A Study of PBL Learning Model for Develop Student's Communication and Working skill in Chonburi

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Abstract

This study is for investigate the procedure of Project base learning (PBL) in 11 Chonburi schools and compare achievement in English language between the PBL group and the traditional group. The objective of this study is investigating PBL system about diffusion of innovation process for transfer PBL in traditional schools, expectation from PBL apart of academic matter and procedure of PBL. The research instruments used in this study were interview form for Education Supervisor and Innovation distributor, reflections on English class and semi-structured interviews. The result of this study indicates that

1. Diffusion procedure divided into 3 phases; beginning, trial, and on process.

2. Expectation from PBL apart of academic matter there are 4 things; thinking, cooperation, emotion, and healthy.

3. The procedure of PBL has 4 steps; plan, create, reflect, and share. This form of learning called "PCSR learning model".

4. The achievement in English language through the PBL group is better than the traditional group and better than before. PBL makes students understand the lesson easily with positive attitude.

In conclusion, Total means score for English Communication for the PBL group (8.00) seemed higher than the control group (7.21). The PBL group also scored higher mean scores for English language, representation and explanation as compared to the control group. The PBL group also displayed a higher total mean score for teamwork (13.24) as

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compared to the control group (12.46). They were also awarded higher scores for working with others, attitude in group, and focus on the task and taking pride in their work. However, for quality of work, the control group's mean score was higher (2.67). It's mean students have changed in a good way, PBL is a new method of English teaching that made students more interested and more effectively with a positive attitude in English successful.

Keyword: Project base learning

Introduction

Since Independence, the English Education curriculum has undergone major reforms. A review of the education system in Thailand had been planned to meet the demands and challenges of globalization and the economy. A product approach was proposed in the teaching and learning process in all classrooms. A total review in the English curriculum emphasizes on several important aspects in English education which includes Communication and English for problem solving in dairy life.

In Chonburi schools, high performance in the examinations especially in the public examinations means everything. As this is the priority of parents and schools alike, teachers are very concerned with finishing the syllabus and drilling students the exam answers and questions. They are reluctant therefore to involve other approaches to the teaching and learning of English as it would take up too much time and are irrelevant to passing examinations. The chalk and talk method are dominant in explaining rules, definitions and memorize.

Chonburi province located at the east of Thailand, 93 Kilometers from Bangkok. The terrain is mostly plain. Some area in the north and the east of province is a steep hill, and the south and the west of province is a big plain. The soil is sandy and clay, it suitable for farming, plantations, fruits, and housing. The population is original people, the background of them quite well. There is less crime and can to support the growth from Bangkok involve housing under the good city plan. In addition, Chonburi has ecology resources such as

Bang-San (famous beach). However, there are culture and ancient history for learning. On account of Chonburi is similar to the rural community, but near Bangkok, the trial processes will start there because there are famous educational institutions such as Sripatum University, Burapa University, Kasetsart University. Moreover, this province is the area that has the most supervisor of education than another province too. All of this reason, Chonburi is a province that can complement the knowledge-based society as well.

This study was conducted to investigate procedures and learning tools of Project base learning (PBL) by observing and interviewing teacher from 11 Chonburi schools as they used PBL and willing to be volunteer. After that explore effects of English Performance and Affective Attributes in Learning glossary from Project base learning (PBL) as an alternative instructional strategy which could be introduced to Chonburi classrooms in the teaching and learning of multidisciplinary subject . Students taught in traditional English education environments are preoccupied by exercises, grammar rules, and that need to be learned, but are of limited use in unfamiliar situations such as solving real-life. In contrast to conventional English classroom environments, a PBL environment provides students with opportunities to develop their abilities to adapt and change methods to fit new situations. Further, students participating in PBL environments have greater opportunity to learn real Communication associated with seeking information from any resource such as Internet, International text book or journal, made a presentation in English, Memorize from working such as Used "software" for make animation.

Objectives

1. To investigate Project base learning (PBL) Model for Develop Student's Communication and Working skill

2. To compare achievement in English language between the PBL group and the traditional group in Chonburi. (11 Project base learning schools and 11 traditional school)

Literature Review

Constructionism theory was pioneered by Professor Seymour Papert of MIT. His research spanned more than 20 years and brought new insights into how children learn. Briefly, his conclusion is that children learn best when the topic is interesting. Papert said "good learners don't come from better teaching, rather good learners come from a process of personal discovery through inquiry and the best way to provide that atmosphere is Project based Learning."

Project-based learning is the teaching model used by the Problem base on the interest of the learner. They can create knowledge and activities which lead to problem solving challenges. After the learner solves the problem, they will have the thinking process to solve new problems independently. If student learn by doing based on understanding and interest, they have motivation and can use this learning behavior throughout life. As Grant (2009) mentioned, "…in learning long-term learning comes from learning through creation of a project…"

In educational research, many researchers have opinions on project-based learning, such as Bresnen (2004) has described about students can learning by doing and gain knowledge unconsciously "learning-by-absorption" While student make project, they can show and share knowledge or feeling and learn from the reflection together "learning-by-reflection" and Gulbahar and Tinmaz (2006) support that "The question or problem that they drive to get the concept and principles of the discipline, students will challenge to learn and build on skills such as creativity and problem solving skills".

Procedure

Research procedure

This section discusses research procedures including the research stages, the construction of the research instruments for interviewing the Education Supervisor of Chonburi and Innovation distributor, and the reflection of instruction.

Research Stages

There are 4 stages involved in conducting this study. The details are as follows.

Stage 1: Researched into various documents and papers on Project-Based Learning and Constructionism theory by Symour Papert.

Stage 2: The researcher interviewed the Education Supervisor of Chonburi and Innovation distributor to investigate expectation from Project base learning apart of academic matter diffusion of innovation process for transfer Project-Based Learning in traditional schools.

Stage 3: The researcher interviewed teachers and students from 11 Project-Based Learning volunteer schools about the Procedures of Project base learning when their schools changed from the traditional style to a Project-Based Learning style.

Stage 4: The data collected by bringing scores from pre-test and post-test feedback to all students from 11 Project-Based Learning schools and 11 Traditional schools. All students did the self-assessment where they agreed or disagreed about if PBL helped them to learn English with a more developed English performance.

Construction of the Research Instruments

This section describes the construction of the research instruments used in this study, which are the reflections on the instructions about Project-Based Learning.

Interview Education Supervisor and Innovation distributor

The interview is the main tool for investigating diffusion of innovation process to transfer Project-Based Learning in traditional schools. This study wanted more in depth information about the diffusion procedure on the use of Project-Based Learning in English class. The questions that were used for the interview asked about:

- Diffusion of innovation process for transfer PBL in traditional schools

- Diffusion Procedure

- Expectation from Project-Based Learning apart of academic matter

- Procedure of Project-Based Learning

The Reflection on the instruction

The instruments used in this study were the reflection on the instruction and the structured interview. The reflection was the tool for investigating the teachers' and the students' opinions towards the use of Project-Based Learning in English Language. The reflection was selected to use in this study because it was easy and free for the students and the teachers to tell their own opinions according to three open-ended questions.

