

SCHOOL MANAGEMENT STRATEGIES FOR DEVELOPING CHARACTERISTICS OF THAI CHILDREN IN THE ASEAN COMMUNITY

Parujee Charoenphao¹

Pongsin Visetsiri²

Chayapim Usaho³

Abstract: The objectives of this research were 1) to study the current and desirable states of school management for developing characteristics of Thai children in the ASEAN community. 2) to analyze strengths, weaknesses, opportunities and threats of school management for developing characteristics of Thai children in the ASEAN community and 3) to develop school management strategies for developing characteristics of Thai children in the ASEAN community. The study was mixed-method research. The samples were 183 state-maintained kindergartens. The informants include 131 school administrators and 167 teachers responsible for the ASEAN projects, 298 people in total. The instruments used in this study were a questionnaire and an evaluation form to determine the feasibility and suitability of strategies. The data were analyzed by frequency, percentage, average, standard deviation, $PNI_{Modified}$ and content analysis. The research results showed the following: 1) The current state of the management for developing characteristics of Thai children in the ASEAN community was overall at a high level (\bar{X} = 3.695). When considering each aspect, the social aspect was at the highest average (x = 3.843). The desirable state of management for developing characteristics of Thai children in the ASEAN community was overall at a high level (\bar{X} = 4.677). When considering each aspect, the social aspect was at the highest average (x = 4.754). 2) The strength of management for developing characteristics of Thai children in the ASEAN community was the social aspect. The weaknesses were skills, environment and knowledge respectively. The government policies and technology were considered as the opportunities of management for developing characteristics of Thai children in the ASEAN community. The economy and

This dissertation was funded by THE 90th ANNIVERSARY OF CHULALONGKORN UNIVERSITY FUND (Ratchadaphiseksomphot Endowment Fund).

¹ Ph.D. Candidate in Education Administration, Department of Educational Policy, Management and Leadership, Faculty of Education, Chulalongkorn University, Thailand.
cparujee@gmail.com

² Ph.D. Assistant Professor, Department of Educational Policy, Management and Leadership, Faculty of Education, Chulalongkorn University, Thailand.
v.pongsin@gmail.com

³ Ph.D. Assistant Professor, Department of Educational Policy, Management and Leadership, Faculty of Education, Chulalongkorn University, Thailand.
chayapim.u@chula.ac.th

society were considered as the threats of management for developing characteristics of Thai children in the ASEAN community. 3) Four management strategies were developed including (i) To reform school management for promoting Thai children's skills of the ASEAN community; (ii) To reform school management for promoting Thai children's environment of the ASEAN community; (iii) To reform school management for promoting Thai children's knowledge of the ASEAN community; and (iv) To reform school management for promoting Thai children's society of the ASEAN community.

Keywords: Characteristics of Thai Children in The ASEAN Community, School Management Strategies, ASEAN Community

Introduction

Entering the ASEAN community in 2015 is to become an association of 10 member countries of the Southeast Asian region in order to gain more strengths and capacities to compete. The association of 10 countries in Southeast Asia is the cooperation and collaboration to build the strong foundation of economic, social and political aspects which are ongoing developed. The noticeable development towards the ASEAN community is economy and trades. The free trade areas established for business gains among countries have become world-wide current trends. The ASEAN Free Trade Area Agreement (AFTA) has been developed by countries within the ASEAN region. It has been difficult for Thailand to avoid such trends (*Sirichai Kanjanawasee, 2005*). The opening of free trade would possibly have an impact on the education system of Thailand which is about to become a member of ASEAN community in 2015. Thailand should have an awareness and be prepared for the impact of ASEAN Free Trade Area Agreement. Many types of businesses in Thailand and overseas demand for skilled workers who are capable to perform multitask. For instance, they should be able to communicate effectively in multiple languages, possess specific skills and expertise, be able to think critically and find ways to solve problems, to create work and to produce the quality and effective work. Therefore, the present Thai educational system should be prepared to produce capable children and teens who would become the drive force towards the ASEAN community. The public sector should emphasize the quality educational management in order to develop the people's capacities so that they could be ready for the development of the country that strengthens the economy, politics and society in the future.

