

สภาพปัญหาและแนวทางการพัฒนาศักยภาพ การสร้างภาวะผู้นำเยาวชนอาเซียน สำหรับนักเรียนระดับมัธยมศึกษาตอนปลาย

State Problems and Development Guidelines of ASEAN Youth Leadership Activities for Upper-Secondary Students

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บทคัดย่อ

การวิจัยครั้งนี้เป็นการวิจัยเชิงคุณภาพ (Qualitative Research) มีวัตถุประสงค์เพื่อศึกษาสภาพปัญหาและแนวทางการพัฒนาศักยภาพในหลักสูตรผู้นำเยาวชนอาเซียน สำหรับนักเรียนระดับมัธยมศึกษาตอนปลาย โดยการเก็บรวบรวมข้อมูลจากเอกสารและเก็บข้อมูลภาคสนาม เก็บรวบรวมข้อมูลโดยใช้แบบสัมภาษณ์แบบมีส่วนร่วม แบบสัมภาษณ์ชนิดแบบมีโครงสร้าง แบบบันทึกการสนทนากลุ่ม และการประชุมเชิงปฏิบัติการ จากกลุ่มเป้าหมาย ประกอบด้วยกลุ่มผู้รู้ จำนวน 21 คน ผู้ปฏิบัติงาน จำนวน 42 คน และผู้เกี่ยวข้องทั่วไป จำนวน 21 คน รวมทั้งสิ้น 84 คน จากโรงเรียนขนาดนักเรียน จังหวัดขอนแก่น โรงเรียนจุฬาภรณราชวิทยาลัย จังหวัดมุกดาหาร และโรงเรียนสาธิตมหาวิทยาลัยมหาสารคาม ฝ่ายมัธยมศึกษา จังหวัดมหาสารคาม โดยเลือกพื้นที่การวิจัยจากการสำรวจเบื้องต้น ผลการวิจัยสภาพปัญหาการพัฒนาศักยภาพในหลักสูตรผู้นำเยาวชนอาเซียน สำหรับนักเรียนระดับมัธยมศึกษาตอนปลาย พบร่วมสภาพปัญหาหลักของ การพัฒนาเยาวชนในการเตรียมความพร้อมเพื่อก้าวสู่ประชาคมอาเซียน คือการจัดการเรียนรู้และการจัดกิจกรรมโดยส่วนใหญ่ จะมุ่งเน้นเนื้อหาที่เน้นความรู้ ความจำมากกว่าการเสริมสร้างทักษะกระบวนการหรือเจตคติให้กับเยาวชนและแนวทางพัฒนาศักยภาพในหลักสูตรผู้นำเยาวชนอาเซียน ด้านประชุมสังคมและวัฒนธรรม สำหรับนักเรียนระดับมัธยมศึกษาตอนปลายพบว่าเยาวชนในครอบครัวมีความรู้ความเข้าใจเกี่ยวกับเรื่องประชาคมอาเซียนอย่างชัดเจนและถูกต้อง ควรเน้นกิจกรรมที่เน้นการปฏิบัติ การทำงานเป็นกลุ่ม การลงมือสร้างผลงาน การระดมความคิด การนำเสนอผลงาน เพื่อส่งเสริมทักษะและคุณลักษณะของผู้นำให้เกิดขึ้นกับเยาวชนในการนำเอากองความรู้ที่ได้รับไปพัฒนาส่งเสริมภาวะความเป็นผู้นำของตนเอง สร้างความตระหนักรับรู้ในการเป็นส่วนหนึ่งของสมาชิกประชาคมอาเซียนและสามารถเผยแพร่ให้บุคคลอื่นรับรู้ร่วมกันได้อย่างยั่งยืน

คำสำคัญ: สภาพปัญหา, แนวทาง, การพัฒนา, ผู้นำเยาวชน, นักเรียนระดับมัธยมศึกษาตอนปลาย

