



## Thailand's Civil Productivity through Learning Management of Social Studies in Schools

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### Abstract

The research objectives are (1) to study creation of citizenship based on productivity concepts and (2) to study the creation of citizenship through learning management of social studies subjects in Thai schools. The samples used were 124 social studies teachers in the senior high schools and 5 educational supervisors. The survey and interview were used as the methods for data collection. The research tools were questionnaires, structured interview forms and document analysis forms. Frequency and percentage were used for data analysis. The learning process of Zhao's POL Concept and Paitoon Sinlarat's CCPR Model were used as the analysis model to build citizenship through Thai education system in social studies subjects. The findings reveal that the productivity concepts were similar when the teachers transferred the knowledge to the students. The creative thinking and analyzing occurred during the transferred process. The previous knowledge was a crucial factor to apply for the new knowledge to create work or knowledge reflection and it must be based on ethical social responsibility. When considering the difference of Zhao's POL Concept and Paitoon Sinlarat's CCPR Model, it found that the Zhao's POL Concept emphasized on the teachers who defined the learning process to create productivity of students while the Paitoon Sinlarat's CCPR Model emphasized on the students to achieve CCPR Model. The opinion of the social studies teachers on productivity concepts for learning management in building citizenship through the current education system of Thailand was found to be moderately well-known. Social studies teachers and educational supervisors showed the same opinions that ethics and morals should be emphasized for building citizenship and the obstacles were teachers' workloads apart from routine tasks that made the learning process on the civil productivity concept to become harder. The educational supervisors realized that too much workload of social studies teachers was an important problem that may lead to misconception. Therefore, the appropriate curriculum and teaching methods should be developed and oriented to the teachers who are the most important factors to build civil productivity of Thailand.

## Introduction

The creation of citizenship is different in each social context. As for building citizenship through the Thai education system, the Basic Education Curriculum B.E. 2544 (A.D. 2001) is promulgated by the Ministry of Education (Ministry of Education, 2001) specifying learning goals and standards, improving the quality of learners to have virtues, intelligence, good quality of life and the capacity to compete with others globally. However, after evaluating the results from using the curriculum, it is found that there are problems from the document preparation and the results from the use, such as the problems about the confusion of those who have to develop the curriculum because most of them define the contents and learning results with high expectation causing too many contents in the course. The measurement and evaluation are not based on standards affecting the problem of preparing educational documents and grades transferring. Additionally, the quality of the learners having knowledge, skills, abilities and desirable characteristics do not meet the satisfaction as specified. In addition, the main issue of the Ministry of Education that would like to develop youth to the 21<sup>st</sup> century leads to the development of the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) (Ministry of Education, 2008). This is prepared for locals to develop learning management among Thai youth at the basic level of education having good quality and improving themselves throughout their lifetime. Also, learning standards and key indicators should be clear for learners to help reduce the previous problems. Nowadays, 12 values are contained in social studies for building citizenship through the curriculum (Office of the Basic Education Commission, 2014) identified in Strand 2: Civics, Culture and Living in Society. However, the problem of building citizenship through the Thai education system also has affecting factors, such as the term of Minister of Education (ThaiPublica, 2014) with average of 2.1 years per person during 1892–2014. Nonetheless, from 1932 onwards, the average is only 1.5 years per person having the most changes under the same government. From 1995 onwards, the average is 0.95 year per person resulting in continuing education policies according to the numerous changes of the government's term or the high budget allocation of education but poor quality. As shown in the expenditure on education during 2008–2016, there were high budget allocation every year (Equitable Education Fund, 2018). The highest budget was 2016, 878,878 million baht, representing 6.1 percent

of GDP, which was higher than the OECD countries (developed countries) investing only 5.2 percent of GDP. Furthermore, this was 1 out of 4 of the national budgets which is higher than the world average and the OECD countries. Thus, it shows that Thailand mostly focuses on the educational system for the country development.

