

## **ASEAN Community Preparation Model of Staff and Faculty of Education at Ubon Ratchathani Rajabhat University**

Jinawatara Pakotung  
Ubon Ratchathani Rajabhat University, Thailand.

— *Review of* —  
**Integrative  
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### **ABSTRACT**

This research aimed to 1) study the existing status, 2) develop the model, and 3) evaluate the ASEAN community preparation model proposed of staff and faculty of education at Ubon Ratchathani Rajabhat University. Participants were 73 staff and faculty of education at Ubon Ratchathani Rajabhat University. Data were collected using a five-rating scale questionnaire of a confidence value equivalent to .86, an in-depth interview, and a model evaluation regarding appropriateness, feasibility, and usefulness of the model. Statistical analysis included percentage, mean, standard deviation, and content analysis. Research findings indicated the existing condition of staff and faculty of education to the ASEAN community integration was overall at high level. Results showed the most problematic aspect concerned was the task and the least one was technological. The preparation model of staff and faculty of education to the ASEAN community were created involving 4 aspects, including 1) the administrative management should determine concordant strategies to the ASEAN community directions, facilitate feasible policies, allocate sufficient budget, and encourage public relations, 2) the personnel management should establish human resource plans that comply with ASEAN community mission, engage networks between southeast Asian universities, and provide the curriculum to develop staff related specifically to ASEAN community, 3) the technological management should integrate advanced technology to support personnel development and learning environments, and 4) the task should emphasize the research, teaching tasks, and curriculum that promote cooperation between state and private sectors to ASEAN community. Results from the preparation model evaluation indicated staff and faculty of education indicated the appropriateness was at the highest level. The feasibility and the usefulness were at high level. Results showed experts agreed with the ASEAN community preparation model proposed.

Keywords: model, ASEAN community, Ubon Ratchathani Rajabhat University

### **1. Introduction**

The Association of South East Asian Nations or ASEAN community has moved forward an extraordinary progress, especially for the last ten decades. A major milestone offering the unity and cooperation was the establishment of ASEAN Economy Community in 2015 (B.E. 2558) and the ASEAN Charter. The agreement and declaration on ASEAN Charter have transformed the members into greater cohesion and more effective work (Larbnongsang, 2012). The ASEAN community was set up with the main three pillars, including the ASEAN Political and Security Community (APSC), the ASEAN Socio-Culture Community (ASCC), and the ASEAN Economic Community (AEC). A blueprint of each pillar has been driven the ASEAN community since it was founded in 1967 (Ministry of Education, 2011). Although

there were limitations on each member countries, the ASEAN community has achieved significant progress and prosperity.

The integration of the ASEAN community has become more influential on the higher education development. The 15-year higher education development plan B.E. 2541-2565 (2008-2022) indicates the important factors in supporting the higher education manpower mobilization and enhancing the quality of educational personnel among the ASEAN community (Rajabhat University, 2010). Education is a part of socio-cultural community, however, the three main pillars are related and united by the educational goal that aims to support the movement of students, staff, and educational personnel exchanges. The integration of the ASEAN community allows the free flow of goods, skilled labors, educational services, and human resource exchanges. It is imperative that professional and staff at higher education need to prepare and make ready to become an association of ASEAN community.

Higher education is viewed as a major engine in producing qualified graduates to the workforce. The development of research based, knowledge based, and technology innovation in higher learning levels have increased the competitive capability among ASEAN community members. The cooperation of universities is an important key to promote educational networking and strengthen collaboration with various educational institutions. In order to support country development, higher education needs to enhance the quality of graduates, conduct researches, and provide equipped educational services (Office of National Education Standards and Quality Assessment, 2007). In terms of Rajabhat University, the institution is recognized to empower local wisdom and life long learning. As the institution for community, the university holds the important role in providing educational services, producing effective professionals, encouraging community participation, maintaining cultural attributions, and sustaining the use of natural environment (Rajabhat University, 2010).

As part of higher education, it is necessary that Rajabhat University determine its position explicitly as well as design strategic plan clearly to cope with future problems. Creating a long-term framework with a shared vision and a specified direction is considered as an effective management for higher education (Rtanakorn, 2003). Based on the futurism theory, the core belief is that alternative futures chosen could be desirable and undesirable outcomes. Seeking ways to prevent undesired outcomes would be essential for educational institutions to overcome common challenges of the ASEAN community integration, especially preparing staff and educational personnel (Kwantip, 2014). Therefore, the research aimed to determine the readiness of staff and faculty of education at Ubon Ratchathani Rajabhat University in order to develop and propose the appropriate preparation model for entering the ASEAN community.

