

The Factor Analysis of the Basic Education Teachers' Competencies on Learning Management to Prepare for ASEAN Community

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Abstract

The purposes of this research were to 1) synthesize the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community, 2) analyze the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community, and 3) propose the ways to develop the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community.

The sample consisted of 860 basic education teachers in academic year 2015 by Cluster Sampling. To collect data, 700 papers of questionnaire were replied and 18 distinguished scholars were interviewed. The research instruments were a five rating scale questionnaire and a construct interview. The data analysis employed descriptive statistic, exploratory factor analysis, secondary confirmatory factor analysis, typological data, and content analysis

The research results were as follows.

1. The result of the factor synthesis of the basic education teachers' competencies on learning management to prepare for ASEAN Community included curriculum, learning design, instructional media and technology, assessment and evaluation, classroom management, research, and the characteristics of teacher.

2. The result of the factor analysis of the basic education teachers' competencies on learning management to prepare for ASEAN Community consisted of 7 factors with 66 variables including curriculum and instruction, learning process, characteristics of teachers, assessment and evaluation, educational media and innovation, the policies and objectives of studying ASEAN, and environment of ASEAN

The confirmatory factor analysis result of the basic education teacher's competencies on learning management model to prepare for ASEAN Community was that the model was perfectly fitted with the empirical data ($\chi^2 = 3.134$, $df = 6$, $p = 0.792$, $GFI = 0.997$, $AGFI = 0.988$, $RMR = 0.003$ and $RMSEA = 0.000$).

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3. The ways to develop the basic education teachers' competencies on learning management to prepare for ASEAN Community included preparation, resource allocation, motivation and empowerment, training and development, ongoing development, and knowledge sharing.

Background and Significance of the Study

The National Education Act 1999 and Amendments 2002 in Section 6 identified that education shall aim at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live in harmony with other people. This means education plays an important role in developing human resources for higher quality. There are three main factors for the successful education including the objectives of education, learning experience, and evaluation.

Learning experience is an important factor to connect teachers to students through curriculum, teaching techniques, and media. Therefore, the teachers' role is focused. The teachers have changed to be learning facilitators to enable students to fulfill the objectives of the curriculum. In addition, the trend of establishing ASEAN Community tends to have the impacts on the quality of education. This means the teachers are required to change their roles to keep up to date in the world of changing.

The Ministry of Education raised five policies to develop education for ASEAN Community (Bureau of Academic Affairs and Educational Standards, 2012). Policy 1: The dissemination of information and perspective about ASEAN. It is to raise awareness and preparation for teachers, faculty instructors, educational personnel, students, and other people to readily attend ASEAN Community in 2015. Policy 2: The proficiency development of students and other people. They are required to improve some essential skills for ASEAN including English proficiency, ASEAN languages, information technology, and required skills and abilities which are served for the industrial changes. The policy offers more job opportunities to people and it also has a workforce planning. Policy3: The development of education standard encouraging the flowing of students, teachers, and faculty instructors between ASEAN countries. The policy includes the approval of academic qualification in ASEAN, student exchange, development of distance learning which contributes to life- long learning, the improvement of vocational education and occupational training in basic and extended levels, and the cooperation of educational institutes in ASEAN countries.

Policy 4: The preparation of educational freedom in ASEAN community. This covers educational commitment and proficiency development in careers in order to support the

educational freedom as well as unconditional movement of labor. Policy 5: The development of young generation people to be valuable resources of ASEAN Community.