Data Analysis

1. Analysis from interview Educational Supervisor and Innovation distributor

2. Analysis from interview teachers and students

3. Compare achievement in English language between Project-Based Learning group and Traditional group

Results

Project-Based Learning (PBL) system in 11 Chonburi schools

Diffusion of innovation process for transfer PBL in traditional schools

Long time ago they used to diffusion PBL to this area. PBL is an innovation as many people are looking for developing teaching management to be more effective. But they are limitation of accepting new innovation like PBL from all educators which is a very important obstacle for developing. It recognizes that there is new innovation meanwhile they are recognizing change. Even only the way of the classroom and media had change to be more child center, but it effect a lot for the teachers. They are frustrated with innovation so they deny doing that. Even though they are open mind for innovation. It sometimes does

not success. Educator that try to broadcast teaching innovation; found that there is only short interesting from people and then they will stop doing innovation and get back to their own style. Because of worker do not have ability to understand innovation to apply on the job. It needs effective strategy and process. These should link with target social. If there is a good plan in a right place, people will take innovation as internalization and make it benefit to social. But if they don't have good preparation with the plan, the result will not be fully benefited to society.

But right now Chonburi cans diffusion of PBL successes. So, therefore we have an idea to study the effective diffusion of PBL Innovation process why idea will make fully exception and reduce resistance from adopter.

Diffusion Procedure

Phase 1 Beginning

<u>**Process 1** Preparation</u>

1.1   Preparing the suitable innovation for the target group by study about their management and the way that they work in each school and also the problem that they fine so we can improve it to be better.

1.2   Preparing schedule in each period and put the detail; all processes, too.

<u>**Process 2** Absorbing</u>

2.1   Selecting Change Agent, inform them to choose the innovation that they have used before and present to their supervisor. It's the faithfulness innovation for them to get more confident first. After that we can ask for volunteer from this group. The representations need to understand innovation and have power to make a decision or create something new at school.

2.2   Plan to do public relation (PR) by using faithfulness Diffusion of Innovation by selecting the innovation from the representation group present to target group; teacher. The team will work cooperate with Change Agent, representation group, to make a good

relationship with the teachers as many as they can because if they get use to each other it will helps to do Diffusion of Innovation.

2.3 Making an effective Communication to let people know how important of change, principle and benefit of using innovation in their teaching. Change Agent will collect information about problem in teaching and how innovation can solve this problem. More than that, Change Agent will encourage them and set up the training for them to have more understanding. This process can call instruction process which means the power that Change Agent can do with good relationship among the group.

2.4 Providing the training about teaching innovation to the target group to make better understanding. The researcher and Change Agent run the training and observe participant's behavior for selecting the outstanding participation with leadership. The representation will help us to broadcast innovation to the other if they agree with that. Although for the follower, we need to motivate them to get interested in innovation. For the one that resist innovation, the researcher needs to focus on them and do not let them to make the others confuse.

Process 3 Build up the acknowledgement

3.1 Set up the Change Agent team who has trained before and has possibility to use innovation. They have leadership, so we invite and inform them to lead the change first.

3.2 Preparing innovation together and finding member of the team. The group will brainstorm how to improve the innovation that they get from model school and related with their style so they can participate with that. Change Agent will look after the process, not to change the principle and objective of that activity.

3.3 Plan the Diffusion of Innovation with the team.

3.4 Set Change Agent team to communicate with target group in 2 ways communication; giving opinion or suggestion to make the innovation related to the environment. Moreover to build up the participation for the user. This process follows the participation structure.

In all steps, the researcher collects the information to analyst and prepare for the problem that may occur in the future.

Phase 2 Trial

Level 1 Planning about the activity together.

Level 2 Collecting information about innovation which makes it more easy to use and the detail of teaching management.

Level 3 Set up the effective storage for user. They can approach to the information easily, quickly and effectively.

Level 4 Preparing good atmosphere to support learning and make it related when using innovation

Level 5 Following the plan by using our resource that we prepare first and resource outside as supported.

Level 6 Supported like management or other people will assist the target group as much as they can include motivation as well.

Level 7 Evaluate all process and give the user consult continuing so they can improve their plan to be better.

Phrase 3 On Process or continuing process

This process happens after evaluate the result of teaching already and use this result to motivate the others to continue using innovation. Besides that, Change Agent and team will feed back with the user for developing innovation to be better. In phrase 2 and phrase 3, the team will support user by Innovation Clinic which is giving the suggestion, develop plan to be more effective, coaching, training and problem solving. After finishing last process, there is Best Practice Sharing activity for the user so it will benefit them and can be the model for the next time too.

4.1.2 Procedure of Project-Based Learning

Procedure of PBL in Chonburi School has 4 steps include Plan, Create, Reflect and Share. This form of learning called "PCRS Learning Model". This procedure will start with

plan; action follows the planned, reflection after finish working and sharing knowledge or learns something. PCRS learning Model shown in picture below

Plan:

Step 1: **Brainstorming** - starting from student's interesting. Before starting school, student brainstorm and share their idea in the big group. After that, they will group the related topic together and set up members in the group. This will make project to be more effective because the student learn in their interesting topic and related topic from their friends as well.

Step 2: **Integration** - teacher apply academic into project. Teacher will link curriculum in each subject like science, math or language which are from Education Ministry in project. Technology can help a lot in this section. More than that, the school will invite professor in each field (that related to project topic) to share with the kids. We also take the students to field trip in real field.

Step 3: **Planning** - Students and facilitators plan together. They will come up with the daily plan in all 12 weeks so student will imagine what will happen in all semester. (*DSIL divide the year into 3 semesters, each semester will learn one project.*) Facilitator role is assist student in their leaning, guide them the essential knowledge, asking what they want to know more and link students knowledge together. After that, the students will write their Mind Map to plan their time in whole semester. These processes make the student to have ownership and enthusiasm to work successfully.

Create:

Step 4: **Action** - Learning by doing. It starts from searching information from many materials for example books or internet. Firstly, students should know the source of information. After getting information, students do the experiment, analysis result and construct new knowledge or product. Learning with professor and from the real field makes better standing for the students. It does not only learn from information or theory but also

useful information to construct new knowledge. New knowledge that students get will link with their experience under morality base idea. Finally kids will have wisdom. After getting information, students will share their new knowledge to friends. In this process facilitators can correct the information or give them suggestion. If there still something more to add in, let them start from the first step again, finding more information or doing experiment. Until they have completed all objective, then the facilitator can move on to step 5. We call these processes as PDCA (Plan Do Check Act) which often use in business area to continuing learning. The students record information and result in all activities for development their skill, both Thai and English. Finally they come up with the correct presentation.

Reflection:

Step 5: **Summarizing and recording** - Summarizing and recording from the activity. Students summarize and record it in essay, portfolio and mind map. These can help them in create new knowledge by themselves.

Sharing:

Step 6: **Exhibition** - Preparing for exhibition to show about their learning; the objective of this step is to present the project to parents and others. Exhibition is happened in the end of semester. Students are plan about their presentation and manage it by themselves.

