



## **Research Report**

**Higher Education Research: The Study of Problems and  
Challenges of the AEC for the Faculty of Education,  
Srinakharinwirot University**

By

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## **Executive Summary**

### **Project name:**

The Study of Problems and Challenges of the AEC for the Faculty of Education,  
Srinakharinwirot University

### **Introduction**

There has been little research studying what problems the AEC will bring to Thai higher education system and what Thai higher education institutions will encounter. The influence of the AEC causes a disruption in the existing administrative and operational levels. When the higher education system is disrupted, the quality of the university students is also affected. The readiness for AEC as the important agenda for higher education institutions is not promoted by the relevant government organisations. Only the broad guideline is prescribed and that is for all higher education institutions (HEIs) to implement. This method is considered ad-hoc and one-size-fits-all. Educational change is often very difficult, and the range of obstacles stem from the poor conceptualization of changes, the change being too broad and ambitious, no long term commitment or the over-controlling and ineffectual leaders (Hargreaves, 2005). Higher education institutions which fail to address changes will suffer.

### **Research Objectives**

The existing information on the ASEAN Community/AEC and higher education in Thailand brings in question of what the perceived problems and challenges of the AEC for the Faculty of Education in administration, teaching and learning and curriculum development, graduate quality and internationalization. Secondly how can these problems

be mitigated and whether internationalization of curriculum will assist in preparing graduates for the ASEAN Community.

## **Methods**

The research uses a mixed-method. The research methods involve a two-phase data collection process. The first phase involved collecting questionnaires from 50 staff members from five faculties and one centre. These data were used to identify the problems in teaching and learning in the Faculty of Education. The data were analysed through the descriptive statistics. The second phase included in-depth interviews with 28 staff of the Faculty of Education (18 teaching faculty and 10 executives). The data were analysed through a qualitative research method by using content analysis to determine the themes and the contents that associated with each theme.

## **Results and Discussion**

The survey results show that the internationalisation of curriculum has the highest level. The overall mean score of the aspect show 4.34 which is highest among the four areas which list Internationalisation of the Curriculum, Graduate Quality, Teaching/Learning and Curriculum, and Administration.

The qualitative results indicated the problems in internationalised curriculum, English language proficiency among the lecturers and students, multiculturalism and international mindset. For administration, the problems are in leadership, shortage of financial support, lack of action and plan and no interest. For teaching/ learning and curriculum, the problem with existing curriculum is quoted as well as the extracurricular activities. There is no report of problems in the graduate quality. Data analysis reveal three elements pertaining to the development and challenge and problems of Thai higher education institutions in the age of the ASEAN Community. There are forces opposing the development, force supporting the development, and the areas that need adjustment. Firstly, the forces opposing the development of the Faculty in the ASEAN Community covers three aspects which list administration, lecturers, and students. Secondly, the force supporting which covers two aspects of quality teaching and learning and multiculturalism and international attitude. The adjustments are the areas where the Faculty can develop to be

able to function effectively and compete with other HEIs. This covers English Language Skills, internationalized curriculum. extracurricular activities and international experience.

## **Recommendation and Conclusion**

This research illustrates the impending changes and problems that is associated with the AEC force. It was discovered that the changes are mainly in the English language and an internationalized curriculum as well as in the management of resources and assistance of lecturers to prepare themselves for the challenges. The quality of graduates is reported to be acceptable through the qualifying examination. Nonetheless, the problems are reported to be connected from no awareness to no strategic movement and action plan in the administrators and inertia of the lecturers. The other key challenge is a lack of English proficiency among the lecturers and the students. Therefore, the resolutions to these problems are needed for the Faculty and the University to thrive in time of change. For recommendation, the greater scope of study is recommended as well as in the areas of administration and policy in managing the higher education institutions in the age of ASEAN Community.

**Keywords:** AEC, ASEAN Community, Thai university, problems and challenges

## **Acknowledgements**

This research study cannot be possible without the funding from the Faculty of Education. I wish to take this opportunity to thank you the Faculty for providing a grant from this research. This research also illustrates the dedication of academics and people in the Faculty of Education for their hard work and determination to strive in the increasingly complex and demanding world.

This personal experience of writing research may not be pleasing all the way, but it is an enjoyable experience which grant the research the opportunity to explore the issues that might affect the Faculty of Education and reflect on these changes as well as what I have learned from conducting this research. This experience is memorable and greatly develop my academic insights.

I would like to express my gratitude from the 28 key informers of this research as well as those who participate in survey. The interviews are insightful, informative and important in every level.

I would like to profoundly thank Assistant Professor Chatupol Yongson for advising and encouraging the author to develop this research. He is also a very skillful mentor who assist the author in many other aspects.

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# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

In 2015, Thailand entered the ASEAN Community Economy (AEC). The AEC promotes the trade liberalization, freer movement of commodity, services, investment and highly-skilled workforce in eight occupations. ASEAN aims to become a single market of trade and services. It is the ideal proposes that the AEC will be a promising start for the ASEAN members in terms of integration and cooperation in economic, socio-cultural, and political-security aspects.

The competition between the ASEAN region and other countries become intense. The ASEAN bloc has to cooperate in many areas as well as in education. Thailand's quality of education is, nonetheless, in decline. Thailand was ranked the seventh in basic education and for higher education, it was ranked the eighth (The Nation Editorial, 2014). Despite the fact that education has been on the high priority list for Thailand, this information shows an alarming trend for Thai education. It also points out that Thailand urgently needs to improve its education system. Fry and Bi (2013) term such phenomenon as "Thailand Educational Paradox" (p. 305).

Since 1999, the access to education has been systemically increased. More students continued higher education because of free access to 12 years of basic education which was enacted in the Constitutions of 1997 and National Education Acts of 1999. The Office of the Higher Education Commission issues the Second 15-Year Long Range Plan on Higher Education (2008- 2022) which aims to improve quality, education opportunity and participation in arranging education from all sectors (Laksanavisit, 2009), However, greater opportunity to access tertiary education does not always lead to the delivery of quality education. It, in fact, shows that the massification of higher education has decreased the quality of the university graduates. As it is recognised, many factors either internal or external can influence to the operations of higher education institutions. The authorities have to ask a question of how a university can improve learning outcomes and graduate quality to match the demand of job market. Today, the trend illustrates that many Thai universities are falling behind in development. Only a handful of universities are able to grasp the flow of development and turn it into useful opportunities for themselves.

The chapter provides a background to the AEC as well as Research Objectives and Research Questions, the Significance of the Study. It also outlines Thailand Higher Education Reform and Development, Limitations and the Structure of the Research.

## **1.2 Research Objectives**

This brings the research to the questions of how the AEC coupling with the force of globalization would affect the higher education system in Thailand. There has been little research in the area of studying what problems the AEC will bring to the higher education system and what Thai higher education institutions will encounter following the changes. The Influence of the AEC is certain to cause a disruption in the existing administrative and operational levels. When the higher education system is disrupted, the quality of the university students is affected. The stakeholders especially higher education institution (HEIs) and government are not fully aware of the AEC force. In addition, the readiness for the AEC as the important agenda for higher education institutions is not promoted by the relevant government organisations. The Office of Higher Education Commission (OHEC) (2011) prescribed the broad guideline (OHEC, 2011) and that is for all HEIs to implement. This method is considered “ad hoc” (Lingard & Haber, 1999; Mohanna, Chambers, & Wall, 2007) and “one-size-fits-all (Fields, 2000; Pratt, 2002).” No universities would use the guideline as it is. Some of the universities conducted a study and customize the solutions and suggestion to match their context. When there is no important and ongoing guidance, strategic planning or structural changes from the higher level, Thai HEIs are often left to confusion to what they could do to counterbalance the effects of the phenomenon.

It is obvious that some universities are able to see the opportunities and challenges of the AEC forces and capitalise on the benefits of the AEC. The case study of Khon Kaen University presents the successful case of how Thai university can benefit from the AEC. In 2014, Khon Kaen University held a train to develop a guideline to prepare staff and students to welcome visitors from ASEAN countries. The trainings were conducted in various languages: English, Laotian, Cambodian and Vietnamese. In the same year, the Centre for ASEAN Studies (CAS) was established to provide opportunities for researchers and scholars to examine socio-economic, political and legal structures of ASEAN various institutions. Khon Kaen University is a showcase for the HEIs that are able to grapple the future scenarios that ensue the regionalization process. This research was conducted to find out the perceived problems and challenges of the AEC in the Faculty of Education.

Srinakharinwirot University in the following administration, teaching/ learning and curriculum, graduate quality, and internationalisation and to what degree would the perceived problems affect the Faculty. And lastly whether these problems can be addressed and alleviated by internationalisation approach.

### **1.3 The Significance of the Study**

In Singapore, the studies on the AEC and the ASEAN Community has been initiated to prepare graduates for the economic integration. In Thai education, little is known on the effects of the AEC/ASEAN Community in Thai higher education institutions. More work is needed to complete the picture of Thai higher education in the time of a swift and intense change. Therefore, this research was conducted to study the preparation of the Faculty of Education, Srinakharinwirot University. It aims to inform the managerial and lecturers of the Faculty of the impending challenges that await the Faculty and perhaps seeks solutions to the problems associated with the AEC.

### **1.4 Thailand Higher Education Reform and Development**

The fundamental educational reform in Thailand took place after 1997 when Thailand encountered the ASEAN economic crisis or “Tom Yum Kung Crisis”. The government decided to switch to a flexible currency rate regime. Thai Baht currency was depreciated by more than 50% by the end of the year (Laplamwanit, 1999). Thailand received 17.2 billion Dollar rescue package support program from the International Monetary Fund (IMF) in 1997 and 500 million Dollar Social Sector Program Loan from the Asian Development Bank (ADB) in 1998 and underwent a massive structural including financing, macroeconomic and structural reforms (Asian Development Bank, 2009; International Monetary Fund, 2000). This is a wake-up call to the Thailand to solve the fundamental problems.

Education was the target of reform. Following the reform, the 1999 National Education Act was passed and went into effect. The rationale for reform was to address (1) intrinsic problems and crises which resulted from the 1997 economic collapse were the bureaucratic difficulty of managing higher education institutions, mismatch of graduate profiles and market requirements, low research output of universities, problems of equity and access to higher education, and low degree of collaboration between universities and

the modern economic sector; (2) quality graduates and national competitiveness in world community; (3) limitation of national resources for education (Kirtikara, 2001, pp. 4-5).

### **1.5 Readiness of workforces for the AEC**

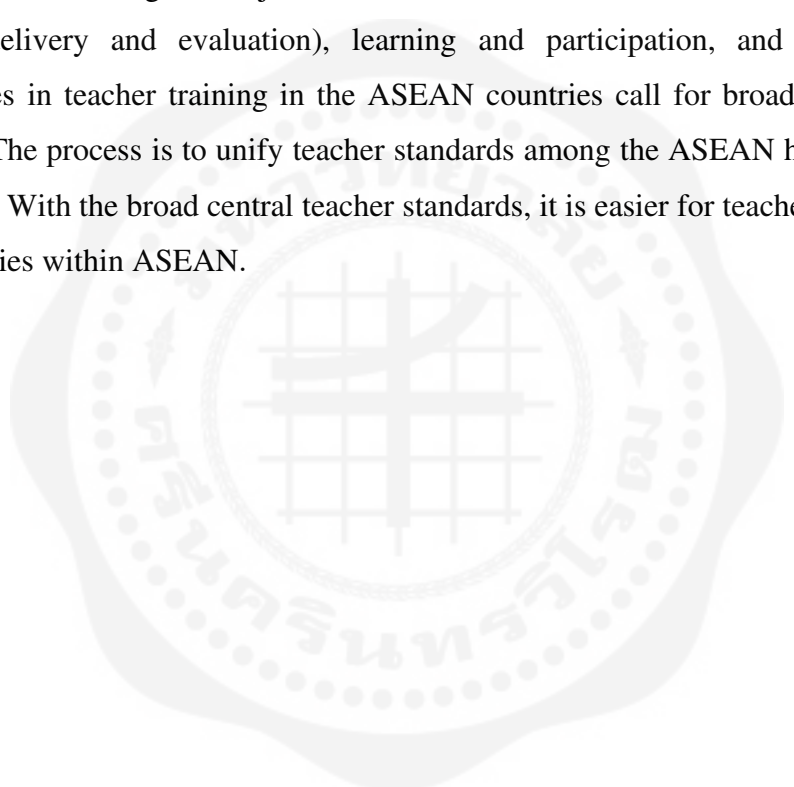
Although it is undeniable that this opportunity does not come without challenges, ASEAN economic integration brings along complications for HEIs. While many issues on the AEC integration were also reported (Barbin & Nicholls, 2013; Vongchavalitkul, 2012; Yaakub, n.d.), most studies point out the unpreparedness of workers and students (Barbin & Nicholls, 2013; Nguyen, 2015). These issues are education related. For instance, the majority of the workers are low-skilled with education below lower secondary. High percentage of skilled workers are clustered in agriculture and fishery sector rather than manufacturing; university graduates experience high unemployment rate and lastly Thai economic productivity was low because of poor English proficiency among Thai workers (Nguyen, 2015). Barbin and Nicholls (2013) reported that Thai university students in a private university have low level of knowledge on the AEC and thus are not well-prepared for the opening of the AEC. The results, however, indicate that students have high level of acceptance and willingness to embrace the AEC's changes. It can be concluded that higher education institutions will have to invest greater time and effort to increase awareness, knowledge and competencies in the AEC among the students.

The study of Sinhanet and Fu (2015) point out the deficiency of the supporting programs in eight occupations. Only 22.16% of public universities offer courses to support eight AEC occupations and 12.50% of private universities offer the courses. Although occupation such as Medicine, Dentistry, Nursing, Accounting and Architecture is the major demand of AEC market, few universities are offering these programs. The overrepresented programs are Engineering and Hospitality and Tourism, resulting in the other six occupations being left out. The deficiency possibly reflects the shortage in the teaching staff and resources in Thai universities. The study suggests that Thailand will suffer economically from the lack of opportunities in these fields. An article from the Bangkok Post support the insufficiency that “without education reform, the country cannot maximize AEC opportunities, any AEC benefits will be concentrated in the hands of the privileged few who are already well-equipped for change” (Bangkok Post Editorial, 2012, online). Sinhanet and Fu (2015) further underline the need for Asean state members to develop

English proficiency of the citizens and international education as the key instrument for higher education. Overall, this study implies that Thai universities are not ready for AEC.

### **1.6 Education and the ASEAN Economic Community**

In Thailand, there are nine teacher professional standards that a teacher requires in order to practise teaching in public schools (The Teacher Council of Thailand, 2013). However, in Singapore, there is model which comprises set of skills, values and knowledge for the 21st century (NIE, 2008). In Cambodia, there are four teacher professional standards, i.e. knowledge in subject matters and nature of learners, teaching practice (e.g. planning, delivery and evaluation), learning and participation, and ethics. These discrepancies in teacher training in the ASEAN countries call for broad central teacher standards. The process is to unify teacher standards among the ASEAN higher education institutions. With the broad central teacher standards, it is easier for teachers to transfer to other countries within ASEAN.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The ASEAN Economic Integration (AEC) is projected to bring along changes to higher education system in ASEAN countries. To understand these changes, we also need to understand the discourse of globalization and its effects on higher education system. Scott (2000) concluded that in the transformation of globalization in higher education in the intense challenges of globalization and the volatility of the late-modern (or post-modern) society, they [higher education] “have to develop a new capacity not simply to build alliance with other institutions but to reinvent, reengineering and re-enchant itself, to compromise its own integrity in order to allow a new configuration of “knowledge” institutions to develop” (p.9-10).

This research is constructed based on multiple themes and concepts that support changes in the Asean Economic Integration phenomenon as a driving agent in a Thai university. This chapter reviews literature on the AEC, trends of AEC on Thai higher education, globalization and internationalisation of higher education and challenges of AEC on higher education system. The structure of the topics of the chapter are the ASEAN Economic Community, Demographic Changes, the Challenges of Education, Trends of the AEC on Higher Education, Significance of English Language, Restructuring and Privatizing Higher Education in Thailand, Internationalisation of Higher Education, and Change Management and Leadership.

#### **2.2 The ASEAN Economic Community**

The ASEAN Economic Integration (AEC) is seen as a step toward the convergence of ASEAN member states in terms of economic integration. The AEC integration leads to the introduction of a single market and a production base of the ASEAN member states, the free movement of goods, services, investment, capital and skilled labor, along with the establishment of the emerging CLMV economies, known as ASEAN - 4 countries: Cambodia, Laos, Myanmar and Vietnam (ASEAN Secretariat, 2011). This makes the AEC a new emerging economy powerhouse in Asia. The changes that the AEC brings along will be monumental for Thailand in many ways. However, there are relevant issues in the



management of the influx of immigrants, erosion of culture and national identity, skill recognition and transfer, and high competition among the member states.

The AEC is the result from the Declaration of ASEAN Concord II (Bali Concord II) in 2003 which seeks to establish a single market and production base with aspiration to transform ASEAN into a stable, prosperous and highly-competitive region with equitable economic development, reduced poverty, and socio-economic disparities, progressing in tandem with the establishment of the ASEAN Political Security Community (APSC) and the ASEAN Socio-Cultural Community (ASCC) (ASEAN Secretariat, 2015b). The three pillars of ASEAN Community were built on different aims and road maps. Thailand has been an advocate of ASEAN integration since the forming of the concept.

Originally, the AEC and ASEAN community were intended to be launched in 2020. The AEC blueprint was initiated earlier in 2015 to be in line with the ASEAN Vision 2020 and the ASEAN Concord II. The Acceleration of the Establishment of an ASEAN Community was signed at the Cebu Declaration in 2007 with the main aim to transform ASEAN into a region with free movement of goods, services, investment, skilled labor, and freer flow of capital (ASEAN Secretariat, 2008).

The main aim of the AEC is described below:

The AEC will establish ASEAN as a single market and production base making ASEAN more dynamic and competitive with new mechanisms and measures to strengthen the implementation of its existing economic initiatives; accelerating regional integration in the priority sectors; facilitating movement of business persons, skilled labor and talents; and strengthening the institutional mechanisms of ASEAN. (ASEAN Secretariat, 2008, p. 5)

The AEC has the objectives in developing the human resources as a key to develop the nation to enter knowledge-based economy and globalized world. It aspires to develop the consortia of Southeast Asia countries in the similar approach of the European Union (EU). The AEC allows the transfer of skilled labor in eight professions; Medicine, Nursing, Engineering, Accounting, Architecture, Surveying, and Hospitality and Tourism (Sinhanet & Fu, 2015). Regional organizations such as SEAMEO RIHED and Asean University Network (AUN) promote the integration of education in Asean. The aims are to promote education networking, enhance and support students and staff exchanges and professional development through creating research clusters among the ASEAN institutions of higher learning. The necessary missions for HEIs in the AEC encapsulate regional accreditation

system, improvement in quality of education, universal education promotion and increase in English language usage in every education level (Yaakub, n.d.).

OHEC (2010) published the broad strategic cooperation framework to prepare Thai Higher Education Institutions for the ASEAN Community. The framework addresses the challenges of the AEC that lead to freer flow of academic staff and students, free flow of trade and service and free flow of knowledge, culture and language as follows: increasing the ability and quality of the graduates to reach international standards; increasing the strength of educational institutions to develop ASEAN as a powerful economic region; and supporting the role of Thai higher education in ASEAN. Kayanha (2013) proposed the changing role of Thai HEIs to be more responsive to changes in the ASEAN community. He suggests three broad measures covering increasing graduate competency through English language skills, teaching and learning media, student exchange, promoting cross-country activities for students to participate, creating activities to increase consciousness of ASEAN citizens; building strength of HEIs by promoting lecturers to pursue a Ph.D. level, promoting professional development through academic ranking, creating research networks between centres of excellence, providing scholarships for professional development, and research publication and conference; lastly promoting the role of HEIs in ASEAN through free trade of education in ASEAN, awareness of Thai and ASEAN identities, and collaboration between HEIs for transnational issues e.g. epidemic, organised crime and drugs, and extending common academic duties to other ASEAN universities and colleges.

Thailand aims to be a regional hub of higher education and attract up to 100,000 international students rising from the current number of 20,000. The international standard as well as rigorous quality assurance have been imposed in the passing decades. The AEC would offer the opportunity for Thai HEIs to attract international students from the other ASEAN countries. ICT structure has been improved to ensure the quality of higher education and regional cooperation e.g. the Inter-University Network, Thailand Cyber University, the e-library ThaiLis and the National Education Network (Ned-Net) (Yaakub, n.d.)

