

## Development of ASEAN Citizenship Indicators of Primary Level Students

### การพัฒนาตัวบ่งชี้ความเป็นพลเมืองอาเซียนของนักเรียนระดับประถมศึกษา

Sorapas Namsomboon (สรภัส น้าสมบูรณ์)\*

Wisud PoNgern (วิสูตร โพธิ์เงิน)\*

#### Abstract

The purpose of this study was to develop ASEAN citizenship indicators of primary level students. Samples of the study were 400 primary level students selected by using multistage random sampling method. Data were collected via a 70-item questionnaire with 4-level rating scale. Data were analyzed using statistics of second order confirmatory factor analysis.

The result of measures of the model fit indicated measurement model according to study hypothesis fit well with empirical data ( $\chi^2=33.87$ ,  $df=22$ ). The result of statistical significant testing showed it valued more than 0.05 level ( $p=0.051$ ) and a ratio between  $\chi^2$  and degree of freedom equaled 1.54 explaining a measurement model was not different to empirical data or it could be concluded that measurement model fit to empirical data.

To examine measurement model with latent variables, the finding from confirmatory factor analysis with latent variables of ASEAN citizenship skills and attitudes toward ASEAN citizenship indicated there were 3 components in the model, those were 1) ASEAN understanding, 2) ASEAN citizenship and 3) attitudes toward ASEAN, with factor loading component valued at 0.86-1.00 showing statistical significant at .01 in all components.

#### Background and Significance of the Study

Since 2015, Thailand has officially joined ASEAN community. Thailand government has set up plans in preparation for administrative structure of both macro and micro levels, basic public utilities structure, and transportations structure. Joining ASEAN community utilizes economics cooperation, social and political cooperation, ASEAN stability, networking within

---

\* อาจารย์ ดร. ภาควิชาหลักสูตรและวิธีสอน คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร

Lecturer, Department of Curriculum and Instruction, Faculty of Education, Silpakorn University.

region in basic structures, regulations and population, enhancing national competitive abilities, improving better life quality and social welfare, and creating cooperation to amend conflicts and security threats. Thus, Office of the Nation Economic and Social Development board in Thailand has planned and provided strategies in preparation toward ASEAN since 2015.

ASEAN curriculum sourcebook was created, in cooperation of office of ASEAN Secretariat, United States Agency for International Development (USAID), Southeast Asian Ministers of Education Organization (SEAMEO), and Ministry of Education of ASEAN country members, as a guideline for schools and teachers used in teaching about ASEAN. This ASEAN curriculum sourcebook was launched during the 7<sup>th</sup> meeting of ASEAN Education Ministers in July 2013 at Indonesia aiming ASEAN country members apply the sourcebook to teach the students in their countries.

Citizenship should be built and reinforced at young age population. ASEAN curriculum sourcebook emphasized on 6 aspects: 1) to develop aids for teaching and learning in ASEAN literacy and ASEAN identity; 2) to create generosity and sharing society; 3) to strengthen foundations for reinforcing understanding, friendship, and mutual responsibility; 4) to develop human resource and society, respect basic rules of freedom, gender equality, human rights protection and social justice; 5) to promote awareness of diversity in cultures, languages, religions, and to build ASEAN values; and 6) to set visions in human resource development, social welfare and protection, justice and rights, environmental sustainability. Core concept of ASEAN curriculum was mentioned in 5 contents, agreeably with the goal of ASEAN Cultural Community establishment and the base of roadmap for an ASEAN community, those were: 1) knowing ASEAN (structure, members, objectives, and applications) and ASEAN characteristics, ASEAN achievement, and ASEAN challenges; 2) valuing identity and diversity, surveying complicated relationship affecting to culture and belief, comprehending and admiring on similarity and diversity of individual or group identity; 3) connecting global and local by exploring how local aspects were influenced by global and how local aspects could affect global; 4) promoting equality and justice by teaching principles of equality and justice and providing information to students used for analyzing complicate situation and responding properly; and 5) working together for a sustainable future by building students' awareness of limited natural resources and population growth which could affect the prosperous and sustainable future, meanwhile, along with enhancing students' inspiration to work for their community and outers in order to create prosperous, peaceful and sustainable future of ASEAN.

In the past, ASEAN citizenship was involved with cooperation activities among government of ASEAN member countries not with population directly. Since the official announcement of ASEAN community of 10 countries, ASEAN charter seems to be an ASEAN constitution that all member countries must follow the same principles. Therefore, creating ASEAN citizenship must be necessary for ASEAN unity as motto mentioned, “One Vision, One Identity, One Community” (Valai Isarangkul Na Ayuthaya, 2013, 2-4).