The Ministry of Education has established a policy to prepare the readiness of the Thai education as stipulated by the ASEAN Declaration on the Thai education. In order to comply with the agreement under the ASEAN outline as appeared in a Blueprint for ASEAN Socio-Cultural Community which states that by 2015, the people of the ASEAN community will thoroughly receive the quality education, they will become knowledgeable and possess necessary skills needed for being ASEAN citizens. (Department of ASEAN Affairs, 2009) The Office of Basic Education Commission must implement teaching and learning projects on the ASEAN community such as a development project towards the ASEAN community and many other ASEAN projects in order to raise the awareness of students in all

grade levels of all schools and for them to realize their duties and participation in becoming ASEAN citizens. Therefore, the students should be developed to be ready to enter the ASEAN community. The Thai children's characteristics of the ASEAN community should be developed at their early ages in order that they can develop themselves to their full potentials. They should receive comprehensive education; the school should provide teaching and learning activities that would build their knowledge on the ASEAN community and to help them develop the students' capacities to be ready to move forwards towards the ASEAN community in 2015. The public sector has promoted several projects supporting all schools to implement projects that will prepare the students to enter the ASEAN community and has developed the schools themselves to meet the ASEAN and the global standards so that the schools can develop their students to be ready to become ASEAN and global citizens.

However, the Thai educational system is problematic and lacks the effectiveness of the children's learning development. The Thai children have not acquired the knowledge and basic skills needed for their lives particularly the foreign language needed for their communication in the ASEAN community which is English. Based on their examination results received from the Office of Educational Testing under the Office of Basic Education Commission in 2014, all students' overall average scores in the English subject of the O-NET were lower than the scores received in 2013 particularly in English for communication. Based on the results of PISA 2012 which assessed Thai children's skills in the international level, Thailand average scores were at the third in ASEAN countries; however, when compared to 65 member countries worldwide taking the PISA, Thailand ranked the 50th and its scores are lower than the OECD average in all three subjects. It has then become quite clear that the quality education in Thailand needs urgent improvement. The Ministry of Education must look for key approaches in response to these urgent problems to develop the students to become critical thinkers, possess necessary skills, and have knowledge and abilities to follow the global changes.

The results of the national and international examinations have clearly indicated that the quality of Thai children's education is decreasing resulting in the school administrators' needs for changes. The guidelines for school management must be developed to prepare for readiness; the schools must be urgently developed to provide the quality education that would enable the students to compete with other ASEAN countries. The teaching and learning must be implemented to achieve the objectives stated in the National Educational Act B.E. 2542 with amendment (2nd edition) B.E. 2545 that the "Education shall aim at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity and desirable ways of life so as to be able to live happily with others". The school administrators must place the importance on improving the quality of Thai children's education, to help them possess characteristics needed for entering the ASEAN community and to be equal to many other civilized countries. Preparing for educational readiness and developing the students' capacities for entering the ASEAN community are crucial and needs an urgent development. Those responsible for developing and providing

education in all levels should provide the education that emphasizes the Thai children's good characteristics and capacities that enable them to become complete ASEAN citizens and to be equal to other countries in the ASEAN communities. However, the government only has policies and guidelines for preparing the schools to enter the ASEAN community. The procedures for implementing tasks have not yet been established to be used in the school management. Therefore, it is important to develop the strategies needed for the school development in order to attain the sufficient quality for entering the ASEAN community and to help the Thai children to understand and increase their awareness on the importance of the ASEAN community.

The researcher has then become interested in studying "School Management Strategies For Developing Characteristics of Thai Children in the ASEAN Community" It is hoped that the results of this research will become important guidelines in providing the education that develops the Thai children's characteristics of the ASEAN community and to enable them to become quality, capable ASEAN citizens in the future.

Objectives

There are three objectives:

- 1) To study the current and desirable states of school management for developing characteristics of Thai children in the ASEAN community.
- 2) To analyze strengths, weaknesses, opportunities and threats of school management for developing characteristics of Thai children in the ASEAN community.
- 3) To develop school management for developing characteristics of Thai children in the ASEAN community.

