school readiness towards ASEAN Community

The teachers' perceptions on overall school readiness towards ASEAN Community were contained within management, teachers and staffs, curriculum and knowledge management and learning media. They were measured and analysed and the results are shown in the table below.

Table 4.9 The teachers' perception on overall school readiness towards ASEAN Community

(n=320)			
School readiness towards ASEAN Community	\bar{X}	S.D	Level of the readiness
Management	3.77	.84	High
Teachers and staff	3.46	.78	High
Curriculum and knowledge management	3.66	.82	High
Learning media	3.69	.81	High
Average	3.65	.73	High

Note: 1.00-1.80 = lowest level, 1.81-2.60= low level, 2.61-3.40= moderate level, 3.41-4.20= high level, 4.21-5.00= highest level

From the analysis of this data in table 4.9, it was found that the perception level of most teacher's on the readiness towards ASEAN Community were overall on a high level (\bar{X} =3.65). When considering each of the four aspects of the school readiness it was of a high level when looking at; management aspects (\bar{X} = 3.77) followed by learning media aspects (\bar{X} = 3.69). The lowest value was for teachers and staffs (\bar{X} = 3.46).

4.2.3.1 The teacher's perception on management of school readiness towards ASEAN Community

The teachers' perception on management of school readiness towards ASEAN Community was measured by using four facets, analysed and described as shown in the table 4.10.

Table 4.10 The teachers' perception on management of school readiness towards ASEAN Community

Management	\bar{X}	S.D	Level of readiness
1. Your school has a specific policy for moving towards ASEAN Community	3.78	.93	High
2. Your school communicate its policy for ASEAN Community to teachers and school officers	3.74	.96	High
3. Your school has plans/ projects/ activities set as they are getting ready to ASEAN Community	3.76	.91	High
4. Your school activities inform and announce related subjects about ASEAN Community to Teachers, officers, students, students' parents and Community	3.80	.93	High
Average	3.77	.84	High

Note: 1.00-1.80 = lowest level, 1.81-2.60= low level, 2.61-3.40= moderate level, 3.41-4.20= high level, 4.21-5.00= highest level

From the analysis of data in the aspects of management, it was found that the teachers' perception levels were high with the highest mean value of 3.80 for the facet of; school activities inform and announce related subjects about ASEAN Community to Teachers, officers, students, students' parents and Community. This was followed by 'school has a specific policy for moving towards ASEAN Community' ($\bar{X} = 3.78$) and 'school has plans/ projects/ activities set as they are getting ready to ASEAN Community' ($\bar{X} = 3.76$). The lowest mean value found was

when looking at ‘the school communicate its policy towards ASEAN Community to teachers and school officers’ ($\bar{X} = 3.74$). The overall perception levels were found to be high with the average mean of 3.77.

4.2.3.2 The teacher’s perception on teacher and staff of school readiness towards ASEAN Community

The teacher perception on teacher and staff of school readiness towards ASEAN Community was measured using thirteen facets, analysed and described as shown in the table 4.11 below.

Table 4.11 The teachers’ perception on teacher and staff of school readiness towards ASEAN Community

				(n=320)	
Teacher and staff	\bar{X}	S.D	Level	of readiness	
1. Your school has enough skilled teachers in English Language	3.42	1.02	High		
2. Your school has enough skilled teachers to teach ASEAN languages of Member countries	3.31	1.09	Moderate		
3. Your school has a need to recruit more skilled teachers for teaching in English Language	3.53	1.06	High		
4. Your school has a need to recruit more skilled teachers for teaching in ASEAN’s member languages	3.21	1.15	Moderate		
5. Teachers and school officers get trained in specific subjects as preparation by your school	3.35	1.06	Moderate		

Table4.11 The teachers' perception on teacher and staff of school readiness towards ASEAN Community (cont.)

	(n=320)		
Teacher and staff	\bar{X}	S.D	Level of readiness
6. Your school provides the students with a chance to study English language	3.63	.97	High
7. You feel that the school director, teachers and students realises and has knowledge about the coming ASEAN	3.70	.89	High
8. Students' parents and communities being involved in the progress of getting ready for the ASEAN Community	3.49	.95	High
9. Teachers and staff have basic knowledge about life style or multicultural in all member countries in ASEAN Community	3.45	.97	High
10. Teachers and staff have a basic knowledge about ASEAN pillars and ASEAN Declaration	3.35	1.00	Moderate
11. Teachers and staff have adequate English skills within the subjects	3.31	.97	Moderate
12. Teachers and staff have adequate ICT skills within the subjects	3.68	.93	High

Table 4.11 The teachers' perception on teacher and staff of school readiness towards ASEAN Community (cont.)

Teacher and staff	\bar{X}	S.D	Level of readiness
13. Teachers and school officers have a wide range of knowledge about important points within ASEAN Community such as citizenship, human right, democracy, history, peace study, environment, climate, health, and free trade etc.	3.50	1.05	High
Average	3.46	.78	High

Note: 1.00-1.80 = lowest level, 1.81-2.60= low level, 2.61-3.40= moderate level, 3.41-4.20= high level, 4.21-5.00= highest level

From the analysis of the data in the aspects of teachers and staff, it was found that the teachers' perception levels were high with the highest mean value of 3.70 for the feeling that the school director, teachers and students realise and have knowledge about the coming ASEAN. This was followed by teachers and school officers have adequate ICT skills within the subjects ($\bar{X} = 3.68$) and school provides the students with a chance to study English language ($\bar{X} = 3.63$). The result were low with the lowest mean value of 3.21 for 'school needs to recruit more skilled teachers/external help/volunteers for extra teaching in ASEAN's member countries' languages'. The overall perception level was high with the average mean value of 3.46.

4.2.3.3 The teachers' perception on curriculum and knowledge management of school readiness towards ASEAN Community

The teachers' perception on curriculum and knowledge management of school readiness towards ASEAN Community was measured within eleven facets, analysed and described as shown in the table 4.12

Table 4.12 The teachers' perception on curriculum and knowledge management of school readiness towards ASEAN Community

(n=320)

Curriculum and knowledge management	\bar{X}	S.D	Level of readiness
1. Your school has a developed curriculum and have integrated ASEAN knowledge of Science subject	3.60	1.04	High
2. Your school has a developed curriculum and have integrated ASEAN knowledge of Social Studies religions and cultures subject	3.84	1.00	High
3. Your school has a developed curriculum and have integrated ASEAN knowledge of Physical Education subject	3.48	1.04	High
4. Your school has a developed curriculum and have integrated ASEAN knowledge of Information technology subject	3.62	1.04	High
5. Your school has a developed curriculum and have integrated ASEAN knowledge of Foreign Language subject	3.91	.95	High
6. Your school has a developed curriculum and have integrated ASEAN knowledge of Math subject	3.63	1.00	High

Table 4.12 The teachers' perception on curriculum and knowledge management of school readiness towards ASEAN Community (cont.)

	(n=320)		
Curriculum and knowledge management	\bar{X}	S.D	Level of readiness
7. Your school has a developed curriculum and have integrated ASEAN knowledge of Art subject	3.56	1.08	High
8. Your school added more specific subjects to its curriculum for ASEAN Community	3.60	.97	High
9. Your school had some special activities within the core subjects to develop the students' knowledge about ASEAN Community	3.58	1.00	High
10. Your school integrated some knowledge about ASEAN in every subject	3.71	.92	High
11. Your school had extra activities, outside of the curriculum to make students understand more about ASEAN Community	3.74	.94	High
Average	3.66	.82	High

Note: 1.00-1.80 = lowest level, 1.81-2.60= low level, 2.61-3.40= moderate level, 3.41-4.20= high level, 4.21-5.00= highest level

From the analysis of the above data in the aspect of curriculum and knowledge management, it was found that the teachers' perception levels were high with the highest mean value of 3.91 for 'the school has developed curriculum and have

integrated ASEAN knowledge of Foreign Language subject’, followed by ‘the school has a developed curriculum and have integrated ASEAN knowledge of Social Studies subject’ with a mean value of 3.84. The overall level was high with the lowest mean value of 3.48 for ‘a developed curriculum and integrated ASEAN knowledge of Physical Education subject in the school’. The overall perception levels were shown to be high with the average mean of 3.66

4.2.3.4 The teacher’s perception on learning media of school readiness towards ASEAN Community

The teachers’ perception on learning media of school readiness towards ASEAN Community was measured using nine facets, analyzed and described as shown in the table 4.13

Table4.13 The teacher’s perception on learning media of school readiness towards ASEAN Community

				(n=320)
Learning media	\bar{X}	S.D	Level	of readiness
1. Your school provides and develops learning media and learning centres for students	3.82	.89	High	
2. Your school provides books / documents/ magazines/ journals/ newspapers / literature about ASEAN knowledge to students	3.76	.95	High	
3. Your school provides media about culture/ history of ASEAN for students	3.67	.98	High	
4. Your school provide songs/ games/ amusement of ASEAN Community for students	3.59	.99	High	

Table 4.13 The teacher's perception on learning media of school readiness towards ASEAN Community (cont.)