ASEAN citizenship characteristics consist of 3 components - knowledge, skills, and attitudes towards ASEAN which are set as indicators for academic evaluation describing phenomenon, and state of study. Thus, this study aimed to investigate indicators to measure ASEAN citizenship of primary level students.

### **Research Objective**

To develop indicators to measure ASEAN citizenship of primary level students.

### **Research Procedures**

#### **Population and samples**

The samples of this study were 400 primary level students of schools under Office of the Basic Education Commission in the west region of Thailand. The samples were selected using Taro Yamane sample size at 95% sampling reliability at less than 1,000,000 units population. Multi stages random sampling method was applied as follows, 1) cluster random sampling provided the west part of Thailand and 3 provinces, Nakhon Phathom, Ratchaburi and Kanchanaburi, and 2) simple random sampling provided sample site 1 school of 1 province selected 3<sup>rd</sup> grade and 6<sup>th</sup> grade primary level students totaled 400 students.

#### **Variables**

Variables of this study were derived from analysis and synthesis of ASEAN curriculum contents (Office of the Basic Education Commission, 2014) and essential skills of 21<sup>st</sup> century students (James Bellanca, 2013) indicating ASEAN citizenship of primary level students consist of 3 factors as following:

1) ASEAN understanding is defined as performances showing their knowledge and understanding 3 major pillars of ASEAN community, those are (1) politics and stability, (2) economics, and (3) society and culture;

2) ASEAN citizenship skill is defined as basic essential skills to live with other people in ASEAN community, those are (1) communication and language skills, (2) information technology application skills, (3) critical thinking skills, (4) management skills, and (5) team working skills;

3) Attitudes toward ASEAN are (1) respect of ASEAN diversity and (2) pride of ASEAN citizenship.

### **Research Instrument**

The research instrument of this study is an ASEAN Citizenship questionnaire created by researcher. There are 60 items with 5-level rating scale responses which was conducted quality assessment for content validity via assessing Index of Items Object Congruence (IOC) equaled 1.00 and internal consistency measure equaled 0.84.

### **Data Collection**

The official letters were sent to each school asking cooperation for data collection. Then the researcher conducted the process of giving and taking back the questionnaire oneself.

### **Data Analysis**

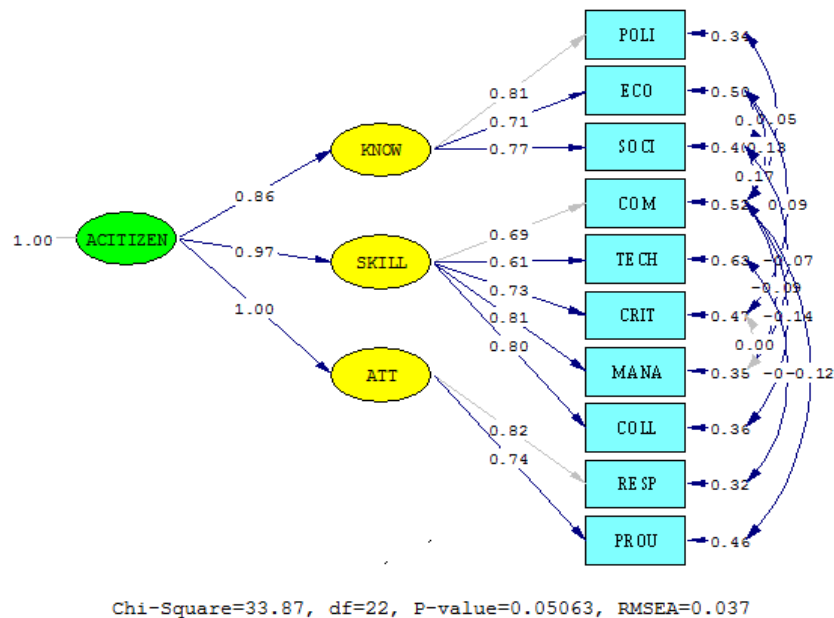
Data were analyzed in order to investigate research objectives using statistical analysis of second order confirmatory factor analysis.

### **Results**

The result of confirmatory factor analysis found latent variables of primary level students' ASEAN citizenship through 2 analysis; first, it was to examine measurement model whether hypothesis model fit empirical data, and second, to test measurement model with latent variables using confirmatory factor analysis and estimating with maximum likelihood method. The results of the study were as follows.