The Conceptual Framework of the Study

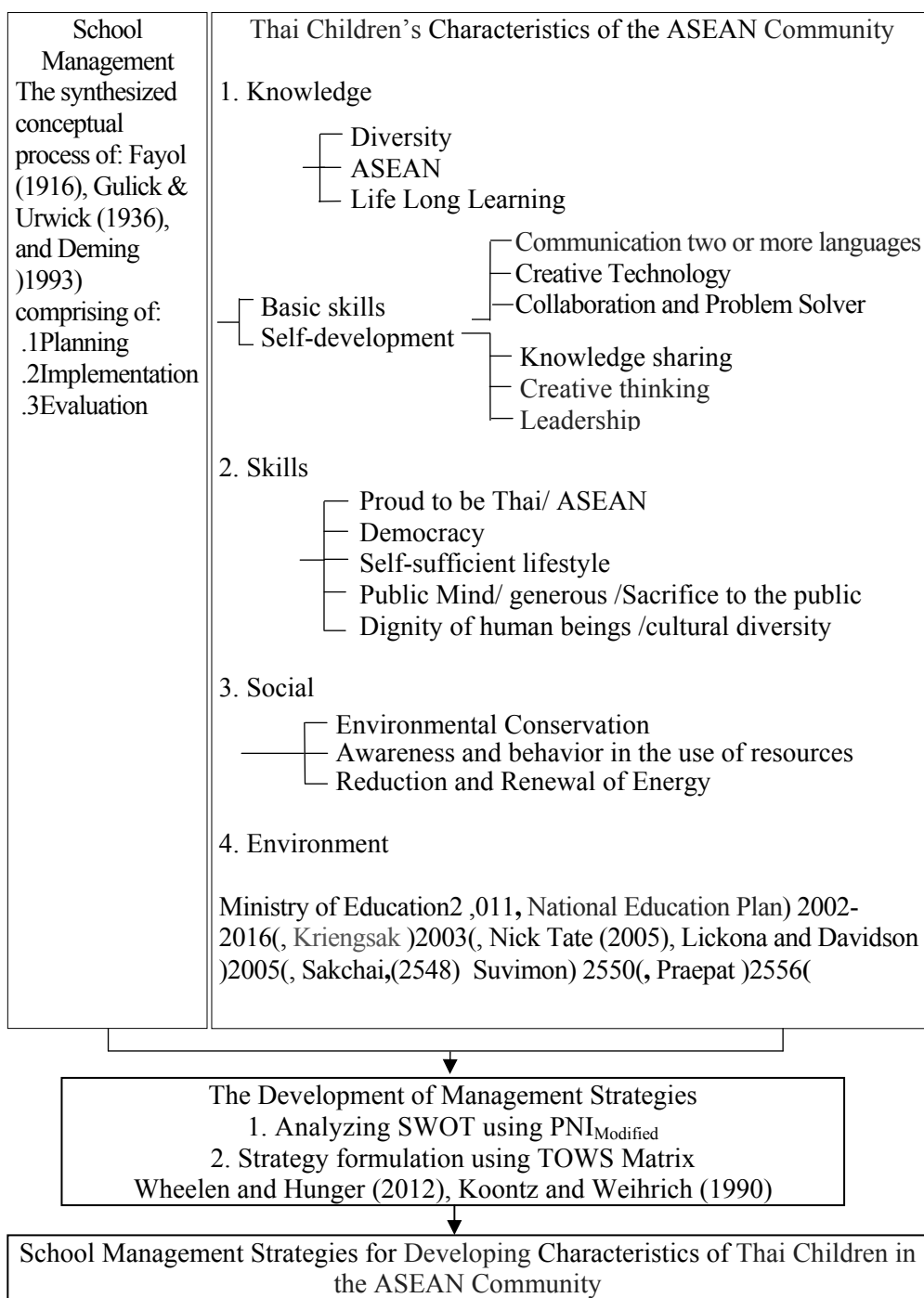
In this research studies, the concepts relating to the Thai children's characteristics of the ASEAN community are analyzed and synthesized to create the conceptual framework of the school management for developing characteristics of Thai children in the ASEAN community. The details are as follows:

(See Figure 1 on the next page)

Literature Review

In studying the management strategies of school management strategies for developing characteristics of Thai children in the ASEAN community, the researchers reviewed and studied the following documents:

1. Educational Management of elementary schools.
2. Educational Management for the ASEAN community
3. Educational management to enhance Thai Children's Characteristics of the ASEAN Community Development
4. Development of management strategies
5. Relevant researches