### 2.3 Eight Transferable Professions

Thailand is planning to move away from being an industrialized country to a knowledge economy where highly-skilled workers and information become a mechanism for driving the economy forward. The vision of the AEC also stresses the transfer of skilled professions in eight areas. Following this, it is anticipated that universities will offer more programs in eight areas that can be transferred to other countries within ASEAN i.e. medicine, nursing, engineering, accounting, architecture, surveying, and hospitality and tourism. It is possible that more Thai and ASEAN countries' students will choose to enroll in the courses in eight transferable occupations to widen their career opportunities and mobilization.

As the younger population in Thailand is shrinking, HEIs have to expand their prospective students. Offering courses in the transferable skills will attract not only local students but also international students from ASEAN countries to enroll in such courses. By contrast, only 22.16% of public universities offer courses to support the eight AEC occupations and 12.50% of private universities offer the courses (Sinhanet & Fu, 2015). None of the public and private universities offered the supporting international courses in "surveying" and "dentistry." The courses that are most popular among Thai HEIs are clustered in hospitality and tourism.

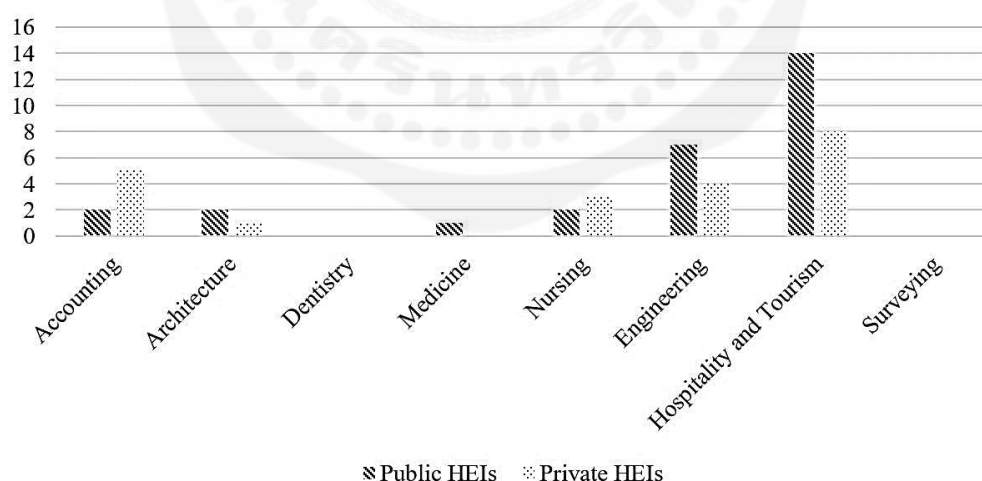


Figure 2.1 Number of Thai Universities offers International Bachelor's Degree programs among 8 standard occupations for AEC (Sinhenet & Fu, 2015, p. 49)

Many universities now recognize the shortage of these courses. The development and offering of these courses are in progress. In the past, attempts in offering international programs in medicine are made by Rangsit University and Srinakharinwirot University, but it was met with opposition from the Ministry of Public Health (Thaipost, 2010, Online). Although at present universities are not convinced that international courses in these occupation is beneficial, it is anticipated that they will be inclined to offer the programs in the future.

## **2.4 Demographic Changes**

Aging population results in diminishing younger population. Student number are affected and the phenomenon is leading to a smaller number of enrollment in higher education. HEIs have to compete intensely to attract students to enroll. Many resorted to offer courses that are popular as money maker. The method is detrimental as it does not address the domestic needs of the workforce. in the country resulting in high unemployment rate, overstaffing in some sectors e. g. those in humanities and social sciences and understaffing in others such as the science and technology.

In the ASEAN states, the proportion of the elderly (over 65 years old) was at 7.7% of the overall population of ASEAN countries. However, the aging trend is on the rise and the ratio of the greying population is expected to double to 15.5% in 2035 (Sangwongwanich, 2017). In the case of Thailand, the birthrate is declining and the country is expected to be one of the most aging population. In 2030 the median age of Thai population will be 45 compared to Laos PDR (26), Cambodia and the Philippines (27), and Myanmar (32). The aging trend has implications for all ASEAN members as the change in the population group will inflict changes in many domains. The areas that will be affected severely are human resources, basic and higher education, healthcare, housing, monetary, and welfare. Higher education in Thailand are forecasted to be worst affected due to shrinking university student population.

## **2.5 Challenges for Education in the ASEAN Community**

The ASEAN Community was the result from the Bali Concord II in 2003 where the three pillars of ASEAN Political Security Community (APSC), the ASEAN Economic Community (AEC) and the ASEAN Socio-cultural Community (ASCC) were established. The three pillars emphasize on different aims and roadmaps as shown in the blueprint. The

APSC focuses on promoting peace and democratic values in the region. Its components include the shaping and sharing of values, the prevention and resolution of conflict, and post-conflict peace building. The ASCC aims at building solidarity and mutual understanding through the forging of a common ASEAN identity and improving the quality of life of people in ASEAN countries. The AEC establishes regional and economic integration through a single market and production base to strengthen ASEAN economic competitiveness. Furthermore, the AEC encourages the economic development within the ASEAN nations to compete with the global market economy (Association of Southeast Asian Nation, n.d. as cited in Arphattananon, 2015, p. 20).

As a result of the economic integration, the Market of Thailand will increase by tenfold and it allows the transfer of skilled labour in eight professions, i.e. Medicine, Nursing, Engineering, Accounting, Architecture, Surveying, and Hospitality and Tourism (Sinhanet & Fu, 2015). It is anticipated that the transfer of skilled labour in AEC will be problematic. For instance, foreign general practitioners will face difficulty transferring to Thailand because they will have to take the test organised by professional bodies in Thailand. A number of studies identify challenges of AEC for Thai higher education (e.g. Jitpaisanwattana, Pathumcharoenwattana, & Tantawutho, 2015; Sinhanet & Fu, 2015; Thanosawan, 2017; Thompson & Thianthai, 2008). The research from the University of the Thai Chamber of Commerce illustrates that lack of awareness of AEC among Thai workforce in the eight professions who were not aware that they are able to work in the other ASEAN countries (as cited in Pratrungkrai, 2013).

Several challenges including lack of interest in the opportunities of mobilization, existing professional capacity and competency, methods of delivery and English language skills were identified. Most of these issues underlie the fundamental problems of Thailand's education system. As a matter of fact, Thailand did not have a strategic plan to prepare the worker group for the AEC and these skilled workers lack clear understanding of the challenges and benefits from the AEC (Pratrungkrai, 2013). Concurrently, the lack of awareness of the Thai university students is obvious. Only 67 per cent from overall 200 Thai university students considered themselves citizens of ASEAN (Thompson & Thianthai, 2008). These students lack general knowledge about ASEAN such as the year ASEAN was founded. These complications illustrate that Thailand need a concrete plan to develop the competent workforce. Higher education as a service sector that produces workforce is facing an uphill task of how to produce graduates whose quality are regionally

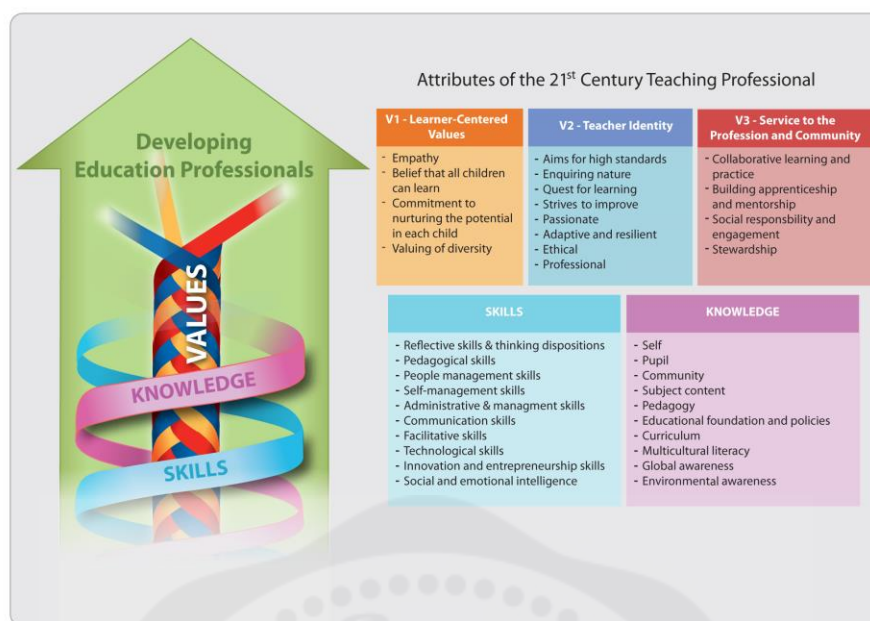
recognized. Awareness of AEC and global interconnectedness should be cultivated in the basic education level (K-12).

The document from the Office of Higher Education Commission (2015) captures the challenges of AEC that lead to freer flow of academic staff and students, free flow of trade and service and free flow of knowledge, culture and language. However, it is notable that the guideline only provides the broad steps and actions from the government's point of view. The guideline to these challenges proposes three strategic planning for HEIs:

- (1) Increasing the ability and quality of the graduates to reach international standards;
- (2) Increasing the strength of educational institutions to develop ASEAN to be a powerful economic region; and
- (3) Supporting the role of Thai higher education in ASEAN.

The OHEC's guideline concurred with the academic paper of Kayanha (2013) in the three strands which are graduates, strength of HEIs and roles of Thai HEIs in the ASEAN arena. Based on the studies, the three key parties of higher education, i.e. students, academics and university executives are involved in the research tool in this study to identify the possible weak points that may lead to problems of HEIs in the AEC.

A lack of standards among ASEAN member's education system is proved to be serious issues. Unlike the other professional standards e.g. ACCA, CFA or ICPM which is internationally and professionally recognised. Teacher education is still highly dependent on the national framework and national teacher standards. While Louangrath (2013) and Pyakurel (2014) reject the idea of harmonisation of education in the ASEAN, they accept that there need to be the shared standards for professions that are controlled by the professional organisations. Compared to Singaporean V3 SK Model which consolidates values, skills and knowledge required for the teaching professional in the 21st century. The details are described in the figure below.



*Figure 2.2 V3 SK Model (NIE, 2008, online)*

In Thailand, there are nine teacher professional standards (The Teacher Council of Thailand, 2013) that a teacher requires in order to practise teaching in public schools. However, In Singapore, there are three core values, knowledge and skills for teaching professions. This framework is premised along three value paradigms: learner-centredness, teacher identity and service to the profession and the community (NIE., 2018). In Cambodia, there are four teacher professional standards, i.e. knowledge in subject matters and nature of learners, teaching practice (e.g. planning, delivery and evaluation), learning and participation, and ethics. These discrepancies in teacher training in the ASEAN countries call for broad central teacher standards. This can be achieved through the process of harmonisation of education. While there is a rejection from Pyakurel (2014), the author also supports the views that the shared set of standards can be defined by the teacher institutes in ASEAN countries. With the broad central teacher standards, it is easier for teachers to transfer to other countries within ASEAN. The development will be in line with the changes that affect ASEAN as a whole.

In Thai education, morality and ethics are strongly woven into the teaching. Research of Arphattananon (2015) on how the AEC and ASEAN community have shaped Thailand's social study curriculum. Thailand's social studies curriculum originally stresses being a good Thai citizen by abiding by law, maintaining Thai culture and values, adhering

to Buddhism and religion principal. The ASEAN Curriculum Sourcebook expands the definition of good citizens beyond the national level. The ASEAN citizens have to understand other culture and the cooperation and regional integration among member countries as well as possessing civic skills. She argues that it is premature to judge whether the effects of ASEAN Curriculum can change the identity and values of Thai people. Similarly, an empirical study of readiness of accounting students in the ASEAN shows that moral and ethical issues are one of the readiness of the students and the most important factor for the accounting education. English language skill and readiness of the universities are also among the most influencing factor (Suttipun, 2012).

It is inevitable that more Thai universities will become autonomous in the coming years. In order to cope with globalised changes, universities will have to become autonomous from the state control. The autonomy of higher education promises flexible management of resources, personnel, administrative and academic affairs. Therefore, many universities are embarking on a journey to become autonomous. The changes of an independent university encompass the autonomy to manage three major internal affairs, namely, “academic matters (academic programs, university structure), personal matters (personnel system, recruitment, remuneration, benefits), and finance and budgets (budget management, procurement system)” (Kirtikara, 2004, p. 8). Lao (2015) has addressed the peril of becoming autonomous. Autonomous universities undergo the pressure of leadership and uneven resource since they become more financially independent from the states. Universities with services and more resources are considered better off than those without such resources. Furthermore, they also push themselves towards better global ranking and better rank in Quality Assessments. This was done by many ways, for example, faculty members need to publish a high volume of academic work. Instead of focusing on the quality of paper published, these universities focus on quantitative standard so that they can achieve better ranking. These processes are a pitfall for the universities to achieve excellence in academic.

## **2.6 Trends of the AEC on Thai higher education system**

The modern higher education sector has been profoundly affected by two main themes: massification and globalization (Shin & Harman, 2009). These themes have intensified after the 1980s when universities in Thailand offered courses to respond to the demand of skilled workforce in many sectors. This is followed by internationalisation trend



in the 1990. Internationalisation of higher education in Thailand has a positive reception from students and parents as it responded to the massive growth of the economy. On the contrary, internationalisation is also met with fear of western culture dominance and loss of the local culture, changes in the internal structure of Thailand and the identity of Thai people (Lavankura, 2013).

The AEC is seen as an opportunity to internationalize and harmonize the higher education system to align with other ASEAN nation members. The phenomenon is slowly manifesting and scholars in various subjects have predicted the fore coming trends. OHEC (2008) defines seven scenarios which will be key challenges for Thailand's higher education including demographic change, energy and the environment, future employment, decentralization of the country and development of local administrative bodies, peaceful resolution of conflict and violence; postmodern/postindustrial world and His Majesty the King of Thailand's initiation on the 'sufficiency economy'. These key scenarios are also speculated as a link to the AEC 2015.

From these scenarios, there are many issues that can develop into problems that affect universities in Thailand. In this article, the trends of the AEC involve the increasing significance of English language, intense restructuring and privatization of higher education, more programs in eight transferable skills and transformation of teaching universities into research universities.

### **2.6.1 Significance of English Language**

English language is considered a language for communicating in the ASEAN context. According to the Office of Higher Education Commission (2010), English has become very important since it would prepare the country for integrating into the ASEAN community by 2015 (p. 69). Furthermore, the ability to communicate in English has repeatedly been cited as the most important instrument to compete with other Asean members on the AEC (Chongkittavorn, 2014, Online). Many studies listed English language skills as an important quality for both university graduates and professionals (Jitpaisanwattana, Pathumcharoenwattana, & Tantawutho, 2015; Singi, 2014; Tantiniranat, 2015; Yaakub, n.d.).

Many reasons accounts for the deficiency of English education in Thailand. The most serious concern is the structural limitations that underlie the low English communication ability in Thai students. Firstly, the Ministry of Education Strategic Plan for ASEAN Community in 2015 did not include English professional training courses.

Second concern comes from the 2008 English curriculum of Thailand which lacks unity and was difficult in curriculum quality control. Apart from structural limitations, Thai teachers and students are reported having problems with English education achievement. Thai teachers are not competent enough in areas such as writing, listening and speaking. They also have a minimal exposure to English language. For students, lack of motivation, passivity and little efforts in studying contributes to the low achievement in English language. The areas e.g. curriculum needs revision to make it better aligned with the vision of the AEC along with mathematics and science being delivered in English, English for specific purpose pedagogy and English provided in work after graduation (Sanonguthai, 2013).

Singsi (2014) analyzes the trends and interpret the data collected from the document analysis. These trends outline the staff/students, higher education institutions and freedom of movement in eight professions. The staff/students states that English will gain greater significance as a medium of communication. Secondly, the graduate competencies that match the region's needs are also needed. In the preparation of higher education institutions, the trends are changes in the existing curriculum which need to be develop for eight professions, awareness of ASEAN Community, STEM teaching focus, changes in existing curriculum that reflect the free trade of education in ASEAN Community, internationalisation of the curriculum and academic strengths in subjects such as health sciences, tropical medicine, agriculture, agricultural industry and tourism. Lastly, the freedom of movement in eight professions will be the trend which unfortunately will lead to shortage in certain profession, e.g. doctors and nurses, the needs for dual language course in eight professions, and the common standards of transfer system of the eight professions.

Jitpaisanwattana et al. (2015) suggested that English should be integrated into technical accounting professional classes. Learning methods should be diverse and creative in terms of delivery methods. While Thai higher education institutions mostly use classroom lecture to deliver teaching to teach English, many overseas higher education institutions resort to various techniques, e.g. classroom learning technique, self-study method and technologically-assisted learning method. The critique of English teaching in public education is illustrated in Bangkok Post's article (2012, January 10) that the "government-run language teaching is almost universally rote, unimaginative and presented with no motivation" (online). Lacking essential skills in work, e.g. English

competency impede the employment opportunity for Thai workers. In some worse cases, university graduate cannot even read the job advertisements. The language deficiency concludes the disadvantageous stance of Thailand in the AEC arena.

### **2.6.2 Restructuring and Privatization of higher education institutions**

The trend of AEC will lead to restructuring and privatization of higher education institutions. As stated earlier in Scott (2000) who argues that many universities are generally bound to the state, the AEC and globalization are forces that bring along opportunities for these HEIs to expand their student body. With these forces come the trend that encompass the transition from state bureaucratic system to the independent and autonomous universities. The path of restructuring public higher education has never been an easy one. The public universities feared that they may not receive adequate funding from the government and that the faculty members were suspicious that their resources will be depleted after de-linking from the civil-service (Kirtikara, 2006 as cited in Mok, 2007, p. 280).

Fry (2002) comments that too much of the Thai educational budget is spent on this highly centralized bureaucracy. The bureaucracy regime of prevails in every level of Thai education from basic to higher education. This regime thus has created a “state-centered perspective by promoting a highly structured, rigid, higher education model” (as cited in Sae-Lao, 2013, p. 139). While it yields low outcomes, this phenomenon is actually creating more problems for Thai HEIs for its lack of efficiency in management as budget is spent in the bureaucratic system rather than other areas that are much needed. Budget spending may not reflect the real need in higher education system.

The transformation of public Thai universities into autonomous institutions officially stemmed from the 1997 Asean Economic Crisis and was enacted in the 1999 Education Act. Thai Government received the contingency loan from the Asian Development Bank (ADB) and the International Monetary Fund (IMF) to reform the public organization. The details of the Act encompass the change of universities into autonomous ones and mobilization of resources and investment in education (Upping & Oliver, 2012). Technically, autonomous HEIs will be provided annual block grant from the government. These universities are required to look for external funding e. g. through industrial collaboration and research funding. The earliest case of autonomous university can be traced back to 1980s at King Mongkut’s University of Technology Thonburi (KMUTT). The benefits of autonomous universities include the autonomy in management of

personnel, financial and resources, cost reduction, higher productivity and increased efficiency. The incentive of being an autonomous institution is increasing incomes and revenues. Suranaree University of Technology, Walailak University and Mae Fah Luang These universities were established as an autonomous university have flexibility in management of their resources and administration. Not all state universities are willing to become autonomous, and the Thai government made the transformation to autonomous university a voluntary choice rather than the enforcement (Sangnapaboworn, 2003).

The perils of autonomous universities include the pressure of leadership and resources provision from the state. Universities which receive regular funding from the government are considered to be in a better position than those which do not. Another issue that ensues the autonomy process of higher education is accountability. It is imperative for autonomous HEIs to have good governance in practice as well as a clear direction for the staff. Thirdly, university ranking is considered a problem of an autonomous university. The executives of the university will put pressure on staff in publish their research and other tasks in quantitative terms to gain a better rank in the international ranking system. Quality assurance can be problematic in managing a university. These can result in an inconsistency of research output and irrelevant policies of a university (Lao, 2015).

### **2.6.3 Programs in Eight Transferable Professions**

Thailand is planning to move away from being an industrialized country to a knowledge economy where highly-skilled workers and information become a mechanism for driving the economy forward. The vision of the AEC also stresses the transfer of skilled professions in eight areas. Following this, it is anticipated that universities will offer more programs in eight areas that can be transferred to other countries within ASEAN i. e. medicine, nursing, engineering, accounting, architecture, surveying, and hospitality and tourism. It is possible that more Thai and ASEAN countries' students will choose to enroll in the courses in eight transferable occupations to widen their career opportunities and mobility.

As the number of younger people in Thailand is shrinking, HEIs have to expand their sources of prospective students. Offering courses in the transferable skills will attract not only local students but also international students from ASEAN countries to enroll in such courses. By contrast, only 22.16% of public universities offer courses to support the eight AEC occupations and 12.50% of private universities offer the courses (Sinhanet & Fu, 2015). None of the public and private universities offered the supporting

international courses in “surveying” and “dentistry.” The courses that are most popular among Thai HEIs are clustered in hospitality and tourism.