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ABSTRACT

This research is a qualitative research. Its objectives are to study the state problems and development guidelines of ASEAN youth leadership activities for upper-secondary students by collecting data from documents and field data. Data collection was done through non-participant observation, structured interviews, focus group discussions and workshop seminars from the target group comprised of 21 key informants, 42 casual informants and 21 general informants from Kham Kaen Nakhon School in Khon Kaen province, Princess Chulabhorn's College in Mukdahan province and Mahasarakham University Demonstration School (Secondary) in Mahasarakham province. The research areas were selected from preliminary investigations. Research results of state problems of ASEAN youth leadership activities for upper-secondary students found that the main problem of youth development in preparing for entering the ASEAN community were learning management and activities that mainly focused on content emphasized on knowledge and memory more than promoting skills, procedures and attitudes to youth. The guidelines to develop activities in the ASEAN youth leader curriculum on socio-cultural community for upper-secondary students found that youths should have knowledge and understanding on the ASEAN Socio-Cultural Community clearly and correctly. Activities emphasized on practice, teamwork, hands-on creation of work, brainstorming and presentation to promote leadership skills and characteristics in youth to use the knowledge to develop and promote their own leadership, create awareness in being a part of the ASEAN community and were able to publicize for others to learn in a lasting manner.

Keywords: State problems, Guidelines, Development, Youth leader, Upper-secondary students

INTRODUCTION

The Association of Southeast Asian Nations or ASEAN was established on the 8th of August in 1967 after the Declaration of ASEAN Concord or the Bangkok Declaration was signed. Its initial purpose was to create peace in the Southeast Asian region to collaborate in politics, economics and socio-cultural. Under the collaboration of the ASEAN Community which is composed of 3 main pillars; ASEAN Political-Security Community, ASEAN Economic Community and ASEAN Socio-cultural Community (ASEAN strategic and Cooperation Division in Department of ASEAN Affairs, 2013, pp. 1-16). The Eleventh National Economic and Social Development Plan (B.E. 2012-2016) stated in strategy 2 and 5 that a method to develop the nation is to create readiness

to develop the country in entering the ASEAN community (Office of the National Economic and Social Development Board, 2011, pp. 13-18). The educational strategy to prepare for the ASEAN community according to Eleventh Thai Education Master Plan (B.E. 2012-2016) which mentioned the main purpose of the National Scheme of Education that learners must receive quality education with standards and higher academic results, have the chance to receive thorough and fair education and lifelong learning. Quality research results and innovations are publicized, used beneficially to develop society, the country or for commercial purposes and learners are prepared for connection into the ASEAN Community (Department of Curriculum

and Instruction Development in Ministry of Education, 2012, pp. 14-18).

From surveying data of students in leading universities of ASEAN about their attitudes and awareness in entering the ASEAN community found that the country that feels that they are a citizen of the ASEAN community in the highest level is Laos, at a percentage of 96. Thailand is in 8th with 67 percent (Tantipongsanurat & Krataitong, 2011, pp. 12-14). As well as the opinions survey center NIDA Poll of the National Institute of Development Administration which surveyed the perception and awareness concerning ASEAN of Thai people in early 2013 and found that Thai people have a considerably high awareness of ASEAN. Most Thai people prioritize the economic aspect of ASEAN, while the political-security and socio-political aspects are given less attention to; Thai people still need to be reinforced in their knowledge and understanding of ASEAN (Department of ASEAN Affairs in Ministry of Foreign Affairs, 2013, p. 30).

The important foundation in preparing to enter the ASEAN community is to lay the foundation for youth to have knowledge, skills and morality since youth is an important and fundamental part in the development of a sustainable nation, including the promotion of youth learning to be astute with the changes of the world. However in the present Thai youth have several characteristics which are a disadvantage in competing with other countries in international stages such as irresponsibility, lack of leadership and follower skills, lack of planning in life and work, lack of teamwork, as well as the ability to use other languages. Stogdill (1974, pp. 62-63) had studied research on leadership traits. Synthesizing 124 researches, he concluded that leadership should have

the following; knowledge and wisdom, creativity, confidence and the ability to adapt oneself to be ready for any changes. Therefore, Thai youth leadership should definitely be promoted and developed, for the sustainable development of their potential, society and the nation. The promotion of leadership does not happen automatically but is created from continuous learning, training and development. A diverse range of training techniques were used as an important key to promote leadership and integrated knowledge, skills and experiences (Balun, 2008, pp. 36-39).

From the preceding study, It was found that Thailand still has yet to succeed in preparing youth to have the knowledge, skills and awareness for becoming a member of the ASEAN community. Therefore this study of state problems and development guidelines of the ASEAN youth leader curriculum on socio-cultural community for upper-secondary students was done to promote leadership skills in youth as part of the cooperation framework on ASEAN Socio-Cultural Community or ASCC, to use the research results in developing a concrete ASEAN youth leader curriculum to prepare youth in entering the ASEAN community, to be of equal standing with member countries and aim towards the shared target of the ASEAN community.