Learning media	\bar{X}	S.D	Level of readiness
5. Your school provide media about flags, maps, brochures, word cards, bulletin boards, picture cards of ASEAN Community for students	3.95	.89	High
6. Your school provides access to Websites, Internet, web, e- books, DVD of ASEAN Community for students	3.69	.97	High
7. Your school provides a directory of places about ASEAN study for students	3.62	.92	High
8. Your school provides a directory of persons or specialist about ASEAN for students	3.49	1.04	High
9. Your school provides an ASEAN Centre for students, students' parent, and community that they allow to use and learn about ASEAN Community by themselves	3.61	1.07	High
Average	3.69	.81	High

Note: 1.00-1.80 = lowest level, 1.81-2.60= low level, 2.61-3.40= moderate level, 3.41-4.20= high level, 4.21-5.00= highest level

From the analysis of data in the aspects of learning media, it was found that the teacher's perception levels were high with the highest mean value of 3.95 for 'school provides media about flags, maps, brochures, word cards, bulletin boards, picture cards of ASEAN Community for students', followed by 'the school provides and develops learning media and learning centres for students' ($\bar{X} = 3.82$). 'School provides a directory of persons or specialist about ASEAN for students' was also perceived high with the lowest mean value of 3.49. The overall perception levels were high with the average mean of 3.69.

4.2.3.4 The teacher's perception on problems and obstacles of school readiness towards ASEAN Community

The teacher perception on problems and obstacles of school readiness towards ASEAN Community was measured using twelve facets, analyzed and described as shown in the table 4.14

Table 4.14 The teacher's perception on problems and obstacles of school readiness towards ASEAN Community

(n=320)			
Problems and obstacles	\bar{X}	S.D	Level of problems and obstacles
1. You feel teachers and school officers have a need to developing skills for getting ready towards ASEAN Community	3.94	.93	High
2. You feel the school director has a need for developing more skills getting ready towards ASEAN Community	3.76	.89	High

Table 4.14 The teacher's perception on problems and obstacles of school readiness towards ASEAN Community (cont.)

(n=320)			
Problems and obstacles	\bar{X}	S.D	Level of problems and obstacles
3. You feel the school is experiencing problems and obstacles to getting ready towards ASEAN Community	3.30	1.10	Moderate
4. You feel the school has no problems or obstacles in learning media / learning centres to get ready for ASEAN Community	3.38	1.06	Moderate
5. You feel the schools' climate is supporting students' learning	3.59	.97	High
6. You have a feeling that some teachers do not agree with some readiness policies and this effects your schools' readiness level	3.68	.86	High
7. You feel that your school culture is making the readiness processes for ASEAN Community difficult as they don't seem to be moving smoothly	3.66	.92	High
8. The communication between director and teachers is not a problem and obstacle for getting ready for ASEAN Community	3.63	.91	High

Table 4.14 The teacher's perception on problems and obstacles of school readiness towards ASEAN Community (cont.)

				(n=320)
Problems and obstacles	\bar{X}	S.D	Level	of problems and obstacles
9. Your school has enough human resources such as native speakers, specialist teachers to support readiness policies for ASEAN Community	3.69	.98	High	
10. You think time is the main obstacles for getting ready toward ASEAN Community	3.50	1.05	High	
11. Your school has enough budget for developing teacher's skills for readiness towards ASEAN Community	3.53	1.02	High	
12. Your school has enough learning instruments for student to learn and developing their skills and knowledge about ASEAN Community	3.54	.98	High	
Average	3.60	.73	High	

Note: 1.00-1.80 = lowest level, 1.81-2.60= low level, 2.61-3.40= moderate level, 3.41-4.20= high level, 4.21-5.00= highest level

From the analysis of data in the aspects of problems and obstacles on school readiness towards ASEAN Community, it was found that the teacher's perception levels were high with the highest mean value of 3.94 found for the feeling that teachers and school officers have a need to develop their skills to get ready towards ASEAN Community. This was followed by the feeling of 'the school director

has a need to develop more skills for getting ready towards ASEAN Community' ($\bar{x} = 3.76$). Overall there was a moderate level with the lowest mean value of 3.30 for the feeling of 'school as a body is experiencing problems and obstacles in curriculums and learning management to getting ready towards ASEAN Community'. The overall perception levels were found to be high with an average mean value of 3.60.

4.3 The relationship between teacher factors, school factors, and readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province

This part demonstrates the relationship between teacher attitude, teacher knowledge, school climate and school leadership of the readiness towards ASEAN Community of public secondary schools in Nonthaburi province as perceived by teachers. Pearson coefficient correlation was conducted to test how the data related to the aggregate data and the total score of teacher attitude, teacher knowledge, school climate and school leadership towards ASEAN Community. All four factors have a strong relationship with the readiness towards ASEAN Community with the statistically significant at 0.01 levels.

The details of these variables are shown in the table 4.15 below.

Table 4.15 The relationship between teacher attitude, teacher knowledge, school climate, school leadership and the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province

(n=320)		
Factors	Readiness	p-value
Teacher attitude	.676	.000**
Teacher knowledge	.630	.000**
School leadership	.708	.000**
School Climate	.828	.000**

**The statistically significant at 0.01 levels

4.4 The predictive factors from teacher factors, school factors, and the readiness of towards ASEAN Community and problem and obstacles of extra large public secondary schools, Nonthaburi province

This part demonstrated predictive factors derived from the teacher factors and school factors and problems and obstacles that predict the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province perceived by teachers. A stepwise regression was conducted to test the overall results and how the data aggregate for teacher factors, school factors and the problems and obstacles towards ASEAN Community and the readiness for ASEAN Community are related to each other.

4.4.1 Multicollinearity analysis of independent factors

The multicollinearity analysis was performed using the Pearson product moment correlation statistics on all four independent variables to test assumptions of strength of relationship between the teacher and school variables. The table 4.16 shows that multicollinearity between the variables is not a significant problem since all variable pairs have a correlation coefficient less than 0.75, which means the independent variables, affect the readiness towards ASEAN Community. Therefore, multiple regression analysis was conducted on the four independent variables of teacher and school factors to generate the most significant affective factors of the readiness towards ASEAN Community.

The variables included in the study were X1, X2, X3, X4 related to teacher and school variables and variables Y related to the readiness towards ASEAN Community.

X1: Teacher Attitude

X2: Teacher knowledge

X3: School leadership

X4: School climate

Y: The readiness of public secondary school towards ASEAN Community

Table 4.16 Analysis of the multicollinearity between the independent variables

	X 1	X2	X3	X4
X 1	1			
X2	.715	1		
X3	.670	.550	1	
X4	.672	.613	.705	1

*p < 0.05, **p < 0.01

The enter method of multiple regression analysis was applied to the teacher factors and school factors affecting the readiness of public secondary schools towards ASEAN Community to determine the importance of each individual factor. The table 4.16 shows that all four independent variables affect the readiness towards ASEAN Community at a statistic significance level of 0.05.

Table 4.17 The predictive factors in teacher factors and school factors involvement for the readiness towards ASEAN Community

(n=320)			
Variables	β	t	sig
Constant		.574	.566
Teacher attitude	.118	2.421	.016*
Teacher knowledge	.123	2.812	.005*
School leadership	.110	2.265	.024*
School climate	.589	11.769	.000*

R = .850, R² = .723, F = 205.850, p- value = .000

**The statistically significant at 0.05 levels

The above table 4.17 shows that all the independent variables demonstrated are of importance to the readiness towards ASEAN Community of public secondary schools in Nonthaburi province with a statistical significance of 0.05. The Correlation coefficient value was .850 (R = .850) and also demonstrated the readiness; the percentage of readiness was 72.3 (R² = .723) with the statistical value of 0.05.

According to all variables, they are positively influencing the readiness towards ASEAN Community. The highest of which was school climate ($\beta = .589$), followed by teacher knowledge ($\beta = .123$), teacher attitude ($\beta = .118$). The lowest was school leadership ($\beta = .110$).

4.5 Teachers' opinion for developing the readiness towards ASEAN Community of extra large public secondary schools, Nonthaburi province

Teachers' views and judgement on each aspect of readiness towards ASEAN Community were explored through open-ended questions in the final part of the questionnaire. The answers were grouped and summarised according to their geographical areas. The teachers' views were tabulated according to their frequency of mentions, as shown in the table below:

The Educational System

1. Classrooms should not be separated or divided according to learning outcomes or performance, working in mixed, integrated groups together would be better. (n = 4)
2. Teachers have too much paper work; this means teachers don't have enough time to properly prepare their lessons. This lack of preparation time affects the quality of teaching and learning. (n = 5)
3. The curriculum should be more suited to Thai students and their needs or culture. (n = 11)
4. The curriculum is out of date. (n = 2)
5. Thai education does not support students' action or effort, instead focusing mainly on the academic aspect. (n = 5)
6. The policy and action plan of each school (government or private) should be the same. Currently, each school sets its own policy and acts on their own; there is not enough cooperation. (n = 3)
7. Many 'dream projects' are planned, but are not realistic or achievable (n = 5)

The Educational System

8. Classes contain a high number of students. Schools need to reduce the student quantity or increase capacity. (n = 7)
9. Policy and curriculum should be stable, not changed according to the whims or each new government (n = 12)
10. Serious focus is needed to develop the educational system. Teachers and support staff in Thai education would benefit from structured professional development: adding to the quality already in place will lead to higher standards, improving Thai education. (n = 4)

Teacher and Staff

1. The biggest challenge for Thai education, in relation to readiness for ASEAN Community, is that the importance of becoming an ASEAN citizen does not seem to be realised by school directors, administrators, teachers and students. (n = 4)
2. Many teachers cannot speak English, skills are lacking in technology and innovation. This makes it difficult to move towards an ASEAN Community. (n = 15)
3. Teacher need more and better training to develop their skills (n = 3)
4. Teacher lack the required knowledge of the history about the ASEAN Community and are sometimes too proud of being Thai, meaning they can lack interest in *ASEANness* (n = 11)
5. We need to focus on neighbouring languages in addition to English. People in many countries in ASEAN can speak a better level of Thai and English than Thais. (n = 11)

Others

1. Under-funded budget for developing teachers' skills and knowledge, and improving learning media. (n = 5)
2. Thai students do not have the proper foundations or background. to progress (n = 6)
3. Timing: two years is not enough time to prepare and/or change everything required. (n = 4)

4.6 The results of hypotheses test

The research hypotheses had been tested and discussed as follow:

4.6.1 Teacher Factors

The hypothesis has shown the significant relations between the teacher attitude and the readiness towards ASEAN Community. Similarly, there was a significant relationship and correlation between teacher knowledge and the readiness towards ASEAN Community.

