

Developing Knowledge of the ASEAN Economic Community for Village Headmen in Namsom District, Udon Thani Province.

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ABSTRACT

The purposes of the research are to design a training curriculum of the ASEAN Economic Community for village headmen in Namsom District, Udon Thani Province based on the 80/80 standardized criteria efficiency, to compare the knowledge of The ASEAN Economic Community before and after implementing the curriculum, and to find the satisfaction of the trainees with the training curriculum. The research methodology was divided into three phases : 1) curriculum design and development, 2) curriculum implementation and evaluation, and 3) assessment of the trainees' satisfaction. Phase 1 focused on designing and developing a training curriculum through three steps of the curriculum assessment : one to one testing, small group testing and big group testing. The target population was forty four village headmen in Banpue District, Udon Thani Province. Phase 2 focused on implementing and evaluating the curriculum. The target population was thirty headmen in Namsom District, Udon Thani Province. MANOVA (Repeated Measure) was employed for comparing the results of curriculum implementation. Phase 3 was to assess the satisfaction of the trainees with the training curriculum. The research findings showed that the average level of the needs for developing the knowledge of the ASEAN Economic Community was high ($\bar{x} = 3.87$) The average index of the appropriateness of the curriculum assessed by the experts was high ($\bar{x} = 4.82$). The IOC index of the curriculum was 1.00. The average level of the accuracy and appropriateness of lesson plans was high ($\bar{x} = 4.88$). The average level of the accuracy and appropriateness of an proficiency test was high ($\bar{x} = 4.70$) with X.39-.67 difficulty indices, .22-.78 discrimination indices and .76 reliability index. Regarding the efficiency assessment of the curriculum, the finding indicated that the index of the standardized criteria efficiency was 87.70 / 91.33 %. Additionally, the findings indicated

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that the average score of the post-test of the trainees was significantly higher than that of the pre-test at the .05 level. The overall satisfaction of the trainees with the training curriculum was at a very high level ($\bar{X} = 4.59$, S.D. = 0.47).

Keywords : Village Headmen, the ASEAN Economic Community

Introduction

The government organizations have been established officially for many years, and the organization concerned with the ways of life especially people in rural areas of Thailand. Village headmen are the key persons appointed officially by the central government to govern and control the security of their responsible communities. In former time, village headmen were appointed by the head of state in the Sukhothai period, and the headmen governed about 100 families in their responsible area. In the Ayuddhaya period, people asked for assistance, problem solution from village headmen who were appointed by the head of city.

In 1892, the government of Thailand was truly reformed by King Rama V จุลจอมเกล้า. In 1994, the decentralization system has been employed for the local administration in Thailand. In 1997, the Constitution of the Decentralization Administration was regulated for local administrative organizations in Thailand. Consequently, Sanitation District was upgraded to sub-district municipality. The local administrative organization takes important responsibilities for upgrading life quality of people in their responsible areas. AS a result, village headmen, village headmen had to

leave/quit their work in the local administrative organization inevitably. It is obvious that the government system had been reformed officially for years. Particularly, roles and responsibilities of village headmen were assigned clearly to coordinate with community leaders and religious leaders. Additionally, the government administrative organization has to work with village headmen for solving problems and establishing peace in community (Plakorn Suwannarat, 2001: 10).

As the statement mentioned, village headmen, closely government officials are important for the national development in various aspects of Thailand. However, the global change influences the roles and responsibilities of village headmen. It is inevitable that the village headmen will improve their knowledge and adapt themselves to the globalization and current conditions of the world.

In case of the ASEAN Economic Community, the Free Trade Areas were established in 2003, and the ASEAN community has emphasized and increased the economic power. The 8th ASEAN Summit was held in the Kingdom of Cambodia, and the SARN representatives proposed strategies for preparation in the