Therefore, building citizenship through the education system is a process to build the youth foundation. The learning process in learning management has a great impact on improving learners in terms of ideas and good sense such as creating productive students. Zhao (2012) proposes the learning process concept that can develop student productivity. Moreover, in Thailand, the productivity concept of Sinlarat (2014) presents the creation of productivity-based instructional model that the researcher can summarize the productivity concept to be the creation of human resources setting the direction of the social system. This is significant in response to the expectations that humans in the past would like to correct mistakes that have occurred or believe that the event could be developed more than it used to be. This is in line with Sinlarat (2016) productivity concept describing a producing culture that requires people to be aware of the present, think of creating a system and productivity of their own and can compete with others. Nevertheless, the family environment has been an influence factor since they were born, and then the social system. Creating human beings to be citizenship according to the productivity concepts must contain (1) Critical Mind (2) Creative Mind (3) Productive Mind and (4) Responsible Mind. The development of citizenship building guidelines is a matter that all sectors of society need to think about in order to create appropriate citizenship in the context of Thai society by not following the global society trend or imitating foreign concepts at every step.

It is because each country has its own unique local identity. If we imitate them identically, every society is like producing robots from factories and lacking diversity of humanity. As for the context of Thai society, it is considered a developing country which has defined Thailand for a long time. Hence, having citizens who can develop and transform Thailand into a developed country is significantly needed and even more challenging to build citizenship.

## Objectives

1. To study creation of citizenship based on productivity concept.

2. To study the creation of citizenship through learning management of social studies subjects in Thai schools.

### Conceptual Framework

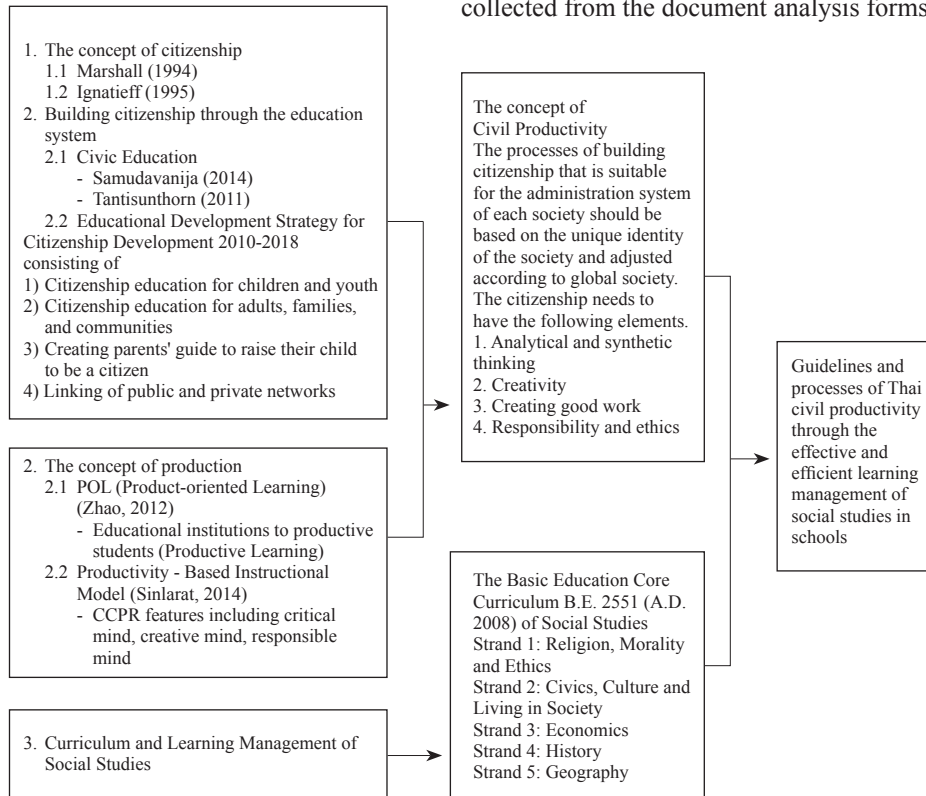


Figure 1 Conceptual Framework

### Research methodology

#### 1. Population and Samples

The population and samples consist of 124 social studies teachers in senior high schools and 5 educational supervisors who are responsible for all secondary educational service areas. There were 2 supervisors from Office 34 (Chiang Mai-Mae Hong Son), 1 supervisor from Office 35 (Lampang- Lamphun), 1 supervisor from Office 36 (Chiang Rai-Phayao) and 1 supervisor from Office 37 (Phrae-Nan).