4.6.2 School Factors

The school factors, like school leadership showed a significant relationship with the readiness towards ASEAN Community. Likewise, there was a clear link between school climate and the readiness towards ASEAN Community

Table 4.18 The summary of research hypotheses

No.	Hypothesis	Result
1.	Teacher attitudes affect the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province	Accepted
2.	Teacher knowledge affect the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province	Accepted
3.	School leadership affect the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province	Accepted
4.	School climate affect the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province	Accepted

CHAPTER V

DISCUSSION

The purpose of the study was to find out the teachers' opinion on factors affecting the readiness towards ASEAN Community of extra large public secondary school in Nonthaburi province, based on teacher factors like teacher attitude and teacher knowledge, and school factors like school leadership, school climate and communication. The study covers 4 aspects of the readiness towards ASEAN Community of extra large public secondary schools; management, teacher and staff, curriculum and knowledge management, and learning media. These were studied using a quantitative approach on the collected data from teachers.

Based on the research objectives, the discussions about the finding of this study are categorized under the following topics:

5.1 The teacher's perception on the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province in four aspects of school readiness.

5.2 The relationship between teacher factors, school factors, and readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province

5.3 The predictive factors from teacher factors, school factors, and the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province

5.1 The teachers' perception on the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province in four aspects of school readiness.

From the research findings it can be found that the overall perception of the readiness towards ASEAN Community was of a high level, with a mean value of

3.65 in all four dimensions of management, teachers and staff, curriculum and knowledge management, and learning media. The teachers' perception on management was at a high level with a mean value of 3.77, followed by teachers' perception towards learning media with a mean value of 3.69. The teachers' perception towards curriculum and knowledge management was also of a high level, with a mean value of 3.66. The teachers' perception towards other teacher and staff was at a high level, even with the lowest mean value of 3.46. As Sriwihok (2012) described, four significant factors are relevant for getting ready towards ASEAN Community. First, educational provision of knowledge about ASEAN charters for the people, secondly, educational management for better understanding about neighbours in ASEAN community. The third factor is educational management, to understand the languages, with a focus on 3 languages such as English (this is the official language of the ASEAN agreement), Chinese, and at least one of their neighbours' languages. Lastly, educational management needs to be aware of having a healthy balance of understanding differences and similarities of cultures amongst ASEAN members. These four aspects are all related to the management system.

The findings also showed that the teacher's perception towards the readiness towards ASEAN Community was at a high level. These finding were supported by Bayazit and Karpak (2007) saying that quality management is supporting readiness for change; it helps to set up strategies and plans approaching readiness for change in schools. Furthermore Dayton (2001) also stated management in school will help the school achieve the goals they planned. Which means a school with quality management will have better strategies or plans to make the school ready for change and will achieve all those plans.

According to the findings in the management part, the question about "school activities informing and announcing related subjects about ASEAN Community to teacher, staff, students, students' parents and community" showed a highest mean value of 3.80 which signifies that to have a well prepared management all related factors need to be included as well. Such as the teacher's opinion and suggestions from open-ended questions in the last part of the questionnaire, some teachers voices their opinions on getting ready for the coming ASEAN Community and how the school needs to set up a better management system. Examples are; the

administrators need to listen to all negative and positive opinions from teacher and staff.

Furthermore in the aspects of teacher and staff there were three parts that showed a low mean value on a moderate level, the lowest was the question of “the school has need to recruit more skilled teachers, external help or volunteers for extra teaching in ASEAN’s member countries languages”. On a moderate level this was followed by “school has enough skilled teachers to teach ASEAN languages of member countries, and teacher and staff get trained in specifics as preparation for coming ASEAN Community by your school”.

5.2 The relationship between teacher factors, school factors, and readiness towards ASEAN Community, and problem and obstacles of public secondary schools in Nonthaburi province

5.2.1 Teacher Factor

According to the findings of the research, found that the teacher factors were high and related to the readiness towards ASEAN Community. The teacher’s perception towards teacher factors was the lowest amongst all factors. There were 2 components within the teacher factors; teacher attitude and teacher knowledge. Teacher attitude was of a higher level than teacher knowledge. The attitude about ‘getting ready towards ASEAN Community is not only the schools responsibility but should involve student’s parents and community as well’ was of the highest level with a mean value 4.34. This statement supported by Stoll (1999), the power to engage in and sustain continuous learning of teachers and the school itself for the purpose of enhancing student learning. Stoll also showed two points from his statement about the readiness for change. First, being in the capacity to change is not a consistent state where the school is “ready” but it is like having a positive attitude, a process of continual growth and learning. And secondly, the capacity to change involves both individual members in school and the school as a whole. It could be said that to make teachers and schools willing to continuously learn and get ready for change we need to

provide a good environment and all things that are needed. This will also increase the students' learning. Furthermore, people who are ready for change are able to act as their own agents of change. (Anastasi, 1957) stated that attitude has also been defined as a mental state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all object and situations with which it is related. Moreover, (Amenakis, et al., 1993) also said the readiness for change is reflected in the school members' attitudes and the extent to which changes are needed and the school's readiness for successfully changes. Like as, Crites et al., (1994) described, the attitudes are an evaluative summary judgement that can be derived from qualitatively different types of information and attitudes, this is an important concept to understand human behaviour. Teacher attitudes towards change efforts that take place within the school were an important aspect of change readiness.

When looking at the teacher knowledge, 'the skills of being able to communicate in neighbour's languages and able to teach the students' was of the lowest with a mean value 2.91. This was followed by the question "you have enough English skills to help students be able to use English as an official language" with a mean value of 3.21. Furthermore the question "to understand that learning about human right or history among member countries in ASEAN Community will help people feeling like being a citizenship" returned a the moderate level. It showed that teachers knowledge about history among member countries and languages skills have an effect to the readiness for change. This statement is supported by Warisa-ngad (2012) who clearly stated that the significant strategies for the national development for preparing for ASEAN Community need to improve English skills promote ASEAN Studies, Improve the quality of Thai teachers, and Increase Thai people's capabilities.

5.2.2 School Factors

The school factors were divided in 2 components, school leadership and school climate. The results found that the school leaderships' mean value was higher than school climates'. According to the school leadership factors, the highest value was found for "the school director is able to cooperate with other schools and networks such as private schools or government departments" with the mean value 3.91. "The school director has good English language skills for communication and adequate ICT

skills” was the lowest with a mean value of 3.68. It was consistent with Elmore (2009) who stated that in organisations when looking at readiness for change, leadership is involved. When you need to lead change and get ready for change it takes years to transform an organisation by simply changing the values. It takes a fraction of that time by mobilising the leaders to act out the values until they become reality. Furthermore, Mazzarella and Grundy (1989) stated leaders of educational readiness for change need to have a clear picture of what they want to accomplish and they also need to have the "ability to visualize one's goals". (Pejsa, 1985) also mentioned that for educational leaders who implement readiness for change in their school or district, vision is a hunger to see improvement.

Joiner (1987) also stated the six significant characteristics for the school leadership of a school to change readiness as follows; (1) Being visionary, (2) Believing that schools are for learning, (3) Valuing human resources, (4) Communicating and listening effectively, (5) Being proactive, and the last one is (6) Taking risks. Joiner also described more about the effective readiness for change requires skilled leadership that can integrate the soft human elements with hard actions.

According to the results of teacher’s perception on the school readiness in extra large public secondary schools in Nonthaburi province towards ASEAN Community, a firm school director with leadership skills, English language skills and adequate ICT skills is needed. He should take action on the policies and plans for these changes and also prepare teachers, students, staffs, and the community around the school towards ASEAN Community. Like as Weiner (2009) referred to school readiness for change varies depending on how much school members value the change and how favourably they appraise three key determinants of implementation capability; (1) task demands, (2) resource availability and (3) situational factors.

5.2.3 Readiness towards ASEAN Community

The management, teacher and staff, curriculum and knowledge management, and learning media were the 4 components of readiness towards ASEAN Community of public secondary school in Nonthaburi province. The readiness factors had 37 items in 5 points Likert scale, all of these 4 components or factors showed a

high mean value. The highest was management, followed by learning media, curriculum and knowledge management. The lowest mean value was found for teacher and staff. When looking more closely at how the result relate to the sample taken, it should be mentioned that the schools present in the taken sample are part of 'the world class standard school' project. This project aims to organise learning courses to get near international standards. It also tries to develop Thai students to become world citizens. Five hundred potential schools across the country are selected to participate in the project from 2010 to 2012.

Rockman et al., (2012) stated that the curriculums and knowledge management are part of supporting readiness for change. It contains case studies and practice profiles that can be used to examine a specific practice related to learning and teaching, school culture, or leadership. The curriculums and knowledge management are providing rich descriptions of the evolution of effective practices in a wide range of schools readiness for change. The first step before schools could reach a readiness for change is that they have to prepare students, teachers and involved people with knowledge by integrating it into the curriculum and preparing those people with the knowledge needed. The school director or policy maker can do this in many ways such as; training teacher and staff, giving a chance or opportunity for study more, or provide the budget for developing their knowledge.