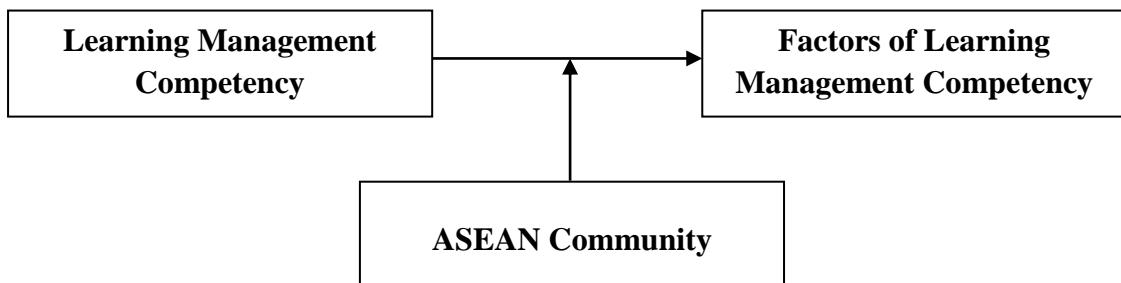
According to these policies, the Ministry of Education identified the strategies of the Ministry 2012 – 2015. Strategy 1: The Adjustment to ASEAN and world community (Bureau of Academic Affairs and Educational Standards, 2012). It includes 1) developing Thailand to be the center of education, research and development, and international training in ASEAN countries, 2) supporting the educational cooperation between international organizations, 3) sharing knowledge between students, teachers, faculty instructors, and educational personnel, 4) providing defensive and offensive measure for the freedom of trade and educational services, 5) supporting learning international language as a second language starting at basic education and urging learning a third language, and 6) encouraging educational institutes to launch the curriculum of international programs or the programs in association with other overseas institutes.

These policies and strategies showed that the Ministry of Education gives priority to develop people for becoming ASEAN Community. Teachers play an important role in learning process; therefore, their competencies needed for teaching and learning are necessary. Spencer and Spencer (1993) defined the word, competency, as the underlying characteristic within a person including motive, trait, self- concept, knowledge, and skill. These characteristics have a causal relationship to enable the person to perform and do tasks effectively and/ or higher than criterion- reference or expected goals.

Bureau of Academic Affairs and Educational Standards (n.p.) specified the indicators of teachers' qualities for becoming ASEAN Community. The qualification consists of 1) having general knowledge of ASEAN, ASEAN Charter, and ASEAN Community, 2) using foreign languages for communication, 3) using media and textbooks in foreign languages for teaching and learning, 4) using ICT, assessment and evaluation, and online as well as offline dissemination of work, 5) using various teaching techniques and methods focusing on activities and learning process, 6) sharing knowledge of teaching and learning inside the country and between ASEAN countries, and 7) using research, media, and innovation to continuously develop students.

According to the indicators above, the teachers are required to have these fundamental characteristics to develop students. Therefore, the researcher needed to study and analyze the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community. The study would be a guideline to specify policies to develop and upgrade teachers who play an important role in students' quality.

Conceptual Framework



Research Objectives

1. To synthesize the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community
2. To analyze the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community
3. To propose the ways to develop the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community

Scope of the Study

This research study was to analyze the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community. It was mixed methods research between quantitative and qualitative research. The qualitative research was to synthesize the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community and to propose the ways to develop the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community by doing content analysis and indepth interview. The quantitative research was to do exploratory factor analysis and then do secondary confirmatory factor analysis.

Research Procedure

The procedure was divided into three steps including Step 1: analyzing the basic education teachers' competencies on learning management to synthesize the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community, Step 2: analyzing the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community, and Step 3: proposing the ways to develop the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community. These could be described as follows.

Step 1: Analyzing the Basic Education Teachers' Competencies on Learning Management to Prepare for ASEAN Community

Key Informant

The key informants for analyzing the basic education teachers' competencies on learning management to prepare for ASEAN Community were nine faculty instructors specializing in learning management or teaching supervisors in a university working for professional training experience for teachers.

The Research Instrument

The research instrument was an interview form about the basic education teachers' competencies on learning management to prepare for ASEAN Community. The interview was a construct interview.

Data Analysis

The data analysis of the interview employed typological data and content analysis.

Step 2: Analyzing the Factors of the Basic Education Teachers' Competencies on Learning Management to Prepare for ASEAN Community

Population and Samples

The population was the basic education teachers in the western region of Thailand in academic year 2015.

The samples consisted of 860 basic education teachers in academic year 2015 by cluster sampling. As a theory to analyze the factors, a large number of samples were needed to specify the size of sampling group. Wongwanich and Wiratchai (2003) suggested the way to specify a number of samples for factor analysis. A proportion defines 5 samples per 1 variable. This research study included 70 variables; therefore, a number of samples were at least 350 people. Since the two kinds of analysis, exploratory factor analysis and confirmatory factor analysis, were employed in the study, a number of the samples doubled; in other words, the samples had to be 700 people. However, the percentage of replied questionnaires was at 80, as a result, the researcher added 20 percent of the specified samples that were totally 860 people.