#### 2. Research Tools

2.1 Questionnaires were used to collect the data from social studies teachers.

2.2 Structured interview forms were used to collect the data from the educational supervisors.

2.3 Document analysis forms were used for analyzing the documents.

#### 3. Collection of Data

3.1 The productivity concepts data was collected from the document analysis forms.

3.2 The data from the social studies teachers in senior high schools was collected via online google form.

3.3 The data about the understanding of the educational supervisors in building citizenship based on the civil productivity concept in social studies was collected by the structured interview form.

#### 4. Data Analysis

4.1 Frequency and percentage was employed for quantitative data analysis.

4.2 Document analysis and the interview was employed for qualitative data analysis and the descriptive description was also used.

## Results

The research results are divided into 2 parts as follows:

**1. Part 1.** The productivity concept is widespread in Thai academic circles. It is a learning model that focuses on effective learning that should be created by the learners (Sinlarat, 2014). The learning process should be changed to be practical and concrete increasing the productivity. The old learning methods need to be changed in order for new creative ways of learning, thinking, inventing and making new things with creativity. Additionally, we need to redefine the characteristics of learners by educating students to be anti-consumerists and wise consumers. Importantly, we should allow students to think and create new works to lead them to be the creative citizen in Thai society. Paitoon Sinlarat's CCPR Model features are as follows.

1. Critical Mind: In the consumer society, we have to develop students to have analytical ideas so that they can understand, learn, be strong, and not become victims of propaganda in terms of economic, politic, and social aspects.

2. Creative Mind: When we analyze anything, we should be creative and think of new things for yourself and society because there would be nothing new if we only analyze.

3. Productive Mind: When we think about new things, we should create them in concrete forms in order to develop new products.

4. Responsible Mind: When we think, analyze or create new things, there must be responsibility to the society and the environment as the basis of the moral ethics.

In 2012 Zhao proposed the POL (Product-oriented Learning) process focused on the production of educational institutions that influence productive students with 7 characteristics as follows:

1. To create soul and entrepreneurial skills for students.

2. To encourage students to be analytical thinkers, make business and marketing plans, assess values of success, convince teachers to accept the project proposals, and work alone or find a group of friends having the same interest.

3. Teachers should give advice to students during the learning process, provide raw materials for production, encourage them to become successful, and criticize the implementation during the experiment.

4. To invite the community or those who have higher experience to participate in giving guidance which is a link between the production of students and those who have higher experience.

5. To create the environment of learning emphasizing the productivity, and to find out what students like to do and develop them to be practical.

6. To encourage students to be self-learning persons for new creative products such as field trips and brainstorming activities.

7. To strengthen students to be able to analyze weaknesses, strengths, and raw materials quantity as an entrepreneur, and have skills to solve unexpected problems.

**2. Part 2.** Building citizen through the learning management of social studies subjects in Thai schools.

2.1 It was found that 61.3 percent or 67 social studies teachers in senior high schools were mostly female, 53.2 percent or 33 teachers were 21-30 years of age, 64.5 percent or 40 teachers graduated with a bachelor's degree in social studies major, 88.7 percent or 55 teachers received the Graduate Diploma Program in Teaching Profession, and 50 percent or 31 teachers worked for 1-5 years.