The result was related to Powell and Susan (2010), which conducted a research on Tradition vs. innovation: Twenty-first century learning and school readiness for change; the result explained the adoption of new ideas in educational settings. The Diffusion of Innovation (DOI) is a useful resource for district administrators and principals needing to understand the complexity of organizational change, to analyse staff willingness to change, and to determine readiness for school reform. Knights and Murry (1992) also stated that there is evidence to demonstrate that the perception of teachers and staff who are expected to use a new ICT skill can have a critical impact on the degree that change succeeds or fails. When teachers, staff, and students have direct experience of learning ICT, their attitudes toward change are likely to be more specific (Helm et al., 2003). Therefore, Weiner, et al., (2008) concluded that the organizational readiness for change is not only a multi-level construct, but a multi-faceted one. Specifically, organizational readiness refers to

organizational members' change commitment and change efficacy to implement organizational change.

5.3 The predictive factors from teacher factors, school factors, and the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province

The findings on teacher factors talked about the following; teacher attitude and teacher knowledge, school factors, school leadership and school climate. All the variables had a positive significant affect on the readiness towards ASEAN Community of extra large public secondary school in Nonthaburi province, Educational Service Area, Office 3.

These were similar to Hinde (2002) research, which studied about the effects school climate and culture has on the process of change. She defines school factors involve the value of change. If the general attitude about change is that it can be challenging and invigorating, then it more likely that change will be initiated. Moreover, Méndez and Morse (1992) were examined leadership skills from a variety of perspectives, how leadership's characteristic affect to school changes. It was saying that a school director or school leader's vision is important to support school change, in curriculum, policy or even in a significant situation.

Latchanna and Dagnew (2009) also studied teachers' attitude towards the use of active learning methods. Their study was undertaken to find out the attitude of teachers towards the use of active learning methods. The result was that teacher with a positive attitude made students more participating in discussions, integrating their learning experiences, and raising their interest of learning. Additionally, Daniel Light (2009) studied about the knowledge role of ICT in enhancing education in developing countries. He suggested in his research that necessary changes are much broader than just the introduction of a new tool or one new practice. Instead, change begins by deeply reshaping life in the classroom from the educators' beliefs about learning to the relationships that make up the school community.

The findings were supported by Anastasi (1957) who found that attitude could be defined as a mental state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all object and situations with which it is related. Fullan (1992) stated that the introduction of something new in school might contrast or go to against teacher's attitude. Moreover Amenakis and friends (1993) stated the readiness for change is reflected in the school members' attitudes the extent to which changes are needed and the school's readiness for successfully changes. Teacher attitude toward change efforts that take place within the school is an important aspect of change readiness.

According to the teacher knowledge it was revealed that the teacher knowledge had an influence on the readiness towards ASEAN Community. The findings were supported by Newmann, King, and Youngs (2000) who state that the individual teacher's knowledge and skills, including their previous experiences with change interventions are the factors that influence and become influenced by a school capacity to change. Borko and Putnam (1995) demonstrated that teacher knowledge has a significant impact on teachers' decisions. To help the teachers with change, their practice must help them to expand and elaborate their knowledge systems. Furthermore, Greenberg and friends (2005) stated teachers who were successful in teaching academic skills will mostly implement new school interventions effectively.

The school factors, school leadership and school climate also showed to have an influence on the readiness towards change. This supported by Elmore (2009), stated that in organisation readiness for change leadership is involved. When you need to lead change and get ready for change it takes years to transform an organisation by simply changing the values. It takes a fraction of that time by mobilising the leaders to act out the values until they become reality. Pejza (1985) also stated that for the educational leaders who implement readiness for change in their school or district, vision is a hunger to see improvement. (Mazzarella and Grundy (1989) stated good leaders of educational readiness for change need to have a clear picture of what they want to accomplish and they also need to have the ability to visualize one's goals.

Furthermore, when looking at the school climate it was clear this too had an effect on the readiness. This was supported by Burke and Litwin (1992) who state that a school's climate reflects individuals' perceptions of the management practices at

their workplace and the effectiveness of the daily collaboration of the work group. According to Mithassel (2002), a school that provides a climate that supports change through positive attitude and motivated colleagues seems to have teachers who are more likely to engage in change.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This research sought to investigate teachers' opinion of 10 extra large public secondary schools in Nonthaburi province about the readiness towards ASEAN Community, based on teacher factors, school factors and school readiness towards ASEAN Community. It was conducted through a structured questionnaire survey among the teachers working in 10 extra large public secondary schools, Nonthaburi province, Educational Service Area, Office 3.

This chapter summarises the overall aspects of this research and recommends necessary programmes to enhance the performance level of the school readiness towards ASEAN Community. Further research is proposed, to be conducted using alternative methods, aiming to find out appropriate strategies to resolve the problems. The sequences are as follows:

6.1 Conclusions

6.2 Recommendations

6.1 CONCLUSIONS

6.1.1 The summary of research finding

This research was conducted to find out the correlation between general information (teaching experience and teaching subject), teacher factors (teacher attitude and teacher knowledge), school factors (school leadership and school climate), and the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province, and problems and obstacles that the school might experience during the processes moving towards to this change.

The above factors were chosen according to the need of this research and reviewed using relevant literature to compare the various conditions of the factors affecting the school readiness towards ASEAN Community.

The total population of this research was 1,358 people and the sample used was 320, all of them were teachers teaching in 10 extra large public secondary schools in Nonthaburi province. Among the sample, 30.9% of teachers had a teaching experience of 1-5 years, 19.1% of the teachers were teaching 6-10 years, 6.3% of teachers were teaching 11-15 years, 7.2% had an experience of 16-20 years, 7.8% of teachers were teaching 21-25 years, 10.9% of teachers were teaching 26-30 years, 14.1% of teachers were teaching 31-35 years, and 3.8% of teachers were teaching 36-40 years. The teachers with 1-5 years teaching experience are the biggest group in this dimension and teachers with 36-40 years teaching experience were the smallest group.

Looking at the subjects taught by all 320 teachers in the sample it was found that; 11.3% of teachers were teaching Thai language, 17.2% of teachers were teaching Math, 6.9% of teachers were teaching Physical Education, 5.9% of teacher were teaching Computer, 14.7% of teachers were teaching Science, 16.3% of teachers were teaching Social Studies and History, 5.9% of teachers were teaching Art, 16.3% of teachers were teaching English language and Foreign languages, 5.6% of teachers were teaching other subjects such as Guidance Activities, Agriculture, and Club. The teachers teaching English language and foreign languages were in the majority, on the other hand the teachers teaching Guidance Activities, Agriculture and Club were in the minority.

Analysing the teacher's perception on teacher factors of extra large public secondary school in Nonthaburi province, this research found, the teacher factors, teacher attitude and teacher knowledge are significant factors in the schools' readiness towards ASEAN Community. However, most teachers in extra large public secondary schools in Nonthaburi province believed that teachers' attitude has more affect than teacher knowledge.

As well as the teachers' perception on school factors of extra large public secondary schools in Nonthaburi province, the research looked at the school factors, school leadership and school climate as significant factors in the school readiness towards ASEAN Community. Furthermore, the teachers' perception towards the

readiness towards ASEAN Community showed that the school climate has affected the readiness more than the school leadership.

6.2 Recommendations

This research provided data on teachers' perception about the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province. This research also aimed to study the relationship between teacher factors, school factors and the readiness factors that all teachers experienced during the time of preparing towards ASEAN Community; and predictive factors of teacher factors, school factors and the readiness factors towards ASEAN Community of extra large public secondary schools in Nonthaburi province.

The findings demonstrated that the overall teacher factors level and the overall school factors level were rated as high. The result also found that all teacher and school factors were all affecting the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province.

Based on the findings and discussion of the study, the following recommendations were suggested:

6.2.1 Recommendations from the research finding

6.2.1.1 Recommendations for policy maker

The research found, according to teachers' perception of the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province, that the school climate had the highest positive influence on the readiness towards ASEAN Community. Policy makers should establish a framework for schools which supports an ASEAN environment in school or creates a climate of ASEAN Community; this way, students, teachers and staff can be involved during the preparation period.

It was shown in the research findings that teacher knowledge was the second biggest factor of positive influence on the readiness level. Policy makers should plan to develop teachers' skills and knowledge for the ASEAN Community; such as English, other ASEAN languages and ICT. The open-ended

questions showed some teachers expressing their opinions about how policy makers should establish a consistent policy for all schools, and avoid changing this frequently; this way, all schools will have the same principle or standard of working. Furthermore, policy makers should ensure all policies are appropriate for Thai school culture, students' styles and other relevant points.

6.2.1.2 Recommendations for school director

The findings revealed that school directors were closely related to the readiness towards an ASEAN Community and that school climate has a very high value of influence on the readiness. It is important that administrators ensure the school supports a climate conducive to understanding and learning about other cultures, which can encourage peace and harmony. The research showed that leadership skills also have a positive influence on the readiness. Administrators should be skilled and knowledgeable about ASEAN Community, languages and ICT. In tandem, management skills were also significant for the readiness for ASEAN Community, along with having an open-minded attitude, listening to opinions from all teachers and staff during the process of preparing school for ASEAN Community, following teachers' works and providing opportunities for teachers and staff to develop their skills.

6.2.1.3 Recommendations for teacher

The research results show that both teacher attitude and knowledge were positively affecting the readiness towards ASEAN Community. It is also shown that teacher ability to use neighbours' languages and English language as a means of communicating or as an official language of ASEAN was of a moderate level. The same can be said of the understanding and learning about human rights or history among member countries of the ASEAN Community. These results showed that teachers should develop language skills. Further, teachers should be well prepared with knowledge of ASEAN studies, knowing about the history or inclusion of different cultures. This can be achieved by learning neighbours' languages as a means of developing communication; this was also of a moderate level in the results, which shows teachers should understand more about the benefits of knowing or being able to communicate in neighbours' languages.