## **2. Purpose of the Study**

1. To examine the existing status of staff and faculty of education at Ubon Ratchathani Rajabhat University to ASEAN community.
2. To construct the ASEAN community preparation model for staff and faculty of education at Ubon Ratchathani Rajabhat University to ASEAN community.
3. To evaluate and propose the ASEAN community preparation model for staff and faculty of education at Ubon Ratchathani Rajabhat University.

### 3. Methodology

The research involved three phases in gathering and analyzing data. The purpose was to construct the ASEAN community preparation model for staff and faculty of education at Ubon Ratchathani Rajabhat University.

#### *3.1 Phase 1: Examination of the existing status of staff and faculty of education at Ubon Ratchathani Rajabhat University to ASEAN community.*

Documents and researches related ASEAN community in high education and Rajabhat Universities were synthesized in order to examine the existing status of the staff and faculty of education to the integration of ASEAN community. The target group included 54 staff and faculty of education at Ubon Ratchathani Rajabhat University. The instrument was a researcher-designed questionnaire, a five-rating scale, regarding the readiness to the ASEAN community of staff and faculty of education at Ubon Ratchathani Rajabhat University (Srisaard, 2002).

##### 3.1.1 Instrument design

Documents and researches related to the ASEAN community were synthesized and used as a guideline to determine preparation and readiness of staff and faculty of education at Ubon Ratchathani Rajabhat University. The framework for instrument designing was determined focusing on tasks required for staff and faculty and level of readiness. The instrument was drafted according to the content synthesized and the purpose of the study.

##### 3.1.2 Instrument validity

Five experts in the field of higher education administration tested the content validity of the instrument. Item Objective Congruence Index (IOC) was used to test content validity each item. The item with IOC more than 0.50 was selected. The improved instrument was tried out by 30 random examples for identify the regression (r) using Item Total Correlation and chose the item with high regression. Reliability was tested using Cronbach  $\alpha$ -Coefficient (Srisaard, 2002). The confidence equivalent was .86.

##### 3.1.3 Data collection

The researcher obtained the approval from Faculty of Education, Ubon Ratchathani Rajabhat University. Consent form was sent to 54 staff and faculty of education to participate in the study voluntarily. Participating staff and faculty received the questionnaire handed by the researcher. Questionnaires were collected and checked for the completion.

##### 3.1.4 Data analysis

Data were analyzed using statistical program analysis, including mean and standard deviation to interpret the rating scale (Srisaard, 2002). In-depth interview was used to solicit from seven specialists which was divided into five groups: 1) higher educational management

specialist, 2) administrator or former administrator, 3) vice chancellor, 4) professor with the experience of educational teaching, and 5) stakeholder work with graduates from Rajabhat University and have the experience related to higher education. Twelve specialists in the field of higher education, such as administrators, professors, and scholars of Rajabhat University were included to evaluate the appropriateness, feasibility, and usefulness of the created model.

### *3.2 Phase 2: Creating the ASEAN community preparation model for the staff and faculty of education in Ubon Ratchathani Rajabhat University.*

The ASEAN community preparation model consisted of 4 aspects, including 1) structure Management, 2) personnel Management, 3) technological Management, and task. A handbook for the ASEAN community preparation model was created based on the document synthesized on Phase 1. The standards were set to select specialists to test the model for the appropriateness, feasibility, and usefulness. The criteria for selecting specialists were included administrator or former administrator of Rajabhat University, vice chancellor of Rajabhat University, scholars or educators related to the field of higher education, and researchers with educational evaluation expertise. Based on the criteria set, twelve specialists were selected according to the criterion set. Specialists were divided into four groups, including 1) a group of administrators and former administrators of Rajabhat University, 2) a group of vice chancellors and former vice chancellors of Rajabhat University, 3) a group of scholars and professors, and 4) a group of researchers and educators conducting research in the field of Rajabhat University.

### *3.3 Phase 3: Evaluation and Proposal the ASEAN community preparation model for staff and faculty of education at Ubon Ratchathani Rajabhat University.*

The connoisseurship seminar was held with 12 specialists participated to evaluate the preparation model regarding the appropriateness, feasibility, and usefulness. The model was modified according to the result of the connoisseurship seminar, particularly suggestions and recommendations from specialists. Finally, the model was decided and proposed to the faculty of education to be used as the ASEAN community preparation model for staff and faculty of education at Ubon Ratchathani Rajabhat University. Results were reported and distributed.