1) Chart 1 Results of Zhao's Product-oriented Learning (POL) process from learning management of social studies teachers

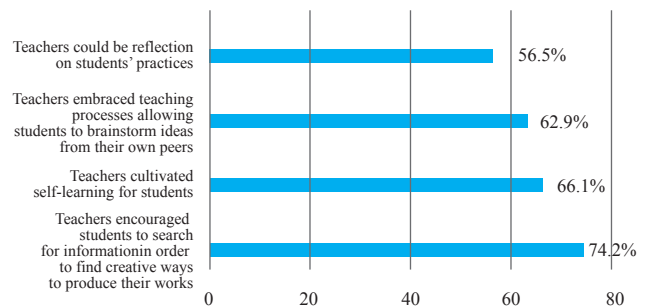


Figure 2 Results of Zhao's Product-oriented Learning (POL)

Chart 1 shows that 52.1 percent of POL management was conducted moderately, 74.2 percent of teachers encouraged students to search for information in order to find creative ways to produce their works. Then, teachers cultivated self-learning for students, teachers embraced teaching processes allowing students to brainstorm ideas from their own peers, and teachers could be a reflection on students' practices representing 66.1, 62.9 and 56.5 percent, respectively.



**Figure 3** Result of studying Paitoon Sinlarat's Productivity-Based Instructional Model

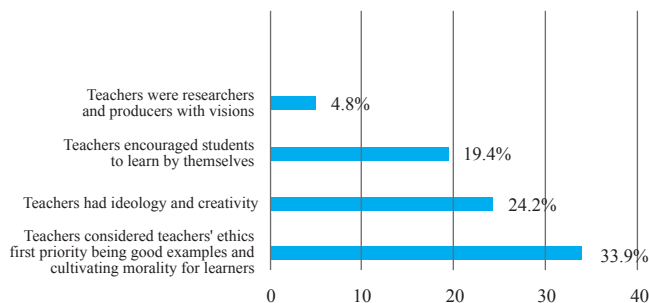
## 2) Chart 2 Results of studying Paitoon Sinlarat's Productivity-Based Instructional Model for Learning Management of Social Studies Teachers

Figure 3 indicates that the overall of this type of learning was moderate representing 54.2 percent. Also, there were 4 aspects having equal values, namely (1) students had strong analytical thinking in receiving news shared in the society reasonably (2) students had creativity for themselves and society (3) students could improve the created innovations or the original innovations and (4) students were responsible for their assignments representing 56.5 percent. Furthermore, students had analysing ideas about the global situations in terms of economic, political and social aspects representing 53.2 percent. Lastly, students were in an environment leading to creative thinking which represented 45.2 percent.

## 3) Results from recommendations for the learning process based on the civil productivity concepts of social studies teachers are presented in Chart 3, Chart 4 and Chart 5 as follows:

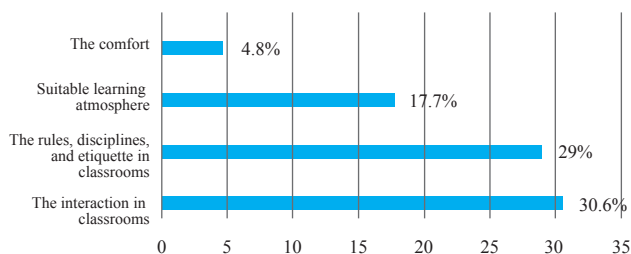
Figure 4 Results of studying skills that social studies teachers need to have for promoting the development of civil productivity

Figure 4 reveals that 33.9 percent of teachers considered teachers' ethics was the first priority, to be a good example and morality cultivator for learners. Next, teachers had ideology and creativity representing 24.2 percent and teachers encouraged students to learn by themselves representing 19.4 percent. The last aspect that was the least important shows that teachers were researchers and producers with visions representing 4.8 percent.