6.2.2 Recommendations for further research

The findings recommended further research in the following areas to overcome the lack of readiness towards an ASEAN Community:

- Location

- a) Nonthaburi province was the province used in this research. In further research, studies could be conducted in other provinces.

- Target group

- a) The teachers' perceptions were one aspect of the readiness. Future research could study these views from a student, management or support staff aspect.

- b) This research only included schools of extra large size. Varying the school size used in the research might assist a future study by providing a greater variety of results.

- c) The education system in Thailand has many levels of studying: primary education, polytechnic education, informal education and higher education; all are potentially interesting subjects to study the readiness for ASEAN Community.

- Method

- a) Using another method of collecting data, such as focus groups, interviews or observations, may give more varied or in-depth data.

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APPENDIX

Research Instrument

Questionnaire: School readiness towards ASEAN Community in 2015

Part 1: General information

Directions:

Please answer for each question, check / for the answer

1. Teaching experience _____ year (s)

2. Subject(s) you are teaching:
- | | |
|---|--|
| <input type="checkbox"/> 1) Thai language | <input type="checkbox"/> 2) Science |
| <input type="checkbox"/> 3) Mathematics | <input type="checkbox"/> 4) Art |
| <input type="checkbox"/> 5) Physical Education | <input type="checkbox"/> 6) Social studies |
| <input type="checkbox"/> 7) Information technology (Computer) | |
| <input type="checkbox"/> 8) Foreign languages | |
| <input type="checkbox"/> 9) Other (Please specify)..... | |

Part 2: Factors affecting the readiness towards ASEAN Community of extra large public secondary schools in Nonthaburi province

Directions:

Choose the number that best describes your personal opinion about the schools readiness towards ASEAN Community in 2015. Please do not check more than one number for each statement.

Value of the numbers;

- 1 = Strongly disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree,
5 = Strongly Agree

Statement	Level of readiness for ASEAN Community				
	1	2	3	4	5
1. Teacher Attitudes					
1.1 Your school is ready to move towards ASEAN Community					
1.2 Your students have sufficient knowledge and skills for moving toward ASEAN Community					
1.3 You feel that you can adapt to this coming change towards readiness for ASEAN's policies in your school					
1.4 You are continuously developing your skills as a means of getting ready for coming ASEAN Community					
1.5 You think ASEAN Community is bringing a positive development to the Educational system in Thailand					
1.6 You think getting ready for coming ASEAN Community in this limited time is challenging for you					
1.7 You believe that as we are preparing for ASEAN Community you have a good opportunity to develop your skills and career					
1.8 The knowledge and innovations that your school provides are enough to prepare for coming ASEAN Community					
1.9 You think that in the coming two years Thailand's education system will slowly change					
1.10 You believe that getting ready for ASEAN Community, should be involve students' parents and communities as well					

Statement	Level of readiness for ASEAN Community				
	1	2	3	4	5
2. Teacher Knowledge					
2.1 You have a good knowledge and understanding about ASEAN Community					
2.2 You have an understanding about the purpose of establishing an ASEAN Community					
2.3 You understand the concept idea of building Thailand as an Education Hub					
2.4 You have enough ICT equipment and/or computers to access information and prepare your students in becoming ASEAN citizens					
2.5 You understand about moving the ASEAN Community forward by using an education system or learning more about the differences in the ASEAN Community.					
2.6 You understand that moving ASEAN Community forward can be done by learning neighbours' languages as a means of developing communication					
2.7 You understand that learning about human rights or history among member countries in ASEAN Community will help people feeling like being a citizenship more					
2.8 You have enough English skills to help your students be able to use English as an official language					
2.9 You have enough neighbour's languages skills to teach your students to be able communicate with other member countries					

Statement	Level of readiness for ASEAN Community				
	1	2	3	4	5
3. School Leadership					
3.1 Your school director has a clear vision in Educational Management for ASEAN Community					
3.2 Your school director has good English for communication and adequate ICT skills					
3.3 Your school director is able to cooperate with other schools such as private schools or government departments					
3.4 All your school activities or projects about getting ready for ASEAN Community are always followed up and supervised by the school director					
3.5 You believe your school director to be committed to the success of the ASEAN pilot					
3.6 You think that your school director will help you to understand how you can support and adapt to change needed to implement					
3.7 Your school director understand the readiness level of needed change and is able to translate this to correct implementation of work					
3.8 Your school director has a long term plan for school readiness for ASEAN Community					
3.9 Your school director always listens to teachers and staffs suggestions about getting ready for ASEAN Community					
3.10 Your school director often promotes or compliments a new project to alert students and teachers and staffs about ASEAN Community					

Statement	Level of readiness for ASEAN Community				
	1	2	3	4	5
4. School Climate					
4.1 You having fun working on activities that your school set up, getting ready for ASEAN Community					
4.2 You feel personally motivated working towards ASEAN Community readiness projects					
4.3 You feel your school creates opportunities for teachers and staffs to share ideas about getting ready for ASEAN Community					
4.4 Your school provides a positive environment towards ASEAN Community for students					
4.5 Your school provide an ASEAN Community environment for students in the classrooms					
4.6 Your school has the clarify mission and goals in management for moving toward ASEAN Community					
4.7 Teachers in your school are always work together as a team					
4.8 Teachers in your school are cooperating well in each department or between each department					
4.9 Your school director has fully trust in teacher's judgments					
4.10 Teacher in your school allowed to working crossing department					
4.11 Your school always has up to date information about policy or plan for moving towards ASEAN Community					

Statement	Level of readiness for ASEAN Community				
	1	2	3	4	5
4.12 Your school always has a chance or opportunity for teacher to give suggestions or complain about the situation during the preparing time for ASEAN Community					
4.13 Your school listen and help teachers for the frustration in a limited time of preparing for ASEAN Community					
4.14 After hearing a message about the Readiness towards ASEAN Community in your school, you understand how this relates to you and your teaching					
4.15 Your school provided the channel to communicate with teachers, students, parents and communities about problems and obstacles during the preparing time moving towards ASEAN Community					

Part 3: ASEAN Community Readiness of extra large public secondary schools in Nonthaburi province

Directions:

Choose the number that best describes your personal opinion about the schools readiness for ASEAN Community in 2015. Please do not check more than one number for each statement.

Value of the numbers;

1 = Strongly disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree,

5 = Strongly Agree

Statement	Level of readiness for ASEAN Community				
	1	2	3	4	5
5. Management					
5.1 Your school has a specific policy for moving towards ASEAN Community					
5.2 Your school communicate its policy for ASEAN Community to teachers and school officers					
5.3 Your school has plans/ projects/ activities set as they are getting ready to ASEAN Community					
5.4 Your school activities inform and announce related subjects about ASEAN Community to Teachers, officers, students, students' parents and Community					
6. Teachers and staffs					
6.1 Your school has enough skilled teachers in English Language					
6.2 Your school has enough skilled teachers to teach ASEAN languages of Member countries					
6.3 Your school has a need to recruit more skilled teachers/external help/volunteers for extra teaching in English Language					
6.4 Your school has a need to recruit more skilled teachers/external help/volunteers for extra teaching in ASEAN's member countries languages					
6.5 Teachers and school officers get trained in specific subjects as preparation for ASEAN Community by your school					
6.6 Your school provides the students with a chance to study English language					

Statement	Level of readiness for ASEAN Community				
	1	2	3	4	5
6.7 You feel that the school director, teachers and students realises and has knowledge about the coming ASEAN					
6.8 Students' parents and communities being involved in the progress of getting ready for the ASEAN Community					
6.9 Teachers and school officers have basic knowledge about life style or multicultural in all member countries in ASEAN Community					
6.10 Teachers and school officers have a basic knowledge about ASEAN pillars and ASEAN Declaration					
6.11 Teachers and school officers have adequate English skills within the subjects					
6.12 Teachers and school officers have adequate ICT skills within the subjects					
6.13 Teachers and school officers have a wide range of knowledge about important points within ASEAN Community such as citizenship, human right, democracy, history, peace study, environment, climate, health, and free trade etc.					
7. Curriculums and knowledge management					
7.1 Your school has a developed curriculum and have integrated ASEAN knowledge of core subjects as the follows;					

Statement	Level of readiness for ASEAN Community				
	1	2	3	4	5
(1) Science					
(2) Social studies religions and cultures subject					
(3) Physical Education subject					
(4) Information technology subject					
(5) Foreign Language subject					
(6) Math					
(7) Art					
7.2 Your school added more specific subjects to its curriculum for ASEAN Community					
7.3 Your school had some special activities within the core subjects to develop the students' knowledge about ASEAN Community					
7.4 Your school integrated some knowledge about ASEAN in every subject					
7.5 Your school had extra activities, outside of the curriculum to make students understand more about ASEAN Community					
8. Learning Media					
8.1 Your school provides and develops learning media and learning centres for students					
8.2 Your school provides books / documents/ magazines/ journals/ newspapers / literature about ASEAN knowledge to students					
8.3 Your school provides media about culture/ history of ASEAN Community for students					

Statement	Level of readiness for ASEAN Community				
	1	2	3	4	5
8.4 Your school provide songs/ games/ amusement of ASEAN Community for students					
8.5 Your school provide media about flags, maps, brochures, word cards, bulletin boards, picture cards of ASEAN Community for students					
8.6 Your school provides access to Websites, Internet, web community, e- books, CD, DVD of ASEAN Community for students					
8.7 Your school provides a directory of places about ASEAN study for students					
8.8 Your school provides a directory of persons or specialist about ASEAN for students					
8.9 Your school provides an ASEAN Center for students, students' parent, and community that they allow to use and learn about ASEAN Community by themselves					

Part 4: Problems and obstacles toward teacher's perception of readiness towards ASEAN Community

Directions:

Choose the number that best describes your personal opinion about the schools readiness towards ASEAN Community in 2015. Do not check more than one number for each statement.