Developing

Research Methodology

Process	Methodology	Desirable Outcomes
1. Study the current and desirable states of School Management Strategies for Developing Characteristics of Thai Children in the ASEAN Community	Population: 183 kindergartens under the Office of Basic Education Committee Participants: school principals and teachers Instrument: questionnaire Data collection: frequency, percentage, \bar{x} and S.D.	1. The current and desirable states of School Management Strategies for Developing Characteristics of Thai Children in the ASEAN Community
2. Analyze strengths, weaknesses, opportunities and threats.	Instrument: questionnaire - Find Needs Index using PNIModified - Order Needs Index - Analyze SWOT from PNIModified and open questionnaire Data collection: PNI _{Modified} and frequency	2. Needs Index, strengths weaknesses, opportunities and threats
3. Draft of school management strategies	1. Create TOWS Matrix 2. Match)WT)) (WO) (ST) (SO(3. Create draft strategies (main strategies, sub-strategies, directions, Key success targets)	3. 1 st draft of School Management Strategies for Developing Characteristics of Thai Children in the ASEAN Community
4. Examine the feasibility and appropriateness of the draft of school management Strategies	Participants: Educational Administrators, School Principals and Teachers Instrument: strategic evaluation form - Examine feasibility and appropriateness of 1 st draft strategies by experts and stakeholders individually - Analyze data using \bar{x} , S.D. and content analysis - Improve strategies according to experts and stakeholders' suggestions	4. The feasibility and appropriateness of the 1 st draft management strategies. 5. 2 nd draft of School Management Strategies for Developing Characteristics of Thai Children in the ASEAN Community
5. Develop School Management Strategies for Developing Characteristics of Thai Children in the ASEAN Community	- Examine the feasibility and appropriateness of the 2 nd draft management strategies by experts and stakeholders through focus group discussion - Analyze data using content analysis - Improve strategies according to experts and stakeholders' suggestions	6. The feasibility and appropriateness of the 2 nd draft management strategies. 7. School Management Strategies for Developing Characteristics of Thai Children in the ASEAN Community (complete version)

Figure 2: Research Methodology, Procedures, Results, Discussions and

Suggestions

Results, Discussions and Suggestions

The research results showed that

1) In general, the current state of management for developing characteristics of Thai children in the ASEAN community was overall at the high level. When considering each aspect, the social aspect was the highest average ($\bar{x} = 3.843$). The desirable state of management for developing characteristics of Thai children in the ASEAN community was overall at the high level. When considering each aspect, the social aspect was the highest average ($\bar{x} = 4.754$).

2) The strength of management for developing characteristics of Thai children's in the ASEAN community was the social aspect. The weaknesses were skills, environment and knowledge respectively. The government policies and technology were considered as the opportunities of management for developing characteristics of Thai children in the ASEAN community. The economy and society were considered as the threats of management for developing characteristics of Thai children in the ASEAN community.

3) Four management strategies were developed including (i) To reform school management for promoting Thai children's skills of the ASEAN community; (ii) To reform school management for promoting Thai children's environment of the ASEAN community; (iii) To reform school management for promoting Thai children's knowledge of the ASEAN community; and (iv) To reform school management for promoting Thai children's society of the ASEAN community.

Findings

1. The current and the desirable states of school management strategies for developing characteristics of Thai children in the ASEAN community.

1.1 From the internal factor analysis, it is found that the current state of school management strategies for developing characteristics of Thai children in the ASEAN community was at the high level ($\bar{x} = 3.695$). When considering each aspect, the social aspect had the highest average ($\bar{x} = 3.843$).

From the external factor analysis, it is found that current state of school management strategies for developing characteristics of Thai children in the ASEAN community is at the middle level ($\bar{x} = 3.400$). When considering each aspect, the technology aspect has the highest current mean ($\bar{x} = 3.485$), followed by the government policy condition which has a lower current mean ($\bar{x} = 3.446$), followed by social condition which has a lower current mean ($\bar{x} = 3.357$), and finally, the economic condition, which has the lowest current mean ($\bar{x} = 3.311$).

1.2 From the internal factor analysis, it is found that the desirable situation of school management strategies for developing characteristics of Thai children in the ASEAN community is considered the highest ($\bar{x} = 4.677$). When considering each aspect, the social aspect had the highest average ($\bar{x} = 4.754$).