Step 7: **Modification** - Modify Action; this step means apply the knowledge from this project to develop student's leaning in next project which will learn deeply and harder. The learning loop will start from step 1 to step 8 many times and will develop to be students' habit; life – long learning. This theory will link with Peter M. Senge from Sloan School – MIT which said "learning is Spiral Model; each round will create new knowledge continuing.

Compare achievement in English language between the Project-Based Learning group and the Traditional group in Chonburi

This study finding reports in detail the results of the analysis of both quantitative and qualitative data acquired during the experiment. All the data that were gathered were

analyzed using Statistics Package for Social Science (SPSS) and the results of independent t-test analysis there was no significant difference (t (51) =-1.70, p < .05) for mean relative condition efficiency index between the PBL group and the Control group. It is concluded that the PBL instructional strategy was just as efficient as the CT instructional strategy.

Raw data for this analysis was obtained through a questionnaire administered to the students after the post test at the end of the experiment. The results of this analysis were described in terms of percentages, means and standard deviations. Each answer for the statement in the questionnaire was measured using the Likert scales. These statements reflected favorable and unfavorable preferences. Subjects responded on a five-point scale: "most favorable', "favorable", "less favorable", "not favorable" and "most unfavorable". Values from 1 to 5 were assigned on the scales. A score of 5 on the Likert scale was treated as the most favorable of the response. A mean score of greater than or equal to 3.0 was considered a positive perspective or attitude whereas a mean score less than 3.0 is associated with a negative perception or attitude

Also raw data for this analysis was obtained from a rubric which was evaluated by the teacher throughout the experiment. A rubric is an instrument for organizing and interpreting descriptive data gathered from observations of student performance. Scores on a scale of 1 to 4 attached to each level of a rubric were given through group work and presentation. Due to time constraints, the overall scores given to the group will reflect the individuals in the group as well. In this study, scores on a scale of 1 to 4 attached to each level of a rubric provided an objective basis for assigning grades. The score 4 would indicate the most outstanding characteristic or trait that was observed. The researcher gave scores on each student's use of PCRS, English Communication and teamwork based on group work during learning sessions and also during presentation.

Table1   Means and standard deviations on English Communication Working skills
   Based on rubric

Achievement in English language	Means		Standard Deviations	
English Communication skills	PBL	CT	PBL	CT
1. Grammar	2.90	2.58	0.41	0.83
2. Conversation	2.62	2.46	0.56	0.83
3 Glossary	2.76	2.29	0.91	1.00
Total	8.00	7.21	1.55	2.42
Working skill	PBL	CT	PBL	CT
1 Working with others	2.48	2.17	0.57	0.76
2 Attitude in group	2.66	2.50	0.55	0.83
3 Focus on the task	2.62	2.50	0.56	0.83
4 Quality of work	2.59	2.67	0.73	1.01
5 Pride in work	2.62	2.50	0.56	0.83
Total	13.24	12.46	3.32	4.51

Total mean score for English Communication for the PBL group (8.00) seemed higher than the CT group (7.21). The PBL group also scored higher mean scores for English language, representation and explanation as compared to the CT group. The PBL group also displayed a higher total mean score for teamwork (13.24) as compared to the CT group (12.46). They were also awarded higher scores for working with others, attitude in group, and focus on the task and taking pride in their work. However, for quality of work, the CT group's mean score was higher (2.67) compared to the PBL group (2.59). The rubric indicated that the PBL group was better at using the PCRS as compared to the control group.

They also seemed to display better English Communication skills and showed stronger teamwork as compared to the control group.

Those skills such as working as a team and demonstrating effective Communication skills are learnt in order to solve a problem. Other studies also showed that PBL students work well in teams and small groups gained other skills such as working in teams and being more involved in the learning and that a PBL classroom provided students with high level of interaction for peer learning, peer teaching and group presentation. The reason why PBL students in this study showed stronger teamwork as compared to the CT group was because they had to work in groups from the beginning of the lesson. They had to learn to be active problem solvers, contributors and participants in group discussions. Through collaborative work with their peers, they assumed responsibilities and self-definition associated with learning interdependently. They also had to learn to rely on their group members, English resources, notes and materials provided as more important sources of authority and knowledge as the teacher's role was only as a facilitator and gave minimal guidance on how to learn communication. This study strived to ascertain the effects of PBL on English performance and instructional efficiency. It also compared the affective products of learning between PBL and the conventional teaching strategy. The findings of this study are consistent with findings from other literature. The numerous positive effects of PBL such as becoming better Communicator, demonstrating effective verbal and written Communication skills and being able to work collaboratively were also shown in this study. From this study, it can be contended that the PBL group used the PCRS more effectively, displayed better English Communication skills and showed stronger teamwork

Conclusion

This study was carried out in order to investigate Project base learning (PBL) system in 11 Chonburi schools about diffusion of innovation process for transfer Project base learning in traditional schools, study expectation from Project base learning apart of

academic matter, and procedure of Project base learning. Furthermore, this study was carried out in order to compare achievement in English language between the PBL group and the traditional group in Chonburi. The result is diffusion procedure divided into 3 phases. In phase 1: beginning, there are 3 processes which are preparation, absorbing, and building the knowledge. In phase 2: trial, there are 7 levels which are planning, collecting information, setting the effective storage for user, preparing good atmosphere to supporting learning, following the plan, supported them, and evaluate all process. In phase 3: on process, with expectation from PBL apart of academic matter there are 4 things thinking, cooperation, emotion, and healthy. As for procedure of PBL, there are 4 steps; plan, create, reflect, and share. This form of learning called *"PCSR learning model"*. Planning is steps of brainstorming, integration, and planning, Create is step of action, meaning learning by doing, Reflection is a step of summarizing and recording from the activity, and Sharing is a step of exhibition which allows students to show about their learning and modification in means there of modified action.

The achievement in English language through the PBL group in Chonburi is better than the traditional group and better than before; using PBL system in English learning enhances the performance of students. The researchers find that PBL makes students understand the lesson easily and have good attitude more than the old instruction method. One of student from PBL group

Suggestion

this is known as PBL is a method which allows student to learn about a subject by exposing them to multiple problems. So they will be able to construct their understanding of the subject through these problems. This kind of learning can be very effective for mathematics where students try to solve the problems in many different ways which allow the student's brain to be stimulated There are different types of instructional strategies to make PBL more effective and try to create all the learning activities for the learner to be

related to a larger task. This is important because it allows student to see the connection to the activities that can be applied to many aspect of life. As a result, the learner will find the materials and activities they are doing useful. Which the learner needs to be supported to feel that they are beginning to have ownership of the overall problem an authentic task should be designed for the learner. This means that the task and the learner cognitive ability have to match with the problems to make learning valuable. More over wisdom based learning model also allow reflection on the content being learned so the learner can think through the process of what they have learned and encourage the learners to test ideas against different views in different context. That're the reason why we should integrate PBL in some class of traditional school.

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Globalization and Educational Change: The McWorld VS Homo islamicus

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Abstract

Globalization gives impact to education in many ways. Schools are challenged to reform due to the global force and expected to produce the high-quality human capital to serve the economic growth. The current education and school curriculum produce the Homo economicus rather than the decent Homo islamicus balance the materialism and spiritualism towards the social justice. Role of school reform and curriculum to response the new direction was discussed in this article as educational perspective.