Value of the numbers;

1 = Strongly disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree,

5 = Strongly Agree

Statement	Level of readiness for ASEAN Community				
	1	2	3	4	5
1. You feel teachers and school officers have need to developing skills for getting ready towards ASEAN Community					
2. You feel the school director has need to developing more skills for getting ready towards ASEAN Community					
3. You feel the school as a body is experiencing problems and obstacles in curriculums and learning management to getting ready towards ASEAN Community					
4. You feel the school is lacking and has problems or obstacles in learning media / learning centres to get ready for ASEAN Community					
5. You feel the schools' climate is not supporting students' learning					
6. You have a feeling that some teachers do not agree with some readiness policies and this effects your schools' readiness level					
7. You feel that your school culture is making the readiness processes for ASEAN Community difficult as they don't seem to be moving smoothly					
8. The communication between school director and teachers is a problem and obstacle for getting ready for ASEAN Community					
9. Your school has enough human resources such as native speakers, specialist teachers to support readiness policies for ASEAN Community					

Statement	Level of readiness for ASEAN Community				
	1	2	3	4	5
10. You think time is the main obstacles for getting ready toward ASEAN Community					
11. Your school has enough budget for developing teacher's skills for readiness towards ASEAN Community					
12. Your school has enough teachers with skilled in mobile computer tablet to teach students					
13. Your school has enough learning instruments for student to learn and developing their skills and knowledge about ASEAN Community					

Part 5: Suggestions for developing the readiness towards ASEAN Community

แบบสอบถามเรื่อง: การเตรียมความพร้อมของโรงเรียนรัฐบาล ระดับมัธยมศึกษา ในจังหวัดนนทบุรี เพื่อเข้าสู่ประชาคมอาเซียน ปี 2558

คำชี้แจงเกี่ยวกับแบบสอบถาม

1 แบบสอบถามแบ่งออกเป็น 4 ตอน คือ

ตอนที่ 1 ข้อมูลทั่วไป

ตอนที่ 2 ปัจจัยจากครูผู้สอนและจากโรงเรียนที่มีผลต่อการเตรียมความพร้อมเข้าสู่ประชาคมอาเซียน

ตอนที่ 3 การเตรียมความพร้อมเข้าสู่อาเซียนของโรงเรียนรัฐบาล ระดับมัธยมศึกษา

ตอนที่ 4 ปัญหาและอุปสรรคที่พบจากการรับรู้ของครูต่อการเตรียมความพร้อมเข้าสู่ประชาคมอาเซียน

2 แบบสอบถามนี้ใช้เพื่อประกอบการวิจัยเรื่อง การเตรียมความพร้อมของโรงเรียนรัฐบาล ระดับมัธยมศึกษา ในจังหวัดนนทบุรี เพื่อเข้าสู่ประชาคมอาเซียน ซึ่งงานวิจัยนี้ต้องการทราบความคิดเห็นของครูมากที่สุด โดยมีต้องลงชื่อ และเก็บเป็นความลับ และเพื่อประโยชน์ต่อการวิเคราะห์ กรุณาตอบแบบสอบถามทุกข้อให้ตรงตามความเป็นจริง

ตอนที่ 1: ข้อมูลทั่วไป

คำสั่ง: โปรดตอบคำถามแต่ละข้อ โดยทำเครื่องหมายถูก ในคำตอบ

1. ประสบการณ์การสอน _____ ปี

2. วิชาที่สอน

ภาษาไทย

วิทยาศาสตร์

คณิตศาสตร์

สังคมศึกษา ศาสนา และวัฒนธรรม

พลศึกษา

ศิลปะ

คอมพิวเตอร์

ภาษาต่างประเทศ

อื่นๆ (โปรดระบุ.....)

ตอนที่ 2: ปัจจัยจากครูผู้สอนและจากโรงเรียนที่มีผลต่อการเตรียมความพร้อมเข้าสู่ประชาคมอาเซียนของ
โรงเรียนรัฐบาล ระดับมัธยมศึกษา ในจังหวัดนนทบุรี

คำสัง: เลือกหมายเลขที่ตรงกับความคิดเห็นมากที่สุดเพียงข้อเดียว เกี่ยวกับการเตรียมความพร้อมใน
โรงเรียนของท่านเข้าสู่ประชาคมอาเซียนในปี 2558

ความหมายของเลขต่างๆ

(1) ไม่เห็นด้วยอย่างยิ่ง, (2) ไม่เห็นด้วย, (3) เฉยๆ, (4) เห็นด้วย, (5) เห็นด้วยอย่างยิ่ง

ข้อความ	การรับรู้ของครูต่อการ เตรียมพร้อมของโรงเรียนเข้าสู่ ประชาคมอาเซียน				
	1	2	3	4	5
1. ทักษะของครู					
1.1 สถานศึกษาที่ท่านสอนอยู่มีความพร้อมในการเข้าสู่ ประชาคมอาเซียน					
1.2 นักเรียนในสถานศึกษาของท่านมีความรู้และทักษะ เพียงพอต่อการเข้าสู่ประชาคมอาเซียน					
1.3 ท่านสามารถปรับตนต่อการเปลี่ยนแปลงนโยบายต่างๆ ในสถานศึกษา เพื่อเตรียมความพร้อมเข้าสู่ประชาคมอาเซียนได้ดี					
1.4 ท่านได้พัฒนาทักษะ ความรู้ ความสามารถอย่าง สม่ำเสมอเพื่อเตรียมความพร้อมของตนเองเข้าสู่ประชาคมอาเซียน					
1.5 ท่านคิดว่าการเข้าสู่ประชาคมอาเซียนนั้นจะช่วยพัฒนา ระบบการศึกษาของประเทศไทย					
1.6 ท่านเชื่อว่าการเตรียมความพร้อมในการเข้าสู่ประชาคม อาเซียนในเวลาอันใกล้นี้เป็นสิ่งที่ท้าทายความสามารถ					
1.7 ท่านเชื่อว่าการเตรียมความพร้อมในการเข้าสู่ประชาคม อาเซียนเป็นโอกาสที่ดีในการพัฒนาทักษะ ความสามารถ หรือใน ตำแหน่งหน้าที่ของท่าน					

ข้อความ	การรับรู้ของครูต่อการเตรียมพร้อมของโรงเรียนเข้าสู่ประชาคมอาเซียน				
	1	2	3	4	5
1.8 ในสถานศึกษาของท่านมีการให้ความรู้และมินวัตกรรมการศึกษาอย่างเพียงพอต่อการเตรียมความพร้อมเข้าสู่ประชาคมอาเซียน					
1.9 ท่านเชื่อว่าระบบการศึกษาของประเทศไทยจะเปลี่ยนแปลงไปอย่างรวดเร็วภายในสองปีนี้					
1.10 ท่านเชื่อว่าการเตรียมความพร้อมเข้าสู่ประชาคมอาเซียนนั้นจำเป็นต้องให้ผู้ปกครอง และชุมชนมีส่วนร่วมด้วย ไม่ใช่เพียงแต่สถานศึกษาเท่านั้น					
2. ความรู้ของครู					
2.1 ท่านมีความรู้ความเข้าใจเกี่ยวกับประชาคมอาเซียนเป็นอย่างดี					
2.2 ท่านมีความรู้ความเข้าใจเกี่ยวกับวัตถุประสงค์การก่อตั้งประชาคมอาเซียน					
2.3 ท่านมีความเข้าใจต่อวัตถุประสงค์การให้ประเทศไทยเป็นศูนย์กลางการศึกษาในประชาคมอาเซียน					
2.4 ท่านมีความรู้ ความสามารถด้าน ICT และสามารถเข้าถึงข้อมูลข่าวสารต่างๆ ได้เพียงพอในการเตรียมความพร้อมของนักเรียนในการเป็นประชากรของอาเซียน					
2.5 ท่านมีความเข้าใจเรื่องการขับเคลื่อนประชาคมอาเซียนด้วยระบบการศึกษา เช่น การเรียนรู้ความแตกต่างของแต่ละประเทศ สมาชิก ประวัติศาสตร์ หรือ สิทธิมนุษยชน เป็นต้น					

ข้อความ	การรับรู้ของครูต่อการเตรียมพร้อมของโรงเรียนเข้าสู่ประชาคมอาเซียน				
	1	2	3	4	5
2.6 ท่านมีความรู้ในการขับเคลื่อนประชาคมอาเซียนโดยการเรียนรู้ภาษาเพื่อนบ้านจะช่วยให้พัฒนาเรื่องการสื่อสาร					
2.7 ท่านมีความเข้าใจในเรื่องสิทธิมนุษยชน ประวัติศาสตร์ของประเทศต่างๆในกลุ่มสมาชิกอาเซียน					
2.8 ท่านมีทักษะภาษาอังกฤษที่เพียงพอในการสอน และทำให้นักเรียนเกิดความสามารถในการสื่อสารภาษาอังกฤษได้อย่างเป็นภาษาราชการในประชาคมอาเซียน					
2.9 ท่านมีทักษะภาษาเพื่อนบ้านที่เพียงพอในการสอนนักเรียนที่จะสามารถสื่อสารกับประเทศสมาชิกอื่นๆในกลุ่มประชาคมอาเซียนได้					
3.ผู้บริหารสถานศึกษา					
3.1 ผู้บริหารสถานศึกษาของท่านมีวิสัยทัศน์ที่ชัดเจนในด้านการบริหารจัดการเพื่อการเตรียมความพร้อมสู่ประชาคมอาเซียน					
3.2 ผู้บริหารสถานศึกษาของท่านมีทักษะในการสื่อสารภาษาอังกฤษได้เป็นอย่างดีและมีความรู้ทักษะด้านคอมพิวเตอร์					
3.3 ผู้บริหารสถานศึกษาของท่านสื่อสารและประสานงานร่วมกับโรงเรียนอื่นๆ และโรงเรียนเครือข่ายทั้งในภาครัฐและเอกชน					
3.4 ผู้บริหารสถานศึกษาของท่านควบคุมและติดตามผลงานกิจกรรม โครงการต่างๆ เพื่อการเตรียมพร้อมเข้าสู่ประชาคมอาเซียน					
3.5 ท่านมีความเชื่อมั่นในตัวผู้บริหารสถานศึกษาของท่านว่าจะสามารถนำโรงเรียนไปสู่การเป็นโรงเรียนแบบอย่างในการเตรียมความพร้อมสู่ประชาคมอาเซียนได้					