From the external factor analysis, it is found that the desirable state of school management strategies for developing characteristics of Thai children in the ASEAN community is considered the highest ($\bar{x} = 4.599$). When considering each aspect, it is shown that technological condition has the highest average ($\bar{x} = 4.635$),

followed by the government policy aspect ($\bar{x}=4.621$), the social aspect ($\bar{x}=4.583$) and the economic aspect ($\bar{x}=4.555$).

2. Strengths, weaknesses, opportunities, and threats of school management strategies for developing characteristics of Thai children in the ASEAN community.

2.1 The strengths of the school management strategies for developing characteristics of Thai children in the ASEAN community is the social aspect (PNI modified= 0.237)

2.2 The weaknesses of the school management strategies for developing characteristics of the Thai children in ASEAN community are skills (PNI modified= 0.278), environment (PNI modified= 0.275) and knowledge (PNI modified= 0.273).

2.3 The technology (PNI modified= 0.329) and the government policies (PNI modified= 0.340) are considered as the opportunities of the school management strategies for developing characteristics of the Thai children in ASEAN community

2.4 The economic (PNI modified= 0.375) and social aspects (PNI modified = 0.365) are considered as the threats of the school management strategies for developing characteristics of the Thai children in ASEAN community

3. School management strategies for developing characteristics of Thai children in the ASEAN community.

The researchers developed 4 main management strategies and 13 sub-strategies as follows:

Main strategy 1: To reform school management for promoting Thai children's skills of the ASEAN community
--

Sub strategy 1.1: Enhance the management of teaching and learning that focuses on self-development skills.
--

Sub strategy 1.2: Enhance the management of teaching and learning that focuses on learning the basic skills.
--

Sub strategy 1.3: Increase the effectiveness of the assessment and evaluation to promote self-development skills and basic skills.
--

Main strategy 2: To reform school management for promoting Thai children's environment of the ASEAN community

Sub strategy 2.1: Enhance the management of teaching and learning that focuses on reducing resource consumption and using renewable energy.

Sub strategy 2.2: Enhance the management of teaching and learning that focuses on cultivating the consciousness and behavior of using resources carefully.
--

Sub strategy 2.3: Increase the effectiveness of the assessment and evaluation of reducing resource and using renewable energy.
--

Sub strategy 2.4: Increase the effectiveness of the assessment and evaluation of cultivating the consciousness and behavior of using resources carefully.

Main strategy 3: To reform school management for promoting Thai children's knowledge of the ASEAN community

Sub strategy 3.1: Enhance the management of teaching and learning that focuses on developing Thai students' interdisciplinary knowledge and lifelong learning

Sub strategy 3.2: Increase the effectiveness of the assessment and evaluation of the interdisciplinary knowledge and life-long learning.

Main strategy 4: To reform school management for promoting Thai children's society of the ASEAN community.

Sub strategy 4.1: Enhance the management of teaching and learning that focuses on developing students to live their lives based on the philosophy of sufficiency economy.

Sub strategy 4.2: Enhance the management of teaching and learning that focuses on developing students to have public consciousness to cultivate kindness, caring, generosity and to sacrifice for the common good.

Sub strategy 4.3: Increase the effectiveness of the assessment and evaluation of the implementation of the philosophy of sufficiency economy.

Sub strategy 4.4: Increase the effectiveness of the assessment and evaluation of the public consciousness to cultivate kindness, caring, generosity and to sacrifice for the common good.

Results Discussion

1. The current and the desirable states of school management strategies for developing characteristics of Thai children in the ASEAN community

1.1 The research findings reveal that the overall picture of the current state of school management strategies for developing characteristics of Thai children in the ASEAN community is at a high level ($\bar{x} = 3.695$). When considering each aspect, the social aspect was the highest average ($\bar{x} = 3.843$). The results are aligned with Nick Tate's (2005) concepts that emphasize the children's positive characteristics in the society; The children must be cultivated to be responsible, sacrificing and to have love for the society through showing respect of one's own and other's human rights, respecting regulations and emphasizing the values of liberty and justice in order to promote the social virtues.