Keywords: Globalization school reform school curriculum economic need integration
Objectives

Introduction

Globalization, an idea and a time that has come to most sectors of the economy, is now having an impact on education. For decades, the academic research enterprise has been global. Now, however, the instructional mission of campuses is also being affected by these global forces, as are too a variety of related service functions (Hawkins, 2006).

Many countries, is confronted with economic recession at present. It is a very crucial problem that has to take a very long time to recover. Factories and business companies have to cut down their employment size. Unemployment problem has thus become increasingly serious. I believe effective curriculum which responds the economic needs and at same time achieve the integration objectives can help to produce the good human capital that can balance the materialism and spiritualism towards sustainable development. Thus, the main thing which we, as educators, have to realize is that what the educational

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concepts that can bridge the materialism and spiritualism towards sustainable development and the role of school reform and curriculum to response.

Research Objective

This paper aimed to compare the concept of education towards globalised forces as conceptualized by western and Islamic perspectives.

Research method

Documentary research was conducted to reach the conclusion. Data were analyzed by content analysis method.

Results

Globalization and Its Impact on Education

Education is forced to response the global force. Carney (1999) argues that globalization is having a major impact on education in five majors' ways:

-The organization of work and the work people do.

-Educated labor force

-Quality of national educational system

-Information technology

-Transformation of world culture

From his point of view, it can be said that the challenges which academic institutions face in restructuring to meet the demands of the globalized economy of the future. The gloablaizion are interrelated to various factors and different dimensions. From this argument, it can be shown the impact of education and labor force from Michaelowa (2004). on the positive effect of development assistance on primary enrolment. According to her model (Figure 1), education seems to play the important roles to produce the labor force that towards with bring the economic growth and better quality of life in the globalised era.
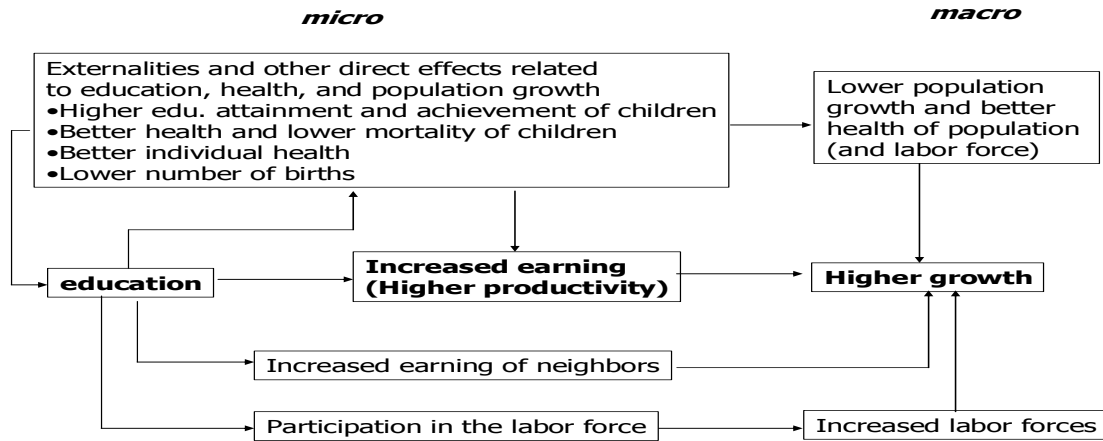
Figure1 The connection between education and labor force

Source: Michaelowa (2003)

Global Change Force and School Reform

Globalization brings good things in many ways. No one can deny its impact on education. According to Halliger (1998) the globalization's impact manifest in the USA, Europe, Australia, Canada, Japan and have an even greater impact in Southeast Asia.

Moreover in Germany, the vocational system has faced significant challenges since 1990, including the impact of German unification; challenges posed by globalisation and the shift from a production-based to a post-Fordist economy; changes related to the European Union, migration, and immigration; and demographic changes within Germany that have affected both students and teachers in the system (Idriss, 2002).

In United States,   Lipman (2002) underlines that inequality brought up by globalization in USA , especially the "white supremacy" and "upper-middle-class residents" that obviously have perpetuated a system of inequality in Chicago's public schools.

In Bali, Indonesia, It explores the school's response to four key components of Gandhi's model of Basic Education (Nai Talim) and shows that the claimed curriculum is framed by two contradictory discourses: a globalization from above discourse and a

Gandhian discourse of tolerance and peace, more consistent with a globalization from below discourse (Tamatea, 2006).

Moreover, for Asian country the Global educational ideal has infected through the society as Hallinger (1998) states "What kind of education western nations provide and are demanding similar quality for their children (p.495)." For this reason, to response the globalization some special schools have established through the internationally educational value as innovation schools in many country for example: the Smart School in Malaysia and *the* Thridhos Three Generation School in Thailand.

As part of the dramatic modernization of its education system, Stewart (2005) describes how various countries are preparing students for the interconnected world of the 21st century the changing for school due to the globalization :

"The People's Republic of China is developing an increasingly international focus in its schools. English is now the second language of China and will be taught to all students from third grade on. China's schools are teaching world history and world geography, and the Project on Education for International Understanding is updating textbooks through the addition of more international content. Schools are encouraged to host visiting international teachers, especially from English-speaking countries. Teachers are encouraged to study abroad, and schools are strongly encouraged to form sister-school partnerships with schools in other countries. While these changes have not yet extended to its vast rural areas, where basic education is still underdeveloped, China's intention is clearly to prepare young people to be able to function in an increasingly complex and interconnected world.

South Korea, Singapore, and Taiwan have focused on the adoption of master plans to put high-speed computers in schools as a means of connecting their students to world knowledge. In this way, these nations are also encouraging more student-directed work to supplement the traditional teacher-directed approaches." (Stewart ,2005 , p.230)

Consequently, it can be said that every part of the world are influenced by globalization. Schools and academic institutes are required to have decent strategic planning in order to response the global forces. According to Carney (1999), the globalization's impact on educational reform strategies comprise three dimensions as shown in Table 1:

Table1 Globalization's impact on educational reform strategies

Impacts	Objectives	Issues
Competitiveness-driven reforms	To improve economic productivity by improving the quality of the labor	- Decentralization - Standards - Improved management of educational resources - Improved teacher recruitment and training
finance-driven reforms	to reduce public spending on education	- shifting public funding from higher to lower levels of education - the privatization of secondary and higher education - the reduction of cost per students at all schooling levels
Equity-driven reforms	to increase equality of economic opportunity	- Lowest-income groups with high-quality basic education - Woman and rural populations that lag behind educationally - Student 'at risk ' (low income) , special needs students

Source: summarized from Carney (1999)

It can be seen that the interconnection between education policy and the economic, political, and cultural processes of globalization plays important roles in present especially it affects directly to school reform system around the world. Hence, educators and schools and system leader have to response to this demand wisely, unless they will lose public suppose, resources, able student (Halliger, 1998).