**Figure 4** Results of studying skills that social studies teachers need to have for promoting the development of civil productivity

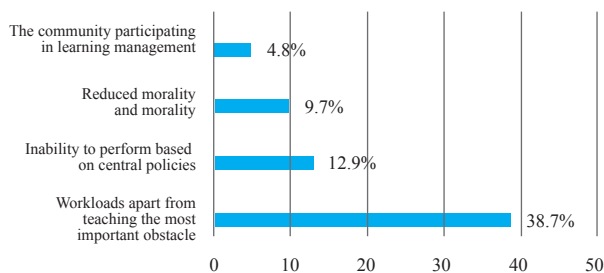
Figure 5 Results of studying about environmental factors supporting social studies teachers in learning management that focuses on effective civil productivity



**Figure 5** Results of studying about environmental factors supporting social studies teachers in learning management that focuses on effective civil productivity

Figure 5 presents that social studies teachers gave the highest importance to interaction in classrooms representing 30.6 percent. Next, there were rules, disciplines, and etiquette in classrooms representing 29 percent and there were suitable learning atmosphere representing 17.7 percent. The last aspect about the comfort representing 4.8 percent.

Figure 6 Results of studying about problems or obstacles that will make learning management for civil productivity unsuccessful



**Figure 6** Results of studying about problems or obstacles that will make learning management for civil productivity unsuccessful

Figure 6 shows that social studies teachers considered workloads apart from teaching the most important obstacle representing 38.7 percent. Next were inability to perform based on central policies representing 12.9 percent and reduced morality representing 9.7 percent. The least obstacle was the community participating in learning management representing 4.8 percent.

2.2 The research results from the interview of the

educational supervisors about building citizens according to the civil productivity concepts of social studies can be divided into 3 parts as follows.

Part 1 Opinions on building citizenship of the Thai education system can be divided into 2 issues by the word “citizen”; (1) Citizens, according to the laws of the country, are people who are able to take any action in accordance with the rights and duties based on the requirements of law and (2) Citizens with public mind are people who have good consciousness in realizing their duties and responsibilities, make sacrifice for others rather than themselves, embrace morals and ethics, and cooperate in solving various problems without violating legal requirements.

According to the current state of Thai society, it is very necessary to build youth to have both characteristics for growing up to become citizens with appropriate characteristics that are skilful, knowledgeable, reasonable, obey the laws and human rights. Therefore, the educational management should be based on the curriculum aims of the Department of Social Studies, Religions and Cultures and the quality standards of learners are established according to the Basic Education Core Curriculum to develop citizen characteristics in basic and additional courses called Citizenship. However, the civil productivity process should arise from foundations created by various institutions of social composition commenced with family, school, community, and country. Thinking about the identity should be based on the need of each locality that can contribute to the extension of enhancing human resource development. Furthermore, from assessing the education management system of the responsible areas, it was revealed that knowledge was provided to the youth effectively and the government sector supported the creation of new innovations for applying to the learners. These encourage students to become more interested in discovering their own needs and stimulating self-learning processes. Nevertheless, these depend on teachers’ experience in giving guidance and improving the potential of learners.

Part 2 It was revealed that the understanding about the learning process based on the productivity concept was considered quite new as used in Thai education. The process seems to be good for creating a wide range of useful aspects to students’ life in the long term because it consists of analytical thinking, creativity, production, and responsibility. All are components to build potential citizens who develop Thai society sustainably. However, creating understanding about the conceptual learning

process takes time to learn and practice. Therefore, the study of the civil productivity concepts can be both easy and difficult depending on individual's perspective. Additionally, this may result in the communication of teaching processes of the social studies teachers that can cause the wrong concepts of teaching processes (Wan-napaisan, 2016).

Part 3 It was found that applying the learning process based on the productivity concepts to the teaching processes for building citizens of the Thai educational system needs to have activities that students were interested in and willing to do. However, those activities should solve problems and definitely develop citizens matching the country situations at that time. This process of teaching requires time to create good attitudes among school leaders and social studies teachers for understanding the citizen building process. This may cause, nonetheless, the teacher to have anxiety. Hence, the cooperation among the family, the community, the personnel, and the executives is needed to facilitate and support teaching if the processes are implemented. Moreover, the civil productivity concepts have to limit steps to suit Thai society for creating clear understanding of all teachers for interpreting and teaching students effectively. Creating clear understanding, however, is likely to be difficult if teachers do not have enough time and lack continuity because there are frequent changes of Thai educational programs according to the government policies making schools and teachers to adjust themselves to keep up with the current situations.