1.2 The research findings reveal that the overall picture of the desirable state of school management strategies for developing characteristics of Thai children in the ASEAN community is at the highest level ($\bar{x} = 4.677$). When considering each aspect, the social aspect was the highest average ($\bar{x} = 4.754$). The results are aligned with the desirable characteristics stated in the core curriculum of the Office of Basic Education Commission, Ministry of Education (2009) aiming at developing the students to be able to live happily with others in the society. The children's social characteristics are defined as follows: 1) To love the nation, religion and monarchs 2) To have integrity and be against the corruption 3) To live a life in accordance with the Philosophy of Sufficiency Economy 4) To love the Thainess 5) To be public service - minded

1.3 The research findings reveal that the overall picture of the current state of the external environment for developing characteristics of Thai children in the ASEAN community is at the average ($\bar{x} = 3.400$, S.D = .56). When considering each aspect, the technological aspect was found to have the highest average. This finding

shows that the technological development in Thailand has undergone an ongoing development which is aligned with the Minister of Education's policy for the fiscal year 2015 (Ministry of Education: 2014) that the system of the information communication and technology in education should be urgently developed and be modernized.

1.4 The research findings reveal that the technological aspect was found to have the highest average based on the analysis of the desirable state of the external environment for developing characteristics of Thai children in the ASEAN community. This finding is aligned with the vision of the Ministry of Information and Communication (2011) that the ICT system is a major force in driving Thai people's knowledge. In order that the Thai people of all ages and all genders may acquire the body of knowledge, the intellect and the opportunity to access the knowledge resources and to promote the quality lifelong learning through the ICT.

2. Strengths, weaknesses, opportunities, and threats of school management strategies for developing characteristics of Thai children in the ASEAN community.

2.1 The research findings indicate that the strengths of school management strategies for developing characteristics of Thai children in the ASEAN community is the social aspect which is aligned with the path of developing the country which places an emphasis on developing humans and the society together starting from the 8th edition of the development plan. The role of the social development has increased with the focus on the whole development integrating all aspects with a balance; the context of the continually increasing development is increased as follows: the 9th edition of the economic and social development plan is to be adhered to the philosophy of sufficiency economy and the development is focused towards being a strong society with the three social aspects in balance including the quality society, the wisdom and learning society and the uniting, caring society. The 10th edition of the economic and social development plan has continued to follow the philosophy of sufficiency economy which is used in the country management focusing on the peaceful society. The current plan, the 11th edition of the economic and social development plan (National Economic and Social Development Board: 2012) is focused on increasing the immune system in every development dimension by improving the quality of Thai people and the society and building the social justice which enables everyone to have access to the quality social service. The ongoing development will help to better strengthen the social context which is also leading to increasing the quality learners who would continue to receive the support and social development. Therefore, in order to enter the ASEAN community, the attributes of all social dimension should be comprehensively promoted among the Thai children's societies.

2.2 The research findings indicate that the weakness of school management strategies for developing characteristics of Thai children in the ASEAN community is skills which is aligned with Kwantip Chinsettawong's (2014) research studies on strategies to drive basic education towards the ASEAN community. The objectives of the studies are to learn about the impact of Thailand's entering the ASEAN community in 2015 has on providing basic education. The findings state that it is the utmost importance that Thai students must systematically develop and practice

their critical thinking skills, the analytical and synthetically thinking and the creative, initiative skills the analytical and creative thinking skills. Furthermore, it is necessary to develop the Thai children's language skills for communication which are the second language and the neighbor's language. All of their skills must be developed in order for them to be ready to enter the ASEAN community.

2.3 The research findings indicate that the government policies and technologies are found to be the opportunities of school management strategies for developing characteristics of Thai children in the ASEAN community. The government policies appear to be supported by the 11th educational development plan of the Ministry of Education (2012 – 2016) (The Office of Permanent Secretary of the Ministry of Education, 2012). The government policies have set directions to drive the educational development plan to build networks and cooperation with all levels of the government offices under the Ministry of Education in order to implement strategies to reach the goals as planned. Particularly it is stated in the 5th strategy that the management system must be emphasized and all sectors must be encouraged and supported to provide education. The educational management system including the educational district offices and all schools must be adjusted to be more flexible, to have autonomies in management, to be capable to manage under the decentralized system. The support system for mobilizing resources from all sectors to develop education and the establishment of the educational networks must be improved