The Research Instrument

The research instrument was a questionnaire about the basic education teachers' competencies on learning management to prepare for ASEAN Community. The questions were drawn to cover all competencies derived from reviewing the previous literature and related

studies. The questions were divided into two parts. Part 1 represented personal information and background including gender, age, marital status, educational background, teaching experience, accreditation, field of teaching, levels of teaching, affiliation of school, and type of school. All of these were in a checklist. Part 2 referred to the competencies on learning management to prepare for ASEAN Community. They were in 70 items with five rating scales including excellent, very good, good, fair, and poor. The content validity was carried out to examine item objective congruence of the question items and performance which was at .67-1.00. The reliability of the questionnaire used in exploratory factor analysis was at .96 and the reliability of the questionnaire used in confirmatory factor analysis was at .98.

Data Analysis

1. Do exploratory factor analysis towards the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community by employing principle component analysis and orthogonal factor rotation by varimax method including

- 1) Do factor extraction and look for the factors which eigenvalue was at least 1.
- 2) Do orthogonal factor rotation by varimax method and choose the factors which were at least .30.
- 3) Name the factors.

2. Do secondary confirmatory factor analysis to examine whether the model was fitted with the empirical data by LISREL.

Step 3: Proposing the Ways to Develop the Factors of the Basic Education Teachers' Competencies on Learning Management to Prepare for ASEAN Community

Key Informant

The key informants for proposing the ways to develop the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community were nine informants from the directors of Faculty of Education, Silpakorn University or faculty instructors specializing in learning management or teaching supervisors working in a university for professional training experience for teachers.

The Research Instrument

The research instrument employed an interview form about the ways to develop the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community. The interview is a construct interview

Data Analysis

Data analysis employed typological data and content analysis

Conclusion

1. The Results of Factor Synthesis of the Basic Education Teachers' Competencies on Learning Management to Prepare for ASEAN Community

The results of factor synthesis of the basic education teachers' competencies on learning management to prepare for ASEAN Community were 1) Curriculum: the teachers enabled to create and develop the curriculum integrated with ASEAN. 2) Learning Design: the teachers had capability of teaching and knowledge of ASEAN, enabled to design teaching and learning for students with cultural differences, urged students' participation, integrated lessons into other fields of subjects, and employed a variety of teaching methods focusing on ASEAN languages. 3) Instructional Media and Technology: the teachers had communication skills, thinking skills, and life skills, enabled to create innovative teaching media, used diverse media effectively for students with different languages and culture, and enabled to apply modern technology to teaching and learning. 4) Assessment and Evaluation: the teachers used various instruments for assessment and evaluation corresponding to instructional activities, used authentic evaluation based on ASEAN contexts, created effective instruments of assessment and evaluation, and applied the outcome to authentic use. 5) Classroom Management: the teachers had effective communication, enabled to coordinate benefits, and employed innovation to the management. 6) Research: the teachers conducted a research study and applied the findings in authentic use. 7) The Characteristics of Teachers: the teachers had to be sophisticated in subject areas, teaching profession, policies and basic education in ASEAN, and ASEAN curriculum. In addition, the teachers had to perceive the nature of students, community, and world of globalization, support students to improve their competencies, encourage the students' interest and aptitude, make an effort to the profession, take care of students and be their good advisor, be their role model, enable to use Thai and foreign languages, and keep developing themselves as well as be able to advise others.

2. The Results of Factor Analysis of the Basic Education Teachers' Competencies on Learning Management to Prepare for ASEAN Community

The results of factor analysis of the basic education teachers' competencies on learning management to prepare for ASEAN Community were defined as 7 explicit factors with 66 variables as follows.

Factor 1 (14 variables, factor loading = .45 - .76, eigen value = 28.54) was “Curriculum and Instruction.”

Factor 2 (13 variables, factor loading = .51 - .76, eigen value = 6.23) was “Learning Process.”

Factor 3 (12variables, factor loading = .56 - .85, eigen value = 2.83) was “Characteristics of Teachers.”

Factor 4 (12variables, factor loading = .40 - .65, eigen value = 2.45) was “Assessment and Evaluation.”

Factor 5 (6variables, factor loading = .54 - .69, eigen value = 2.06) was “Educational Media and Innovation.”

