Development of Students in Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University toward ASEAN Community

Nattapol Pourprasert, Narisa Ruadraew, and Wanida Konglaem
Faculty of Humanities and Social Science, Suan Sunandha Rajabhat University, Bangkok, Thailand
Email: {nattapol.po, narisa.ru}@ssru.ac.th

Abstract—**This qualitative research aims to study the need of students' self-development and to explore the development model for students of Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University. The data from electronic and paper-based resources and from field survey were used in this study. The subjects were 30 students selected from 15 majors in this faculty. The in-depth interview was used for collecting the data from them students. The result of the students' need of self-development revealed that the students in the sample group wanted to be more fluent in English. They would like to practice English communication more often. They also wanted to practice their critical-thinking skill to solve problems in real-life situations. In addition they wanted to learn more about neighbor countries in South East Asia. The result of development model suggested that teachers and academic staff in the faculty should encourage students to communicate is English as much as possible in the classroom. They should also guide students on how to work as a team and help one another in the class to go through assignment or tasks. Lastly, students would like teachers to encourage them to read more in everyday life.**

Index Terms—**development, AEC, social sciences, Knowledge management**

I. INTRODUCTION

ASEAN (The Association of Southeast Asian Nations) was founded on 8th October, 1967 under the Bangkok Declaration by the cooperation of Indonesia, Malaysia, Philippines, Singapore and Thailand. Brunei, Vietnam, Laos, Myanmar and Cambodia later joined ASEAN. Altogether there are 10 countries in the association. ASEAN was founded in order to support the economic and cultural growth of the region, to maintain the economic stability and security, and to be the solution for internal conflict in the region [1].

ASEAN communities decided that there should be 3 sub communities within the association, which are (1) ASEAN Political- Security Community (APSC) [2]: the purpose is to make ASEAN the community of united way to develop rules, values and norms. This community should be united,

peaceful, strong and responsible together to solve all problems in every dimension, and to be the community where people are united and trust one another. (2) ASEAN Economic Community (AEC): the purpose is to let ASEN has the common market and manufacturing base, to have high level of competitiveness, to settle equality in this community and to bring the community to the world [3]. (3) ASEAN Socio-Cultural Community (ASCC) [4]: the purpose is to have the people-center community where everybody shares responsibilities and be united uniquely. People in the community are kind, sharing and have good quality of life. Everyone has the right to be protected by the central and has the benefit, welfare and should be treated equally.

Human resource development is part of the ASEAN Socio-Cultural Community (ASCC). The key strategy is to encourage people to have sustainable life-long learning. However, we need to have a group of educators to be ready for that achievement. Therefore, as the research team is from the academic management department, we were interested to take a study on the need of students' self-development and to explore the development model for students by selecting students from the Faculty of Humanities and Social Sciences Faculty as a sample group. We would like to find out which areas that students would like to improve more, and how to create the ways to achieve that goal. Moreover, we would like our students to be ready both physically and academically for the opening of AEC in 2015.

As the quest for knowledge, users can comment and share and learn in order to acquire knowledge in order to integrate the teaching of the following.

Assessment in Thailand overview, students lack skills in areas such as lack of capacity in terms of creativity. A lack of reading and research, lack of morals, ethics, lack of skilled labor and technology. And drug problems The problem To generate knowledge to improve teaching and learning can continue [5].

Knowledge management through the development of students to enter the ASEAN community. In the event a student in exchange for cooperation with the international

agencies. Invite students to want to learn. Activities for students, such as going to the provinces, or neighbor as an incentive for students [6].

II. OBJECTIVES

1. To find out the need of students' self-development.
2. To explore the development model for the students of the Faculty of Humanities and Social Sciences.

III. MATHODOLOGY

A. Knowledge Management Process

1) Indication knowledge

Faculty of Humanities and Social Sciences meeting qualifying knowledge needed. Considered to be consistent with the strategy of the university.

2) Creation and knowledge

Knowledge and educational knowledge. Department of education and knowledge of teaching and learning towards an ASEAN Community of resources including website, publications, experts, or outside agencies. In order to acquire knowledge.

3) Knowledge management as a system

Working KM gather the knowledge gained from the research of various sources of knowledge. Consider storing a distinct category in the document.

4) Processing and refinement of knowledge

Apply the knowledge acquired to date review screen. Associate Dean for Planning and Quality Assurance. Knowledge Management and Board of Directors.

5) Access to knowledge

A guide to teaching and learning towards an ASEAN Community to be published.

6) Sharing the knowledge

Disseminate knowledge on the website of the Faculty of Humanities and Social Sciences.
Event dissemination of knowledge to the students and guests.