RESEARCH PROBLEMS

1. What are the state problems on the development of ASEAN youth leadership activities for upper-secondary students.
2. What are the guidelines and procedures in the development of activities in the ASEAN youth leader curriculum on socio-cultural community.

RESEARCH OBJECTIVES

1. To study the state problems of ASEAN youth leadership activities on socio-cultural community for upper-secondary students
2. To study the development guidelines of ASEAN youth leadership activities on socio-cultural community for upper-secondary students

RESEARCH METHODOLOGY

Target Group

The research target group comprises of 1) key informants; a total of 21 key informants made up of educational supervisors, management, school curriculum teachers, head of the Department of Social Studies, Religion and Culture, head of ASEAN studies, teachers overseeing students' activities, president of the student council, 2) casual informants; a total of 42 casual informants made up of ASEAN studies teachers, Department of Social Studies, Religion and Culture teachers, upper-secondary students and 3) general informants; a total of 21 people made up of general teachers, students' parents. There are a total of 84 people from schools in the research area which are Kham Kaen Nakhon School in Khon Kaen province, Princess Chulabhorn's College in Mukdahan province and Mahasarakham University Demonstration School (Secondary) in Mahasarakham province.

Research Instruments

Research instruments are non participant observation, structured interview, focus group discussion, and workshop seminar, created by the researcher of this study.

Data Collection

1. **Instruments Group 1:** non participant observation. Data was collected on learning management and ASEAN activities according to the

curriculum of upper-secondary students in the research area.

2. Instruments Group 2: structured interview.

Data was collected by using structured interviews comprises of 6 components which are 1) principle and purpose, 2) structure and content, 3) activities, 4) teacher and expert, 5) innovative media, and 6) evaluation from the 3 groups in the research area.

3. Instruments Group 3: focus group

discussion. Group conversations with informants consisting of 4-6 key informants and casual informants with a procedure were held. Three focus group discussions were held as follows;

3.1 First group; at Kham Kaen Nakhon School in Khon Kaen province

3.2 Second group; at Princess Chulabhorn's College in Mukdahan province

3.3 Third group; at Mahasarakham University Demonstration School (Secondary) in Mahasarakham province

4. Instruments Group 4: workshop seminar.

Data was collected through the workshop seminar. Workshop seminars were held in each school according to the research area comprising of Kham Kaen Nakhon School in Khon Kaen province, Princess Chulabhorn's College in Mukdahan province and Mahasarakham University Demonstration School (Secondary) in Mahasarakham province. There were 4-6 participants which were key informants and casual informants so that participants can discuss, express their opinions and together consider the development guidelines of the ASEAN youth leadership activities on socio-cultural community for upper-secondary students.

DATA ANALYSIS

Data from studying related documents and research and data collected from field work was examined for completeness according to the collection tools. A typology analysis was then done in categories according to the research content's boundaries by using related concepts, theories and research as an analysis approach, synthesize and discuss according to the research's purposes. The data was then presented using descriptive analysis.

RESEARCH RESULTS

Research results of the state problems and development guidelines of ASEAN youth leadership activities for upper-secondary students according to research objectives are as follows;

1. Most state problems of ASEAN youth leadership activities for upper-secondary students stress on knowledge and understanding more than promoting skills, procedure or attitudes for youths in the following aspects; activities, teachers' or experts' methods and innovative media and evaluation. Therefore, ASEAN curriculums, curriculum supplemented activities or youth camps used to develop youth still have yet to succeed in promoting youth leadership that will enable them to use the knowledge in daily life. In summary the results of the state problems of ASEAN youth leadership activities for upper-secondary students are categorized into 6 aspects as follows;

1.1 Principle and purpose; mainly focuses on learners' knowledge and understanding, without the mention of promoting leadership in learners.

1.2 Structure and content; is the same basic knowledge content that is lacking in analysis. Most of the content is theories rather than practice and lack of important stress points on the ASEAN community.

1.3 Activities; not interesting, no diversity and mostly uses the lecture method.

1.4 Teacher and expert; activities are limited, mostly focusing on lectures, lacks of deep knowledge and understanding, less content analysis and the integration of related knowledge.

1.5 Innovative media; uses the same media, outdated, undiversity and not sufficient. Most materials are textbooks and documents.