School Curriculum and Economic Needs: McDonalised education

Globalization has impacted the majority of the world's modern workforce, making competencies once considered essential for productive professionals within a regional or national economy no longer sufficient in a marketplace with crumbling borders. McWorld or McDonaldization, a term sometimes used to describe the spreading of McDonald's restaurants throughout the world as the result of globalization, and more generally to describe the effects of international McDonaldization of services and commercialization of goods and services as an element of globalization as a whole (Wikipedia, 2006), can be described the requirement of school curriculum to serve economic needs .Hence, academic institutions are expected to provide skills training for the labor force of the community of nations, to a large extent, in fulfilling the requirements of commercial activity (Abanteriba, 2006). To prepare global-ready graduates for a workforce that requires inter- and multi-cultural competencies that ensure success in dealing with the serious social, political, and environmental threats that have come about from the advance of globalization. Bremer (2006) points out those institutions of higher education must change their priorities and objectives and include pivotal international educational experiences in their curricula.

The classic debate on this issue that brought up by Noll (1985) that whether schools should serve nation economic needs or not. The matter is while students are needed to learn skills that are necessary for the improvement of the society, school might become increasing captive to the profit-motive of business and industry. However, unavoidably, it seems that we need to reform the curriculum to produce the human capital to serve to the

economic needs. Various concepts and curricula were introduced into the schools. For example Bremer (2006) underlines that the Global Workforce Development (GWD) which curricula redesigned to enable students to become globally competent upon graduation.

Vidovich (2004) finds that school in Singapore and Australia have both been actively pursuing an agenda to build a unique internationally-oriented curriculum, in a context of globalization, but also within the constraints set by national/State curriculum frameworks, examinations and league tables.

I agree that students are the future good labor force or human capital, but what kind of educated labor is needed. Here, my point goes to reclaim the characteristic of Homo economicus that is described bases his choices on a consideration of his own personal "utility function". Economic man is also amoral, ignoring all social values unless adhering to them gives him utility. Some believe such assumptions about humans are not only empirically inaccurate but unethical (Wikipedia, 2006). I argue that these traits might not fit the concept of 'good man' in Islamic point of view. Hence, to produce the skilled labors suppose to be who able to fulfill the need of local community in particular and country in general, and at the same time has the attribute as good Muslim as well as good global citizen. However, I believe that theoretical and technological skills are not sufficient for a good human capital. The curriculum has to be turned into a more radical and politicized and much concerned on a moral aspect.

Integrated Objective Curriculum: Teaching for Social Justice

As I mentioned before, the moral aspect has to be considered in order to produce the human capital who can balance the materialism and spiritualism at the same time. I believe that to crate the globalization cannot create the quality, equity and social justice to human being. Hence, the school curriculum has to change on the basic values of love, care, and equality for all humanity.

The concept of Homo econmicus has to be modified and added the element of ethical manner or moral aspects. This concept this is closed to the concept of the global

citizenship. In recent decades, educational and curricular reforms worldwide have been designed with the goal of preparing citizens for the challenges of globalization, which has been thought to require the broadening of children's occupational perspectives beyond conventional geopolitical borders and cultures (Wing-Wah Law, 2004). According to Davies (2006), the notion of global citizenship is too abstract to be valuable in driving curriculum policy and active citizenship for students. However, she points out that it has three of the key aspects of an active role of citizenship: a concern for social justice; rights; and culture and cultural conflict.

In United Kingdom, Tasneem (2005) describes There has been a resurgence of interest in global education in the UK as global issues are included within the requirements of citizenship education in national curricula. It seeks to answer the question: in what ways is global citizenship being mainstreamed? While in both Hong Kong and Taiwan have emphasized generic and transitional skills, and developed tripartite frameworks for citizenship education at local, national, and global levels (Wing-Wah Law, 2004).

I argue that the global citizen even though has a moral aspect, but it is not much emphasized obviously on economic needs. Hence, I believe that at the Islamic point of view, according to Anwar Ibrahim (1996) in his book *the Asian Renaissaince*, the concept of *Homo Islamicus* can be promoted as a good human capital. I notice that this concept is closed to the Curriculum produced by Sukree (2006). It is the curriculum of Islamic based education for Public Administration Program, Yala Islamic College, Thailand. Sukree (2006) states that due to his model, students expected to be (1) a good and able student to fulfill the need of local community in particular and country in general, and (2) good Muslim men and women who automatically could become good citizens through peaceful path as a hopeful means for attaining sustainable peace in the Hereafter. Here, I can point out that the way that curriculum responds to the economic needs of country and at the same time achieve the integration objectives is curriculum has to produce the good man who has ability to handle the economic.

Conclusions and Recommendations

Ramalhoto (2006) believes that a new basic function of the university institution "to teach students to be critical about any kind of information" and presents perspectives, efforts and three proposals for the establishment of a system for managing globalization and technological and scientific change. However, I believe that effective curriculum which responds the economic needs and at same time achieve the integration objectives which is can help to produce the good human capital as well as the concept of Homo islamicus that can bring the social justice to human and society.

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Metrosexual : It's Concept and Phenomenon

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Abstract

This paper aims to study about the identities and spaces of cosmopolitanism affected by globalization. The metrosexual was selected as a representative. The library research was used as research methodology. The results show that metrosexual is advancement of globalization in terms of redefining the characteristics and lifestyles of urban man in present. The unique concepts of metrosexual are i) usually man or straight guy, ii) prefers homosexual styles, and iii) live in urban as well as the famous role model – David Beckham. Their uniqueness affected society especially in economics and social aspect as well as powerful consumers and the trend setters for new male type. Islamic perspectives were discussed.

Keywords: Metrosexual Perspectives Conventional, Islamic

Introduction

In the globalization or the main stream, there are many invented words to explain the phenomenon that our global society has facing. This phenomenal have been become visible around the world not only western society but also the developing countries.

As well as in terms of cosmopolitanism, there are many groups of them in modern societies and also some of words have invented to explain phenomenon effected to global society such as the neo-conservative, the technocrats, the generation XY, and one of them is 'metrosexual'.

The word 'metrosexual' has been used in the latest an presidential election in the United State. Some people augured that John Kerry, Democratic presidential candidate,

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was a metrosexual appearance (http://www.mashet.org/news.asp?id=1724) as well as once Howard Dean, the American politician, declared himself as a metrosexual. Why this word has been get some attentions from the public?

In order to study the groups of cosmopolitanism as social phenomenon, Muslehuddin, (1999) emphasizes that the study of social change is significant especially it relates to 'social dynamics' for analysis and interpretation of society. He goes on to describe that "the basic unit if analysis was conceived to represent structure and a set of functions" (Muslehuddin, 1999 : 31). As well as doing urban research, Andranocich and Riposa (1993) focuses on "the processes and outcomes of urbanization with the aim of understanding for policy-making purposes and providing a better quality of life for those of us living in urban centers" (p.6). Hence, the study of metrosexual is the one means to understand social dynamics knowing as social factors that may affected to built environment and urban planning. Furthermore, the realization of this object can be used to promote the diversity of modern society in addition to increase the social tolerant.

This study aims to explicate about the identities and spaces of cosmopolitanism affected by globalization comparing with conventional and Islamic point of views. The metrosexual was selected as a representative.

Method

The library research was used as research methodology. Both online data in cyberspaces and textbooks were extracted and, then, analyzed by content analysis to reach the conclusion.