7) Learning

Evaluation of knowledge utilization.
Join groups recruiting Best Practice group knowledge.

B. Scope of the Research

The research took place in Suan Sunandha Rajabhat University in the Faculty of Humanities and Social Sciences.

The research topics of students' development aimed to communication skill, critical thinking skills, and the way to create the development model.

The timeframe was from January to February of 2014. Although the research team had the limit of time and resources for this study, we did our best to point out the important and related topics.

C. Idea Framework of the Research

This framework can be explained by system theory:
The input factor was the lack of ASEAN knowledge

among students. This was the major problem which led us to the next step: the process to development. The interviews and questionnaires were created to find out the students' need. Finally, the output was to see students with more understanding and knowledge about AEC, and their English skills are improved gradually.
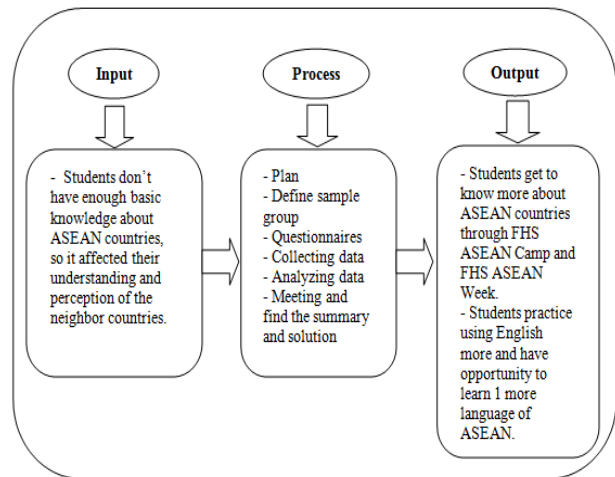

Figure 1. Idea framework of the research

D. Expected Benefit from Doing the Research

After performing the study, we discovered that students would like to have more communicative English practice and critical thinking skill practice. They also would like to learn more about neighbor countries in the region.

We got the way to help our students achieve their goals in terms of preparing for AEC. The primary solution was to encourage our academic staff to use English more often in class. Teachers and lecturers should enable students to work in group, and grow the reading heart among them.

FHS ASEAN Camp and FHS ASEAN Week were our projects set up to support our students' preparation for AEC. These projects aimed to provide opportunity for our students to practice English and other languages of ASEAN and to learn the language, culture, traditions, social and economic development of member countries.

E. Research Methodology

The sample group consisted of 30 students chosen from different 15 majors in Faculty of Humanities and Social Sciences by purposive sampling method.

This research was the qualitative research, using both paper-based and electronic documents, as well as the data from field survey. Data collecting was done through individual and in-depth questionnaires. Research team analyzed the data and found out the final solution for the development plan.

The chosen students from each major were interviewed. The questions on the interview lists included general questions about ASEAN, and about the area they'd like to prepare for AEC. All the data were taken to discuss in the meeting. We summarized and got the final solution by creating projects for the students: ASEAN Camp. In the

camp, students shared and learned together about ASEAN countries. Another project was the ASEAN Week where the staff set up an exhibition about ASEAN for students and everyone to learn about our neighbor countries.
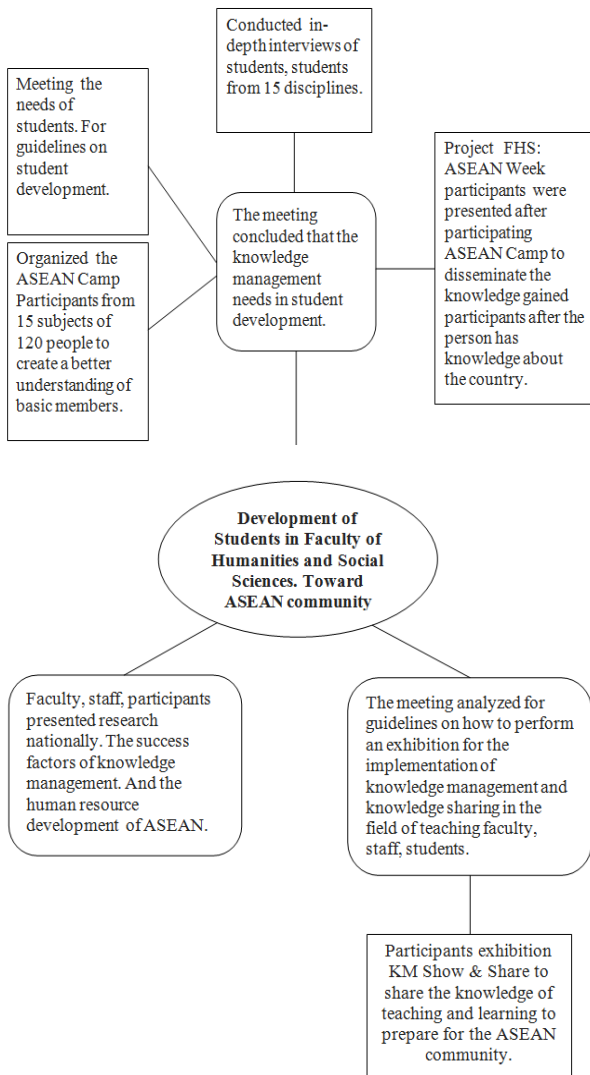

Figure 2. Knowledge management process.step activities.