## **4. Results**

The existing status for the readiness and preparation to the ASEAN community of staff and faculty of education at Ubon Ratchathani Rajabhat University was examined and analyzed. Results indicated the existing status for readiness and preparation to the ASEAN community of staff and faculty of education was at high level. Four aspects were investigated, including structure management, personal management, technology management, and task. Results showed the most problematic aspect was task and the least one was technology management.

Problematic aspects were found, including no authorized department responsible for the ASEAN community, lack of infrastructure, disorganized database management system, lack of trainings for staff and faculty, insufficient budget allocated, impractical decision making for administrative management, limited research expertise, unsupportive networking of

faculty and administrators, lack of innovative technology for learning environments, and opposed opinion on the ASEAN community integration.

The ASEAN community preparation model was consisted of four aspects, including the administrative management, personnel management, technological management, and task. Results indicated: 1) administrative management should determine concordant strategies to the ASEAN community directions, facilitate feasible policies, allocate sufficient budget, and encourage public relations, 2) personnel management should establish human resource plans that comply with ASEAN community mission, engage networks between southeast Asian universities, and provide the curriculum to develop staff related specifically to ASEAN community, 3) technological management should integrate advanced technology to support teaching and learning environments, and 4) task should conduct educational research, have creative teaching tasks and curriculum, and promote cooperation between state and private sectors to the ASEAN community.

Results from the preparation model evaluation indicated staff and faculty of education agreed the appropriateness at the highest level, the feasibility, and the usefulness at high level. Results showed experts agreed with the ASEAN community preparation model proposed.

## 5. Discussion

The research purposed to determine existing status for readiness and preparation to the ASEAN community of staff and faculty of education at Ubon Ratchathani Rajabhat University. Results concluded the existing status was overall at high level. Participants determined the most problem aspect was task and the least problem aspect was technology management. Results of the study could be reflected from 1) tasks for administrative reform, 2) tasks for instructional reform, 3) tasks for knowledge resource innovation, 4) tasks for research clusters development, and 5) tasks for creating academic community in educational institution. Results were conformed to Boonprasert, et.al. (2003) indicated that the administrative management in higher education involved six aspects: 1) administrative management, 2) academic management, 3) research development, 4) budget allocation management, 5) funds gathering management, and 6) resource management. Furthermore, Ratanagorn, et.al., (2003) concluded the indicators for the outcomes of Rajabhat University involved five aspects, including 1) human resources development 2) knowledge networking and knowledge transferring, 3) strengthen community cooperation 4) effective administration management, and 5) Cultural integration and Thai wisdom.

Results of the study suggested the university needed to have an authorized department responsibly to the ASEAN community, organize database management system, engage technological information, allocate sufficient fund and budget, and encourage public relations continuously. Suggested results were agreed with the work of Koomkhainam (2007) that argued effective administrative management should involve in four aspects, including 1) explicit infrastructure, 2) united administrative management, 3) supervision and monitoring, and 4) reinforcement and encouragement. It was suggested that explicit infrastructure needed to be reevaluated for an overlap or duplicate of the responsibility. Similar tasks responsibly should be combined. On the other hands, overloaded tasks should be restructured by setting up specific department to take responsibility to the work increased. Administrative management should be cooperative between administrators and staff. Significantly,

administrators should promote commitment, build collaboration, and draw on a professional skill to help staff refine their skills and enhance motivation.

Considered results of the model evaluation, it was found that the appropriateness was at the highest level. The feasibility and the usefulness were at high level. It was concluded that results were meaningful because they were reflected from participating specialists who work in various positions at higher education. Results were confirmed the model should be created as a guideline for staff and faculty of education to prepare and be ready to the ASEAN community. As the institution for the community, Rajabhat University needed to implement accountability policies in an endeavor to increase a quality of graduates. Moreover, as the important role of the knowledge center for community, staff and faculty needed to improve their professional skills by integrating advanced technology and information, especially for the advent of the ASEAN community. In conclusion, this study was the results of the connoisseurship that reflected valuable information for implementing policies at higher educational institution and supporting future research regarding the ASEAN community integration.

## **6. Recommendations**

According to the results of the study, the preparation model to the ASEAN community was created as a guideline for staff and faculty of education at Ubon Ratchathani Rajabhat University. Furthermore, staff and faculty of other departments can use the model to prepare the readiness to the ASEAN community integration. Suggestions for future research were included factors affecting self-development of staff and faculty at other departments for the preparation and readiness to the ASEAN community should be determined. Strategies for staff and faculty in preparation and readiness to the ASEAN community should be determined.

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