Universities now recognize the shortage of these courses. The development and offering of these courses are now in progress. In the past, attempts in offering international programs in medicine were made by Rangsit University and Srinakharinwirot University, but it was met with opposition from the Ministry of Public Health (Thaipost, 2010, Online). Although at present universities are not convinced that international courses in these occupations are beneficial, it is anticipated that they will offer these programs in the future.

The mobility of skilled professionals is, however, limited due to a number of reasons. These problems include restrictions in terms of labour migration policy, the lack of standardized labour market tests in the same language, and the lack of information regarding the job markets in each country and in the Asean as a whole (Draper & Kamnuansilpa, 2016, Online) . Moreover, cultural, language and socio- economic differences are a barrier to professional mobility (Papademetriou, Sugiyarto, Mendoza, Salant, & Asian Development Bank, 2015). Although the ASEAN member states agree on the Mutual Recognition Arrangements (MRAs) in accountancy, architecture, surveying, medicine and dentistry, these nations find it difficult to adapt domestic policies and regulations to meet the provision of the MRAs (Sugiyarto & Agunias, 2014). Each professional practice is composed of several stakeholders that share responsibility for various aspect of the recognition process, especially where regulatory decisions are delegated to subnational actors (Bernard, 2015, Online). Thus, the changes in policy framework cannot be facilitated easily. So far, only two fields, architecture and engineering have shown some progress in selecting professionals to be appointed in a council and a committee. For other professions, such as medicine and dentistry, each member state has the authority to uphold their own regulation in managing who can practice in their countries. In Thailand, to be eligible for practicing medicine, one must hold a degree of certificate of medicine recognized by the Medical Council of Thailand and must pass the Licensing Examination (The Medical Council of Thailand, n.d.). Due to a highly technical nature of each field, the governments have to cautiously negotiate the agreements with the stakeholders and other member states in order to simplify and reduce barriers in professional practice.

The needs to develop MRAs in eight professions is necessitated. As the population age, the needs for medical and health science professionals increase progressively. Thailand will experience a massive decline in the growth of its labour force. It is best for the governments in ASEAN nations to cooperate in order to develop the ASEAN Qualification Reference Framework and benchmark skills recognition frameworks. One of the ways is to use a mediator e.g. international organization. The governments and policy-makers are strongly advised to share best practices that can help address skill gaps problem in the region (ILO & ADB, 2014). There is also a tendency that the universities in ASEAN and overseas will collaborate in designing the programs in eight professions. This form of collaboration is often seen in dual-degrees or sandwich programs. However, there is a concern in this development due to lack of an international regulatory body that oversees the quality audit of the programs. This drawback will hinder the development of the agency that is responsible for skill transfer within ASEAN.

#### **2.6.4 Research Intensive Universities**

Research has been one of the core missions of universities. It is woven into staff's workload<sup>1</sup>. Research intensive universities are important for the development of the economy and the knowledge transfer between universities and industry. Thai universities are forced to shift the focus from the passive traditional role as “knowledge transfer” (Suwanwela, 2006) to an active mode of research intensive. Originally, the first university of Thailand, Chulalongkorn University was established to train the civil servants to serve the needs of modernized bureaucracy and infrastructures. Thus, the original role of Thai higher education was to prepare the elite for the public sectors. After 1950s, the roles for Thai HEIs changed to knowledge dissemination to the masses. Nonetheless, today's globalized world dictates the role of universities as a research-led knowledge creator. The National Research Universities (NRUs) project was adopted in the 2009. The original objective was to boost research activities and the linkages between universities and industries (UILs) (Siripitakchai & Miyazaki, 2015).

Currently, Thailand has nine research intensive universities, namely Chulalongkorn University, Chiang Mai University, Kasetsart University, King Mongkut's University of Technology Thonburi, Khon Kaen University, Mahidol University, Prince of Songkla University, Suranaree University of Technology and Thammasat University,

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<sup>1</sup> Teaching, research, community services, and art and cultural preservation

(MOE, 2010). These nine universities are officially the National Research Universities and were selected by the OHEC based on their good reputations and outstanding research achievements. The criteria of selection that OHEC used are based on those of the Time Higher Education- Quacquarelli Symonds (THE- QS) and the impact factor of their publications published on Scopus Database (Siripitakchai & Miyazaki, 2015, p. 190).

Driving universities toward being a research- intensive institution is beneficial for HEIs for many reasons. First, it increases the funding from the government in form of research grants and other added benefits such as intellectual property. Public and policy makers regard the research reputation more highly as research excellence is often linked with national economic competitiveness (Marginson, 2006). The university's ranking will be higher if the research publication output is high as research excellence increases the ranking, not the quality of teaching and learning (Stromquist, 2007). Research activity strengthens the support from the private sectors. These linkages are manifest in many forms of collaboration, for example, science park, technology park and incubators; contract research; joint venture of R&D<sup>2</sup>; Cooperative R&D agreement; licensing and consultancy and technical services provision (Keerati-angkoon, 2015). These activities promote the national economic growth. In addition, quality research can be incorporated into teaching and learning of the HEI to improve its quality. The research encourages student engagement and in turn HEIs can produce more researchers for the country.

The concept of UILs has been discussed by Schiller (2006) and Schiller and Liefner (2007). The higher education system is encouraged to pursue its research mission and the linkages with industries. In the long run, universities will introduce the market element in research activities with their industrial partners. It is to keep in mind that risks exist. If HEIs do not receive enough support for resources, they will opt for less challenging consultation services and undergraduate teaching (Schiller & Liefner, 2007, p. 554). Other important factors that contribute to successful technology transfer include the strong network of the University Technology Transfer Office and private sector, rewards and an incentives policy for the research (Keerati-angkoon, 2015).

The World Bank and the Office of the National Economic and Social Development Board (2007) suggested five sets of action being implemented to support the transformation of universities into research intensive ones:

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<sup>2</sup> Research and Development

(1) Government should give greater autonomy to universities especially public HEIs. They should be more flexible and be disciplined by competition.

(2) The government should increase funding such as block grants, grants for specific programs, as well as scholarships for science, math and engineering studies for Thai and for foreign student for research facilities and basic research at universities. However, it is advised that rather giving all HEIs funding, the government should select a few universities that have better competitive edge and build quality critical mass and interdisciplinary research.

(3) Creating science parks and incubator facilities adjacent to the selected university to maximize the likelihood of spillovers and start-ups as well as support such measure with generous incentives.

(4) Making university- industry linkages (UILs) more attractive for universities and firms.

(5) Increasing program funding for post-doctoral internship positions in participating firms.

(pp. 117-118)

A large number of universities are embarking on the path to become research intensive institutes though, not many will be able to transform themselves from “knowledge transfer” to “knowledge creator.” Certain kinds of universities have a higher success in being research driven. For instance, public universities which have a large pool of talent and the top students, supporting policies along with adequate research grants and infrastructure tend to do better. In practice, it is difficult for most Thai private universities and Rajabhat universities to become research intensive universities since they are community-service universities (Sinlarat, 2009).

## **2.7 Internationalisation of Higher Education**

A lot of scholar work emphasizes the importance of internationalisation of higher education in the global age (Altbach & Knight, 2007; Davies, 1992; Knight, 2000; Qiang, 2003; Vaira, 2004). The term is often mistakenly recognised as globalization. Globalization is the force that “characterized the broad economic, technological and scientific trends that directly affect higher education and are largely inevitable in the contemporary world”



(Altbach, 2006, p. 23). Burnett and Huisman (2010) identify globalization as increasing convergence and interdependence among nations as well as interconnectedness in synergies. Whereas globalisation is commonly typified to be a force affect higher education, internationalisation focuses on the mechanism the enables higher education to move towards global aspect of administration, research, collaboration and teaching and learning. Knight (1993) concludes that internationalisation of higher education is “the process of integrating an international and intercultural dimension into teaching, research and service functions of the institution” (p. 21). Later, Knight (2003) redefines it as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (p. 2). Although it is the main function of the universities to produce graduates to serve national demands, it becomes normal for many universities in the Western countries to set internationalisation as the main priority. In internationalizing higher education, students are required to be able to assess information in a critical way. Being critical means an ability to critically engage with global and local issues. This critical thinking will lead to the development of global awareness.

The outcomes were consistent with the view that in order for educators to act on a particular reform, they must be given the opportunity to construct their own understanding of the reform activity (Schuerholz-Lehr, Caws, Van Gyn, & Preece., 2007). Schuerholz-Lehr et al. (2007) reiterate that in order to internationalize the curriculum, staff willingness to engage in the process is essential. They also document that faculty members will engage in the process and go through intellectual changes in their perspectives.

Schoorman (2000) articulates the meaning of internationalisation as:

an ongoing, counterhegemonic educational process that occurs in an international context of knowledge and practice where societies are viewed as subsystems of a large, inclusive world. The process of internationalisation at an educational institution entails a comprehensive, multifaceted program of action that is integrated into all aspects of education (p.2).

Internationalisation occurs in many forms. Qiang (2003) proposed four approaches including an activity approach, a competency approach, an ethos approach and a process approach. A figure below illustrates the definitions of the approaches to internationalize higher education in detail.

Table 1

*Four approaches of internationalisation of higher education*

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1	An activity approach incorporates activities in regard to curriculum, students and faculty exchange, technical assistance, and international students;
2	A competency aims to develop skills, knowledge, attitudes and values in students, faculty and staff so that these groups are internationally knowledgeable and interculturally skilled;
3	An ethos approach includes creating a culture or climate that values and supports international and intercultural perspectives and initiatives; and
4	A process approach consolidates an integration or infusion of an international, intercultural dimension into teaching, research and service through a combination if a whole range of activities, policies and procedures.

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(Qiang, 2003, pp. 250-251 as cited in Thanosawan, 2012, p. 41)

Davies (1992) presents that more universities are being driven into "entrepreneurial mode of behavior" (p. 177) in the globalised era. According to the proposed model, universities either choose to integrate internationalism into "their work or every aspect of the institutional life" (highly systematic) or they manage the international activities in a "sporadic, irregular, often knee-jerk way" (ad hoc) (p. 187). Knight (2000) argues that true internationalisation entails that international dimension is present in curriculum and teaching and learning process. This is a challenge even to Canadian higher education system.

Students will be influenced by learning experience that shaped students' way of thinking about knowledge, how they see themselves and other in relation to knowledge construction and their understanding of the relationship of knowledge to social justice, equity and inclusion (New London Group, 1996). It is expected that students will be equipped with the skills that the industries value, intercultural skill and cross-communication skills.

In the Thai context, internationalisation of higher education becomes an imperative process for many modern universities. It incorporates the quality of education from the

developed countries, commitment for global betterment and global dimensions. In the AEC, the policies from Association of South East Asian Nations (ASEAN) and by the Higher Education Commission of Thailand pinpoints multiculturalism education and diversity of students in Thai higher education system through the use of English language in teaching as well as promoting intercultural skills as desirable attributes of graduates (Tantiniranat, 2015). Sirichana (1994) defines internationalisation of higher education as “the ability to equally communicate and build network with international partners, having the body of knowledge in many areas and quality output in the same level of the developed countries” (p. 7). Kornpetpanee (1997) views internationalisation as “the process to develop universities into a more global dimension” (p. 17) while Komolmas (1999) broadly captures the meaning of internationalisation process as a developmental mechanism:

As we moved towards a century of higher education is becoming an integral part of the education system itself...Such internationalisation of higher education contributes to building more than economically competitive and politically powerful regional blocks: it represents a commitment to international solidarity, human security and helps to build a climate of global peace. (Komolmas, 1999, p. 16).

Kornpetpanee (1997) studies and defines the terms “universalization” as opposed to “nationalization” to define the characteristics of higher education in five countries: Belgium, the Netherlands, Malaysia, Singapore and Thailand. The former was the model in which “nation states and ideologies playing a lesser role in defining university behavior, and new languages, English and mathematics, are coming to unite intellectual discourse.” The latter was to serve the “nation’s purposes and became an essential institution for the development of the national identity” (p. 16). Nationalisation is emphasized in a Belgian university. This is perhaps due to historical background of education in Belgian while Asian countries such as Malaysia and Singapore focus on education for multi-racial, multi-cultural, multi-religious and multi-lingual. In Thailand, higher education institutions serve both universalization and nationalization since the promotion of internationalisation by the Ministry of University Affairs in 1989 and in the Long-Range Plan of Thai universities. The nationalization part was reflected in the four functions of Thai universities: “to teach,

to seek for knowledge, to service the community, and to conserve the national heritage and culture” (p. 23).

Sukkhasem (1996) points out ten related problems that hinders the development of internationalisation of Thai higher education: (1) lack of visionary leaders, (2) lack of experienced academic staff and personnel in certain academic fields, e.g. science and technology, (3) lack of continuous personnel development mechanism, (4) retirement of experts in various areas, (5) bureaucracy work system, (6) lack of efficient resource management, (7) lack of good management, (8) lack of community involvement, (9) crisis of faith in teaching occupation, and (10) morality issues in graduates.

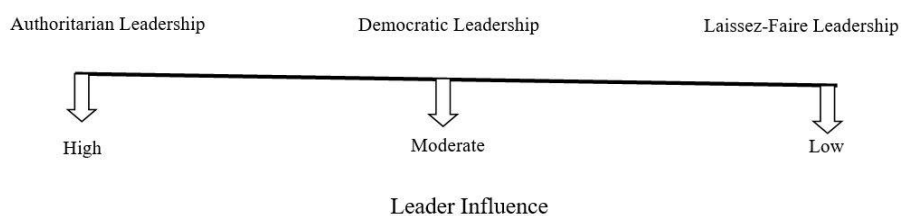
Moussa and Somjai (2015) have studied the perspectives, perception and paradigms of 20 administrators of a university in Northern Thailand. Three key elements relate to internationalisation: internationalising (e.g. cooperation and collaboration with universities in the ASEAN countries, developing personnel competencies and recruiting competent staff, students and instructors without discrimination and favoritism), critical strategies (e.g. curriculum development, exchange students and staff and Human Resource Development), and research and development framework (e.g. promote the culture of ongoing research and development, provide required facilities and funding, establish joint research project and research center of excellence, and develop skills for effective academic presentation).

While many scholars have defined internationalised curriculum, the research intended to define an internationalised curriculum that differs from the other definition in this particular study. In this research context, internationalised curriculum is not a Thai curriculum taught in English or entirely Westernised curriculum that has no relation to the local context, but a curriculum that has integrated international contents and local contents, and delivers expected global-mindedness graduate outcomes. Taferra (2008) contends that import curricula and teaching methods may not be appropriate or effective in the other national or cultural setting. An internationalised curriculum can be in Thai in the first phase but eventually becomes English over time. This is possible when the learners’ English language skills expand. The other characteristic of internationalised curriculum is that it develops the cross-cultural understanding, global citizenship, recognition of differences as well as openness to new ideas/concepts not only among students but also the instructors.

## 2.8 Change Management and Leadership

### 2.8.1 Leadership

Northouse (2009) conceptualised leadership into three main categories: (1) authoritarian leadership (2) democratic leadership, and (3) laissez-faire leadership. The first category is generally based on the idea “Because my workers are lazy, I need to tell them what to do” or serving the purpose of people who seek security but not responsibility. Subordinates need directions and need to be controlled. The leaders emphasize their role of being in charge, exerting influence and control over groups. Communication among the group is discouraged but encourages the top-down channel. The authoritarian leaders evaluate the group members based on personal viewpoints, not normally on objective criteria. The second type of leadership emphasize group participation by using “We” statements and fewer “I” statements. The leaders perceive subordinates as being able to function in their jobs. The leaders work with the staff rather than controlling them. The leaders speak on the same level as the subordinates and do not put themselves higher. Group communication is encouraged. The leaders give information, guidance and suggestion without ordering or putting pressure on the workers. The leaders give objective praise and criticism to the subordinates. The last type is different from authoritarian leadership and democratic leadership in that they do not control nor nurture and guide the subordinates. They try to have minimal influence on the workers. Thus, the workers have freedom to do what they want. The leaders make no attempt to praise or regulate the progress of the subordinates. The laissez-faire leadership may lead to the unmotivated and frustrated workers because they do not know the direction of work. This type of leadership often leads to unsuccessful and unproductive work.



*Figure 2.3* Styles of Leadership and Influence (Northouse, 2009, p. 45)

### 2.8.2 Obstacles hindering goal achievement

Northouse (2009) also documents the obstacle the subordinates may face and how the leader can help the subordinates overcome them. The obstacles range from unclear goals, unclear directions, low motivation, complex tasks, simple tasks, low involvement, and lack of challenge. In this section, the author will discuss the seven obstacles with relevance to leadership in HEIs: unclear goals, unclear directions, low motivation, complex tasks, simple tasks, low involvement, and lack of a challenge.

In the first obstacle, the leaders do not clearly articulate the goals, or the goals are embedded in a complex string of tasks. The subordinate is not likely to be gratified when they do not know how their efforts contribute to the work. With unclear goals, the subordinates are less likely to be successful. Secondly, unclear direction happens when the leaders do not provide clear direction. The workers then are prone to perform ineffectively. The same applies to teachers giving assignments to students which that have to clearly state the directions in the assignments. Thirdly, Low motivation is underpinned in Herzberg's motivation-hygiene theory, 1968, Maslow's hierarchy of needs theory, 1954; and Skinner's work on behaviouralism, 1953. When the staff are unmotivated and do not want to work, the leaders have to address three areas: helping the subordinates feel competent, helping the subordinates get what they expect, and lastly helping the subordinates see the value of their work. Fourth, in the complex task obstacle, the subordinates are less likely to want to work on the tasks that are unstructured, ambiguous or even complex. The leaders need to be directive by taking charge and clarify the path to the goal. The leaders need to give the workers instruction. This include the leaders' expectation, method and time frame. The workers need clear standards of performance, and rules and regulations. Fifth, the simple and repetitive tasks can lower workers' motivation. The supervisor can increase workers' motivation when there are mundane tasks by nurturing and being supportive. The leaders can provide social support to encourage the workers when they are bored with the tasks. Sixth, low involvement of subordinates occurs when the subordinates' voice is not heard nor regarded as important, the subordinates would contribute less and tend to disengage with the group. In this situation, participative style leadership should be employed. The leaders create an environment that is open to new and diverse opinions. The leaders seek advice from the subordinates and integrate the suggestions into decision of the direction of organizations. Lastly, lack of a challenge is a situation when the workers find their job not challenging enough, they tend to not work hard, or they find more challenging job and quit. The leaders need to adopt an achievement-oriented style of leadership. The leaders then

challenge the subordinates to perform better, set a high standard of excellence and seek continuous improvement.

### **2.8.3 Change Management**

The economies of scale and scope have been applied to Australian universities to maximise efficiencies. This happened to Australian HEIs in Macquarie University, University of Melbourne, University of Western Australia and Western Sydney University (Kniest, 2007 as cited in Coates, Dobson, Goedegebuure, & Mok, 2010, p. 385). The direct impact of the restructuring of HEIs has been felt by academics, and it affects their job satisfaction (Coates et al. 2010). Younger Australian academic reported lower satisfaction on leadership than their senior counterparts and executives. This is probably due to inadequate involvement in decision-making especially in the time that organisational change is critical. The massive change in HEIs' structure disturbs the sense of security among the staff. One possible reason of low satisfaction may account from greater casual academic positions in the university. The disproportional increase put strain on full-time teaching staff as well as casual staff prefer to be employed in a tenure track career. The other factor for this is the limited funding and resources which associated with the lower motivation among academics.

Negative emotions are often associated with changes. According to Dasborough, Lamb and Suseno (2015), employees go through various emotions during organisational changes. If the leaders can create enthusiasm among the employees, changes are likely to be successfully managed (Becker et al., 2004; Piderit, 2000 as cited in Dasborough, et al, 2015, p. 580). The study on employees' emotions during the organisational change is conducted using a phenomenological approach to understand the feelings associated with changes among employees in two university departments which were undergoing a merger. The employees describe their feelings towards changes from promising, threatening and inevitable. Those who feel that changes are an opportunity to look forward to is male, tenured academic staff who feel secure in their position and have contributed to the changes. Those who feel changes as threatening are non-tenured employees whose opinions are not sought after the decision making. These people feel the changes are making them insecure about their job. The last group, changes are inevitable, are also non-tenured staff who associated themselves less with the institute. They feel they have no power over changes and changes will come eventually. Employees feel nostalgic after the changes have been implemented and some organisation is lost. They feel sense of

loss and grieve for the “lost organisation.” The merger of departments in university have profound change than it may be understood. If the leaders take the merger as superficial process and ignore the emotions of the staff, changes may not be successfully implemented.





## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Introduction**

This research employs a mixed-method research. Quantitative method is utilized in the first phase of data collection to determine the preliminary issues that AEC brings to higher education based on the proposed guideline and strategies of the Office of Higher Education Commission (2010) for Thai higher education in the AEC. The second phase is qualitative method which inquires the participants about the complication and challenges that the faculty will face in AEC.

This research employed a case study approach which are “a study of a bounded system, emphasizing the unity and wholeness of that system, but confining the attention to those aspects that are relevant to the research problem at the time” (Stake, 1998, p. 258). The nature of case study inquiry is described as investigates a contemporary phenomenon within its real-life context: when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 1984, p. 23)

This research consists of one case, the Faculty of Education of Srinakharinwirot University. The case can be classified as exploratory case study (Yin, 1994). The Faculty of Education had approximately 70 academics in the academic year 2016. The researcher utilized a mixed method research to study the issues that the Faculty will experience in the changing time of regional integration. The first part of the study is survey. The subjects of the survey were 50 staff and the administrators of the Faculty of Education, the Faculty of Humanities, the Faculty of Physical Education, the Faculty of Science, the Faculty of Fine Arts, and the Innovative Learning Center. These institutions were selected due to the co-produced undergraduate and postgraduate programs with the Faculty of Education. The second part includes in-depth interviews with 28 teaching staff and administrators of the Faculty of Education.

In the initial phase of data collection, the researcher used the questionnaires to collect the opinions on issues that may arise from AEC to determine the urgency of the issues, then these issues were later used as interview questions for 27 participants including the teaching staff and the executives of the faculty. Qualitative research, as Merriam (1998) describes, has four characteristics. First, qualitative researchers are interested in

“understanding the meaning people have constructed” (p. 6) particularly, how they make sense of their world and the experiences they have in the world. Secondly, the role of the research is “an instrument for data collection” (p. 7). Thirdly, qualitative research “involves fieldwork” (p. 7) Fourth, qualitative research employs primarily “an inductive strategy” to explain a phenomenon (p. 7). Finally, “the product of a qualitative study is richly descriptive” (p. 8).

### **3.2 Data Collection**

This study employs a mixed-method research with a focus on the qualitative research method to unearth the possible challenges and complications that the AEC would pose for teaching in the undergraduate and post-graduate programs of the faculty of education. The research methods involve a two-phase data collection process. The first phase involved collecting questionnaires from 50 staff members from five faculties and one centre. These data were used to identify the problems in teaching and learning in the Faculty of Education. The second phase included in-depth interviews with 28 staff of the Faculty of Education (18 teaching faculty and 10 executives). The data were analysed through a qualitative research method by using content analysis to determine the themes and the contents that associated with each theme.

### **3.3 Case Study**

This research consists of one case, the Faculty of Education of Srinakharinwirot University. The case can be classified as exploratory case study (Yin, 1994). In the initial phase of data collection, the researcher used the questionnaires to collect the opinions on issues that may arise from AEC to determine the urgency of the issues, then these issues were later used as interview questions for 28 participants including the teaching staff and the executives of the faculty.

### **3.4 Quantitative Research**

The first phase of this study employed a survey research. The problems and challenges in teaching and learning were collected through questionnaires. The questionnaire stated above was derived from the Strategy for Thai Higher Education to prepare for the ASEAN community: (OHEC, 2011). The framework was intended to guide higher education in Thailand and to equip them with necessities in services and

infrastructure for changes. The original version of the framework consists of 5 objectives, 5 indicators. Three strategy groups, a total of 22 strategies, 20 measures to consider and 17 events/ programs that OHEC should consider. The adaptation of the indicators and strategies were rearranged and categorised into four areas: administration, curriculum/teaching and learning, the quality of graduates, and internationalisation. The questionnaires were cross-checked by three experts in the area of higher education leadership, management and teaching for its validity. The original questionnaire consisted of 48 items at first but was reduced to 33 Items after the Item Objective Congruence (IOC) process. Next, the questionnaires were tried out with 30 lecturers from different faculties and a centre in the university for its reliability. In the next step, they were administered to 50 lecturers of five faculties and one centre which co-produce the graduates of Bachelor of Education. Overall, by using the Cronbach's alpha, the internal reliability is 0.882.

### **3.5 Qualitative Research**

The qualitative research data collection in this study employed in-depth interview with a total of 28 academics and executives of the Faculty of Education. [in-depth interview reference]. The participants were selected based on their expertise and positions. For example, the executives consist of the dean, deputy-deans and the heads of the departments. The academics were selected from each department to represent the wide spectrum of the disciplines of the faculty. The data from the questionnaires were analysed and categorised according to the importance of the issues. The questions were derived according to the themes based from the questionnaires i. e. administration, curriculum/ teaching and learning, the quality of graduates, and internationalisation. However, this publication will only focus on curriculum/teaching and learning and internationalisation. The qualitative research tool is then verified by three experts in the areas of educational assessment, higher education management and teaching and learning. Then the research adapted the questions and compiled a series of open-ended question based on the quantitative data. The in-depth interviews were selected based on the intention of the author to understand what issues the staff had regarding the teaching. [references on in-depth interviews]. There are 26 indicative questions on the issues and problems that the AEC would bring.

Table 2

*Data Collection Phases*

<b>Phase</b>	<b>Samples/Participants</b>	<b>Methods</b>
1	50 faculty members (lecturers and administrators) of the Faculty of Education, the Faculty of Humanities, the Faculty of Physical Education, the Faculty of Science, the Faculty of Fine Arts, and the Innovative Learning Center.	Questionnaire survey of problem and challenges of AEC for Thai Higher Education in four areas: internationalisation
2	28 faculty members including lecturers and administrators of the Faculty of Education	A semi-structured interview on the problems of the AEC for Thai higher education in terms of teaching and learning

**3.6 Data Analysis**

The analysis of the data is descriptive statistics using percentage, mean and standard deviation. For the quantitative data, the quantitative data analysis program (SPSS) is used to get a broad understanding of the problems and challenges in four areas. For interview data, the researcher used content analysis to unearth the problems and challenges that the participants feel or expect that will be coming. Then the researcher used a qualitative data analysis program, Atlas to help with coding and categorisation of data. The data were transcribed and inserted into the program. The research then analysed each interview transcription and assigned relevant codes. This step was followed by classifying the codes to the relevant themes. The process recurred and the researchers revisit the assigned codes and themes to check their compatibility twice. The table below show the phase of data collection.

**3.7 Ethical Considerations**

Due to the confidentiality policy, all participants' name and details were removed so that their identity cannot be identified. The lecturers and the administrators were contacted and asked for a consent to participate in the interviews. Some lecturers do not

want to be involved. Therefore, the researcher respected their wishes and gathered information from those who agreed to participate.



## CHAPTER 4

### RESULTS

#### 4.1 Survey Results

The survey shows that the greater proportion of the samples have agreed that the Faculty needs to improve itself in four areas: administration, teaching and learning, and curriculum, graduate quality and internationalisation of the curriculum.

Table 3

*The number and percentage of the subjects according to the variables*

Samples	Number	Percentage
Male	15	30.00
Female	35	70.00
Total	50	100.00
Status		
Administrator	4	8.00
Lecturer	46	92.00
Total	49	100.00
Education Level		
Master Degree	6	12.00
Doctoral Degree	44	88.00
Total	50	100.00

From the table, most participants are female (70.00%). Male participants make up only 15 out of 50 (30.00%). The education of the academic staff are PhD 88.00% and Master Degrees (12.00%). Most of the respondents are lecturers (92%) while four of them (4%) are administrator who hold managerial position in their organisations.

Table 4

*Means and standard deviations of the opinions of lecturers and executives on the issues and challenges of the ASEAN Economic Community*

<b>Problems and challenges of the ASEAN Economic Community for Thai Higher Education</b>	<b>Lecturers and Executives (n=50)</b>	<b>S.D.</b>	<b>Level</b>
	<b>Mean Score</b>		
administration	4.15	.56	High
Teaching and learning, and curriculum	4.18	.67	High
Graduate quality	4.24	.74	High
Internationalisation of the curriculum	4.34	.69	High
Total	4.20	.60	High

Table 4 shows that Internationalisation has the highest level, followed by graduate quality. Teaching and learning, and curriculum ranked the third and administration is rated the least for issues and challenges of the AEC. The overall level of these areas shows a high level. The Faculty will need to implement these recommendation into their policy and practice. Combined with the internationalisation of the curriculum/ teaching, the teaching/learning and curriculum area becomes a priority in restructuring of the Faculty in the AEC.

Table 5

*Survey Results*

	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level</b>
<b>Administration</b>				
1. I think Thai universities will encounter complications and challenges of the AEC.	50	4.00	.756	High
2. I think changes that AEC will bring about should be studied.	50	4.14	.75	High

Table 5 (Cont.)

	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level</b>
3. Staff professional development is one area that need to be addressed.	50	4.08	.82	High
4. Leadership for administrators in the AEC needs to be redefined.	50	4.10	.76	High
5. Quality of teaching staff needed to be addressed.	50	4.38	.780	High
6. I am concerned about staff's awareness of the AEC.	50	3.72	.99	High
7. Staff participation in other ASEAN higher education institutions should be promoted.	50	4.24	.77	High
8. There should be activities to promote the AEC integration of higher education.	50	4.20	.83	High
9. University should encourage academic and research excellence.	50	4.10	.86	High
10. University needs to develop network of academic excellence with other universities.	50	4.20	.78	High
11. Staff should be provided the financial assistance in professional development.	50	4.34	.74	High
12. The overall AEC awareness needs to be raised.	50	3.98	.86	High
13. University should be systemically and sustainably developed in the AEC	50	4.38	.78	High
14. University should develop strategic plan to promote outstanding disciplines/subjects to teaching/research excellence	50	4.24	.77	High
Overall	50	4.15	.56	High
<b>Teaching and Learning, and Curriculum</b>				
15. There should be curricular/extra-curricular activities that develop knowledge and understanding of ASEAN and ASEAN identity	50	4.06	.76	High
16. Existing teaching and learning need to be more responsive to AEC.	50	4.10	.78	High



Table 5 (Cont.)

	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level</b>
17. Knowledge about ASEAN need to be incorporated into teaching and learning to prepare students for changes	50	4.14	.78	High
18. Curriculum, teaching and learning should be improved to ensure international quality.	50	4.28	.83	High
19. the Faculty should support the teaching in Thai and ASEAN dimensions should be supported	50	4.18	.82	High
20 Learning process of the AEC to the students should be supported	50	4.12	.79	High
21. Students' proficiency in Thai language should be supported	50	4.12	.89	High
22. Students' proficiency in English language and other language (if any) should be supported in order to communicating effectively	50	4.42	.75	High
23. Thai cultural dimension should be developed into students' mindsets	50	4.26	.87	High
Overall	50	4.18	.67	High
<b>Graduate Quality</b>				
24. There needs to be a benchmark that measure graduate competence (in communication, critical/analytical thinking, problem-solving and computer literacy).	50	4.08	.85	High
25. Global competence should be promoted in the graduates.	50	4.26	.77	High
26. Students' participation and engagement with other ASEAN countries should be promoted.	50	4.28	.80	High
27. The University/Faculty should develop partnership with employers in order to develop curricula and graduates that are sought after in the job market.	50	4.34	.82	High
Overall	50	4.24	.74	High

Table 5 (Cont.)

	N	Mean	S.D.	Level
<b>Internationalisation of Curriculum</b>				
28. International perspectives should be incorporated into teaching staff.	50	4.28	.75	High
29. Faculty should engage in internationalisation.	50	4.28	.78	High
30. Internationalisation should be promoted through curricular/extracurricular activities.	50	4.34	.77	High
31. Infrastructure and atmosphere that promote internationalisation should be provided.	50	4.30	.81	High
32. The areas in which Thailand is specialized and sought after need to be promoted.	50	4.40	.70	High
33. English language learning would develop students' better understanding of subject matters	50	4.46	.83	High
Overall	50	4.34	.69	High

The table 5 shows the results of the survey in four areas which are Administration, Teaching and Learning, and Curriculum, Graduate Quality and Internationalisation of the Curriculum and Teaching. Internationalisation was rated the highest score. First of all, the item 33 illustrates the urgent need for English language learning in the curriculum to support students' understanding of the subject matters in their learning with the mean score of 4.46 out of 5.00. It was followed by the specialised and sought-after subjects that need to be promoted. The staff and administrator felt that internationalisation could be promoted though in and out of the classroom. They also felt that infrastructure e. g. building, equipments in classroom and outside, as well as atmosphere must be supporting the internationalisation of learning and teaching. However, staff in both levels do not rate the items 28 and 29 as highly as items 30, 32, and 33. For teaching/learning and curriculum, there is a high consensus that the faculty need to improve its curriculum, teaching and learning followed by the opinion that staff should incorporate knowledge of ASEAN into teaching as to prepare students from changes that are to come. The third one is that teaching/learning needs to be more responsive to the AEC and the ASEAN Community. Lastly, the elements of the ASEAN and the ASEAN community identify the needs to be developed and understood through extra-curriculum activities and curricular activities. The

Quality of Graduates was ranked second in high level. The most subjects agreed that the University/Faculty should develop partnership with employers in order to develop curricula and graduates that are sought after in the job market. The mean score in the response is 4.34. It is followed by items 26, 25 and 24. The mean scores are 4.28, 4.26 and 4.08 in order from high to low. The Items 26 and 25 stress the Students' participation and engagement with other ASEAN countries, and global competence. Thirdly, the Teaching/Learning and Curriculum are rated 4.18 in the overall mean score. The fourth area is administration with 4.15 overall mean score. Items 5 and 13 are considered highly rated followed by item 11. The respondents rated shows that quality of teaching staff needs to be improved as well as the University. The second item ranked 4.34 in mean score is financial assistance for professional development. The relatively low level item is the need to raise teaching staff awareness of the AEC.

## **4.2 Interview results**

This section will present the results that have been extracted from the interview session with academics and administrators. The results have been quoted and arranged according to the questionnaires' results. The first area is internationalisation of the curriculum and teaching followed by graduate quality, teaching and learning and curriculum, and administration.

### **4.2.1 Internationalisation of the curriculum and learning**

Internationalisation of the curriculum encompasses mainly English language skills, internationalised curriculum, multicultural education, international engagement, engagement with ASEAN universities and staff exchange.

#### **4.2.1.1 Internationalisation of the curriculum**

The respondents told the research about the needs to internationalise the curricula due to the lack of international curriculum. One participant stresses the need to begin developing the internationalised curriculum.

We urgently need an internationalised curriculum and have to start recruiting students. It might not be as good as we expect but we need to start today. if we linger, the faculty cannot develop itself. In the first phase, it may not be perfect but it will develop the faculty to be in a stronger position in the future.

(A lecturer)

Although the Faculty has to start from scratch, the outcome of the internationalisation of curriculum might not be as good as the staff expect. However, considering the efforts that need to develop an internationalised curriculum, it is anticipated that the given curriculum will get better in time. The urgent matter is to formalise it.

The other staff quoted the challenges for internationalisation of curriculum consisting of culture, language and contents. The lack of staff knowledge is an impediment for the development of knowledge on the AEC.

The challenges of developing an internationalised curriculum course are culture, language and contents...If we are to develop a course that can be transferred or shared globally. It will have many barriers ... If we are to develop a course that correspond with the AEC. There are many challenges we need to think about. For example, the staff, how much do staff know in terms of the AEC? Staff in several age groups including me may not be familiar with the concept of the AEC. But when the AEC is opened, how much do we know so that we can transfer some knowledge to the students. (A lecturer)

This lecturer perceives challenges that are associated with internationalisation of the curriculum. She quoted an example of the lecturer who may not know much about the AEC. Although she is aware that making a curriculum into internationalised is better for the Faculty, she is still skeptical that many faculty members have adequate knowledge and understanding of the phenomenon.

The other lecturer commented on the internationalisation of curriculum.

All the knowledge in our faculty are not internationalised not an international in the level of the AEC. By saying the knowledge I mean, the contents that the lecturers teach. If we are to offer the courses in the AEC, we need international contents... The principles of teacher training is similar elsewhere but the contents need to be internationalised. (A lecturer)

One serious issue that the faculty is encountering in the age of the regional integration is that there is no international contents. Moreover, most of the lecturers are not proficient enough in English to deliver lessons in international courses

They have a course, but sometimes they are not consistent [between universities and schools] ... Some schools have two languages programmes; some even have three such as Chinese, English and Thai. But we [university] teach only Thai... Now the society are being more globalised. Even kindergarten children speak English. But we still teach in Thai. When we change to English then the students

fail... We need to develop a curriculum between school and university... If we do not create bilingual schools, then we have to find schools where students use just one language. It is not possible for that in a real life, isn't it? But when students apply for a job, can they apply for a school that use English? They will be asked "can you teach in English?" If not, then our students are out of job. Or if the school accept them and they start working. In the third year, the school offers a bilingual programme, the supervisor may ask the students to teach in English. (A head of the department)

The last comment was the drawback of not having an internationalised curriculum. The students therefore lack essential skills to teach in neighbouring Southeast Asian countries.

Last year, I did research. I interviewed university administrators in Malaysia and the Philippines. We took the students there to observe and practise teaching. Their students [Malaysia and the Philippines] will come to teach mathematics and sciences [in English]. But what would our students teach? Our students do not have the skills to teach such as English skills. If students have to teach mathematics in English. We are struggling. Will we ever go to international level? (A lecturer)

#### 4.2.1.2 English language proficiency

English language Competence is a major issue for the academics in the Faculty. OHEC (2010) states that English is gaining importance since it prepares country for the ASEAN integration. In universities, English is essential because it increases the productivity and add value to the universities. The participants have quoted that although English is emphasized, the problem in using English is obvious.

The challenges are that how we can manage the language issue? The second language needs not be English, it can also be Chinese or one of the ASEAN's languages. Language proficiency needs to be made organisational culture. Communication... need to be strong. The second language will need to stand out, but now even we said that English is our second language. This was actually not. It is not a second language. It was not a language [that we communicate] at all. (An Executive in the Quality Assurance)

The Faculty have a limited number of lecturers who can write academically in English. A lecturer that was interviewed added that the Faculty offer English course for the lecturers but very few attended. In this dialogue, we see a lack of involvement from the faculty members.

Unless we use the English is the primary language in the communication, we will use English in the teaching. I personally found that the majority of lecturers in the University or even in the Faculty have problem with English. Even for me, I can speak and read but I have problems with writing. Those who have good writing skills are quite difficult to find. For example, [one lecturer] who is working in the

administrative team, he is very proficient. The quantity [of these lecturers] is just so few. The Faculty push forward promotion for English development, but would you believe that even if the Faculty open a free English course, no one would attend. (A lecturer)

Some said that restrictions are on the academic personnel like previously mentioned. The English proficient lecturers are a small minority in the Faculty.

The restrictions are people. There is not a department that have five instructors of the curriculum, all of whom can speak very good English. We need to use lecturers who are very efficient in English to develop an internationalised curriculum. There is a lecturer who can communicate very well. And she graduated her PhD from America. We need people like her but the constraints are in the curriculum that the instructors have to have the corresponding background. We should start with Bilingual. That way we don't need many lecturers who are fluent in English. And they can co-teach with Thai teachers only in one-fourth of some units of study. That is considered Bilingual according to the regulations. (An administrator in Student Affairs)

One administrator described the problems in the international teaching.

When it comes to international programs. It is delivered in English. For Thai program, the medium language is Thai. When we talk about bilingual programs, it is delivered in both Thai and English. This becomes a challenge for us if we offer bilingual programs. The students have to be proficient in English. And for the lecturers, they have to be very proficient in English in order to teach these classes. (An Administrator in Student Affairs)

This administrator showed concern about the language competency of lecturers if the Faculty are to offer the international programs. This was also reflected by many other quotes that indicate the lack of English skills among the lecturers. The sense of fear and concern are attached in this interview. The other lecturer has stated the opportunities for students who are proficient in English. These students can practise their practicum or observe classes in international schools.

For example, in case of a university in China, students who learn Thai language, they will come to Thailand for an internship. They will teach Chinese, perhaps, in high school. If we can teach our students to teach in English, there are many (Singaporean, British, etc...) international schools for teacher training program. Our alumni are working in these schools, it would be an advantage to send our students to practise in these [mentioned] schools for networking. Our students need to go out and observe what happened in these schools. We also need to prepare their English. Today we can learn so many things on the Internet. Students can use Google translate to prepare the teaching plan. Maybe in EDxxx or abc course that the students get an opportunity to teach in English. Students should study at least

one English subject per semester, it can be easy one such as Man and Society or foundation Physics. (A lecturer)

A lecturer recited that there needs to be a framework and supporting environment for English language usage in the Faculty.