Factor 6 (5variables, factor loading = .64 - .71, eigen value = 1.52) was “The Policies and Objectives of Studying ASEAN.”

Factor 7 (4 variables, factor loading = .51 - .70, eigen value = 1.43) was “Environment of ASEAN.”

The results of confirmatory factor analysis from the basic education teacher's competencies on learning management model to prepare for ASEAN Community showed that the model was perfectly fitted with the empirical data. They had Chi-square ($\chi^2 = 3.134$, df=6, p=0.792) and had the goodness of fit index: GFI of .997, the adjusted goodness of fit: AGFI of .988, and the root mean square residual: RMR of .003.

The standardized factor loading of the variable of the first factor analysis was positive from 0.540 to 0.952. The variable with the most loading value was “Assessment and Evaluation” (VAR 4) at 0.952 and accounted variation for the competencies of the basic education teachers to prepare for ASEAN Community at 90.7%. The variable with the least loading value was “Characteristics of Teachers” (VAR 3) at 0.540 and accounted variation for the competencies of the basic education teachers to prepare for ASEAN Community at 29.1%.

According to the factors about knowledge, Curriculum and Instruction (VAR 1) had the highest factor score at .832 accompanied by The Policies and Objectives of Studying ASEAN (VAR 6) at .821 while Environment of ASEAN (VAR 7) had the lowest factor score at .716. For the factors about practice, Assessment and Evaluation (VAR 4) had the highest factor score at .952 accompanied by Educational Media and Innovation (VAR 5) at .842 while Learning Process (VAR 2) had the lowest factor score at .832. When considering the factors about attitudes, Characteristics of Teachers (VAR 3) had the highest score at .540.

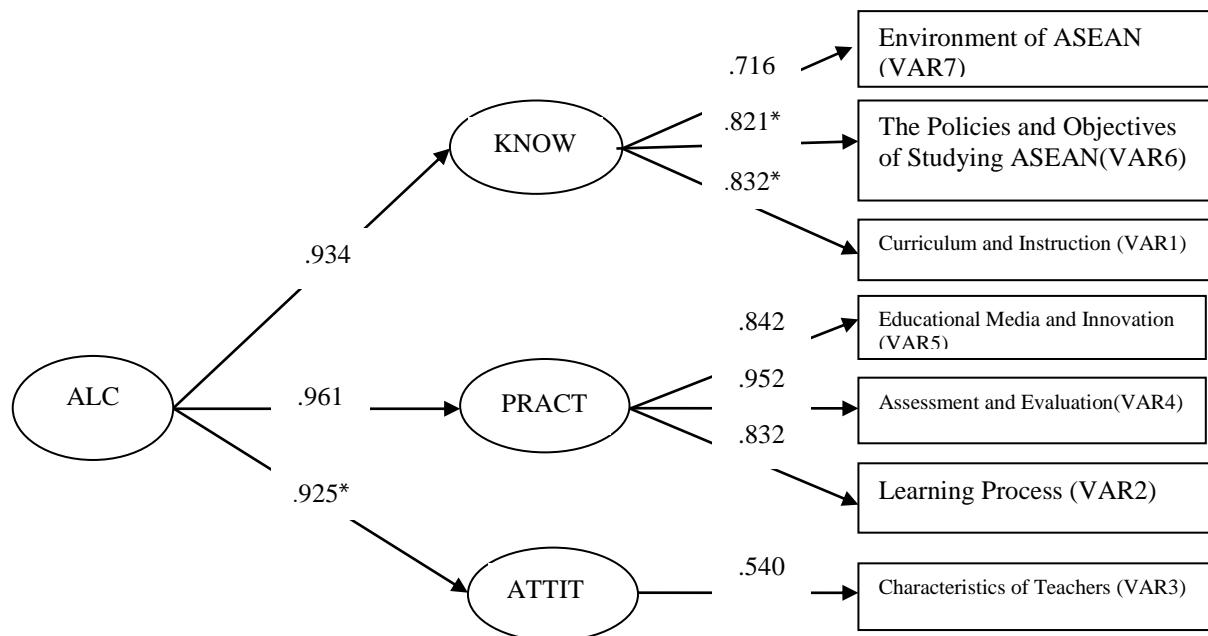


Chart 1: The factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community derived from the confirmatory factor analysis

3. The Ways to Develop the Factors of the Basic Education Teachers' Competencies on Learning Management to Prepare for ASEAN Community

The related organizations should formulate policies to encourage personnel's preparation and specify the persons to take each responsibility. There should be intensive selection of teacher recruitment, teaching profession training and development by offering scholarship to further higher education degree or participating in training programs. The policies should encourage mentoring and coaching for development, the characteristics of 3 R's (reading, writing, and arithmetic), and professional learning community (PLC) for teachers to practice. There should be motivation and empowerment for teachers and a database to share and disseminate the knowledge and skills from teaching profession training and development.