Results

Metrosexual: definition and their identities

According to Wikipedia, the online encyclopedia, 'Metrosexual' is "a portmanteau combining "metropolitan" and "sexual", was first used in 1994 by British journalist Mark Simpson, who coined metrosexual to refer to an urban male of any sexual orientation who has a strong aesthetic sense and spends a great deal of time and money on his appearance and lifestyle" (http://en.wikipedia.org/wiki/Metrosexual).

The word metrosexual just had been published, so no authorized meaning that can be accepted exactly. Therefore, there are many definitions of it depending on different perceptions. The meanings can not be found in standard dictionaries such as the Oxford or Cambridge Dictionary, but in the cyber spaces it can be collected from some online dictionaries and encyclopedias web sites.

"An urban male with a strong aesthetic sense who spends a great deal of time and money on his appearance and lifestyle. – metrosexualitly n."

(http://www.wordspy.com/words/metrosexual.asp)

"Term "metrosexual" refers to the sense of style or fashion of the individual and not to his sexual orientation"

(http://en.wikipedia.org/wiki/Metrosexual)

As the open spaces, some definitions had been given and collected from many persons in Urban Dictionary (http://www.urbandictionary.com/define.php?term=metrosexual&r=f) as following:

"A straight man, who embraces the homosexual lifestyle, i.e. refined tastes in clothing, excessive use of designer hygiene products, etc. Usually is on the brink of homosexuality." (Anonymous, Feb 14, 2004)

"Straight male with close ties to urban life and vanity. Also have narcistic tendencies and slight homosexual overtones." (Dr. Know It ALL, Nov 30, 2003)

"Someone who adheres to homosexual tendencies but declares their sexual orientation to be heterosexual (supposedly)." (watutsi, Jan 27, 2004)

"A stereotypical homosexual male who dresses very "stylish" and is up to speed with anything trendy and sophisticated, but swears he doesn't pound ass with anyone." (Sum yun Guy, Nov 29, 2003)

In the article 'It's guys' territory' in Knight Ridder Tribunne Business News, Choi (2005) uses the word "queer eye for the straight guy" explaining the word metrosexual.

As well as Khanna(2004), who wrote 'The Metrosexual Superpower' in Foreign Policy, defines as "metrosexual men are muscular but sauce, confident yet image-conscious, assertive yet clearly in touch with their feminine sides".

However, the original definition that well known is from Mark Simpson, the guru of metrosexual, that noted in Meet the metrosexual from Salon.com;

'The typical metrosexual is a young man with money to spend, living in or within easy reach of a metropolis – because that's there all the best shops, clubs, gyms and hairdressers are. He might be officially gay, straight or bisexual, but this is utterly immaterial because he has clearly taken himself as his own love object and pleasure as his sexual preference. Particular professions, such as modeling, waiting tables, media, pop music, and nowadays, sport, seem to attract them but, truth be told, like male vanity products and herpes, they're pretty much everywhere' (Simpson, 2002)

Some their uniqueness can be assumed to show that the one is metrosexual or not as Russ (Jan 1, 2004) gives some ideas about metrosexual describing the way that you might be metrosexual if:

1. You just can't walk past a Banana Republic store without making a purchase.

2. You own 20 pairs of shoes, half a dozen pairs of sunglasses, just as many watches and you carry a man-purse.

3. You see a stylist instead of a barber, because barbers don't do highlights.

4. You can make her lamb shanks and risotto for dinner and Eggs Benedict for breakfast all from scratch.

5. You only wear Calvin Klein boxer-briefs.

6. You shave more than just your face. You also exfoliate and moisturize.

7. You would never, ever own a pickup truck.

8. You can't imagine a day without hair styling products.

9. You'd rather drink wine than beer... but you'll find out what estate and vintage first.

10. Despite being flattered (even proud) that gay guys hit on you, you still find the thought of actually getting intimate with another man truly repulsive."

He concludes the definition of metrosexual as "Some people think he's gay, but he's actually metrosexual." (http://www.urbandictionary.com/define.php?term=metrosexual&r=f)

Not only in terms of sociology that takes this word, but also can find in political sciences. For instance, based on the article 'The Metrosexual Superpower' in Foreign Policy, the author Khana (2004) uses this word to explain the taste of the European Union (EU) as "the world first metrosexual super power" in the way to balance of power with the United State (in military) by using the "soft power"(in economic influence and culture appeal). The interesting point is he argues that "Europe is refining old notions of power and influence as metrosexual is redefining masculinity". In this spot, the metrosexual can be used to illuminate the foreign policy in terms of the international relationship.

Furthermore, this word can be used as well as "metrostylists" or "male divas" (http://en.wikipedia.org/wiki/Metrosexual).

Based on the definition above, it can be included that the metrosexual is a type of characteristic and lifestyle of some urban/metropolitan guys that has been redefined comparing to the traditional men. It is slightly sharing the feature of 'bourgeoisie' and perhaps it is the progress of 'Yappie' - young urban or upwardly mobile professional- (Kam-inchai,2002, p.185). However, it emphasizes only male person that i) usually men or straight

guys, ii) prefer homosexual styles, and iii) live in urban. As the following results, it can be argued that the metrosexual has developed from western paradigm especially in terms of modernization and individualism. Therefore, it can be said that the metrosexual is the product of urbanism and share characteristic as well as cosmopolitan person that David Byrne explains;

> "We might think for a moment about the word 'cosmopolitan' which plainly has a root in common with the word 'metropolitan. The cosmopolitan person id in some sense rootless, belongs everywhere and nowhere, has a highly individual view of the world and of what matter to them as individuals. Cosmopolitan always live in metropolis. The style is inherently urban. Often the cosmopolitan is committed to high art, to culture understood in general and global sense. We shall find that this is not just a matter of personal sensibility but that culture industries with an essentially cosmopolitan from are crucial part of the new economy of signs in postindustrial capitalism". (Byrne, 2001:17)

So, it has the following to said that metrosexual is the group of metropolitanism that has been broadened in new urban. This issue should be concerned in addition to the social factors relating to urban planning and management. If all stakeholders can use the public sphere to achieve sustainable development, the meteosexual is one of them and the spaces should be provided for them.

Metrosexual: effecting global issues

There are two points showing that how metrosexual effected the urban and the response from society for them.

The powerful consumers

The first roll that metrosexaul have been played is the great consumer for male grooming. In the article Metrosexual man has arrived in Indonesia: AC Nielson From Jakarta Post (2004), the metrosexual phenomenon has 'hit Indonesia', therefore, from a recent AC Nielson Company surveying found that product global personal care product sales such as

face and body cleaning and moisturizing, hair care and men's adult cologne had extended rapidly because of 'the blossoming of the metrosexual men'. As this result, some departments like SOGO try to take advantages of this trend such as 'rearrange the displays for the convenience of male customers.' As well as the trendy boutiques stores have been devoting more and more space to men's fashion in the Westfield Shopoingtown Fashion Squre in Sherman Oaks, the United State. (Choi, 2005)

Some of business sectors takes advantage from their loyalty and trendy consumers as Beatty (2005) wrote 'Style & substance: Going For Cover; Men Don Coats and Other Toppers As Hot, Quick-Chang Garb; Getting the 'Jude Law' Look' in The Wall Street Journal, famous designers as Prada, Perry Ellis, and Kenneth Cole had designed coats exclusively for matrosexual men, because their customers willing to take risk and wear something unusual. In the following article, one of metrosexual man told her that he got a 'plenty of coats that more fashion-driven than a necessity'.