Some people have been abroad for a long time. If they come back to Thailand and stay for long time. Speaking of skills, his/her English skills may drop a little bit. But what do we expect from people who have no chance to be abroad... it would be quite difficult, I think, just the basic English structures would be enough for the officers [office personnel] to communicate at that level. They do not need to be very academic, because the language of communication they need is basic English, but if they have to coordinate with foreigners. They have to be prepared. Therefore, the Faculty needs to set the levels of English use of each group. For the staff. It may be just basic communication. For example, English for office. It has to be specialized. The faculty should not train them only grammar, or the passive voice. They may not have to use it... For this department, we will have to use English for academic and for research. (A lecturer)

#### 4.2.1.3 Multiculturalism

One of the desirable outcomes of international education is multiculturalism. In the Faculty, the lecturers are aware of the nature of multiculturalism in the current time. Thai society is becoming more and more diverse. The changing force is coupled with the AEC phenomenon which brings a greater number of people from other ASEAN countries in.

They [Students] only learn from the books, they may know what Laos and Cambodia are. But they never really know those countries. [Some] Thai people like to insult the people from those countries. How do students understand that if they were in those people's shoes, they will feel sorry. We should not do that [insulting] to them. These things should be included in every subject. This is a good opportunity to do student exchange. We will learn more from them. Some students have never met Muslim students. When they are in the class, they learn to be together. So the same thing can happened with Cambodian students. The children will learn first hand experience about multiculturalism. It should give them more awareness and understanding. (A lecturer)

This is confirmed in other statement.

Students must always seek new knowledge, and be open to learning new things. We cannot know only Thai culture. We also have to learn foreign cultures. This is the challenge of the modern age. (A lecturer)

This statement draws importance on the multiculturalism for teachers due to transnational movement in the ASEAN.

What is the process of learning about culture? Let's take Ayutthaya for an example, many Cambodian children are studying in schools. They come to the province when their parents are working in construction sites. In this context, we will be able to provide insights to students who are graduates, as well as undergraduate students. You have to be an ASEAN person. You must understand the culture or character of these groups of [CLMV] students, which I consider it important. (A lecturer)

Multiculturalism can be developed in the classroom and through extra-curricular activities. The excursion and exchanges are cited as the mechanism to help students develop broader worldview.

If we look in terms of language or communication and living together with people in society. There are a lot of different things from our culture. It will start in the classroom. We can instill the skills in the students. But the other part is excursion, may be exchanged which provide the students with a broader perspective. Our curricula need to be more universal, more internationalise. We may need to include in the curriculum that students must attend a particular course of study or do student exchange with foreign universities... Students will absorb the international aspect of learning through this. (A lecturer)

#### 4.2.1.4 International Attitude

The lecturers defined that academic staff needs international attitude if the Faculty is to offer an internationalised curriculum. The international attitude is the essential component for multicultural education. One needs to eliminate one's prejudices on ethnic, racial, gender, religious and disability status. It is expected that ASEAN Community will broaden the horizon of the faculties.

The first is the language. The second is the lecturers and executives' perspective. They have to look beyond the locality. What we will do will impact on ASEAN level as well as global. Therefore, the broader horizon will open the lecturers' perspective and the administrators' too. (A lecturer)

An open mindset is as important as internationalisation of the curriculum in the internationalisation of teaching and learning.

Sometimes English is not a lingua franca. Maybe another language is the communicational one, there must be one language for communication. And The mindset that accepts the cultural differences that will lead to new things. (A lecturer)



One participant mentioned cultural sensitivity as a core component when working with people from the ASEAN countries.

It all goes back to personnel development. What is... really important is the idea of going to an international level. Our lecturers must look forward to work internationally. Now most lecturers only publish in journals in Thailand. But we will publish in international journals. How do we change the mindset of people in the organization to be internationally oriented? What about ethic and practice in dealing with people from different countries? What do people have to do with cultural sensitivity when talking to other nationals?... No country is better than any country. (A lecturer)

The ultimate objective of multicultural education is to create a peaceful society where everyone can coexist peacefully.

The attitude must be adjusted in living together to understand each other more. It will lead to learning together. If you learn together well, the quality will raise. And also, a matter of attitude. It probably is happiness. When people are happy, they live better together. (A lecturer)

#### 4.2.1.5 International engagement

The activity that is integral to internationalisation of higher education is international engagement. The participant quoted that the Faculty lacks the activities that is relevant to ASEAN.

I still do not see ASEAN-centric activities. There are many international activities. But it is just general international conference. It is not clear here. We have international conference, but it is not ASEAN Conference, but in one of my mind is that. If we move beyond ASEAN, it's good. While we want to move towards ASEAN. But if we look beyond ASEAN. It's good. Therefore, it is difficult to say that the faculty should design activities to highlight ASEAN. (A lecturer)

An international atmosphere encourages the development of multiculturalism and internationalisation of teaching and learning. This does not only mean physical atmosphere but also the behavioural atmosphere where everyone uses English to communicate.

In Thailand, it is quite troublesome. Thai people still use Thai as a language of communication and official language... The government, or even the faculty, may have to create a more international atmosphere. It comes to the topic of learning management or project. There may be some zonings that are international for those who want to stay in the international area. Then we begin to expand the (international) zone. One day it will develop itself. This is the management of the environment. The other is the grant or funding for development so that our academics can improve their career. (A lecturer)

Many lecturers identify that international engagement would benefit research of the staff members.

One is to publish in a journal. And for our journals, it should be developed into international one. We are in TCI (Thai-Journal Citation Index) right now. The Thai-Journal Citation Index is going to be the Asean-Journal Citation Index. Secondly, we need to hold a yearly international conference. When you have international conference, we can recruit capable lecturers to educate us. And we can have the stage for our teachers to present. (A former executive in research)

Dr. Bobby (name changed) has been working with Vienna [University of Vienna] on a regular basis. But I see it as an individual endeavour rather the Faculty's agenda. We have a good relationship with University of Vienna, and we have been doing research with them for five years. He has a connection with good friendship with Myanmar and Burma, I begin to learn these processes. It was more the department-based activities. (A lecturer)

#### 4.2.1.6 Engagement with other ASEAN Universities

This heading is related to engagement with other ASEAN universities. The internationalisation in the Faculty is to have connection with the western countries but very little is done in establishing connections with universities in the ASEAN region.

We have done little to engage with other universities in ASEAN. Well, we have some connection with the US, Europe or Australia. But somewhere close to our area, the engagement is scarce. This is a great thing to make it happen. (A lecturer)

Overlooking the importance of gaining knowledge from collaboration with ASEAN universities is a drawback of the Faculty's lack of action and interest.

It may have to do some projects that allow our students interact with foreign students from the ASEAN. They can learn the traditions. Beyond knowledge and competence, they learn the difference of other countries. Some initiatives need to be developed so that our students interact with others. (A lecturer)

The interconnectedness between the international engagement and professional development was extracted from the interviews.

The way to look at internationalisation of higher education is multiple, we can look from many aspects. How can we develop understanding on this topic for lecturers by engaging with ASEAN universities? (A lecturer)

Likewise, the development of research skills is interconnected with the engagement within the ASEAN bloc.

In the ASEAN countries, the Faculty need to hold a talk with other teacher-producing institutes. Then we can do knowledge management among the countries. Later on we can do case study. When case study is finished, the faculty can develop th research and development phase. (A lecturer)

It can be seen from the data that international engagement with ASEAN universities is not acceptable in the Faculty compared to doing everyday jobs.

One of our lecturer, Dr. Ken (name changed), he has network in every country in the ASEAN. He has taken students and lecturers on a trip. However, when someone is very active outside of the University, the Faculty will start to watch him/her. They assumed that you did not work adequately in the Faculty and spend time outside too much. (A lecturer)

Many ideas have been expressed for the potentials of promoting cross- university engagement.

We need to invite those in the education system to see the importance of the ASEAN Community and then begins work in this project. We need student-staff exchange programme with other universities in ASEAN. These processes will need to have a policy plan. They need funding to allow them to work. (A lecturer)

We should start with the department and develop MOUs with other countries in ASEAN. If we know they (other institutes) are good at something, we can exchange knowledge and learn from them. (A lecturer)

#### 4.2.1.7 Staff exchange

The international dimension of higher education involve staff exchange ( sources). Many participants have stated the needs for international staff exchange with other countries in ASEAN, Europe or English-speaking regions.

I would like to go on a short-term English training in the English-speaking country. The 1 to 4 pm class we have is not effective. We want to go there and gain some inspiration. Maybe we can go to somewhere near like Taiwan. (A lecturer)

A lecturer supported the view of staff exchange.

My friend in a University in Rangsit (University) has been exchanged to Malaysia on a short study and work exchange. They sit in a class and observe how the teaching is conducted and students' behaviours for a month. It is not just a surface

activity.... But they were in the classroom with the teachers and see how the contents are delivered. (A lecturer)

For some programmes, a short trip to the United States is compulsory. However, the lecturer agreed that Singapore would be an interesting destination for students too.

During the PhD studies, we took the students for a short exchange at Illinois. The students and advisors stay for a month for training and study their culture. If we could make it in the ASEAN, Singapore would be an interesting choice, but we have no network with them. (A lecturer)

Some illustrate that the international activities are ubiquitous in the Faculty.

Executives focus on MOUs with foreign universities. We have sent many of our staff and students for exchange and do research. We also have network working on conferences and research, we sent our lecturers for a professional and language training. We support this and the funding is all-year-round. (A lecturer)

However, a lecturer negated the fact that the Faculty is collaborating with other ASEAN universities.

We never establish network with universities in ASEAN except from one department that did. They went abroad quite often. In other departments, they go on a short trip, not exchange. (A lecturer)

#### **4.2.2 Teaching/Learning and Curriculum**

This section contains topics relevant to teaching and learning, and curriculum, for example, existing curricula, extracurricular activities, learning and teaching, interactive learning, no interest on the ASEAN Community and the AEC, lack of awareness on the AEC, and research.

##### **4.2.2.1 Existing curricula**

Teaching staff expressed the concern for the current curriculum of the Faculty. They told that the curricula do not reflect changes in the modern society.

The curriculum does not match the change. What I mean is that [the curriculum is] fixed, if we look from the management system. Since we are in bureaucratic system, but this is going to be a new system. I think the trends would look better, so it would be better. The problem is that the curriculum stays fixed. And it is not in line with the changing world which is very fast, but the curriculum is, at least, not responsive

to the labor market. Or the needs of the country. This is where it needs to be adjusted. (A lecturer)

Some recalled that the curriculum they are teaching lack the ASEAN element.

Now, our courses are weak on the ASEAN. First, we need to adjust our curriculum to address the importance of the ASEAN Community. It is crucial in developing our graduates. (A lecturer)

An instructor quoted the contracts between the students and the government. She said it is very challenging for her to broaden students' mindset without making them feel like they want to work elsewhere but their designated job.

The fact that our students are from rural areas. Exchange with provincial universities are not necessary. We need to take the students abroad [instead of going to provincial universities]. But this is the limit. The students are bounded by the contract that when they finish, you will have to go back home to develop their hometown. What can we do to make students see the world but at the same time how to make them stay in their hometown. Due to the contract, they cannot go anywhere.  
(A lecturer)

One way of receiving feedback on Bachelor of Education degree is through the practicum. The Faculty already has corresponding demonstration schools, but it is beneficial to receive feedback from normal schools.

Working with the general public schools give us feedback on our curricula and how we can adapt the curricula to the demand of the future. (An executive in research)

#### 4.2.2.2 Extracurricular Activities

One lecturer talked about the importance of extracurricular activities for skill development. He was adamant to stress about the importance of extracurricular activities for students to equip themselves with essential skills.

Let the students have a stage to show something, such as English debate or write an essay. I have never seen the Faculty does it. These activities 're important. To develop the necessary skills, it takes time. If we have these activities, it might help.  
(A lecturer)

Some lecturers presented the need of ASEAN projects. She mentioned a lecturer who is very active on the ASEAN level.

We need more activities, because of the projects we are running. We will do them in the same way...But we do not know what can we do in the ASEAN Community. There is only a project of students in the special programme. It began about two years ago. There was an ASEAN project. But it includes taking the students to see some schools in Thailand. Dr. Kevin took students to study the school management. But we want the students to manage the project. (A lecturer)

The researcher interviewed Dr. Kevin (name changed) about the project he managed. He commented on the process of the extracurricular activity.

I manage everything, the exchange program between Thai students, and youth or students in the ASEAN. I have been doing it for four and five years and then I went to Malaysia and Indonesia. I went on a trip for seven days, their students come to us. We host them as a host family. Then we do the joint activities with Indonesia and Malaysian students. (A lecturer)

A lecturer quoted the need for extra-curricular activities to help develop essential skills outside the formal classroom.

There are extra-curricular activities to be developed. Because of the formal curriculum, it sometimes has limitations on the structure of the course. Letting the students learn English alone in the program, I think that it is not enough. Therefore, the most important thing is that there should be some extra-curricular activities in order to develop the language skills. (A lecturer)

One lecturer state that these activities are not well advertised and sporadic.

The University provided IT trainings. But maybe it was not well advertised. Not many students attended. If it is an activity that students have to participate in so that the student can do the activities. It would be better than it could be a one term project. The second term may be another project, but one project a year is too infrequent. And the communication will fade away. (A lecturer)

The relevance of field trip to the development of understanding in ASEAN is obvious, yet many departments do not focus on the ASEAN Community or the AEC in the extra-curricular activities

In my field, there is a field trip but it is not quite relevant to ASEAN. They are more on teaching and learning or culture and art. Sometimes we go on field trip to see academic services. We need to reinforce it here. The students themselves do not really understand the ASEAN Community or the AEC. (A head of the department)

#### 4.2.2.3 Learning and Teaching

This aspect concerns with learning and teaching in classroom. Most of the participants are describing how their classes were delivered and the technique they used to create the graduates that would match the need of the AEC.

I teach in a research subject. It is a simple research project, but during the research project. We need to monitor every step of their learning, every week. We stimulate them to find knowledge in broader context and use more technology. (A lecturer)

This lecturer used a technique to elicit the response from the students by creating the atmosphere of inquiry among students.

We do not ask the students. We have to try to create an atmosphere in the classroom for the students to ask each other. They will ask and admire each other. We have to talk less. If I want to say something, I will say at the conclusion at the end of the class. The students will be proud of themselves. (A lecturer)

Discussions were widely used in classroom to create the deeper understanding of the issue and the viewpoint of the educators.

Then we come across issues. We will pick them and discuss them in the class. I asked them if in the ordinary people's perspective, it is like this. What about in the perspective of educators. Then I try to link the content with then this is the place to look. If that is the view of our educators. Researcher What will it look like? I have to try to link with the topic with the everyday contents. (A lecturer)

This instructor used a poster presentation assignment to develop understanding about ASEAN.

We held a public poster presentation at the ground floor of the main building. The presentation is on non-formal education in ASEAN. The students researched on the topic and present them. This activity is (one of) the way for students to learn about ASEAN. (A lecturer)

#### 4.2.2.4 Interactive Learning

This section describes the interactive learning and teaching in the age of the ASEAN.

What kind of graduates should we produce? Hmm... They [students] came to ask me when they are writing teaching plans. They said the teacher talk too much. I told them, then don't talk, do some activities. They said that "then the teachers have no role." I said that our duty is to make them learn; we do not just talk. I think our students need to change attitudes. They [students] have to think a lot, create and develop themselves. Teachers are not sacred people which should be put on the shelf. But teachers are facilitators. (A lecturer)

The teaching staff stated that the activities that induce critical thinking and other desirable skills come from innovative teaching and activities in class room.

The graduates need to use a medium language to communicate in ASEAN. In this case, it is English. We need to teach them skills but not didactic teaching. We need to develop activities for students to develop these skills. I hope this will be the strength of our graduates. (A lecturer)

This interview stresses the need for interaction among learners and instructors. Thus, multiple-way communication is encouraged not just one-way communication.

It [learning] needs to be modified to accommodate differences. Maybe what we need is recognizing the difference between individuals.... Originally, it would be one-way communication. Now we emphasize on interaction among learners and we [lecturers] have to understand differences and see learners from multi-dimensions. (A lecturer)

#### 4.2.2.5 No Interest on the ASEAN Community and the AEC

There are explicit comments about little interest over the ASEAN Community in the Faculty.

If we see the importance of the ASEAN, it may need more attention. If we see it that way, we will support for research on the ASEAN. Currently we did not state that studies have to be in the ASEAN, everyone is doing what they like. (A lecturer)

It was found that most of the ASEAN related activities are short students/staff exchanges. However, the trips are infrequent and not systematic.

We only have small activity like exchanging students or lecturers for a short term. But it is just a small point with no real meaning.... We don't have the MOU for academic exchange. We should have foreign academics teaching one semester on campus and we send our academics to teach in their university in the ASEAN.... Then we rotate and exchange knowhow. (An Assistant Dean of the Student Affairs)

This statement revealed that there is little interest in the development of a curriculum in ASEAN.

We need a curriculum, a unit of study or content which every student is learning the same the content. The course should be developed through research in ten countries. Everyone plays his/her part. That's called community. But now we are doing something separately, even the university semester are not the same....Singapore is the number one. But we don't quite know that...I think we should use their textbook and put in some Thai content....Right now we don't do anything and the



ASEAN Community or the AEC do not mean anything to us. It is just Buzzword. Nothing really changes. (An Assistant Dean of the Student Affairs)

Those lecturers who are active at the ASEAN level are those who are doing research in these countries. However, this excludes other lecturers.

The Faculty has the funding for research. The lecturer needs to find the country to do short trip, but they have to find somewhere they are interested in, not just ASEAN, Those who travel to ASEAN country are the ones who do the research in those countries. (A lecturer)

The focus of collaboration is in the English speaking countries rather than the ASEAN.

I feel that we are top country in ASEAN but we may actually be (performing) bad(ly)... Maybe we are not interested in ASEAN. We are interested more in Australia, New Zealand, America or the U.K. (A lecturer)

#### 4.2.2.6 Lack of Awareness on the AEC

One problems of the Faculty in the AEC are the lack of awareness of the AEC. Many staff reported little effort has been invested due to a lack of awareness of the AEC. This is reflected in the two statements.

AEC really does not have much effect to the teaching in the Faculty of Education. Maybe it is because we do not really consider it a priority. (An executive)

This lecturer justified the inactiveness as partly coming from the government as well as the University.

I don't know if we are already in the ASEAN Community, It has been quiet and I see no stimulants from the government and the University. Thus, everything is still the same, everyone does not know whether the AEC started or are we in the ASEAN Community. They remain the same. They are unaware of the ASEAN Community. What if one day, everything get more competitive, they do not know. They just study day by day for four years and face the reality outside. (A lecturer)

As well as this comment which discloses that the University has not been active on the ASEAN Community.

Maybe they have forgotten... Younger children are able to recite the ASEAN Community and the characteristics of each country... The University has done very little to do public relations. Maybe they expect students to learn from the media. The students do not understand the process and subject matters of the ASEAN Community. (A lecturer)

While many comments stated that the managerial level is not active on the ASEAN Community.

We are not really aware. Other universities and faculties have started a project but we haven't done anything. The management level need to be active on the ASEAN Community. (A lecturer)

However, it is also stated that the problem may be accountable to a national level.

The problem is that Thai people do not realize the importance of the ASEAN Community. They don't know the benefit of coexisting together with people of other cultural backgrounds. (A lecturer)

#### 4.2.2.7 Research

In this part, many problems were quoted as causing difficulties for doing research in the age of ASEAN. The first problem is the lack of creativity and diversity in research. The Faculty uses the traditional research system of pretest and posttest as criteria for providing funding will less likely lead to diverse and innovative research. Additionally, the researchers need to be able to conduct the research and write it in English

The Faculty provide funding to support research activities. But the research system is still old-fashioned...That discourage creativity and diversity...If the readers are Thai, they tend to be very consistent with old rules. We need to produce new things. We need foreigners to criticize and give feedback to our work and mentor our lecturers... Otherwise, you will imitate this old pretest and posttest research style. We also have difficulties innovate new things because it is more likely to be taken as imitation. Our lecturers write research in Thai which mean they are prone to read Thai sources. They must start writing in English and read more international material. Third language is preferable but not compulsory for researcher. (An ex-Executive in Research)

It can be seen that the Faculty seems to limit the funding in the area of research. Although there is funding for research, the respondents inform that the researchers are not encouraged to produce scholar work that is at the international level. Two statements confirm the lack of support in international area.

The Faculty should give the incentives to lecturers who present or exchange their work in international forums. It is for them to be more motivated to work at the international level. Secondly, there should be a unit that help the lecturers who produce good research but are have English language limitations. This unit should support them. There should be more teamwork, collaboration and knowledge dissemination. (A lecturer)

As I said, we should support lecturers to work oversea once a year, we already have funding. The lecturers can go to foreign countries to present their work and travel

for a week. The Faculty has funding, but they did not support the lecturers doing so. (A lecturer)

Funding seems to be relatively serious issue in research. The fourth interviewee implied that there is still problem in accessing funding in various research activity.