Figure 4. Data collection, research done by the in-depth interview.

Figure 5. Training Camps for students from ASEAN countries to prepare for the ASEAN community.

Figure 6. Activity camps for students from ASEAN national dress and customs of the countries represented.

Figure 3. A meeting of members of management knowledge to find solutions to student development.

Figure 7. ASEAN week original music contest Thailand arts and culture in Thailand.

Figure 8.   ASEAN week exhibitions in the region.

Figure 9.   KM Show & Share event on the new knowledge management. Student development to prepare for the ASEAN community.

Figure 10.   Good practice award event KM Show & Share in providing knowledge management activities.

IV.   SUMMARY AND DISCUSSION

1. The result development needs of the students of the Faculty of Humanities and Social Sciences for AEC followings.

Students would like to have more chances to communicate in English. According to their way of life, English is mostly used only on paper, so they have any problems with reading and writing skill. However, they lacked of opportunity to practice their speaking and listening skill in everyday life. Students were embarrassed to speak English in public. Some students didn't even know how to introduce themselves in English, and didn't know how to call their faculties in English.

Students wanted to improve their critical thinking skill and their skill to solve problem practically. Their problems were mostly caused by lack of reading. Students were so addicted to new technology, i.e. chatting and social networking on their smart phones. The less students read, the less they. They didn't follow up with the current news and new knowledge, so they couldn't manage the sudden situation. Students don't pay attention to news either; they couldn't even answer simple questions about ASEAN.

The basic knowledge of AEC in essential, according to the interview, it is found that no one of the subjects from 15 majors can tell about Pillars of ASEAN Community or can identify eight careers that can be mobile freely for AEC

2. From performing this research, we can design a model to help improve our students to get ready for AEC starting from the academic staff.

Teachers of the faculties can create lesson to support AEC. Staff can provide service to support AEC as well. English should be used more often in class. Team-work assignment should be assigned more to students so they can learn how to cooperate with others. Encourage students to read more by designing the practical and interesting program.

Teachers in all majors can adapt AEC information into their lesson plan so students will learn subconsciously.

English should be used more in classes, especially in English-related majors, such as English major, Business English major. Students who take English as minor subjects should also emphasize on English more often.

V.   SUGGESTIONS

A. Operational Suggestion

All staff in academic field should encourage students to use English more in all classes.

All lesson plans should be added with ASEAN information in so students can learn about ASEAN while studying.

All staff must create inspiration for students to study and read more.

Universities should prepare the fields. On a par with countries By training or signing cooperation with enterprises in the course together. To increase the skills to reflect changes in the industry. To give students the opportunity to develop themselves.

Should university student exchange programs each occupation to perform the Member States. By providing a part of the curriculum in the form of cooperative education. Training, work experience between countries and cultures, and to facilitate labor mobility and careers among members.

B. Suggestions for the Next Research

There should be the research to find the right pattern for allocation ASEAN knowledge and self-development for each subject.

The study about factors affecting on students' readiness for AEC should be done.

There should be the research about curriculum that will support and welcome AEC.

Many curriculums should be adjusted to add more knowledge of AEC in terms of language, geography, sociology and economy, etc.

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Dr. Nattapol Pourprasert was born in Bangkok in 1984 and graduated from Ramkhamhaeng University in Ph.D. (Political Science) in 2011. He quickly gravitated to an academic career in Public Administration Program at Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University.

Miss Narisa Ruadraew was born in Trat in 1983 and graduate in Business Administration (Marketing) from Suan Sunandha Rajabhat University. The Experience Nurse Aides Kasemrad Hospital, 2002-2005, teaching assistants registration and measuremen, 2005-2008 and academic study officer, 2008-present. Position Academic Education Services Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University.

Miss Wanida Konglaem was born in Roi Et in 1988 and graduate degree Administration Department of Local Government from Ubon Ratchathani University in 2010. The Experience Chief Operating Officer Kasikronthai Bank of Thailand, 2010-2011 and academic study officer, 2011-present. Position Academic Education Services Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University.