These examples above can show that metrosexual is an influent trend that can quake our society as far as they show us they are a group of great consumers especially for selected and tasted products.

The trend setters

As the roll model of metrosexual person, David Beckham – the famous English soccer player – is a person who becomes a trend setter for metrosexual men. The way he dressing up, grooming, and whatever he does are promoted via media and press around the world. As Mark Simpson has been noted in "Here come the mirror men" in The Independent that

'the promotion of metrosexuality was left to the men's style press, magazines such as The Face, GQ, Esquire, Arena and FHM, the media which took off in the Eighties and is still growing (GQ gains 10,000 new readers every month). They filled their magazines with images of narcissistic young men sporting fashionable clothes and

accessories. And they persuaded other young men to study them with a mixture of envy and desire'. (Simpson, 1994)

According to this result, it can be understood that why 'more Indonesian men go shopping, enjoy spa treatments, wear fragrances and follow the latest fashion trends' (Metrosexual man has arrived in Indonesia, 2004) as well as Choi (2005) notes that "men are flocking toward more fashionable cuts and styles like moths to a light". This example shows the influent of the new main stream hitting the society epically the new culture to developing country. The way they do perhaps we can call them 'the redefined guy'. It can conclude as Jennifer Eisenberg, marketing director for the Westfield Shopping Town Fashion Square in Sherman Oaks had said "men aren't as afraid to show that side of themselves, it's acceptable" (Choi, 2005).

In short, metrosexual becomes the influent trend. What they have been come out can be new trend automatically in world of fashion as well as David Beckham has been done. Their dominant styles will be used as new products to advertise and lastly sell for people who are metrosexual appearances.

Metrosexual and Islamic perspective

In terms of metrosexual, this word emphasizes on 'homosexual lifestyle' as especially dressing up, but not including 'homosexual practice'. It is clear that definitely no homosexual in Islam. As Nadzim (2003) claims that 'Islam clearly considers homosexuality a sin, and a profound mistake, especially that humans are not homosexuals by nature'. However, the issue is what the different in terms of dress up between gay men and straight guy. If the man dresses as woman and also using the not allowed materials such as silk and gold, of course it is prohibited in Islam. If their dresses cover their 'aurat' - forbidden part of Muslim's body - it can be said that it is permitted. On the other hand, if way of dress like homosexual? Perhaps, it is forbidden (haram).On the other hand, if guys paint his fingernails as soccer star David Beckham done, definitely forbid in Islam.

In terms of stylish consumerism, it well known that one of metrosexual trait is they are powerful consumers. The way that some metrosexual men do as well as 'spends a great deal of time and money on his appearance and lifestyle' possibly ignored in Islam if that things 'bazir' – extravagant - that wasteful.

Discussions

The cosmopolitanism is not a new phenomenon, but it emerged in the 18th century as the modern era as well as Mazlish (2005) argues in Response: The moral conundrums of the global age. Metrosexual is one of social dynamics that effected from globalization. No one can deny a new main stream. It spreads rapidly via presses, movies, internet, and etc. as well as social communications in all dimensions. This paper can be supported what Stevenson (2004), who wrote the book 'Cities and Urban Cultures, and Popke and Ballard (2004) that studied   'dislocating modernity: identity space and representations of street trade in Durban, South Africa' that found all part of society as the developing nations of Asia, Africa and South America, are affecting from modernity. The metrosexual is one of the good examples to emphasize the way of progress of human civilization.

As Muslim Ummah, what the role of us for this issue. Some examples show that this trend has been redefined the definition of a man. And also effecting around the world not only western country, but including Muslim country. Mainstream shows that it can change everything especially human mid sets. Therefore, the position of Ummah should know and understand their mechanisms to avoid forbidden things and promote correct way of Islam.

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Preparation for Stepping Toward Aging Society: Differences of Thailand and the Republic of Singapore

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Varisa Kangsawad[5] and Olan Sumananusorn[6]

Abstract

This research aims to find out and to confirm whether the vital needs of retired elderly in high school sector in Thailand were properly responded and standardized. In order to do so, the research will start with comparing and contrasting the preparations for elderly of Singapore, regarding as one of the best practices, and Thailand in the area of social supports, social activities participation and personal problem encountering. The research was divided into 3 steps; 1) documentary study, 2) survey and in-depth interviews, and 3) outcome analysis. The result reflected differences between the two nations in terms of saving system, accommodation arrangement, and promoting elderly self-support.

Keywords: Aging Society elderly retirement preparations

Introduction

ASEAN nations are divided into 3 demographical structures; 1) the adult structure with 30 percent or more of its citizens are adolescent and middle-age, 2) the transitional structure with most of its population march toward elderly, and 3) the aging structure with more than 10 percent of 60 years old population or 7 percent of its people aged beyond 65. Singapore and Thailand were both belong to this last structure.

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Diagram 1: Illustrate the population distribution of ASEAN Nations according to age
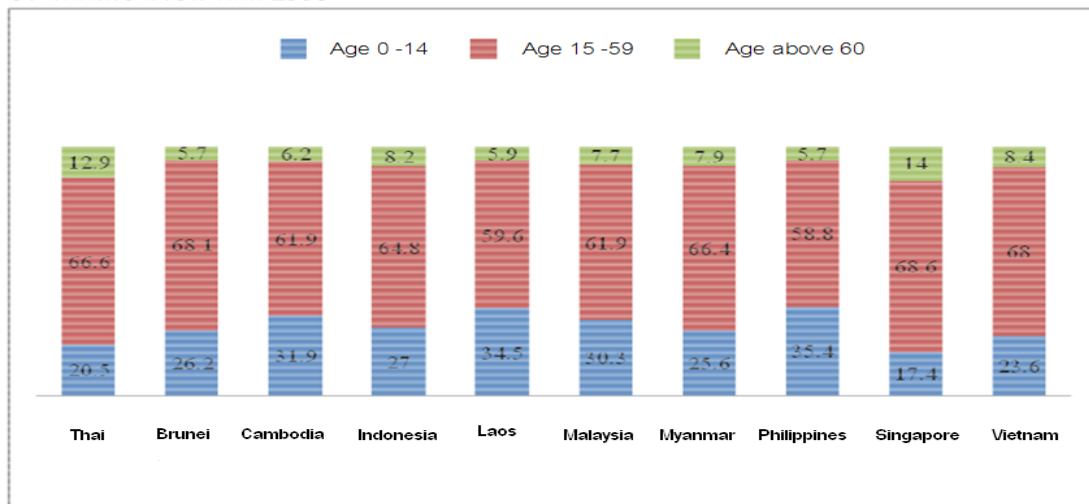
Resource: Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat. World Population Prospects: The 2010 Revision. (http://esa.un.org/unpd/wpp/index.html)

With 10.5 percent of overall populations aged above 60 since the year 2005, Thailand has clearly been stepping toward an aging society. The percentage was, unfortunately, expected to increase to 25.12 in 2030 (Bureau of Socio-Economic and Opinion 1, 2008). It means that one forth of Thai citizens will become elders in the next 15 years. This presumably increased the percentage of elder participate, if not withdraw, in the labor market and changed the lifestyle of Thai people especially the families with elder.