The technologies also appear to be supported by the 11th educational development plan of the Ministry of Education (2012 – 2016) (The Office of Permanent Secretary of the Ministry of Education, 2012). The Ministry of Education has promoted and encouraged the research and development of the application of the information technology in order for the educational system to receive the utmost benefit. The findings of the educational technology must be established for three main purposes including 1) to promote the development of the national education network to become the center for schools throughout Thailand and overseas to access the educational information technology 2) to promote the development of the National Education Information system to become the center for storing the educational information technology 3) to promote the development of the National Learning center to become the center for storing and linking the educational information technology with all schools worldwide in the future. These programs will create the opportunities and equity among children in the rural and urban areas to learn from quality teachers. The technological aspect is aligned with Apinya Dissaman et al's research studies (2013) on the preparation of Bangkok Metropolitan Administration (BMA) for entering the ASEAN community focusing on the social and cultural aspects and the human development. Based on the qualitative analysis of the research findings, the importance of accessing the technology is overall at the average. According to the action plan of the BMA 2013, the projects for promoting learning through ASEAN resources such as the project for promoting the teaching and learning through electronic resources and the project for producing multimedia lessons, etc. are focused. However, the research revealed that the projects for using the technology to prepare the readiness for entering the ASEAN community should not be implemented in overall but should take the age

and education levels into consideration in order for the development of the educational technology becomes the most effective for entering the ASEAN community.

2.4 The research findings indicate that the economic and social aspects are found to be the threat of school management strategies for developing characteristics of Thai children in the ASEAN community. The findings are aligned with Anan Sompong's studies (2013) on the government pilot Secondary schools' implementing projects for the development towards the ASEAN community under the Office of Basic Education Commission. The studies indicate that the budget allocation to the schools is insufficient, has caused inconvenience to the school operation and has become an interruption to the learners' development for entering the ASEAN community. The social aspect which is found to be a threat is aligned with Suriyon Larbnongsang's (2012) studies. Suriyon's written article on the development of the Thai society for entering the ASEAN community 2015 states that the educational development of Thailand and the distribution of people's opportunities to receive education have made a quantitative growth. However, the quality education including the quality teachers and learners must be improved. It becomes essential to implement projects that would develop the Thai society to become the wisdom and learning society. Therefore, the operating systems of the projects must be in place, understandable and ongoing; most importantly, the quality must be emphasized. However, the social problems including the poverty, the unequal opportunity to access the public resources and services, the social justice, the drugs and substance abuse continue to exist and need to be resolved. The corruption, the decline in moral and ethical values, the violation of laws, the political disparity, and the lack of unity and disciplines have evidently become serious problems which would get worse and complicated if they are not resolved.

3. Schools management strategies for developing characteristics of Thai children in the ASEAN community

Four main strategies have been developed to promote the development of Thai children's characteristics of the ASEAN community including 1) to reform the primary schools management for developing Thai children's skills 2) to reform the primary schools management for developing Thai children's environments 3) to reform the primary schools management for developing Thai children's knowledge and 4) to reform the primary schools management for developing Thai children's social attributes.

The four main strategies appear to be aligned with the 11th national economic and social development plan (2012 – 2016) which emphasizes the preparation for entering the ASEAN community. The preparation includes developing the quality Thai people to enable them to become knowledgeable and to be able to cope with changes. Their learning must be developed to acquire multidisciplinary knowledge including academic knowledge, life skills and the recreation in all areas of art, music, sports, culture, religions, democracy, Thainess and Aseaness

The development must continuously provide the learning opportunity for everyone in all ages to be able to gain access to learning resources, various types of bodies of knowledge and new knowledge. The development must be accorded with

the strategies for entering the ASEAN community. The Office of the National Economic and Social Development Commission 2013, the sixth strategy is to build the people's knowledge, understanding and awareness of the importance of the ASEAN community so that they will understand and become aware of the importance of joining the ASEAN community.

Suggestions

1. Suggestions in utilizing the research findings

1.1 The school management should continue to promote and support the policy for developing Thai children's characteristics of the ASEAN community and the application of technology resources for teaching and learning should be promoted to facilitate the learners' development ~~of~~ to achieve the maximum benefits.

1.2 The social aspect is found to be the strength of the school management to develop the Thai children's characteristics of the ASEAN community. The school management thus should realize the importance of promoting the social aspect of the ASEAN community among the Thai children and should implement tasks relating to the social aspect in order to develop the Thai children's characteristics of the ASEAN community. The fourth strategy can then be immediately implemented within the schools.