ASEAN Economic Community (AEC) like the European Economic Community (EEC). According to the Bali Concord II, The ASEAN leaders announced officially the agreement of the ASEAN Economic Community members in 2020 at the ASEAN Summit in Bali, Indonesia in 2003. The leaders agreed to accelerate the free trade areas for products and 12 priority sectors: tourism, aviation, automobile, wooden products, rubber products, fiber, electronics, agricultural products, fishing, information technology, health and logistics. The ASEAN leaders and minister of ASEAN Economic has signed the MOU at the 10th ASEAN Summit at Vientiane, Laos People's Democratic Republic on November 10th, 2004. The agreement has become effective in 2020 through the single market and single production base. The mobility of products, labors, investment, capital will be free in 10 ASEAN countries. Later, the ASEAN leaders signed the SEBU declaration on establishing the ASEAN Economic Community in 2015 through eight strategies of the Roadmap: 1) tax reduction of nine sectors : agricultural products fishing, wooden products, rubber products, fiber, automobile, electronics, information technology, and health. 2) quitting economic measures, 3) improving regulations for production places and international standards, 4) negotiating clearly free trade services, 5) opening free investment by reducing the limitation of investment, 6) facilitating custom services, 7) improving the international standards of products, 8) facilitating the mobility of businessmen, experts, professors, and skilled labors.

Consequently, establishing ASEAN Economic Community (AEC) in 2015 will strengthen the cooperation in commerce, economy, culture of the ASEAN Community members, the social exchange and assistance will facilitate the transportation, goods and service and labour mobility in the ASEAN community. It is necessary for Thailand to prepare human resource for ASEAN Economic Community.

Labour is one important factor for production, and employers or entrepreneurs are key persons to discuss with public sectors about the national policies for employment and labours especially the international labours from the developing countries such as : The Union of Myanmar, The Kingdom of Cambodia, Laos People's Democratic Republic, and Socialist Republic of Vietnam. The government of Thailand has not enacted the laws of the international labours. It is obvious that these countries establish one of the major policies is to strengthen the national economy, and one strategy for the economical power is to work and earn money from the neighboring country like Thailand. The government of Thailand needs to improve and strengthen the national economy. As a result, the international labours are strongly required for producing more products with low cost strategy. Thailand has encountered the problems of Thai labour because Thai people have not worked for some industries such as : fishing, agriculture, and construction. Consequently, the international labours from the neighboring countries are required strongly for these industries. The labours can earn more money than working in

their country. It is inevitable that there are many national and regional problems of the international labours such as illegal labours, criminal problems, work enforcement etc. The ASEAN Economic Community members recognize and work together on these issues for solving problems and improving life quality of people in ASEAN Community based on the vision of ASEAN Socio-Cultural Community (ASCC). Therefore, the ASEAN Community delegates have to discuss about major issues of the international labours especially employment, rights including professional skills development. These issues will create the equality, quality and rights of the labors from ASEAN Community countries. The ASEAN Economic Community will be established officially on December 31, 2015, and all ten countries members have the same expectations are the mobility of labours, goods, capitals, and services. However, the mobility of labours will become a main issue of the ASEAN Community countries because the skilled labours will move to work in the countries offered them more incomes, and there will be only unskilled labour in their own country. Modernization is also a key concept of people in ASEAN Community. Two key indicators of modernization of the country are economic growth and infrastructure development of the country such as road, railway, irrigation system, electricity, waste water treatment, and garbage disposal. It is obvious that the structure development is required more labours not skilled employees. However, the automobile industry needs more skilled

employees. Thailand has encountered problems of both quality and quantity of skilled labours

Therefore, the author has conducted the research on roles and responsibilities of village headmen in preparation for the ASEAN Economic Community focusing on designing a curriculum of the ASEAN Economic Community for village headmen in Namsom District, Udon Thani Province, Thailand.

2. Objectives

1. To design a training curriculum of the ASEAN Economic Community for village headmen in Namsom District, Udon Thani Province based on the 80/80 standardized criteria efficiency
2. To compare the knowledge of village headmen about the ASEAN Economic Community before and after the training course
3. To find the satisfaction of the trainees with the training curriculum

3. Research Methodology

- 3.1 The research site was Namsom District, Udon Thani Province.
- 3.2 Population was 84 village headmen in Namsom District, Udon Thani Province.
- 3.3 Samples were 40 village headmen in Namsom District, Udon Thani Province. They were selected by the simple random sampling method.
- 3.4 Variables:
 - 3.4.1 Independent Variable was a training

curriculum of the ASEAN Economic Community

3.4.2 Dependent Variable was knowledge of the ASEAN Economic Community and satisfaction with the curriculum.

3.5. Instruments:

3.5.1 The training curriculum of the ASEAN Economic Community for village headmen

3.5.2 A proficiency test

3.5.3 A questionnaire

3.5.4 Lesson plans

3.6 Three steps of research methodology:

3.6.1 Design a training curriculum of the ASEAN Economic Community for village headmen in Nomsom District, Udon Thani Province

3.6.2 Implement the curriculum to forty village headmen, the samples.

3.6.3 Evaluate the curriculum

4. Results

The research results are summarized as follows.