The Faculty must have a system to develop the research capacity of lecturers. The key is to see a change or to develop a lecturers' attitude. Mostly it will develop the researchers the abilities to do research, attitude and provide funding (although there is some interruption in funding) ....They also need to promote the research funding for lecturers to be able to access. (A lecturer)

### **4.2.3 Graduate Quality**

This section contains themes based on graduate quality. It encompasses desirable quality of the students and quality of graduates.

#### **4.2.3.1 Desirable Qualities of the Students**

First of all, the graduates in the age of the economic integration need to be proficient in English language.

First is the ability of the language. At least students should be able to communicate in English. Second is communication skills or the ability to communicate ideas to others.... And then specialization in their own field. Lastly, volunteer mindset as reflected in the mission of the University (A lecturer)

While other state that students have to conduct themselves morally. The other added qualities are patience, discipline, punctuality and responsibility in one's work.

If you look deep. Whatever fields students are studying. They have to be good. We have to teach them that. And also, other desirable traits such as patience, discipline, punctuality and responsibility. (An instructor)

One interesting quality of the students that students are not very opinionated and obedient with the lecturers.

He will tell us that we will have a different personality from the students (of other universities). Our students are... obedient... Our students also have teacher mindset. They do not argue with instructors.... We are trying to cultivate these personalities. (A Vice Dean in Academic Affairs)

Apart from the English knowledge, leniency and morally good, students are expected to be inquisitive about the ASEAN and the neighbouring countries.

Students must have English language skills. And then the students have to know their neighbour countries. That have to gain information in the ASEAN....They need to go beyond what is taught in the class. They have to be inquisitive about the ASEAN and independent in their learning. (A Head of a Department)

Interestingly, students are expected to be global citizens.

Students have to be global citizens...Although they have some limitation in English language. Their knowledge is OK. Some students are brilliant and other are so-so students. (A Head of a Department)

Finally, the students will be highly adaptive if they are to survive and thrive in the age of the AEC.

For the graduates in the AEC, they have to be highly adaptive to changing environments. (An instructor)

English language is considered very important. There are room for improvement of English language. Integrated skills of English language are important for teachers in the AEC.

The overall quality of our graduates is good. But English language is the weakness. We are not good at it. Really, the English language is important here. If we are proficient at English, we can access to the knowledge. One of the skills students have to possess are listening, speaking, reading and writing. (A lecturer)

#### 4.2.3.2 Quality of Graduates

The statements disclosed that the graduates of the Faculty is of high and acceptable quality. It can be inferred from the intense process of quality control.

The overall quality of our graduates is good. But English language is the weakness. We are not good at it. Really, the English language is important here. If we are proficient at English, we can access to the knowledge. One of the skills students have to possess are listening, speaking, reading and writing. (A lecturer)

Most students passed the qualifying test for teacher within three years. This is also a result of quality teaching.

The majority of the students passed the qualification teacher examination within three years. Our students are academically strong according to the test results. (An Administrator in the Student Affairs)

This lecturer stated that although some students never get an A grade, they are very skillful in practicum. In teaching, practical skills are as important as knowledge.

The students have potential. They internalise the skills in the study and perform very well in the practicum. Some of them never received an A grade. They can really crystallize the knowledge and employ it efficiently. (A lecturer)

The final remark stated that systemic planning and quality control play an important part in producing quality graduates. It is stated in the quote that the number of admission is limited to only 30 students.

The quality of the graduates is a result of limited admission. We only accept 30 per curriculum so the students can have interaction with the instructors. The instructors know every student well. It's better than we get at a hundred or two hundred students. I see that quality must balance with the quantity, it must be consistent. But if we choose to accept too much students. I think the quality will drop. (An executive in the Students Affairs)

This section contains leadership and other technical difficulties the Faculty encountered in relation to management and leadership.

#### **4.2.4 Leadership**

##### **4.2.4.1 Leadership in ASEAN Economic Community**

The leadership in the ASEAN Community has multiple dimensions. Firstly, the leaders need vision to navigate the Faculty through changes and set position for the Faculty in the future.

They need a vision to reach the high point of the ASEAN Community, but at least we have a vision. Leaders need to have a vision. We may not compete but we have information on the AEC. As you know, we do not produce the teachers for the ASEAN countries. But at least we need universal quality. I think the leadership is that at least the leaders have a vision. I know that. By the way...At least we should be comparable to the ASEAN standard. (An Administrator in Quality Assurance)

Similar as an aforementioned statement, strategic changes need to be defined for the next ten years. The leaders have to visualize changes that will occur by then.

The leaders of the Faculty of Education must have a broad vision. Not only short-term. We have to look at the next ten years... This is very important. (An administrator)

Leadership in the ASEAN Community begins with the good attitude on ASEAN countries and the knowledge of strength and weaknesses of one's organisation.

The executives need mutual understanding and attitude. They do not take other country such as Laos or Vietnam as inferior. The ten countries are different. (A lecturer)

First of all, they must understand the context of Thailand. Before moving to the ASEAN, we must know the strengths of our weaknesses. We need to understand ourselves first. This is the leadership. Before going international, it should start with understand other people and ourselves. We then deploy this in the development. (A lecturer)

Many administrators indicate their fear of the future, citing uncertainty that will influence the Faculty. The leaders are expected to manage changes.

A leader who can lead change management and manage change.... It's a lot of uncertainty. The changes that worry us are going autonomous and the ASEAN Community. If we take the ASEAN into account, then we start to develop change. The third is human resource management in time of change. (A Managerial Official in the International Relations)

The attributes of the leaders in the ASEAN Economic Integration is to have open mindset, flexible and dynamic. The Faculty needs the academic network as the participants stating that there is no network of education.

Desirable leadership is to be a modern, open and dynamic leader. He/she must be dynamic because if it is dynamic, the organisation will be applicable to changing situations at all times. Then be flexible, he/she must have been both tolerant and flexible. At the same time, he/she needs to know and create a network. Our problem is that we have no network of education. (An ex-Executive in Research)

#### 4.2.4.2 Policy

This research found that there are no relevant policies in the ASEAN Community.

There is no policy to support for our students in the ASEAN Community. (A head of a curriculum)

It is necessary to incorporate the aspect of the ASEAN Community into the vision and mission.

We are looking at a rather narrow scenario by producing teachers for international schools. But I think it should be broader than that we should incorporate ASEAN Community into our mission and policies to serve the ASEAN Community. (A lecturer)

Likewise, the lecturers state the needs for clear direction and themes for developing the Faculty in the AEC. This will cover management guideline of the Faculty.

The management must look at what we should do and what we will be. For example, we want to be the leader in the field of education. Then we will have a big theme where everyone helps develops this. We can cooperate and begin with something small first. (A lecturer)

It still does not produce clear results. When the AEC is here, we should have a clear indication of the way of how we develop in management guideline in the ASEAN. (A lecturer)

The last comment state the lack of action in policies which concurred with the above excerpts.

We are too slow in terms of policies in the ASEAN Community. (A lecturer)

#### 4.2.4.3 Strength

The strength of the Faculty is to be involved for consideration as the factor of resiliency against changes. In this theme, participants have various perceptions of the strength of the Faculty. Two comments are on the old reputation of the Faculty as the origin of the College of Education. A participant indicated that the Faculty is also regarded as the number one in the education field.

Two strengths are location with old reputation. And the other strength is the doctrine and our educational foundation. The educational teachings the founder had laid down in many areas. These things lead to our reputation. These old teachings may make our presence in the ASEAN Community clearer. (A lecturer)

The executive stated that the strength of the Faculty is three demonstration schools which help producing the academically strong teachers.

We have three strong demonstration schools. We believe in our strength. we are highly skilled in teacher training. (An Executive in the International Affairs)

The information provided by the participants are that diversity of the departments reflect strength in the Faculty. The congregation of the departments is beneficial in time of intense change.

We are a faculty with all fields in the area. The diversity of the knowledge fields is our strength. If you want to build a national school, you come to us. You will have everything you want from educational assessment, educational technology, and

many other.... Also we have a teaching that focuses on global competency, we can do it because this is a faculty with a relatively diverse departments. (A lecturer)

The other comment described location as being a competitive edge of the Faculty coupled with affordable tuition, and kind and understanding lecturers.

The strength of the Faculty of Education is the location. And other competitiveness is affordable tuition. It is located in the middle of Bangkok....the lecturers are kind and compassionate. (An ex-Executive in Research)

#### 4.2.4.4 Organisation Culture

The participants cited organisation culture as being an obstacle for lifting the faculty teaching into successful internationalisation.

It is like we are in safe house [environment]...you will see that the lecturers are like students [in terms of personality]. They are relaxed and feel comfortable in this Faculty. When they are too relaxed, they do not have to be very active because there is no need to compete. Well, they actually do good enough work of themselves, but they won't do anything out-of-the-box or active... These foreign institutions are taking our students. But we are still doing things in the same way.... If we are to be global higher education institution. We need to be much more active. If we continue to do things the same way, we cannot get anywhere near our expectation. Our lecturers cannot compete because they are always in safe and secure environment. (The Head of Academic Affairs)

It is reflected in this statement that the organization culture can lead to fear of change and resistance to change.

We do not dare to change or become internationalised. We ignore the needs to internationalise. We accept our identity. If we think that being international is important, we will need to go to countries with excellent education system and learn about it. But it turns out that we still retain our original style. So we do not have to be international. Our students are not engaging in international education. It is an empirical data. So how to make us international? We must first dare to dare to change and learn from other...And dare to try. (An executive)

The vision and goal of the University communicate that the vision is restricted to the domestic level. Therefore, the activities at the international level is not encourage.

Can we go to international level .... it is hard because of the organisational culture. The vision or goals of the University ... We do not aim to compete internationally.... Our vision is to serve the society. Our social service is not at the level of ... It is from bottom up or lower level. (An Administrator in Research and Quality Assurance)



Similar to the comment on the drawback of the focus on local level. This implies the lack of second language skills among the academics.

The culture in our organization needs to focus on the second language more. (An Administrator in Research and Quality Assurance)

Organisation culture can be detrimental in some aspects as the participant described.

There are too many meetings! And they often work during the meeting which waste a lot of time. If we engage in dividing work and responsibilities. This will save a lot of time and work on a draft in the meeting rather than writing a draft in a meeting. Some meetings start at nine am and finish at nine pm even! (A lecturer)

#### 4.2.4.5 Limitations of Skill Movement

This section outlines the limitations of talent mobility in the AEC.

The first statement described the hidden difficulties of professional movement in the ASEAN.

We are doing something that is blocking (the professional mobility) but we said that it is free. The professions cited are a profession that needs a professional certificate.... Those who move are required to pass a professional examination. So it is impossible to finish a medical degree from Singapore, Malaysia or the Philippines can take the exam. The Medical Council of Thailand enacted that we use Thai language in the exams. (A managerial staff)

There are no ASEAN Teaching Professional standards which make the teacher mobility impossible. This statement from the Dean also pointed out the hidden barriers or professional movement in Thailand.

We have a professional teacher standard in Thailand.... Foreign teachers cannot teach in public schools as a full time staff. They are not allowed because they don't have Thai teacher certification. So the challenge is that should we have ASEAN teacher standards? Thai teachers can teach in the Philippines or other ASEAN countries. Foreign teachers can teach in Thailand. But when there is not standard. We do not know if Thai teachers have the problem when teaching in other countries due to barriers that Thailand has. (the Dean)

#### 4.2.4.6 Bureaucratic system

Due to the nature of being government-run organisation, the University is slow to changing forces. It is bureaucratic in operation.

We also adapt slowly. Because we are a government (public) organisation. The university is public. And it is bounded by many rules. But now it becomes autonomous. But the same culture is still influencing. It just takes time. But if it

takes too long, it will not be good. I think the University need to respond faster. (A lecturer)

The bureaucracy system of the University implicates the Faculty because it was bounded by many rules and regulations which sometimes obstruct the work flow rather than facilitating it.

The work culture dictates that the staff will work in the Faculty first. If we can manage all Faculty's work, then we can do an outside job. Now there is a limit of a new university regulations that comes out. If the Heads of Department are on duty elsewhere, the acting person is the Dean. In the past, the Heads were able to assign a professor in the department while they were on duty. But now, it is the Dean that can only represent them. If the Heads of the Department are to coordinate on the AEC topic, it will be difficult. It's a matter of management. The approval to go out is getting difficult. (A lecturer)

A lecturer also expressed the frustration over rule and regulation change. The regulations come from the Graduate School which is rigid and inflexible.

Talking about thesis supervision, we are not allowed to take more than five research students, the staff in our department have filed for the academic title for over a year. This has created problems for us. The process is not very supportive. Then the regulations of the Graduate School come out. They are confusing. For this person, they use this rule and for that person, they use another. This is so puzzling. It's not clear about the thesis supervision. In the old rules, we count Co-Advisor but they will not have more than ten research students. But now the rule changes. This really irritates us. What they can do now is to give us some flexibility. (A lecturer)

It can be inferred from the excerpt that higher-level organisation such as the Office of Higher Education Commission of the Graduate School create rules that are rigid and difficult to change. The Vice-Dean in International Relations see this tangle as challenges for the Faculty to function due to many rules and unrealistic demands.

There should be some flexibilities for the curricula. We have many regulations. In terms of the curricula and the system, many things that we cannot control, such as the OHEC or the Graduate School. We have talked about this. So, it's a system that affects the curricula. Let's say we want to our students to go outside, right? such as overseas, or something like this. There are a lot of limitations. Problems, problems and challenges. The challenge is really... we have a lot of challenges. The university actually made MOUs with other foreign universities. There is a good chance that the undergraduates get to go somewhere, but there is a challenge. There is free to go, but ... We have language barriers right? If our students are as good as Singaporean students in terms of English. It might be easier. (An Vice-Dean in International Relations)

#### 4.2.4.7 No Budget

The budget is considered serious issue for the development of professional competence and the organisation.

The Faculty of Education tries to do (exchange teachers). But with the restriction from the government's policy. It does not allow academic staff to travel overseas. So this is a problem in budget allocation. (An administrator in the student affairs)

A lecturer and the Dean commented on the shrinking of budget. The budget reduction has affected the annual international conference that the Faculty has arranged and other assorted project.

Last year we held an international conference. Now, the budget is smaller. We cannot afford to hold an international conference every year. We do not know where can we ask for budget for the speakers.... This is the problem of budget. We may develop a round table talk with the cooperation network with ASEAN universities, so we don't spend a lot of money. (the Dean)

The budget reduction does not only affect the organisation but also the production of the graduates.

Another part of my job is to educate the students about ASEAN. It's been three years since the project. The budget only covers forty to fifty students a year. It (the budget is not enough) (A lecturer)

#### 4.2.4.8 No plan for the AEC

The lack of awareness leads to no planning for the AEC and ASEAN Community. The administrator would tell that there is plan while they do not know what plan it is relevant to the ASEAN Community.

We have plans to do MOUs at the ASEAN level. But it may be short termed or long termed plans. There are plans to do MOU, joint research collaboration or exchange students. In details, I do not know. but we have plans to collaborate with foreign universities (in ASEAN). (A Vice-Dean on the Quality Assurance)

Lack of planning is a drawback of the University in the ASEAN because it does not have transfer system. It may lack the opportunity to intake quality foreign students for exchange.

It is obvious that in Europe, students can transfer from Germany to other countries in Europe. The education has the same standard. They have a transfer mechanism and system.... The University did nothing.... And the Faculty did not do anything.

They said they have no rules in doing so. Even in every day teaching, we have to report everything to the university council (An ex-Executive in the Research)

The AEC seemed to be irrelevant to teacher training process of the Faculty.

The Faculty focuses on the subject of the teacher training, but it does not match the AEC/ASEAN much. We have information from the feedback and it is not on the AEC. (A Head of the Department)

The last comment revealed that there is no plan to develop a project in international and ASEAN area.

To be frank, the Faculty of Education has no project (on the ASEAN Community), in an English curriculum or hosting the study exchange of foreign ASEAN students. (An Administrator in the Student Affairs)

#### 4.2.4.9 Low engagement in the ASEAN Community

This section describes the low level of engagement of managerial staff in the ASEAN Community.

The academic services are not relevant to the ASEAN Community as well as research. But it was not directed at the ASEAN Community. What I see in the Faculty or University is very little and is not very relevant to the AEC/ASEAN Community. (A lecturer)

The main activities listed is mostly excursion to European and English-speaking countries. But the engagement with universities in Asia is quite low.

We normally went on an excursion to European countries. But we rarely go to a country in ASEAN. We should like to make an MOU with Singapore, Hong Kong or other countries where they have outstanding education. The team will exchange information. (An academic)

The last comment showed that there are few activities that the Faculty did to engage students with the ASEAN Community.

What does the faculty do? I only saw some posters (about the ASEAN Community and the AEC). That's all. (An administrator)

## **CHAPTER 5**

### **DISCUSSIONS**

#### **5.1 Research Objectives**

This research investigates the readiness for the AEC as the important agenda for higher education institutions. The research is led by three key questions. The first question is to study the perceived problems and challenges of the AEC in the Faculty of Education, Srinakharinwirot University in terms of administration, teaching and learning and curriculum, graduate quality and internationalisation. Secondly, how the Faculty can address and solve these problems and Thirdly whether internationalisation of curriculum assisted in improving the academic outcomes and graduate quality in the AEC. This research results can be used to set direction of the Faculty in the ASEAN Community and can be used to lessen the adverse impacts of the AEC. The Faculty can employ this research as a guideline for establishing their international curriculum. Finally, the research informs the managerial staff of what issues they should focus in the strategic drafting.

#### **5.2 Samples**

The samples of this research are 50 staff and the administrators of the Faculty of Education, the Faculty of Humanities, the Faculty of Physical Education, the Faculty of Science, the Faculty of Fine Arts, and the Innovative Learning Center. The second phase of the data collection covers 28 staff of the Faculty of Education (18 teaching faculty and 10 executives) in the 2016 academic year.

#### **5.3 Research Tools**

The research tools of this study are questionnaire and in-depth interviews. The questionnaire involves 2 sections.

Section 1: The bio data including gender, status and faculty.

Section 2: Items covering the problems and challenges of the AEC for the Faculty of Education in four areas i.e. Administration, Teaching and Learning, and Curriculum, Graduate Quality, and Internationalisation of Curriculum and Teaching.

The in- depth interview questions cover 26 indicative questions in four areas: Administration, Teaching and Learning, and Curriculum, Graduate Quality, and Internationalisation of Curriculum.

#### **5.4 Data Analysis**

Internationalisation was rated the highest score. First of all, the item 33 illustrates the urgent need for English language learning in the curriculum to support students' understanding of the subject matters in their learning with the mean score of 4.46 out of 5.00. It was followed by the specialised and sought-after subjects that need to be promoted. The staff and administrator felt that internationalisation could be promoted though in and out of the classroom. They also felt that infrastructure e.g. building, equipment in classroom and outside, as well as atmosphere must be supporting the internationalisation of learning and teaching. However, staff in both levels do not rate the items 28 and 29 as highly as items 30, 32, and 33. For teaching/learning and curriculum, there is a high consensus that the faculty need to improve its curriculum, teaching and learning followed by the opinion that staff should incorporate knowledge of ASEAN into teaching as to prepare students from changes that are to come. The third one are that teaching/learning needs to be more responsive to the AEC and the ASEAN Community. Lastly, the elements of the ASEAN and the ASEAN community identify the needs to be developed and understood through extra-curriculum activities and curricular activities. The Quality of Graduates was ranked second in high level. The most subjects agreed that the University/Faculty should develop partnership with employers in order to develop curricula and graduates that are sought after in the job market. The mean score in the response is 4.34. It is followed by items 26, 25 and 24. The mean scores are 4.28, 4.26 and 4.08 in order from high to low. The Items 26 and 25 stress the Students' participation and engagement with other ASEAN countries, and global competence. Thirdly, the Teaching/Learning and Curriculum are rated 4.18 in the overall mean score. The fourth area is administration with 4.15 overall mean score. Items 5 and 13 are considered highly rated followed by item 11. The respondents rated shows that quality of teaching staff needs to be improved as well as the University. The second item ranked 4.34 in mean score is financial assistance for professional development. The relatively low level item is the need to raise teaching staff awareness of the ASEAN Community.

## **5.5 Discussion**

### **5.5.1 Administration**

The discussion will use mostly the qualitative data from the participants. The quantitative results are used to inform the researcher the deeper meaning of the survey results.

#### **5.5.1.1 English Language**

It was unanimous that English language is a serious issue that the Faculty and perhaps the University will face in the AEC. The staff quoted English language as being problematic in terms of mode of content delivery. Many have cited their lack of confidence in speaking English. The hidden note of the interviews revealed that they may be afraid of making grammatical mistakes. They were also afraid of being unable to communicate the contents effectively since many of them do not use English as a first or second language but a foreign language.