ข้อความ	การรับรู้ของครูต่อการเตรียมพร้อมของโรงเรียนเข้าสู่ประชาคมอาเซียน				
	1	2	3	4	5
3.6 ผู้บริหารสถานศึกษาของท่านมีส่วนช่วยสนับสนุนครูในสถานศึกษา เกี่ยวกับการปรับใช้ ทักษะความรู้ต่างๆ ในการเปลี่ยนแปลงอันใกล้นี้					
3.7 ผู้บริหารสถานศึกษาของท่านมีความเข้าใจถึงระดับความพร้อมเพื่อเข้าสู่การเปลี่ยนแปลงและสามารถนำไปใช้จริงได้					
3.8 ผู้บริหารสถานศึกษาของท่านมีการวางแผนระยะยาวในการเตรียมพร้อมเข้าสู่ประชาคมอาเซียน					
3.9 ผู้บริหารสถานศึกษาของท่านยินดีรับฟังข้อเสนอแนะหรือข้อคิดเห็นต่างๆ ในการเตรียมความพร้อมเข้าสู่ประชาคมอาเซียน					
3.10 ผู้บริหารสถานศึกษาของท่านส่งเสริมหรือจัดตั้งกิจกรรมเพื่อกระตุ้นครูและนักเรียนในการเตรียมความพร้อมเกี่ยวกับประชาคมอาเซียนอย่างสม่ำเสมอ					
4. บรรยากาศในสถานศึกษา					
4.1 ท่านรู้สึกสนุกกับกิจกรรมต่างๆ ที่สถานศึกษาจัดขึ้นเพื่อเตรียมความพร้อมสู่ประชาคมอาเซียน					
4.2 ท่านได้รับบรรยากาศการทำงานที่ดี ผ่านกิจกรรมที่ทางสถานศึกษาจัดขึ้นเพื่อการเตรียมความพร้อมสู่ประชาคมอาเซียน					
4.3 สถานศึกษาของท่านให้โอกาสครู และพนักงานทุกคนมีส่วนร่วมในการเสนอแนะเกี่ยวกับการเตรียมความพร้อมสู่ประชาคมอาเซียน					

ข้อความ	การรับรู้ของครูต่อการเตรียมพร้อมของโรงเรียนเข้าสู่ประชาคมอาเซียน				
	1	2	3	4	5
4.4 สถานศึกษาของท่านมีการสร้างบรรยากาศ และสิ่งแวดล้อมที่เอื้อต่อการเรียนรู้เกี่ยวกับการเป็นประชาคมอาเซียนให้นักเรียน					
4.5 แต่ละห้องเรียนในสถานศึกษาของท่านมีการตกแต่งและสร้างบรรยากาศเพื่อการเรียนรู้สู่การเป็นประชาคมอาเซียนให้นักเรียน					
4.6 สถานศึกษาของท่านมีพันธกิจและเป้าหมาย ในด้านการบริหารจัดการ เพื่อเข้าสู่การเป็นประชาคมอาเซียนอย่างชัดเจน					
4.7 ครูผู้สอนในสถานศึกษาของท่านทำงานเป็นทีมร่วมกันอย่างสม่ำเสมอ					
4.8 สถานศึกษาของท่านครูมีความร่วมมือกันในการทำงานระหว่างหน่วยงานเดียวกัน หรือแม้แต่วางหน่วยงานที่ต่างกัน					
4.9 ผู้บริหารสถานศึกษาของท่านมีความเชื่อมั่นในการตัดสินใจในการทำงานของครู					
4.10 สถานศึกษาของท่านครูสามารถเลือกที่จะทำงานข้ามหน่วยงานหรือเลือกทีมในการทำงานได้อย่างมีอิสระ					
4.11 สถานศึกษาของท่านมีการให้ข้อมูลแผนงาน หรือนโยบายที่ทันสมัยอยู่เสมอ ในการเตรียมความพร้อมเข้าสู่ประชาคมอาเซียน					
4.12 สถานศึกษาของท่านเปิดโอกาสให้ครูได้แนะนำ หรือติชม ตามความคิดเห็นต่อสถานการณ์ที่พบในขณะการเตรียมความพร้อมเข้าสู่ประชาคมอาเซียน					

ข้อความ	การรับรู้ของครูต่อการเตรียมพร้อมของโรงเรียนเข้าสู่ประชาคมอาเซียน				
	1	2	3	4	5
4.13 สถานศึกษาของท่านให้ความช่วยเหลือแก่ครูที่พบอุปสรรค ความยากลำบากต่อการเตรียมความพร้อมเข้าสู่ประชาคมอาเซียน					
4.14 หลังจากที่ท่านทราบข้อมูลในการเตรียมความพร้อมสู่ประชาคมอาเซียนในโรงเรียนของท่าน ท่านมีความเข้าใจว่ามีความเกี่ยวข้องในการสอนของท่านอย่างไร					
4.15 สถานศึกษาของท่านมีการจัดเตรียมช่องทางต่างๆ ในการสื่อสารกับ ครู นักเรียน ผู้ปกครอง และชุมชน เกี่ยวกับปัญหาและอุปสรรคที่พบ ในการเตรียมความพร้อมสู่ประชาคมอาเซียน					

ตอนที่ 3: การเตรียมความพร้อมเข้าสู่อาเซียนของโรงเรียนรัฐบาล ระดับมัธยมศึกษา

คำสั่ง: เลือกหมายเลขที่ตรงกับความคิดเห็นมากที่สุดเพียงข้อเดียว เกี่ยวกับการเตรียมความพร้อมในโรงเรียนของท่านเข้าสู่ประชาคมอาเซียนในปี 2558

ความหมายของเลขต่างๆ

- (1) ไม่เห็นด้วยอย่างยิ่ง, (2) ไม่เห็นด้วย, (3) เฉยๆ, (4) เห็นด้วย, (5) เห็นด้วยอย่างยิ่ง

ข้อความ	การรับรู้ของครูต่อการเตรียมพร้อมของโรงเรียนเข้าสู่ประชาคมอาเซียน				
	1	2	3	4	5
5. ด้านการบริหารจัดการ					
5.1 สถานศึกษาของท่านมีการกำหนดนโยบายเพื่อเตรียมความพร้อมเข้าสู่ประชาคมอาเซียน					
5.2 สถานศึกษามีการแจ้งและมอบหมายนโยบายเตรียมความพร้อมเข้าสู่ประชาคมอาเซียนแก่ครูและบุคลากรทางการศึกษาของสถานศึกษาให้ทราบ					
5.3 สถานศึกษามีแผนงาน/ โครงการ/ กิจกรรมเพื่อเตรียมความพร้อมสู่ประชาคมอาเซียน					
5.4 สถานศึกษามีการสร้างตระหนักรู้โดยการจัดกิจกรรมประชาสัมพันธ์สร้างความเข้าใจ เกี่ยวกับประชาคมอาเซียนกับบุคลากรที่เกี่ยวข้อง เช่น บุคลากรทางการศึกษา, นักเรียน, ครูผู้ปกครอง เป็นต้น					
6 ด้านครู เจ้าหน้าที่ และบุคลากรทางการศึกษาที่เกี่ยวข้อง					
6.1 สถานศึกษาของท่านมีครูที่มีทักษะ ความสามารถด้านภาษาอังกฤษอย่างเพียงพอ					
6.2 สถานศึกษาของท่านมีครูที่มีความสามารถด้านภาษาในประเทศสมาชิกอาเซียน					
6.3 สถานศึกษามีครู, ครูอัตราจ้าง, ครูอาสาสมัครเพื่อสอนภาษาอังกฤษอย่างเพียงพอ					
6.4 สถานศึกษามีครู, ครูอัตราจ้าง, ครูอาสาสมัครเพื่อสอนภาษาในประเทศสมาชิกอาเซียนแก่นักเรียน					