## Discussion

The discussion of the creation of citizenship based on the civil productivity concept through learning management of social studies subjects in schools can be divided into two issues.

1. According to the analysis of pieces of research related to the creation of Thailand's Civil Productivity through Thai educational system of Zhao (2012) and Sinlarat (2014) were similar in the aspect aiming to the productivity process. In other words, when the teachers transfer the knowledge to the students, the students should think critically and creatively. They should apply their prior knowledge to the new body of knowledge until they can produce or reflect the new body of knowledge to the society. However, this should be based on the foundation of social responsibility. This will reflect the productivity characteristics of the students known as productive learning which is the desired characteristics according

to CCPR theory of Sinlarat (2014) who presented that changes of thoughts and the methodology. The new paradigm has led to the clear methodology which is to identify what the aim of the educational provision should be. The development should also bring new ideas and creativity. However, the process to promote citizenship of people in the society to have the desired characteristics should be integrated by people with authority in the society or policy makers to establish the guideline to create the citizenship of people in the society to people in practice of the guideline.

2. According to the ideas and the understanding of teachers and educational supervision on Thailand's Civil Productivity through learning management of social studies subjects in schools, social studies teachers have placed an importance on the awareness of ethics and morality. This was the first priority to promote to the students by the instruction process that were based on the concept of productivity through the interaction between the learners and the respects of rules and manners in the classroom before developing other skills. According to Productivity-Based Instructional Model, Sinlarat (2014) found that responsible mind was to encourage the students to have responsibility to themselves and to the society. He proposed that responsible mind can be promoted and developed to the subconscious level. This reflected that in the context of social studies teachers in Thailand, ethical and moral values were their priority to create citizenship. This was similar to the opinions of an educational supervisor who defined citizen as people who follow the law of the country and participation in social activities with a public mind. The educational supervisor believed that these were important for Thai society in the current conditions. According to the core curriculum of Thailand, social studies would consist of courses related to civil duty and ethics in learning strand 2 known as civil duty, culture, and social life. In addition, the 12 desired values were also the guideline for the students to follow and practice as this was the part of the policy to strengthen Thailand.

The data were similar with the social studies teachers and the educational supervisors who saw the importance of teaching about ethics in the process of creating citizens based on the concept of productivity. The social problems nowadays are related to behavioral problems. The number of youth involved with quarreling, stealing, drug addiction for youth aged between 15 years old but and not more than 18 years old is increasing.

According to the National Statistical Office (2015), it was found that the number of youth who committed crimes were increasing averagely 12.4 per year since 2011–2014. The number raised to 26.8 percent in 2012–2013. According to the increasing number, it reflected that the process to create the citizen was unable to promote ethics and morality among the youth. Furthermore, even though the tradition in Thai society expected that youth was of learning age, the number of teen mothers was increasing. According to the Office of Policy and Strategy, Office of the Permanent Secretary, Ministry of Public Health (National Statistical Office), the number of teen mothers has increased from 15.51 percent to 16.05 percent to 16.17 percent and to 16.59 percent, respectively between 2008 to 2012. This is what the society should be concerned about in the creation of ethics focused on citizens.

### Suggestions

This research can be used to aid in the development guidelines of building citizenship through learning management based on the civil productivity concepts of the social studies as follows:

1. Policy Aspects: At the national level, this research can be used as a guideline to improve the citizenship by building curriculum to be suitable for the context of the Thai population and for the educational institutions' implementation. It is because the research data directly comes from the opinions of social studies teachers who teach about creating citizens and the educational supervisors who evaluate the learning management system in each part of the social studies in terms of wisdom, morality, and ethics. Therefore, students are able to boost their creative thinking. This research discusses about the guidelines and the processes for solving Thailand's education problems through the education system.

2. Learning Management: For further research, the study about the development of teachers' manuals for teaching in classroom should be conducted. This is not only applied in social studies but also applied in every subject for creating better understanding of the civil productivity concepts. Moreover, the educational supervisors can use the guidelines to help examine, evaluate and give advice to the educational institutions about building citizenship through the Thai education system.

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