1.3 The skills aspect is found to be the weakness of the Thai children's characteristics to develop the Thai children's characteristics of the ASEAN community. The school management should emphasize the better development of learners' skills. They should place the emphasis on developing the teaching and learning that will enable the learners to develop a variety of skills; the learning activities should be organized to build learners' essential skills to be most effective.

The research findings reveal that the school management and teachers have not sufficiently educated the Thai children in reducing the consumption of resources and renewable energy. The school should organize a variety of learning activities for students to help them to develop their awareness and understanding on the impact of the reduction of resources and renewable energy use. The awareness of protecting the environment and the habit of reducing the use of resources and renewable energy should be cultivated in the Thai children. As a result, the students will reduce the use of resources in everyday life such as at home, at the school and within the community.

2. Suggestions for further researches

2.1 There should be further research studies on strategies for developing Thai children's characteristics of the ASEAN community in different educational contexts.

2.2 There should be research studies on the best strategies for developing the Thai children's characteristics of the ASEAN community in different school sizes.

References

- Anan Sompong. (2013). The operation of pilot secondary schools under the spirit of ASEAN project of the office of the basic education commission E-Journal, *An online Journal of Education*, 9(1), 28-41.

- Apinya Dissaman. (2013). Preparing of Bangkok Metropolitan Administration forward to ASEAN Community: Social and cultural perspectives in the issue of Human Development. E-Journal, *Journal of Public Affairs*, 4(2), 120-46.
- Deming, W. E. (1993). *The New Economics*. Cambridge, MA., MIT Press.
- Department of ASEAN Affairs. (2009) *Plan of the ASEAN Socio-Cultural Community 2009 -2015*. Bangkok: Department of ASEAN Affairs. Ministry of Foreign Affairs.
- Fayol, H. (1916). *Five Functions of Management*. Retrieved May 18, 2014 <http://www.provenmodels.com/3>.
- Gulick, L. and L. Urwick (1936). *Papers on the science of administration Notes on the Theory of Organization*. New York : Institute of Public Administration.
- Kwantip Chinsettawong. (2014). *Strategies for Driving Basic Education towards ASEAN Community* Retrieved 20 December, 2014, from <http://www.tcithaijo.org/index.php/Veridian-E-Journal/article/viewFile/17875/23391>
- Koontz, H. and H. Weihrich (1990). *Essentials of management*. New York : McGraw-Hill.
- Lickona, T. and M. Davidson (2005). *Smart & Good High Schools : Integreting excellence and ethnics for success in school, work and beyond*. Washington, D.C., Character Education Partnership.
- Ministry of Education. (2011). *The role of education in building an ASEAN community 2015*. Bangkok: Ministry of Education.
- Ministry of Education. (2014). *The policy of the Minister of Education Year 2014* Retrieved 17 December, 2014, from http://www.bic.moe.go.th/newth/images/stories/pdf/images/stories/_18-9-2557.pdf.
- Ministry of Information and Communication. (2011). *National Science and Technology Development Agency ICT 2011 – 2020 (NSTDA) - Thailand*. Bangkok: Ministry of Information and Communication.
- National Economic and Social Development Board. (2012). *11th national economic and social development plan (2012 – 2016)*. Bangkok: Office of the National Economics and Social Development Board.
- Nick Tate (2005). *Society's Voice in Moral Education And Pluralism*. London, Falmer Press.
- Office of the National Education. (2012). *National Education Plan 2002-2016*. Bangkok: Ministry of Education.
- Sirichai Kanjanawasee. (2005). *GATS and FTA Education: trends, impact and feedback. Thailand future of higher education under the free trade across the state*. Bangkok: Chulalongkorn University Publication.
- Suriyon Larbnongsang. (2012). *Social Development for Thai people in the ASEAN community* E-Journal, *Journal of Education and Social Development*, 8(1), 6-18.
- The Office of Permanent Secretary of the Ministry of Education. (2012). *Thai Education Master Plan 11* Retrieved 28 June , 2014, from <http://www.thailibrary.in.th/2014/02/13/thai-edu-master-plan-11/>.
- Wheelen, L. and J. Hunger (2012). *Strategic management and business policy*. Upper Saddle River, NJ : Pearson/Prentice Hall.