ข้อความ	การรับรู้ของครูต่อการเตรียมพร้อมของโรงเรียนเข้าสู่ประชาคมอาเซียน				
	1	2	3	4	5
6.5 ครูและบุคลากรทางการศึกษาได้รับการอบรมพัฒนาทักษะด้านต่างๆเพื่อเตรียมความพร้อมเข้าสู่ประชาคมอาเซียนจากสถานศึกษา					
6.6 สถานศึกษามีการจัดการเรียน การสอน ภาษาต่างประเทศให้แก่นักเรียนเพื่อพัฒนาทักษะเพิ่มเติม					
6.7 ผู้บริหารสถานศึกษา และครูผู้สอน มีความรู้และตระหนักในการเตรียมความพร้อมสู่ประชาคมอาเซียน					
6.8 ผู้ปกครองนักเรียนและชุมชนมีความรู้และตระหนักในการเตรียมความพร้อมสู่ประชาคมอาเซียน					
6.9 ครู บุคลากรมีองค์ความรู้พื้นฐานทั่วไปเกี่ยวกับวิถีชีวิต และ พหุวัฒนธรรมของประเทศสมาชิกในประชาคมอาเซียน					
6.10 ครูและบุคลากรมีความรู้พื้นฐานทั่วไปเกี่ยวกับประชาคมอาเซียน กฎบัตรอาเซียน ปฏิญญาอาเซียน					
6.11 ครูและบุคลากรทางการศึกษามีทักษะ กระบวนการในการใช้ภาษาอังกฤษในการทำงาน					
6.12 ครูและบุคลากรทางการศึกษามีทักษะ กระบวนการในการใช้คอมพิวเตอร์ และ ICT ในการทำงาน					
6.13 ครูและบุคลากรในสถานศึกษามีองค์ความรู้ด้านที่สำคัญเกี่ยวกับอาเซียน เช่น พลเมือง สิทธิมนุษยชน ประชาธิปไตย ประวัติศาสตร์ สันติศึกษา สิ่งแวดล้อม การเปลี่ยนแปลงทางสภาพภูมิศาสตร์ สุขภาพ และการค้าเสรี เป็นต้น					

ข้อความ	การรับรู้ของครูต่อการเตรียมพร้อมของโรงเรียนเข้าสู่ประชาคมอาเซียน				
	1	2	3	4	5
7 ด้านหลักสูตรและการจัดการเรียนรู้					
7.1 สถานศึกษามีการพัฒนาหลักสูตร โดยมีการปรับหลักสูตร สถานศึกษา ที่บูรณาการอาเซียนในการเรียนการสอนดังต่อไปนี้					
(1) วิทยาศาสตร์					
(2) สังคมศึกษา ศาสนา และวัฒนธรรม					
(3) พลศึกษา					
(4) คอมพิวเตอร์					
(5) ภาษาต่างประเทศ					
(6) คณิตศาสตร์					
(7) ศิลปะ					
7.2 สถานศึกษามีการพัฒนาหลักสูตร โดยมีการปรับหลักสูตรสถานศึกษา ในรายวิชาเพิ่มเติมที่เน้นอาเซียน					
7.3 สถานศึกษามีการพัฒนาหลักสูตร โดยมีการปรับหลักสูตรสถานศึกษา กิจกรรมพัฒนาผู้เรียนที่เน้นอาเซียน					
7.4 สถานศึกษามีการจัดการเรียนรู้, กิจกรรมการเรียนการสอน โดยบูรณาการ สอดแทรกองค์ความรู้เกี่ยวกับอาเซียนในทุกกลุ่มสาระการเรียนรู้					
7.5 สถานศึกษามีการจัดกิจกรรมเสริม เพื่อสร้างความรู้ ความเข้าใจเกี่ยวกับอาเซียนให้นักเรียนเพิ่มเติมนอกเหนือจากการเรียนการสอนในห้องเรียน					

ข้อความ	การรับรู้ของครูต่อการเตรียมพร้อมของโรงเรียนเข้าสู่ประชาคมอาเซียน				
	1	2	3	4	5
8 ด้านสื่อการเรียนรู้และแหล่งการเรียนรู้					
8.1 สถานศึกษาได้จัดหา พัฒนาสื่อ และแหล่งข้อมูลการเรียนรู้เกี่ยวกับอาเซียนให้แก่นักเรียน					
8.2 สถานศึกษาได้จัดหา เอกสาร หนังสือ ตำรา นิตยสาร วารสาร หนังสือพิมพ์ วรรณกรรม วรรณคดีต่างๆเกี่ยวกับอาเซียนให้แก่นักเรียน					
8.3 สถานศึกษาได้จัดหาสื่อเรื่องราว ประวัติศาสตร์เกี่ยวกับอาเซียนให้แก่นักเรียน					
8.4 สถานศึกษาได้จัดหาเพลง, เกมส์, สันทนาการต่างๆเกี่ยวกับประชาคมอาเซียนสำหรับนักเรียน					
8.5 สถานศึกษาได้จัดหาสื่อต่างๆ เช่น ธงชาติ, แผนที่, แผ่นพับใบปลิว, บัตรคำศัพท์, กระดานข่าวสารต่างๆ เกี่ยวกับประชาคมอาเซียนให้แก่นักเรียน					
8.6 สถานศึกษาได้จัดเตรียม เว็บไซต์, อินเทอร์เน็ต, หนังสืออิเล็กทรอนิกส์, ซีดี, ดีวีดีเกี่ยวกับประชาคมอาเซียนให้แก่นักเรียน					
8.7 สถานศึกษาได้จัดเตรียมสื่อที่อยู่ของหน่วยงานที่สำคัญต่างๆในประชาคมอาเซียนให้แก่นักเรียน					
8.8 สถานศึกษาได้จัดเตรียมสื่อทำเนียบบุคคลากรที่สำคัญๆในประชาคมอาเซียนให้แก่นักเรียน					
8.9 ในสถานศึกษาของท่านมีศูนย์อาเซียนศึกษาสำหรับนักเรียน ผู้ปกครองและ ชุมชนเพื่อเข้าไปศึกษาเรียนรู้เกี่ยวกับประชาคมอาเซียนได้ด้วยตนเอง					

ตอนที่ 4: ปัญหาและอุปสรรคของโรงเรียนในการรับรู้จากครูต่อการเตรียมความพร้อมเข้าสู่อาเซียนของโรงเรียนรัฐบาล ระดับมัธยมศึกษา

คำสัง: เลือกหมายเลขที่ตรงกับความคิดเห็นมากที่สุดเพียงข้อเดียว เกี่ยวกับการเตรียมความพร้อมในโรงเรียนของท่านเข้าสู่ประชาคมอาเซียนในปี 2558

ความหมายของเลขต่างๆ

- (1) ไม่เห็นด้วยอย่างยิ่ง, (2) ไม่เห็นด้วย, (3) เฉยๆ, (4) เห็นด้วย, (5) เห็นด้วยอย่างยิ่ง

ข้อความ	การรับรู้ของครูต่อการเตรียมพร้อมของโรงเรียนเข้าสู่ประชาคมอาเซียน				
	1	2	3	4	5
1. ครูและพนักงานในสถานศึกษาของท่านต้องการเพิ่มเติมทักษะความสามารถ ในการเตรียมความพร้อมของโรงเรียนเข้าสู่ประชาคมอาเซียน					
2. ผู้บริหารในสถานศึกษาของท่านมีทักษะความสามารถ ในการเตรียมความพร้อมของโรงเรียนเข้าสู่ประชาคมอาเซียน					
3. สถานศึกษาของท่านไม่พบกับอุปสรรคหรือปัญหาด้านหลักสูตร หรือระบบการเรียนการสอนในการเตรียมความพร้อมเข้าสู่ประชาคมอาเซียน					
4. สถานศึกษาของท่านไม่มีปัญหาและอุปสรรคด้านสื่อการเรียนรู้ หรือศูนย์การเรียนรู้ และมีเพียงพอต่อการเตรียมความพร้อมของโรงเรียนเข้าสู่ประชาคมอาเซียน					
5. บรรยากาศการเรียน การสอนในสถานศึกษาของท่านสนับสนุน หรือมีบรรยากาศในการเตรียมความพร้อมเข้าสู่ประชาคมอาเซียน					

ข้อความ	การรับรู้ของครูต่อการเตรียมพร้อมของโรงเรียนเข้าสู่ประชาคมอาเซียน				
	1	2	3	4	5
6. ครูทุกท่านเห็นด้วยต่อนโยบายการเตรียมความพร้อมสู่ประชาคมอาเซียนและให้ความร่วมมืออย่างดี					
7. วัฒนธรรมในสถานศึกษาของท่านมีผลต่อการเตรียมความพร้อมเพื่อเข้าสู่ประชาคมอาเซียนและส่งผลให้การเตรียมความพร้อม					
8. การสื่อสารระหว่างผู้บริหารและครูในสถานศึกษาของท่านไม่เป็นปัญหาหรืออุปสรรคต่อการเตรียมความพร้อมเพื่อเข้าสู่ประชาคมอาเซียน					
9. ทางสถานศึกษามีทรัพยากรมนุษย์ในการเตรียมความพร้อมเพื่อเข้าสู่ประชาคมอาเซียนอย่างเพียงพอ เช่น ครูชาวต่างชาติ, ครูชำนาญการพิเศษด้านคอมพิวเตอร์หรือเทคโนโลยี เป็นต้น					
10. ท่านคิดว่าเรื่องของระยะเวลาไม่เป็นอุปสรรคต่อการเตรียมความพร้อมเพื่อเข้าสู่ประชาคมอาเซียน					
11. สถานศึกษาของท่านมีงบประมาณที่เพียงพอในการเตรียมความพร้อมด้านต่างๆสู่ประชาคมอาเซียน					
12. สถานศึกษาของท่านมีสื่อการเรียนการสอนที่เพียงพอต่อการพัฒนาความรู้ และทักษะของนักเรียน ในการเตรียมความพร้อมสู่ประชาคมอาเซียน					

ตอนที่ 5: ความคิดเห็นเพิ่มเติม หรือข้อเสนอแนะเพื่อพัฒนาระบบการศึกษาไทยในการเตรียมความพร้อมเข้าสู่ประชาคมอาเซียน

ขอขอบคุณที่ให้ความร่วมมือตอบแบบสอบถาม

นางณัฐกานต์ สายหยุด เคอร์ แกร์ค

นักศึกษาระดับปริญญาโท สาขาวิชาการจัดการการศึกษา ภาควิชาศึกษาศาสตร์

มหาวิทยาลัยมหิดล เบอร์โทรศัพท์ติดต่อ 080-051-0095

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