Discussion

1. According to the results of factor analysis of the basic education teachers' competencies on learning management to prepare for ASEAN Community, factor 1 including 14 variables, factor loading = .45 - .76, eigen value = 28.54 naming "Curriculum and Instruction" showed that the teachers should enable to create and develop the curriculum integrating with ASEAN. Because the curriculum, like a compass of education, is the stuff of experiences which

could modify students to achieve the expected objectives, teachers had to specialize in curriculum and areas of ASEAN so that they could develop the ASEAN curriculum according to the competency of curriculum and instruction to prepare for ASEAN Community. Suwansoon (2015) stated that the cooperation of education in ASEAN framework in a Blueprint for ASEAN Socio- Cultural Community identified the objectives of becoming ASEAN socio- cultural community, which aimed to develop human in a concept that education should be provided for all people with high quality. This would reduce or eliminate people's illiteracy. The objectives were to encourage people to have an equal opportunity of compulsory education, to improve the quality of education, to support life- long learning through distance learning, information technology for learning, and to coordinate education with other international institutes. Thailand was identified as the education hub or the center of education in ASEAN. The national education plan urged Thais to become ASEAN citizens. These were to develop competencies for people to live together with, and contribute to the international cooperation of education in terms of the improvement of education quality, educational expansion, and the collaboration of educational service and management. This responded to Tongaht(2012), who stated that the curriculum and instruction today had some contexts which challenged to become ASEAN Community. These included the usage of English as the official language in the community, the management of developing English for communication, the management of studying science and technology to develop learning and thinking process conducted by the specialists in different fields such as scholars, community leaders, thinkers, local wisdom, and scientists. For the ASEAN curriculum development, students should be urged to know the information of ASEAN countries. This could be integrated the information of socio- culture and environment in ASEAN with the current curriculum. For the development of characteristics, competencies, and values of Thais, they were used to develop Thais become the 21st century ASEAN citizens.

For the factor 2 including 13 variables, factor loading = .51 - .76, eigen value = 6.23 naming "Learning Process", this means the teachers should be able to create learning for students with cultural differences, integrate lessons to other fields of subjects, use various kind of methods for instruction, focus ASEAN languages on lessons, motivate students' thinking skills, develop students' skills for the 21st century learners, urge students' participation in learning, and support a local participation. This corresponded to Bureau of Academic Affairs and Educational Standards (2012). The schools needed to encourage students to have positive awareness, necessity, and attitude towards ASEAN and practice the skills to become ASEAN citizens. The school had to provide various activities about ASEAN through media, pictures,

videos, exhibitions, and other activities and was able to contact other schools in ASEAN countries through electronic media or information communication technology. These activities were to urge students in the schools, which are ASEAN centers and the schools in association, to practice in authentic situations. The schools also had to provide creative camps to raise awareness of ASEAN. Duangsri (2013) added from the interview that the teachers should design lesson plans with various teaching methods and study more to develop teaching and learning responding to the world of changing and the needs of society.

For the factor 3 including 12 variables, factor loading = .56 - .85, eigen value = 2.83 naming “Characteristics of Teachers”, teachers had to have ethics of the profession, good attitude towards the profession, the teachers’ responsibility, and the ability to develop the profession and deal with colleagues. Bhulpat (2014) stated that teachers had to be role models of Thai culture and open for other cultures to be integrated with, disseminate the good points of Thailand to other countries, and learn advantages and disadvantages of each culture. The teachers should have effective communicative skills of Thai language, understand international and ASEAN languages, use variety of devices for communication to access the information, and have endurance to develop, adjust, and investigate to learn new subjects which were used to develop students. Relating to Panich (2012), learning to develop the 21st century students’ intellect had to be integrated simultaneously with other subjects. Learning was not directly from a teacher center but students had to study and perform themselves. The teacher worked as a facilitator or coach. The effective teacher could encourage students to study subjects in deep and connectedly. It was called intellectual dimension. The teachers should improve themselves in this dimension and design learning which encouraged students to develop their learning and innovative skills for life- long learning. The teacher also keep developing themselves for the new knowledge of being teachers.