4.1 Curriculum Design and Development

4.1.1 Problem and need analysis

4.1.1.1 Contextual study and need analysis for a training curriculum of the ASEAN Economic Community, documentary study of curriculum design and development for a questionnaire and a training curriculum of the knowledge of the ASEAN Economic Community.

4.1.1.2 Regarding needs analysis, the findings showed that the overall need of village headmen for developing the

knowledge of the ASEAN Economic Community was at a high level ($\bar{x} = 3.97$). Two high rated items of the ASEAN Economic Community was tourist attractions in the ASEAN Community Countries, knowledge of the ASEAN Economic Community ($\bar{x} = 4.15$ and 3.7 respectively). Five high rated items of need for knowledge development were importance for the current and future work ($\bar{x} = 4.10$), teaching and learning strategy ($\bar{x} = 4.262$), small class with teacher ($\bar{x}=4.27$), study visit ($\bar{x}= 4.30$), and location ($\bar{x}= 4.30$)

4.1.2 Curriculum Design and Development

4.1.2.1 The training curriculum was designed based on the documentary study of step 1 and the principles of curriculum design and development of Taba (1981) was used for curriculum design.

4.1.2.2 Contents were adopted from.....and learning activities were designed based on the student-centered method, Thorndike's Classical Connectionism, Law of Readiness, Law of Exercise, Law of Use and Disuse, and Law of Effect and the activities were sequenced appropriately.

4.1.3 Curriculum Quality Assessment

4.1.3.1 The IOC index and the appropriateness and accuracy of the curriculum was assessed by five experts, and the average level of the curriculum quality was very high ($\bar{x} = 3.82$). Five highest rate items of the curriculum quality were practical application, useful curriculum for trainees, appropriate contents, interesting activity design and obvious questions. Eleven high rated items of

the curriculum quality were interesting topics, learning objectives, comprehensible contents, appropriate contents and skills, sequences of learning activities,

4.1.3.2 The index of the curriculum efficiency based on the standardized criteria efficiency was 87.70/91.30%. The index of the curriculum effectiveness was 80.56%.

4.2 Comparison of Village headmen's knowledge before and after raining

The average level of the knowledge and ability of the trainees in the ASEAN Economic Community after training was significantly higher than that of before training at the .05 level. Five high rated topics of the training curriculum were information of ASEAN Community Countries, Tourist attractions in ASEAN Community countries, knowledge of ways of life, culture and traditions, economy, and international labour.

4.3 Satisfaction of the trainees with the training curriculum

The findings showed that the overall satisfaction of the trainees with the curriculum was at a very high level. 4.59 ($\bar{x} = 4.59$, S.D. = 0.47). Three highest rated items of the curriculum were evaluation ($\bar{x} = 4.73$, S.D. = 0.40), contents ($\bar{x} = 4.59$, S.D. = 0.49) and lesson plans ($\bar{x} = 4.56$, S.D. = 0.50)

5. Discussion

This paper will discuss three main points: curriculum design and development, knowledge and ability and satisfaction.

5.1 The curriculum design was adopted from the principles of curriculum design and development of Taba (1981) consisting of : 1) needs analysis, 2) training curriculum design, 3) planning curriculum, 4) curriculum administration, 5) evaluation. The principles of learner-centered instruction was adopted from Nunan (1998).

5.2 The results indicated that the value of the standardized criteria efficiency was higher than the standardized criteria. The efficiency may be caused by the systematic steps of the curriculum design and development consisting of : 1) needs analysis, 2) course analysis, 3) assessment of the accuracy and appropriateness including IOC index. Nunan (1991) states that the success of teaching English should be based on the learners' personal information such as background knowledge, beliefs, learning styles and strategies, motivation, and attitude.

5.3 The findings indicated that the average score of the post-test of the trainees was significantly higher than that of the pre-test at the .05 level. The results may be caused by the efficient instructional model. The student-centered model

5.4 The overall satisfaction of the trainees with the training curriculum was at a very high level ($\bar{x} = 4.59$, S.D. = 0.47). Three high rated items of the satisfaction were evaluation, content, and lesson plans. The results may be caused by update and realistic contents, and the curriculum serves to needs of the trainees. Nunan (1997) asserts that need analysis is necessary for a successful training curriculum design.

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