The result of the first analysis testing measurement model with latent variables of primary level students' ASEAN citizenship showed measurement model fits perfectly with empirical data presenting index of item consistency  $\chi^2 = 33.87$ ,  $df = 22$ ; moreover, the statistical significant testing presented significant value at over 0.05 ( $p=0.051$ ) and ratio between  $\chi^2$  and  $df$  equaled 1.54. It could be explained that hypothesis model was not different to empirical data or summarized that measurement model fit well to empirical data considering value of Goodness of fit index ( $GFI=0.98$ ), Adjusted goodness of fit index ( $AGFI = 0.96$ ), Comparative fit index ( $CFI = 1.00$ ), Root mean square error of approximation ( $RMSEA=0.037$ ), and Standardized root mean square residual ( $SRMSR= 0.021$ ). With those value

mentioned, they confirmed measurement model fit well with empirical data and can be used in interpreting factor loadings of model.



**Picture1** latent variables structural model of primary level students' ASEAN citizenship

**Table 1** Factor loadings (L), Standard error (SE) t-distribution (t) Standardized loading ( $\lambda$ ), and Reliability ( $R^2$ ) of observed variables measuring ASEAN citizenship

ASEAN citizenship	L	SE	t	$\lambda$	$R^2$
<b>First order analysis</b>					
<b>ASEAN Understanding</b>					
Understanding of politics and stability	0.40	-	-	0.81	0.66
Understanding of economics	0.38	0.03	13.63**	0.71	0.50
Understanding of society and cultures	0.40	0.03	15.05**	0.77	0.60
<b>ASEAN citizenship skills</b>					
Communication and languages skills	0.48	-	-	0.69	0.48
Information technology application skills	0.37	0.03	10.78**	0.61	0.37
Critical thinking skills	0.38	0.03	12.67**	0.73	0.53
Management skills	0.48	0.04	13.05**	0.81	0.65
Team working skills	0.47	0.04	12.33**	0.80	0.64
<b>Attitudes toward ASEAN</b>					
Respect of ASEAN diversity	0.45	-	-	0.82	0.68
Pride of being an ASEAN citizenship	0.41	0.03	15.85**	0.74	0.54

**Table 1** Factor loadings (L), Standard error (SE) t-distribution (t) Standardized loading ( $\lambda$ ), and Reliability ( $R^2$ ) of observed variables measuring ASEAN citizenship

<b>Second order analysis</b>					
ASEAN Understanding	0.86	0.06	15.39**	0.86	0.75
ASEAN citizenship skills	0.97	0.07	13.82**	0.97	0.93
Attitudes toward ASEAN	1.00	0.05	18.62**	1.00	0.99
$\chi^2=33.87$ , df=22, p-value=0.051, GFI=0.98, AGFI=0.96 CFI=1.00, RMSEA=0.037, SRMR = 0.021					

\*\* p < 0.01

The second analysis was to test latent variables measurement model using confirmatory factor analysis, it resulted latent variables of primary level students' ASEAN citizenship could be measures via 3 factors; ASEAN understanding, ASEAN citizenship skills, and attitudes toward ASEAN. All factor loadings ranged between 0.86-1.00 showing statistical significant at 0.01, in addition, standardize factor loadings ranged between 0.86-1.00 valuing more than .5 which interpreted that sub-factors of latent variables could be used to measure ASEAN citizenship effectively with reliability of latent variables equaled 0.75-0.99.

The results of first order confirmatory factor analysis revealed were as following.

ASEAN understanding factor could be measured by 3 observed variables- Understanding of politics and stability, Understanding of economics, and Understanding of society and cultures. Those observed variables presented factor loadings range 0.38-0.81, standardized factor loadings range 0.71-0.81 (>.5) meaning that they could be used to measure ASEAN understanding factor effectively, and reliability of observed variable equaled 0.50-0.66.

ASEAN citizenship skills factor could be measured by 5 observed variables- Communication and languages skills, Information technology application skills, Critical thinking skills, Management skills, and Team working skills. Those observed variables presented factor loadings range 0.37-0.48, statistical significant of factor loadings at 0.01, standardized factor loadings range 0.61-0.81 (>.5) meaning that they could be used to measure ASEAN citizenship skills factor effectively, and reliability of observed variable equaled 0.37-0.65.

Attitudes toward ASEAN factor could be measured by 2 observed variables- Respect of ASEAN diversity and Pride of being an ASEAN citizenship. Those observed variables presented factor loadings range 0.41-0.45, statistical significant of factor loadings at 0.01, standardized factor loadings range 0.74-0.82 (>.5) meaning that they could be used to measure

Attitudes toward ASEAN factor effectively, and reliability of observed variable equaled 0.54-0.68.

In conclusion, latent variables were measured effectively and provided structural validity appropriately as mentioned in table 1 and picture 1.