For the factor 4 including 12 variables, factor loading = .40 - .65, eigen value = 2.45 naming “Assessment and Evaluation”, this factor was fundamental for learning process to examine whether students could achieve the learning objectives. Scriven (1991) stated that besides having the knowledge and responsibility of teaching lessons, teachers should specialize in evaluating students’ learning outcome, instructional management, grading, rank ordering, and scoring in all steps of the process. Teachers should also know how to demonstrate the learning achievement to students, parents, and related persons. Sudjai (2014) also stated that evaluation was important for identifying the quality of students as well as the quality of education. This means the effectiveness of assessment and evaluation causes the effectiveness of students’ learning and education. The teachers should develop their ability of

assessment and evaluation by creating manuals for assessment and evaluation, design and use the appropriate instruments for assessment and evaluation, use variety of assessment and evaluation responding to the aims of learning activities. This corresponded to Jedsadawiroj (2003) that assessment and evaluation were necessary to examine whether teaching and learning were successful or not. Learning activities as well as assessment and evaluation were conducted in a parallel way to find the students' progression. The teachers should assess and evaluate all students' knowledge, skills, process, attitude, and ethics. The effective assessment and evaluation were from the effective instruments of assessment and evaluation.

For the factor 5 including 6 variables, factor loading = .54 - .69, eigen value = 2.06 naming "Educational Media and Innovation", this factor is an important factor encouraging students' learning achievement. The educational media created the concreteness for students' understanding more than listening what teacher said. Bureau of Academic Affairs and Educational Standards (2012) stated that educational media were the instruments which helped students more effectively access the knowledge, skills, process, and expected behaviors upon the standards and indicators of the curriculum. The teachers should select the media fitted to students' differences of progression and learning style. The teachers could buy, create, or develop the effective media themselves. The media and learning resources about ASEAN Community were found in 1) printed media, 2) electronic/ technological media, 3) technical/ directional media, and 4) learning resources about ASEAN Community. Suwansoon (2015) added that the development of technology for education was based on 3N including NedNet (National Education Network), NEIS (National Education Information System), and NLC (National Learning Center). These could develop students to become ASEAN citizens who were full of peace and generosity. The education was also used to create the new culture.

For the factor 6 including 5 variables, factor loading = .64 - .71, eigen value = 1.52 naming "The Policies and Objectives of Studying ASEAN", this factor is very important as the education goals. Thong- Nuam and Jamjuri (2013) stated that the change to ASEAN Community had a lot of impacts, for example, on education. Students, parents, teachers, as well as the educational institutes had to prepare for this change. Thailand, the country that initiated to establish ASEAN and urged ASEAN Community, had to develop the citizens to actively prepare for the change when Thailand was open for ASEAN.

For the factor 7 including 4 variables, factor loading = .51 - .70, eigen value = 1.43 naming as "Environment of ASEAN", Office of the Education Council (2014) stated that what were to support the objectives of education to becoming the world citizens included the policies and advice relating to teaching and learning, learning environment, local and global

network, and learning in authentic situations such as the activities about humanity of community, the projects of student exchange, foreign languages, and learning in local and regional areas. These were the alternatives and the learning support. Sudjai (2014) added that directors had to concern with the learning environment, set up the appropriate environment for students and support the concrete ASEAN contexts.

2. The results of congruence of the model and the empirical data: the basic education teachers' competencies on learning management to prepare for ASEAN Community showed that the model was perfectly fitted with the empirical data. These results occurred because the researcher had an interview from the sophisticated scholars and specialists. In addition, the researcher studied from the related research studies and papers and used them to synthesize the basic education teachers' competencies on learning management to prepare for ASEAN Community. As a result, the model was perfectly fitted with the empirical data.