Sanonguthai (2013) outlines the problems of English language teaching in many levels from the national curriculum to students. The lecturers reported that they were not competent in English language communication. For students, lack of motivation and passivity contributes mostly to the failure of English learning. From her studies, it can be concluded that the problems are not only exclusive to the teachers or students but deeply ingrained in the level of national curriculum. This reflects the structural problems at the policy.

Being unable to use English in profession is complicated and leaves ones behind in professional develop. This implies that the instructor who do not use English in teaching/learning process would not read materials or academic journals in English. This implication will affect the content of class. The field of Education is highly internationalised and frequently updated. Lack of reading skills striped the instructors' ability to update their knowledge from a well-established or international peer-review sources.

#### **5.5.1.2 Internationalisation of Curriculum and Teaching**

The participants listed the Internationalisation of Curriculum and Teaching as a problem for the development of teaching and learning in the ASEAN community. As one lecturer voiced his concern about the curricula of the AEC that the contents and delivery of the programmes are not internationalised at least at the ASEAN

level. Therefore, it become a challenge for the staff if the Faculty is to internationalise the curricula.

Internationalised curricula are quoted as an issue for the AEC higher education. Not having internationalised curricula to offer to the new group of international students from ASEAN could complicate the Faculty and the University. The concern of the internationalised content in the understanding of the academic staff shows that internationalised content must be incorporated deeply in the level of curriculum. According to Knight (2000, 2004) internationalisation must be integrated into the purpose, function, curriculum, teaching and learning, and the delivery of higher education. This instructor feels that the Faculty are not ready for international programmes because the level of internationalisation is not deep enough to induce the quality education. The need to internationalise also puts pressure on the academic staff.

Many forms of internationalisation of curriculum exists. Brookes and Becket (2010) conducted the study on internationalised hospitality programmes in the UK. The research supports that the most effective of the internationalised curriculum is the fully embedded approach which the internationalised aspects are deeply integrated throughout the programme. However, only few of the programmes are totally embedded in internationalisation.

#### 5.5.1.3 Multiculturalism

Multiculturalism is central to Western and modern education. Teachers in the age of Asean needs to have multicultural viewpoint. It is expected that with greater investment in the ASEAN region there will be large skill mobility within the region. In the data, Ayutthaya is already teeming with Cambodian workers who brought their families to work in construction sites. Moreover, some students are in the programmes “Phet Nai Tom” (Diamonds in the Rough). After finishing university education, they have to work in their locality as a teacher. This programmes is a government project that encourage academically competent students to become teachers in their rural hometown.

Possessing multiculturalism reduces prejudices against races, ethnics, genders, sexual orientations, religions and disabilities. Being educated in multicultural education would broaden one’s horizon.

#### 5.5.1.4 Lack of Understanding in the AEC



Lack of understanding of the ASEAN Economic Community and its implication in teaching and learning are one problems that the Faculty is facing. Lecturers report lack of knowledge of the AEC whereas some academic staff cited lack of awareness in the interview. The report concurred with Jitpaisanwattana et al. (2015) that cited the need to develop skills and awareness among the accounting students, for they are among the transferable occupations. The occupation of accountants in Thailand is reserved for Thai nationals. The curricula therefore lack the international element and English language integration. Jitpaisanwattana et al. (2015) reports that the teaching and learning in the accounting curricula use Thai as a medium and this makes the curricula highly contextualised in the Thai locality. The interviews of the study reveal similar situation. Teacher is also a highly contextualised subject deeply grounded into Thai culture and system. The law enacts that only Thai citizens can apply for a job in public schools due to the teaching profession being classified as civil servants. The curricula though are written by Thais and to be practice by Thai students. Therefore, some participants see no need to internationalise the current curricula. However, in the age of ASEAN Community, the University cannot evade the forces that will affect the operation. Being internationalised is a way to increase the quality of teaching by collaborating with other foreign universities.

## **5.5.2 Teaching and Learning**

### **5.5.2.1 Teaching and Learning**

Teaching and learning are listed in the interview. However, this aspect does not have any problems associated with them. Teaching is led by interactive process, the instructors raise students' critical thinking through various uses of activity and discussion. Classroom teaching is also used to develop other desirable traits. Students developed their educator's perspective from the learning.

Their instructors employed a two-way communication in the class. Didactic teaching is not used or at least avoided. The lecturers develop an understanding of learners through their background and recognize any differences the learners may bring to the class. Technologies are reported to maximise students' experience in learning.

### **5.5.2.2 Indifference of Academic Staff**

The inertia among the faculties was quoted frequently among the academic staff. Some lecturers stated that although the Faculty was trying to help these academic group improve the career advancement by providing free courses, for example,

English language or other academic skills. The interviews show that few would participate. Those who attend the workshop run the risk of being exploited by co-workers and superordinates. This lack of concern covers the need to improve themselves to prepare for the intense changes. Most literature on indifferent academics mainly focus on research and teaching practice. Adnan (2009) conduct a study on the perception of lecturer productivity through regional collaboration and industrial linkage in three universities. He found that the junior and senior academics tend to be less active in doing academic work. He reported that academics with a higher degree are those who are productive compared to lower degreed. The most active group are in their 31-40 age bracket. This correspond with the relatively low research output in the study. However, only a few were classified as highly productive at the national and international level. The qualitative results of his study are similar to this research. Lecturers complained of institutional constraints e.g. heavy workload and other limitations from the faculty. Secondly, in the Malaysian context, the academics are not supported in doing academic work and their respective faculty has no supporting system. Thirdly, there is no need to proceed to international level so many academics choose not to do research.

### **5.5.3 Quality of the Students**

It was reported that the students are doing fine in their studies and that most lecturers are satisfied with the outcome of their graduate production. The reception from the employers are mostly positive. The graduate quality may be the result of the tight quality control. For undergraduate students, the majority of them pass the qualifying test for teachers within three years. Most students passed in their first year. The limitation of admission is a key to quality control. In some departments, they did not accept more than 30 students in a year, so the ratio between lecturers and students are well proportionated.

#### **5.5.3.1 Global citizenship and ASEAN**

Many excerpts illustrate the characteristics of global citizens though they are not explicitly implied. For example, the tolerance, understanding of other culture, intercultural and communicative skills, and the commitment for improving the community. Interestingly, students are expected to be global citizens even though the Faculty do not focus on international aspect. It is almost impossible to cultivate the traits if students are not immersed with international dimension. Although global citizenship can occur in the national curriculum, students who are engaged in international curriculum with

focus on producing global citizens have greater chance in becoming global citizens. (Thanosawan, 2013). To summarise, this global citizenship aspiration of the Faculty may be only a discourse and do not transfer into the practical level.

#### **5.5.4 Leadership**

##### **5.5.4.1 Lack of awareness**

Lack of awareness among the University administrators and the Faculty executives is considered a problem for the development of the Faculty in the ASEAN Community. Definitely, changes cannot happen if the managerial are not interested in creating change. In order to create change, the managerial must identify the reasons the faculties should be involved. The managerial have to be convincing other, otherwise staff do not see any relevance to themselves and refuse to engage. Staff's consultation should be sought in reviewing changes and identifying solutions (Scott, Bell, Coates & Grebennikov, 2010). With this lack of awareness, it is impossible for the leaders to lead staff engagement on the AEC.

##### **5.5.4.2 Lack of Financial Support**

Many participants reported lack of financial support in various activities ranged from research and exchange to initiatives on the activities on the ASEAN Community. Fiscal resource shortages are generally agreed upon among multiple levels. This can be explained by the change of government which focus on inward looking (nationalistic view) rather than outward looking (international view). Lack of Financial Support is considered a great impediment for the development of the Faculty e. g. professional development. This financial constraint cripples the capability of the academics to function well in the ASEAN regionalization.

#### **5.6 Data Synthesis**

##### **5.6.1 Forces opposing the development of the Faculty in the ASEAN Community**

This area covers three aspects which list administration, lecturers, and students.

#### 5.6.1.1 Administration

The forces that stemmed from the administration listed five elements which can be classified as within and outside forces. The forces within are lack of awareness and action, lack of strategy, and lack of engagement with ASEAN Universities. While the outside force being the force that beyond control of the Faculty which include lack of financial support and bureaucratic system.

The lack of awareness and action describes the situation that the administrators are not aware of the problems associated with the AEC and do not plan any actions to prepare for the changes. Secondly, the lack of strategy is the case when the administrators have no formal strategy for the development of the University or the Faculty in the ASEAN Community. Strategic planning is considered as highly important for the higher education sector. Private HEIs are highly receptive to changes and forces of the AEC. They therefore create strategies that are implemented throughout the universities. Most public universities are not highly responsive to changes and thus need a wakeup call. It is expected that public universities will be immensely affected by the forces of globalisation and regionalisation. Thirdly, the lack of engagement with ASEAN Universities is a factor that opposes the development of the Faculty in the AEC. This may have partly stemmed from lack of awareness and action, but this is considered a concrete evidence of the future problems that the Faculty will face.

The outside forces are the lack of financial support and bureaucratic system. The first force is considered a serious issue among the academics and the administrators. In recent years, they report a major budget reduction from the central unit. This has the direct impact on the management and operation of the Faculty. This is also relevant to the lack of engagement with another university in ASEAN. The other force is the bureaucratic system which binds the University and the Faculty in many ways. The lack of flexibility and decision making markedly limits the ability of the Faculty to initiate a project on the AEC or the management of graduate production. The operation is limited by the OHEC and within the University, the Graduate School. The processes of admission and thesis examination are sharply affected by the bureaucratic system. The Faculty cannot adjust itself rapidly to the AEC due to the prescribed rules and regulations.

This entails that if there are no official regulations from the higher level, it is quite difficult for the Faculty to initiate the programme relating to ASEAN. Therefore, there must be a written instructions or command from the higher level, the

Faculty will therefore begin to have action on the ASEAN Community. When there are no established relations with other universities in ASEAN, it is very difficult to progress in the ASEAN. Generally speaking,

Without financial support from the University, the Faculty would not be able to initiate any relevant projects.

#### 5.6.1.2 Lecturers

The opposing factors that come from the lecturers are indifference among the lecturers, lack of awareness and interest in the ASEAN Community, English language limitation and lack of international engagement.

The first element, indifferent lecturers are when the lecturers are not interested in professional development. They remain doing the same activities they do every day without doing anything different. Those who are very active run the risk of being exploited by others. The reticence of lecturers to get involved in the professional development is obvious because they are afraid of having more work to do. The researcher agrees with Adnan (2009) that passivity among lecturers can be accounted for the “the system and the limited worldview of university leaders for their inability to enact a strong framework for faculty productivity in other critical areas, not just juggling between teaching and doing administrative duties” (p. 76). This study conforms with Adnan’s inquiry on the academic productivity.

The second element is the lack of awareness and interest in the ASEAN Community and the AEC. This is relevant to the administrator’s factor which clarifies that interest and awareness need to be raised from the upper level to the lower level. The situation depicts that the lecturers have different interests in their research. This is

Thirdly, it was discovered that lecturers have limited English proficiency. This is considered serious issues in the age of ASEAN Community. From the survey and the interview, it was found that the faculty members who can communicate in English professionally is disproportionate to the total number of the lecturers. This imbalance of English proficient lecturers is the factor that is oppose to the development of the Faculty into international level. Many described fear and discomfort of using English in their classes. The deeper level of analysis discloses that they have negative perception of themselves using English. Many of them underrate their English skills by saying that

English is not official language of Thai people and it is common that Thai people will have weakness in English.

Fourthly, the lack of international engagement among the lecturers is considered a challenge for the development of the Faculty in the regionalization. This may be related to the lack of English proficiency among the lecturers and the resistance to participate in international forums or activities. Moreover, the inactivity in engaging in international level may arise from the lack of financial support and systemic support from the Faculty. From the interview data, some administrators and many lecturers admitted that the Faculty has the problem securing enough budget for managing international engagement with ASEAN universities. This can be solved by providing incentive for lecturers who make frequent international presence.

#### 5.6.1.3 Students

A lack of English proficiency among students are vastly reported by numerous lecturers. Students in the B.Ed. programme have to study a compulsory language unit. However, the learning process is not intensive. Different lecturers have different teaching contents and thus this makes the central quality an issue for learning English. To begin with, students are not encouraged to take more elective English units as the University provides the funding according to students' number. The units of study are fixed, and students are required to enroll in minimum compulsory subjects. The free elective units of study have a limited language choice. Moreover, the Faculty does not earn extra revenue when students enroll in free elective units. This leads to the Faculty not encouraging students to enroll in many elective subjects. Students can use English to search for information. English language skills enable students to be independent learners. The Ability to communicate ideas in English is essential for teachers.

A lack of skills among students is not a new issue, it has been reported in many studies (Barbin & Nicholls, 2015; Nguyen, 2015; Thompson & Thianthai, 2008). The situation has been reported by the participants in this research that most lecturers are not interested in the ASEAN Community and therefore do not teach students any necessary contents regarding the ASEAN Community and the AEC.

### **5.6.2 Forces supporting the development of the faculty in the ASEAN community**

This area covers two aspects which list quality teaching and learning, and multiculturalism and international attitude

The first supporting forces for the AEC is an intense quality control in teaching and learning. Lecturers reported employing an inquiry-based teaching as well as activity and discussion to stimulate learning. Students have frequent interaction with lecturers and other students while learning. Students in the postgraduate studies will be engage in a strenuous thesis examination process to ensure the quality. The quality control process also lies in the limited admission of only 30 students annually. This process is to certify the balance ratio of students and teachers. Thus, the balanced number make teaching plan easier and more effective. The quality can be controlled. Students can fully engage in their learning effectively and are able to pass the qualifying examination within a few years. Lecturers use and adapt learning methods to suit the needs to the classroom. They are able to develop skills such as critical thinking or other desirable traits such as integrity, patience and responsibility in the students.

Multiculturalism is reported an important element for the ASEAN community. It is often developed in line with language skills. However, first the lecturers have to be proficient in language before they develop the international attitude. As their language repertoire expands, their ability to read text from different language increases. This will broader their horizon and reduce hatred, personal bias and prejudices. The lecturers will take in others' perspective by putting themselves in the shoes of those who are affected. When they are able to do perspective taking, they will develop international and multicultural attitude and pass this concept onto their students. Both instructors and students develop tolerance and cultural sensitivity when they are able to see the existing prejudice and bias in the society.

### **5.6.3 Adjustments**

The adjustments are the areas where the Faculty can develop to be able to function effectively and compete with other HEIs. This covers English Language Skills, internationalized curriculum. extracurricular activities, international experience, and research.

English skills are a critical issue that the Faculty is facing. Many lecturers are not proficient in English and so do the students. In the regionalization, English language is determined as a central language of communication. It is also the language used in the academic domain. The Faculty can lift the standards in the recruiting process by setting the criteria of application. Applicants must have at least 5.5 IELTS score or another score that are equivalent (the Dean of the Faculty of Education, 2016). The Faculty can offer lecturers the exchange to allied universities which develop language skills along with teaching and subject matters. This process needs to be ongoing and systemically implemented to be effective.

The second area for development is curriculum. The current curriculum does not reflect and respond to changes. It needs to be readjusted. Normally the revision of the curriculum occurs every 5 years. Nevertheless, it is considered a long period for today's world. Therefore, the curriculum design must investigate the future 5-10 years. Greater ASEAN element and knowledge must be addressed in the curriculum. More content and knowledge about ASEAN nations need to be updated. Internationalisation of curriculum integrate the intercultural and international dimension into the content of the curriculum as well as teaching and learning process and support services of a programme of study (Leask, 2009). Although this is an embryonic stage of an internationalized curriculum development, it is critical that the Faculty realize that internationalisation is a dynamic process not just a one-off activity that is isolated from the development cycle (Qiang, 2003).

From the interviews, it shows that there are very few activities pertaining to ASEAN. The Faculty needs to have more activities relevant to ASEAN such as exchange and collaboration with other universities and colleges in ASEAN. The activities must also help develop international attitudes and interactive learning alongside the classroom learning. The Faculty needs to raise multiculturalism and international attitude of the academics through academic exchange and collaboration with other ASEAN universities.

University lecturer productivity is determined by doing research. In Australian context, the academic tenure track is determined by the ability to do research (Bailey, 1999). Being indifferent mean that the university lecturers will do research only to conform with minimum requirements. Thus, in the sense, it is necessary for the lecturers to develop themselves in many skills including language so that they are ready to do research in English. The Faculty should promote professional development by giving the instructors recognition of skill development relevant to doing academic research.



## **CHAPTER 6**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Conclusion**

An important question in the study of change management is the lack of understanding in change management in the major events of change such as globalisation or the ASEAN Community. What the outcomes of the change process be and how can the Faculty address the ASEAN Economic Community. The changes that incorporate the AEC is slowly penetrating HEIs in the ASEAN countries. Thai HEIs cannot escape the changes from the convergence of the ASEAN nations' economy introducing a single market that worths 2.6 trillion US Dollar in 2014 (ASEAN Secretariat, 2015a). This makes the ASEAN an emerging economy of Asia with a massive market of 622 million people. Demographic change, energy and the environment, future employment, decentralization of the country and development of local administrative bodies among many other trends will influence Thai higher education system. This article has speculated further trends covering the importance of English language, restructuring of HEIs, programs in eight professions and the research-intensive universities.

Institutions can adopt models or innovation and reinvent them to fit the local situations and thus make it easy to institutionalize such models or innovation. The institutions need to be aware that the expected outcomes of the model reinvented may change from the original. This is particularly true for Thai higher education as it seeks to borrow innovation and knowledge from overseas and eclectically select what is best suited their context. As Fry (2002) put it, Thailand has a “remarkable capability of being eclectic and selective in its attempt to balance the global with the local” (p. 3).

The objectives of this study are twofold. First, the research aimed to study the changes, problems and challenges that the AEC/ASEAN Community would bring to Thai higher education. Secondly, whether internationalisation can address the problems. First, the problems are reported in the survey, the internationalisation of curriculum, teaching and learning and graduate quality seem to present some problems in the research. In the qualitative phase, the results pose that English language proficiency, internationalisation, lack of understanding among the executives, leadership, indifference of academic staff, lack of monetary support and no strategy seemed to present a problem for the Faculty of

Education of Srinakharinwirot University. Some of these problems are deep rooted such as no interest and indifference of the academics. They are rooted in the organizational culture that do not prioritise the innovation and creativity. These problems also reflect the fear of change in the organisation. Typically, when they (lecturers) performs their work well, there is no need to change. And therefore, changes reflected something wrong about the work. The second objective is whether internationalisation of curriculum and teaching will help with the changes. The internationalisation was quoted many times in the interview data. Many lecturers deemed it a solution for the challenges for the AEC. However, internationalisation of curriculum and teaching should not be seen as a panacea for all problems. Moreover, there is little interest reported by many lecturers and administrators about internationalising the curriculum. This lack of interest impedes the development of the faculty to internationalisation.

Secondly, these reported problems with the Faculty, to some extent, can solve the problems such as English language of the staff. By being internationalised, staff who teach will have to improve their English language proficiency, and they have to produce English publications. For other problems, such as the bureaucracy, being internationalised in structure can solve the inflexibility of the system. The unit that deal with internationalisation is separated from the Faculty structure. It is smaller, flexible and more responsive to the external changes. In addition, as there is more money circulated within the international curriculum compared to the normal B.Ed. Programme. The tuition gained from the international programme can help develop the lecturers' professional skills and the teaching/learning infrastructure. It is concluded that some problems can be addressed through internationalisation of curriculum and teaching.

## **6.2 Recommendations**

From this research, it can be seen that many aspects need to be paid attention to. Many issues have implicated the development of the Faculty to be the learning organisation of the ASEAN Community. If the Faculty are to gain a competitive edge, it needs to develop an internationalised curriculum to attract students not only local but from the neighbouring countries. As Thai younger population is decreasing in the ageing society, it is suitable that the Faculty is looking outwards to accept more international students. Having the internationalised curriculum and practice could increase the quality to teaching and learning

in classrooms. Many issues have been identified in the Chapter Five. The following recommendation for research are based on the study findings.

1. This research is limited to only the Faculty of Education, Srinakhariwirot University which is considered a small unit compared to the other faculties, e. g. science. The future research needs to incorporate results from various faculties to compare whether the problems are shared or individual according to the Faculties.

2. The research informs the four areas of administration, teaching/learning and curriculum, graduate quality, and internationalisation. In the future, it is recommended that the future research could focus on the administration and policy of a university to prepare itself for the incoming changes of the ASEAN Community/ AEC.



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## APPENDIX

### List of Appendices

- A. Item Objective Congruence Index
- B. Survey Questions
- C. Interview Questions
- D. Information sheets



## Appendix A

### Complications and Challenges of AEC that Thai higher education will encounter

#### Expert Review Process: Item Objective Congruence (IOC)

This is a rating process of the questionnaire. Please tick ✓ where you think is appropriate.