## Conclusions

The testing result of latent variables measurement model of primary level students' ASEAN citizenship indicated hypothesis measurement model fit perfectly to empirical data, also primary level students' ASEAN citizenship was measured via 3 factors; ASEAN understanding, ASEAN citizenship skills, and attitudes toward ASEAN. It was found attitudes toward ASEAN factor showed highest factor loading. Describable by Bloom's learning theory mentioned learning grows in 3 aspects; cognitive development, psychomotor development, and affective development, the affective part including attitudes, values, beliefs, feelings, and appreciation can lead people perform their behavior; therefore, ASEAN curriculum emphasizes on affective development in building generosity and sharing society, creating unity, reinforcing mutual understanding, being good friend to neighbor countries, and sharing responsibilities among community; as well as, building awareness of cultural, languages, religious diversity and establishing community values of ASEAN citizenship called "unity in diversity" in accordance with ASEAN motto, "One Vision, One Identity, One Community". For ASEAN citizenship skills factor and ASEAN understanding factor showed less factor loading respectively that was corresponded to study of Valai Isarangkul Na Ayuthaya (2013) resulted self-understanding, self-demanding, self-awareness of identity, habitation, values, and cultures, including understanding others' values and cultures will lead to ability to understanding other people. The concept of understanding oneself and others is a foundation of mutual understanding and peace, supported by the study of Vichai Tansiri (2009 referenced in Bureau of Academic Affairs and Educational Standards, 2014) mentioned Civic Education in Thailand should be improved not to be a part of Social, Religions, and Cultures subject and is taught by only Social subject teacher but ASEAN curriculum of primary level must be integrated and connected with schools, community, and nation in order to become ASEAN community.

## **Recommendations**

### **Recommendations for Result Application**

1. Related agencies apply the study result in policy planning or academic plan emphasizing on creating attitudes and awareness of being part of ASEAN community since primary level students.

2. It is necessary to provide knowledge and understandings to related agencies in order to reinforce ASEAN citizenship of children and youth. Moreover, attitudes and ASEAN citizenship awareness must be supported so they lead children and youth change their performances or characteristics to live with others properly in ASEAN multi-cultural community.

### **Recommendations for Further Study**

The development of indicators measuring ASEAN citizenship of primary level students in this study were developed in single group static model, so the indicators can explain ASEAN citizenship of specific study site students. Further study must be conducted in all sites of the country and develop indicators in multiple group structural equation model so it can compare ASEAN citizenship level of primary level students in each region and the differences of factor loadings. As a result, the finding will be utilized for academic development policy precisely and appropriately for each region.



## References

- Bellanca, J. (2013). **Future skills: Education for 21st century skills** (translation to Thai language by VorpojWongkitrungruang and AthipJittarerak). Bangkok :Openworlds.
- Bureau of Academic Affairs and Educational Standards. (2014). **ASEAN Curriculum Sourcebook**. Retrieved <http://www.ptt1.net/doc/news/Guide%20ASEAN%20Thai.Pdf>
- Isarangkul Na Aythaya, V. (2013). **ASEAN Studies Curriculum : Concept**. Hand out of Seminar titled Youth Preparation for ASEAN Community by Social Studies Teacher Association Thailand, 31<sup>st</sup> July.
- Krejcie R. V. and Morgan. D.W.(1970). **Determining Sample Size for Research Activities**. Education and Psychological Measurement. 30, 607-610.
- National Statistical Office. (2014). **National Statistics of Primary Level Students**. Retrieved <http://service.nso.go.th/nso/web/statseries/statseries06.htm>
- Office of the Basic Education Commission. (2014). **Power of Youth Power of Community : Civic Education**. Bangkok :Agricultural Co-operative Federation of Thailand Ltd. Publishing.
- Office of the National Economics and Social Development Board. (2013). **Handouts for Conference Workshop of Preparation toward ASEAN Community in 2015**. Retrieved [http://asean.bangkok.go.th/images/asean/strategy\\_THA.pdf](http://asean.bangkok.go.th/images/asean/strategy_THA.pdf)
- Tantisoontorn, T. (2012). **Education for Citizenship**. Bangkok : Institute of Public Policy Studies.
- Tansiri, V. (2009). **Pedagogy of the Democrat**. Bangkok : Institute of Public Policy Studies.
- USAID. (2012). **The ASEAN Curriculum Sourcebook**. Retrieved from [http://www.Vnseameo.org/zakir/ASEAN\\_Curriculum\\_Sourcebook.pdf](http://www.Vnseameo.org/zakir/ASEAN_Curriculum_Sourcebook.pdf)