3. The ways to develop the factors of the basic education teachers' competencies on learning management to prepare for ASEAN Community including preparation, resource allocation, motivation and empowerment, training and development, mentoring and coaching, professional learning community, ongoing development, and knowledge sharing. The related organizations should encourage the preparation of the personnel, specify the responsibility of persons, have an intensive selection of teacher recruitment, and provide training and development for teaching profession. Yutitham (1998) stated that preparation is the condition when people are willing to do things effectively. Therefore, preparation could be used to anticipate whether the outcomes of doing things were successful or not. Sudjai (2014) also stated that preparation was needed for learning management for ASEAN Community; therefore, teachers should be active to learn how to create instruction for ASEAN Community. The association of related personnel, field trips, the support of teachers' attendance through media and any operating systems, and the participation of activities about ASEAN Community were identified to the educational institutes to operate these activities. Bureau of Academic Affairs and Educational Standards (2012) also stated that for the development of learning management for ASEAN Community, academic affairs was mainly responsible for this tasks, which directly play an important role in learning achievement of the specified objectives. This corresponded to Ru- Suppakti (2012), who stated that directors and teachers had to concern with learning to prepare for ASEAN Community. They had to specify the direction towards the management of ASEAN studies, plan and create the performances, offer trainings to personnel, create ASEAN curriculum, and set up ASEAN center for all to access to study conveniently. These could raise the school's preparation for ASEAN Community to the high level.

For the resource allocation, there should be budget offered to achieve the objectives. Tuenpao (2011) stated that the administration of schools with different sizes have an impact on school's management structure. Despite the fixed structural administration of schools under Office of the Basic Education Commission, there were some difference in terms of amount of budget, personnel, and other resources and these had impacts on school's administration. In other words, schools with different sizes have different outcomes of administration in the areas of budget, personnel, instructional activities, and information system management. These implied that they had different quality. Sudjai (2014) added that there should be some scholarship and budget to encourage teachers to attend the training of teaching development, the permission of further study in the higher degree, and opportunity for teachers to share what they have studied and developed to the public.

According to the method of mentoring and coaching, it was very important for developing teachers to specialize in reading, writing, and arithmetic. They were used to investigate and further studies to be sophisticated of ASEAN and the world under the concept of 3R's. These were to open teachers' worldview. These also related to the studies of Amawan (2011) that the suggestions for educational development included developing knowledge, understanding and raising the awareness of ASEAN Community, improving instructional skills, and developing profession and curriculum.

Furthermore, professional learning community (PLC) should be applied to teaching and learning. This also included motivation and empowerment for teachers' ongoing development. Sudjai (2014) stated that, teachers should have a meeting to share knowledge and set up extra activities to develop life and profession skills and knowledge of ASEAN for teachers. Chareonwongsak (2000) stated about educational reformation by forming connection that the cooperation of every single unit in the society including the government organizations, private firms, and all related people could form the connection which could develop to the movement of educational reformation. This could lead to the success of educational reformation. The more the connection extended, the more educational reformation succeeded. The teachers could learn to extend their connection by attending the activities of the connection in communities, societies, and the regions of ASEAN. This related to Yu and Kim (2004), who studied the connection of knowledge management in the organization for the factors of increasing proficiency of knowledge management of the companies in South Korea. The studies showed that knowledge management was powerful for developing the organization and the knowledge management of collaboration and teamwork were

preferred. This means people in a team could share knowledge one another and formed the organization's culture and positive attitude.

Suggestion

Suggestion for Usage

1. To encourage the basic education teachers to have competencies of learning management, curriculum and instruction, characteristics of teachers, assessment and evaluation, ASEAN learning design, psychology for teachers, and research and development.
2. To support the basic education teachers to attend training programs for variety of teaching and learning which respond to the students' cultural differences and to practice the teachers' integrationskill.
3. To create curriculum of ASEAN studies in the similar direction.
4. To encourage the basic education teachers to use technological media to further studying, create innovative media, develop English skills for communication, have life and performance skills, and be enthusiastic to develop for the changing society.
5. To encourage teachers to conduct research to develop and improve teaching and learning to prepare for ASEAN Community.
6. To urge teachers' preparation, allocate resources, raise motivation and empowerment, andset up training and development by mentoring and coaching as well as professional learning community.

Suggestion for Further Research

1. To conduct research of the identification of strategic cooperation to develop the basic education teachers to have an achievement in ASEAN.
2. To conduct research to develop the quality of the basic education teachers by benchmarking the schools in ASEAN by considering best practice.

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