	Expert 1	Expert 2	Expert 3	Total	IOC/3
<b>Administration</b>					
1. Overall AEC is a threat for Thai higher education.	0	1	0	1	0.3
2. I think Thai universities will encounter complications and challenges from AEC.	1	1	1	3	1
3. I am afraid that the faculty will fall behind in terms of development.	0	1	0	1	0.3
4. Administration will be more complicated because of AEC.	1	0	0	1	0.3
5. I think changes that AEC will bring about should be studied.	1	1	1	3	1
6. Staff professional development is one area that needs to be addressed.	1	1	1	3	1
7. Leadership for administrators in AEC needs to be redefined.	-1	1	1	1	0.3
8. Quality of teaching staff needs to be addressed.	1	1	1	3	1
9. I am concerned about staff's awareness of AEC.	1	1	1	3	1
10. Staff participation (e.g. exchange program, research activity) in other ASEAN higher education institutions should be promoted.	1	0	1	2	0.6
11. There should be activities to promote the AEC integration of higher education.	1	1	1	3	1

	<b>Expert 1</b>	<b>Expert 2</b>	<b>Expert 3</b>	<b>Total</b>	<b>IOC/3</b>
12. University should encourage academic and research excellence.	1	1	1	3	1
13. University needs to develop networks of academic excellence with other universities.	1	1	1	3	1
14. Dissemination of research should be promoted.	1	0	0	1	0.3
15. Staff need financial assistance for professional development.	1	0	1	2	0.6
16. Overall AEC awareness needs to be raised.	1	1	1	3	1
<b>Teaching and Learning</b>					
17. AEC will complicate teaching and learning.	0	1	-1	0	0
18. AEC will complicate curriculum design.	0	1	-1	0	0
19. Knowledge about ASEAN needs to be incorporated into teaching and learning.	-1	1	1	1	0.3
20. Activities that promote the understanding of ASEAN and ASEAN identity need to be developed.	1	1	1	3	1
21. There should be new subjects on ASEAN studies.	0	0	0	0	0
22. English teaching can improve the quality of teaching and learning.	1	0	1	2	0.6
23. Existing teaching and learning need to be more responsive to AEC.	0	1	1	2	0.6
24. Curriculum, teaching and learning should be improved to ensure international quality.	1	1	1	3	1

	Expert 1	Expert 2	Expert 3	Total	IOC/3
<b>Graduate Quality</b>					
25. I am happy with the current graduate attributes.	0	0	-1	-1	-0.3
26. There needs to be benchmarks that measure graduate competence (in communication, critical/analytical thinking, problem-solving and computer literacy).	1	1	1	3	1
27. Graduate quality needs to be improved.	0	0	0	0	0
28. Global competence should be promoted in the graduates.	1	1	1	3	1
29. I received good feedback from the employers of the graduates.	0	0	0	0	0
30. Students' participation and engagement with other ASEAN countries should be promoted	1	1	1	3	1
<b>Internationalization of Higher Education</b>					
31. Internationalization of higher education will be beneficial.	1	0	-1	0	0
32. Teaching staff should have international experience, travels, degree or certificates.	1	0	0	1	0.3
33. Teaching staff should have strong English language competencies.	1	0	0	1	0.3
34. English language competencies of teaching staff should be promoted.	1	0	1	2	0.6
35. Faculty members should have good understanding of the benefits of internationalization.	1	1	1	3	1
36. Faculty should engage in internationalization.	0	1	1	2	0.6

	<b>Expert 1</b>	<b>Expert 2</b>	<b>Expert 3</b>	<b>Total</b>	<b>IOC/3</b>
37. International perspectives should be incorporated into teaching.	0	0	1	1	0.3
38. Internationalization should be promoted through extracurricular activities.	1	0	1	2	0.6
39. Internationalization plan objectives should be related to faculty engagement.	1	1	-1	1	0.3
40. The faculty should offer international programs.	0	1	-1	0	0
41. Infrastructure and atmosphere that promote internationalization should be provided.	-1	1	1	1	0.3
42. Harmonization of higher education in ASEAN (quality assurance and qualification) with SEAMEO RIHED or AUN should be promoted	1	0	0	1	0.3
43. The areas in which Thailand is specialized and sought after need to be promoted.	1	1	1	3	1
44. The experience that faculty members have from other universities can be used in the Faculty of Education.	0	1	-1	0	0

## Appendix B

แบบสอบถามความคิดเห็นเกี่ยวกับสภาพปัญหาและความท้าทายของการเป็นประชาคมเศรษฐกิจ

อาเซียนต่อคณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ

โปรดแสดงความคิดเห็นของท่านเกี่ยวกับสภาพปัญหาและความท้าทายของการเป็นประชาคมเศรษฐกิจ

อาเซียนต่อคณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒโดย   ลงในช่องที่ตรงกับความ

คิดเห็นของท่าน

ข้อคิดเห็น	เห็น ด้วยใน ระดับ น้อย ที่สุด	เห็นด้วย ในระดับ น้อย	เห็น ด้วยใน ระดับ ปาน กลาง	เห็น ด้วยใน ระดับ มาก	เห็นด้วย ในระดับ มากที่สุด
<b>ด้านการบริหาร</b>					
1. ฉัน/ผมคิดว่ามหาวิทยาลัยศรีนครินทรวิโรฒจะต้องเผชิญกับปัญหาและความท้าทายของ AEC					
2. ฉัน/ผมคิดว่ามหาวิทยาลัยศรีนครินทรวิโรฒควรมีการศึกษาความเปลี่ยนแปลงที่ AEC จะนำมา					
3. มหาวิทยาลัยศรีนครินทรวิโรฒต้องเร่งแก้ไขการพัฒนาทางวิชาชีพของอาจารย์ (professional development)					
4. ภาวะผู้นำสำหรับผู้บริหารระดับคณะหรือมหาวิทยาลัยใน AEC ต้องได้รับการจำกัดความและพัฒนาขึ้นมาใหม่					
5. คุณภาพของอาจารย์ผู้สอนเป็นเรื่องสำคัญที่มหาวิทยาลัยศรีนครินทรวิโรฒต้องพิจารณาในการพัฒนามหาวิทยาลัย					
6. ฉัน/ผมกังวลเกี่ยวกับว่าอาจารย์จะตระหนักถึงผลของ AEC ไม่เพียงพอ					
7. อาจารย์ควรมีส่วนร่วมมากขึ้นกับสถาบันอุดมศึกษาอื่นๆ ในอาเซียน(เช่น โปรแกรมแลกเปลี่ยนอาจารย์และการทำวิจัยร่วม)					
8. มหาวิทยาลัยศรีนครินทรวิโรฒควรมีการจัดกิจกรรมเพื่อส่งเสริมการรวมกลุ่มทางการศึกษาในประชาคมเศรษฐกิจอาเซียนให้มากขึ้น					



ข้อคิดเห็น	เห็นด้วยในระดับน้อยที่สุด	เห็นด้วยในระดับน้อย	เห็นด้วยในระดับปานกลาง	เห็นด้วยในระดับมาก	เห็นด้วยในระดับมากที่สุด
9. มหาวิทยาลัยศรีนครินทรวิโรฒควรส่งเสริมให้คณะศึกษาศาสตร์มีความเป็นเลิศทางวิชาการและความเป็นเลิศทางการวิจัย					
10. มหาวิทยาลัยศรีนครินทรวิโรฒต้องพัฒนาเครือข่ายความเป็นเลิศทางวิชาการกับมหาวิทยาลัยอื่น ๆ ในประเทศ					
11. อาจารย์ควรจะได้รับความช่วยเหลือทางการเงินจากทางมหาวิทยาลัยในการพัฒนาทางวิชาชีพ					
12. คณะ/มหาวิทยาลัยต้องมีการให้ความรู้เกี่ยวกับประชาคมเศรษฐกิจอาเซียนแก่บุคลากรอย่างต่อเนื่อง					
13. การพัฒนามหาวิทยาลัยศรีนครินทรวิโรฒใน AEC ควรเป็นไปอย่างมีระบบและยั่งยืน					
14. มหาวิทยาลัยศรีนครินทรวิโรฒต้องกำหนดยุทธศาสตร์ในการพัฒนาศาสตร์หรือวิชาที่มีความโดดเด่นให้มีความเป็นเลิศ					
<b>ด้านการเรียนการสอนและหลักสูตร</b>					
15. คณะศึกษาศาสตร์จำเป็นต้องมีการพัฒนากิจกรรมที่ส่งเสริมความเข้าใจในของอาเซียนและอัตลักษณ์ของอาเซียน					
16. การสอนและการเรียนของคณะศึกษาศาสตร์จะต้องตอบสนองต่อการเปลี่ยนแปลงของ AEC ให้มากขึ้น					
17. คณะศึกษาศาสตร์ควรมีการให้ความรู้เกี่ยวกับ AEC ให้กับนิสิตเพื่อการเตรียมพร้อมและปรับตัว					
18. หลักสูตรการสอนและการเรียนของคณะศึกษาศาสตร์ควรมีการปรับปรุงให้มีคุณภาพให้อยู่ในระดับสากล					
19. คณะศึกษาศาสตร์ควรปรับปรุงการเรียนการสอนในมิติของไทยและมิติของอาเซียนให้มีความเข้มแข็ง					

ข้อคิดเห็น	เห็นด้วยในระดับน้อยที่สุด	เห็นด้วยในระดับน้อย	เห็นด้วยในระดับปานกลาง	เห็นด้วยในระดับมาก	เห็นด้วยในระดับมากที่สุด
20. คณะศึกษาศาสตร์ควรสร้างกระบวนการเรียนรู้ในด้าน AEC ให้กับนิสิตอย่างต่อเนื่อง					
21. คณะศึกษาศาสตร์ต้องส่งเสริมให้นิสิตมีความเชี่ยวชาญในการใช้ภาษาไทย					
22. คณะศึกษาศาสตร์ต้องส่งเสริมให้นิสิตสามารถใช้ภาษาอังกฤษและภาษาอื่น ๆ ในประเทศอาเซียน (ถ้ามี) ในการสื่อสารได้อย่างมีประสิทธิภาพ					
23. คณะศึกษาศาสตร์ต้องส่งเสริมให้นิสิตรักวัฒนธรรมไทย					
<b>ด้านคุณภาพบัณฑิต</b>					
24. มหาวิทยาลัยศรีนครินทรวิโรฒต้องมีการวัดมาตรฐานความสามารถของบัณฑิตหลังจากจบการศึกษา (เช่น ด้านการสื่อสาร การคิดวิเคราะห์แก้ปัญหาและความรู้ทางด้านคอมพิวเตอร์)					
25. คณะ/มหาวิทยาลัยควรมีการส่งเสริมสมรรถนะที่เป็นสากล (global competencies <sup>1</sup> ) ในบัณฑิต					
26. คณะ/มหาวิทยาลัยควรส่งเสริมให้นิสิต มศว มีส่วนร่วมในกิจกรรมทางการศึกษากับสถาบันอุดมศึกษาอื่นในประเทศกลุ่มอาเซียน					
27. มหาวิทยาลัย/คณะควรมีความร่วมมือกับบริษัทหรือผู้ประกอบการในการพัฒนาหลักสูตรเพื่อให้บัณฑิตมีคุณลักษณะ/ความรู้ที่เป็นที่ต้องการในท้องตลาด					

1 Global competencies includes awareness, adaptability, knowledge on global issues and cross-cultural communication

## Appendix C

### คำถามสัมภาษณ์

#### ด้านการบริหารจัดการ

1. อะไรคือปัญหาและความท้าทายของ AEC ในด้านการบริหารจัดการในมหาวิทยาลัยศรีนครินทรวิโรฒ?
2. อะไรคือจุดแข็งของมหาวิทยาลัยศรีนครินทรวิโรฒ ใน AEC และจะสนับสนุนจุดแข็งนี้ได้อย่างไร?
3. อะไรคือคำจำกัดความของภาวะผู้นำสำหรับผู้บริหารระดับคณะหรือระดับมหาวิทยาลัยใน AEC
4. มหาวิทยาลัยศรีนครินทรวิโรฒจะสามารถจัดกิจกรรมอะไรได้บ้างเพื่อส่งเสริมการรวมกลุ่มทางการศึกษา

#### ในประชาคมเศรษฐกิจอาเซียน

5. มหาวิทยาลัยศรีนครินทรวิโรฒสามารถช่วยเหลือการพัฒนาทางอาชีพให้แก่คณาจารย์ได้อย่างไร?
6. คณะศึกษาศาสตร์ควรทำอย่างไรให้อาจารย์มีส่วนร่วมมากขึ้นกับสถาบันอุดมศึกษาอื่น ๆ ในอาเซียน (เช่น โปรแกรมแลกเปลี่ยนอาจารย์และการทำวิจัยร่วม)
7. มหาวิทยาลัยศรีนครินทรวิโรฒสามารถส่งเสริมให้คณะศึกษาศาสตร์มีความเป็นเลิศทางวิชาการและความเป็นเลิศทางการวิจัยได้อย่างไร?

#### ด้านการจัดการเรียนการสอนและหลักสูตร

8. อะไรคือปัญหาและความท้าทายของ AEC ในด้านการจัดการเรียนการสอนและหลักสูตร?
9. คณะศึกษาศาสตร์จะวิธีอย่างไรในการจัดการเรียนรู้ให้เหมาะสมกับบริบทของ AEC?
10. คณะศึกษาศาสตร์จะทำอย่างไรให้การจัดการเรียนรู้มีคุณภาพในระดับนานาชาติ?
11. มีกิจกรรมใดบ้างที่คณะนำมาใช้สร้างความเข้าใจใน ASEAN และอัตลักษณ์ของ ASEAN?
12. คุณมีความคิดเห็นว่าอย่างไรที่คณะศึกษาศาสตร์ต้องส่งเสริมให้นิสิตร่วมนวัตกรรมไทยและใช้ภาษาไทยให้ถูกต้องในบริบทของ AEC

#### ด้านคุณภาพของบัณฑิต

13. ท่านคิดว่าคุณภาพของบัณฑิตมหาวิทยาลัยศรีนครินทรวิโรฒควรจะต้องมีการปรับปรุงให้ดีขึ้นเพื่อให้เหมาะกับบริบทของ AEC ไหม?
14. คุณสมบัติของบัณฑิตที่เป็นที่ต้องการใน AEC เป็นอย่างไร?
15. คณะจะทำอย่างไรเพื่อร่วมมือกับบริษัทหรือผู้ประกอบการในการพัฒนาหลักสูตรเพื่อให้บัณฑิตมีคุณลักษณะ/ความรู้ที่เป็นที่ต้องการในท้องตลาด?
16. คณะศึกษาศาสตร์ควรทำอย่างไรเพื่อส่งเสริมให้นิสิต มศว มีส่วนร่วมในกิจกรรมทางการศึกษากับสถาบันอุดมศึกษาอื่นในประเทศกลุ่มอาเซียน?
17. คณะศึกษาศาสตร์จะสามารถส่งเสริมสมรรถนะที่เป็นสากล (global competencies<sup>2</sup>) ในบัณฑิตได้อย่างไร?

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2 Global competencies include awareness, adaptability, knowledge on global issues and cross-cultural communication

18. คุณมีความเห็นอย่างไรที่มหาวิทยาลัยศรีนครินทรวิโรฒต้องมีการวัดมาตรฐานความสามารถของบัณฑิตหลังจากจบการศึกษา (เช่นด้านการสื่อสาร การคิดวิเคราะห์แก้ปัญหาและความรู้ทางด้านคอมพิวเตอร์)?

#### ด้านความเป็นสากลของอุดมศึกษา

19. อะไรคือปัญหาและความท้าทายของ AEC ในด้านความเป็นสากลของอุดมศึกษาของมหาวิทยาลัยศรีนครินทรวิโรฒ?

20. คณะศึกษาศาสตร์ควรทำอย่างไรเพื่อส่งเสริมให้อาจารย์เข้าใจความเป็นสากลของอุดมศึกษาอย่างลึกซึ้ง?

21. คณะศึกษาศาสตร์ควรทำอย่างไรเพื่อมีส่วนร่วมในการผลักดันให้เกิดความเป็นสากลของอุดมศึกษาของมหาวิทยาลัย?

22. คณะศึกษาศาสตร์สามารถทำอย่างไรเพื่อพัฒนาทักษะให้กับคณาจารย์และนิสิต

23. มหาวิทยาลัยศรีนครินทรวิโรฒควรทำอย่างไรเพื่อส่งเสริมศาสตร์หรือวิชาที่ประเทศไทยมีความเชี่ยวชาญและเป็นที่ต้องการในตลาดโลก?

24. ท่านคิดอย่างไรที่มหาวิทยาลัยศรีนครินทรวิโรฒจะสามารถสร้างสาธารณูปโภคและบรรยากาศที่ส่งเสริมความเป็นสากลของอุดมศึกษา



## Appendix D

ที่ ศธ.6915/



คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ  
สุขุมวิท 23 เขตวัฒนา  
กรุงเทพมหานคร 10110

เรื่อง ขอความอนุเคราะห์เก็บข้อมูล

เรียน คณบดีคณะศึกษาศาสตร์

ด้วยข้าพเจ้า นางสาวประภัสตรา ธโนศวรรย์ กำลังทำวิจัยเรื่อง การศึกษาสภาพปัญหาและความ  
ท้าทายในการพัฒนาคณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ สู่การเป็นประชาคมเศรษฐกิจอาเซียน  
ซึ่งในการศึกษาคั้งนี้ได้กำหนดกลุ่มตัวอย่างในการเก็บรวบรวมข้อมูลคือ กลุ่มอาจารย์และผู้บริหารของคณะ  
ศึกษาศาสตร์ จำนวน 30 คน ดังนั้นเพื่อให้การศึกษาคั้งนี้สำเร็จลุล่วงด้วยดี จึงใคร่ขอความอนุเคราะห์เก็บ  
ข้อมูลกับบุคลากรของคณะศึกษาศาสตร์ระหว่างวันที่ 1 มิถุนายน 2559 จนถึง 30 ตุลาคม 2560

จึงเรียนมาเพื่อโปรดพิจารณาและหวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์ และ  
ขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(อาจารย์ ดร.ประภัสตรา ธโนศวรรย์)  
หัวหน้าโครงการวิจัย

ภาควิชาการบริหารการศึกษาและการอุดมศึกษา  
โทร 0-2649-5000 ต่อ 1-5536  
โทรสาร. 0-2649-5264



## บันทึกข้อความ

คณะศึกษาศาสตร์
มหาวิทยาลัยศรีนครินทรวิโรฒ
เลขรับ 0484
วันที่ 6 ต.ค. 2560
เวลา 11.30 น.

ส่วนงาน ภาควิชาการบริหารการศึกษาและการอุดมศึกษา

คณะศึกษาศาสตร์ โทร. 1 - 5536

ที่ ศธ 6915(3)/195

วันที่ 6 ตุลาคม 2560

เรื่อง ขอความอนุเคราะห์เก็บข้อมูล

เรียน คณบดีคณะศึกษาศาสตร์

ตามที่ ข้าพเจ้า นางสาวประภัสรา ธโนศวรรย์ ตำแหน่ง อาจารย์ สังกัดภาควิชาการบริหารการศึกษาและการอุดมศึกษา ได้รับทุนวิจัยจาก คณะศึกษาศาสตร์ ทำวิจัยเรื่อง “การศึกษาสภาพปัญหาและความท้าทายในการพัฒนา คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ สู่การเป็นประชาคมเศรษฐกิจอาเซียน” ซึ่งในการศึกษาครั้งนี้ได้กำหนดกลุ่มตัวอย่างในการเก็บรวบรวมข้อมูลคือ กลุ่มอาจารย์และผู้บริหารของคณะศึกษาศาสตร์ และจะดำเนินการเก็บข้อมูลในระหว่างวันที่ 1 มิถุนายน พ.ศ. 2559 ถึง วันที่ 30 ตุลาคม พ.ศ. 2560 เพื่อให้การศึกษาครั้งนี้เป็นไปด้วยความเรียบร้อย

ในการนี้จึงใคร่ขอความอนุเคราะห์เก็บข้อมูลกับบุคลากรของคณะศึกษาศาสตร์

จึงเรียนมาเพื่อโปรดพิจารณา

เรียน คณบดีคณะศึกษาศาสตร์  
เพื่อโปรดพิจารณา

Pr  
6 ต.ค. 60

IM  
6 ต.ค. 60

Prapasara Thanosawan

(อาจารย์ ดร.ประภัสรา ธโนศวรรย์)

หัวหน้าโครงการวิจัย

รองคณบดีฝ่ายวิชาการ รักษาการแทน

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คณบดีคณะศึกษาศาสตร์