1.6 Evaluation; insufficiency a diverse range of evaluation.

2. The development guidelines of ASEAN youth leadership activities for upper-secondary students to create leadership for Thai youths to be ready and be able to compete with youths from other ASEAN member countries. In summary, the results are divided into 6 parts as follows;



Diagram 1: The development guidelines of ASEAN youth leadership activities for upper-secondary students into 6 parts

CONCLUSION

According to research results, it expressed the problems and guidelines of ASEAN youth leadership activities in term of socio-cultural community into 6 aspects as follows; 1) principle and purpose should be clear-cut and precise for sustainable development.

2) Structure and content should be more emphasized on practice than theory. 3) A numbers of practical activities, pair works, and brain storming activities are required. 4) Instructors and experts should have solid backgrounds and direct experience about ASEAN

community to convey the knowledge. 5) Up-to-date and interesting media will be more attractive to the learners. And 6) assessment and evaluation should emphasize on authentic and various types of assessment. Those data will be definitely useful for learning management, activity design and curriculum development in order to promote leadership among Thai youths regarding to the policy and the strategic plan of the country to get Thai youths ready for recent ASEAN community.

RESULTS DISCUSSION

1. The state problems of the development of ASEAN youth leadership activities for upper-secondary students found that there are various aspects, especially structure and content. Most of the content is merely basic knowledge, lacks of good analysis and planning, and the content contains more theory than practice. Therefore the content structure should focus on learners building skills, procedures or attitudes more than a content structure with only theory. According to Keawraksa (2005, pp. 139-141) who had researched the development of training of learning authentic assessment by using schools as a foundation for primary school science teachers, the research results found that the training program should emphasize on activities that stress on practical skills and real usage rather than theory. The trainees should feel enthusiastic, increase their determination and want to use their experience from the training in real life. It is also in accordance with Lappan and Schram's research (Lappan & Schram, 1989, pp. 18-19) who had studied promoting the ability to give reasons. Activities should held for students to participate and display behaviour in searching, prediction, proving and observing models, explain reasons for their

concepts and discovery in issue points on evaluation. It was found that most evaluations use tests, lacking of a diverse evaluation and authentic assessments. In the present, authentic assessments that stresses on evaluating skills that students have really practiced is an evaluating method that can measure skills of the learners in a various and clearer way than using only tests, which is in accordance with the evaluation concept of the Office of the National Primary Education Commission (1999, p. 183) and the Department of Curriculum and Instruction Development (2002, p. 159). They stated that authentic assessment is the evaluation of skills in working, cooperating to solve problems both inside and outside the classroom; it is a reflection from work pieces that students have really practiced to diagnosed learners in parts that should be supported and improved, for the learners to develop to their full potential in regard to their capabilities, interests and needs of each individual by allowing a chance for learners to be able to self-evaluate and evaluate their classmates.

2. The development guidelines of ASEAN youth leadership activities for upper-secondary students. From studying it was found that in the activities aspect should stress on activities that emphasizes practice, teamwork, hands-on creation of work, brainstorming and presentation to promote leadership skills. This could be due to activities that focus on training and practice or self-learning will help develop skills that will assist in efficient learning, and enable them to use the received skills in daily life. It is in accordance with the research of Wongpinunwatana (2006, pp. 173-180) on the Development of Basic Thai Language Curriculum for Foreigner Focus on Authentic Learning, found that Focus on Authentic Learning, learners had learning results higher than the

criteria set in the curriculum. Learners had skills in listening and speaking, were able to use Thai language at a satisfactory level. They were able to understand the meanings of vocabulary used in daily life and use sentence structures that are not too complex. Learners were proud in being able to listen, speak, read and write Thai and desired to learn Thai at a higher level. In the documents aspect, the curriculum focuses on learners learning from real experience, real practice, promotes thinking and practical skills and stresses on solving problems according to the learners' aptitude and interest.

SUGGESTIONS

1. Suggestions for Results Implementation

1.1 Secondary schools administrator can use the research results in training to efficiently create ASEAN youth leaders on socio-cultural community.

1.2 There is a need to be supported from the secondary educational service area or school administration, especially in funds and prioritizing youth training to prepare for the ASEAN community.

1.3 Both government and private sectors should use the guideline of ASEAN youth leader training programs to develop and train their staffs

2. Suggestions for Further Research

2.1 There should be studies in the state problems and guidelines in other cooperation pillars of the ASEAN community to use in developing youth leadership.

2.2. There should be continuous and concrete follow ups and evaluation of procedures in entering the ASEAN community of secondary schools.

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