Singapore, likewise, was considered as the country with the fastest growth of elderly population in Asia Pacific. The country had 10.6 percent of citizens aged above 60 in 2000, 16.0 percent in 2010, and the number was expected to reach 26.5 percent in 2020 (Piyakorn,2011). The increasing percentage underlined the nation's prioritizing preparations for retirement and elderly. Having higher percentage of elder population, which soon would be withdrew from the labor market, could initiate great pressure for such the economic-led country. To properly counteract the foreseeable problem, Singapore nominated a special committee in 1982 to research and examinate the difficulties. The outcome later led to an establishment of a national body named the National Council on Family and Aged known as

NACFA (Chan, 2009). In the present day, the matter of elderly population has been managed under the trusted system called Tripartism or the so-called "many helping hands policy" which integrated 3 parties, consisted of Ministry of Manpower, The national Trades Union Congress and The Singapore National Employers Federation, on the consideration table (Ministry of Manpower, 2013).

Comparable counteract was exercised in Thailand by the Ministry of Social Development and Human Security working to promote and to ensure the well-being of elderly population. In 1982, Thai government issued the first National Plan on the Elderly to embody the concept of returning a favor to the elders who had worked for century to sustain the well-being of the nation. The second plan underlined the vision "Elderly as the victorious benchmark of our society" was developed and launched in 2002 (Ministry of Social Development and Human Security, 2012). Instead of alienating one attentive factor from another, this plan created a linkage to integrate every factor related to defining elderly prosperity and vigorousness. The plan is entrusted with 1) emphasizing valuable living of the elders, 2) standardizing their living, 3) provoking their prides, 4) strengthening their ability to self-support, and 4) encouraging their participation in social development.

In closer look, about 38 percent of educated Thai adults aged beyond 50 were active actors in national education department (Bureau of Socio-Economic and Opinion 1, 2008). Therefore, more than one third of the elders who would be retired in the nearby future were coming from the education sector. Considering this sector as one of the main influential actors working to shape the students, future of our nation, their mental and physical well-being could generate great effects toward their subjects, the research selected this group as the prime target of studying. Whether the supports provided by the government suited their needs and ease their urges, or there were additional requirements made to direct and resolve their difficulties.

Research Objectives

1.   To compare and contrast the policies and procedures related to elderly cares of Thailand and Singapore.

2.   To study the behavioral adjustment of teachers and officers in Thailand and Singapore who are stepping toward retirement in high school sector as well as their perceptions toward government and social preparations.

3.   To illustrate the requirements related to retirement preparation made by Thai high school teachers aged beyond 50.

Research Concepts and Theories

Retirement in general is understood as a person reaching their 60 years of age and is released from the daily working tasks. Aging can be described as "a decline in biological process that comes with advancing years, increasing the risk of illness and death and usually accompanied by appropriate psychological changes" (Duffy & Atwater, 2005, p.78). Adjusting to the stage of retirement can be a harsh process especially when the person considered oneself lacks of readiness. In an educational institution, the consequence of this readiness shortage could greatly affect the soon-to-be retired teachers physically and emotionally while, their institution could also suffers the side effect in the way that the teacher's level of work concentration and enthusiasm would be dramatically dropped (Weera, 1982).

Benchama (1991), who conducted a research on Thai government officers, advocated the argument that a person's preparation for retirement before reaching 60 years of age was highly relevant to positive adjustment afterward. The researches of Dutcher (1989), Lander (1993) and Chorthip (1991) agreed with the argument by concluding that preparation before retiring strongly related to the retirees' level of satisfaction and capability to successfully adjust with their life after retirement.

Atchley (1991) believed that retirement preparation should occur in two phases; remote or long-term and near or short-term planning. The appropriate preparation should answer to 5 vital aspects of an individual life; 1) physical well-being, 2) psychological strength, 3) sustainable income, 4) activity and accommodation, and 5) social participation (Atchley,1991; Leedy & Wynbrandt, 1987). Nevertheless, the preparations, both long-term and short-term, must be strategically and responsively planned to achieve the most optimistic outcome.

Model and methods

The research was intended to propose enhancing preparations for elderly cares in Thailand. It was designed to employ mixed methodology which combined multiple applications exercised in 3 steps of the research study, using documents, questionnaires, interview questions and researchers as research instrument.
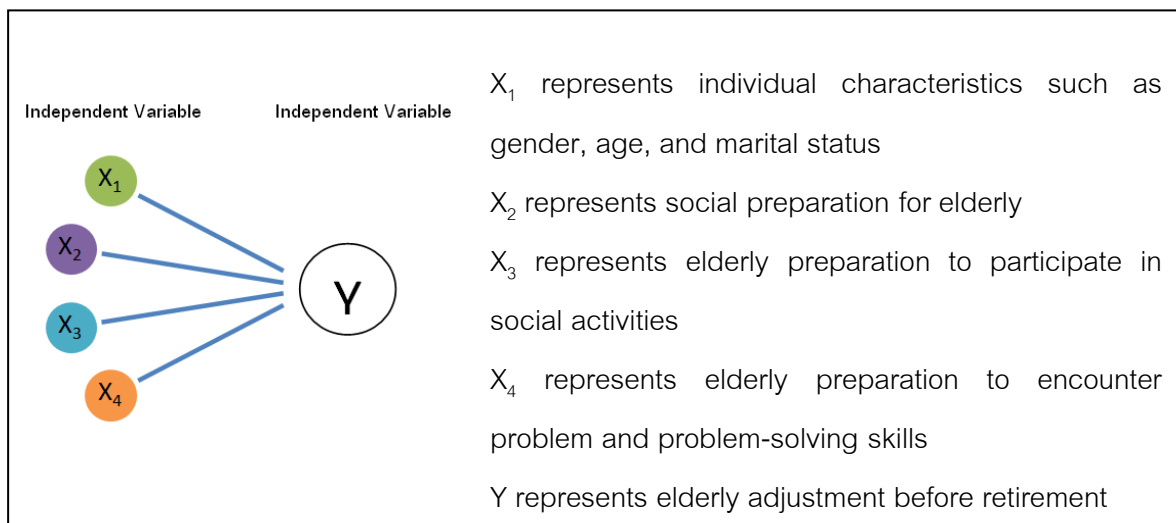
The first step was documentary studying which the researchers gathered the required data and then used content analysis to created systematic categorization, linkage and summery (Scott, 2006). The data was analyzed by applying typological analytic according to Supang's proposition (2000). Then, the researchers used the approval date to establish the extent of the research questionnaires. The questionnaires were testified by 3 qualified experts and developed applying consistency index between questionnaire questions and research objectives to find the overall consistency at 0.95. Then the questionnaires were tried out with 30 high school teachers and the result was analyzed using Cronbach's Alpha Coefficient (Luan & Angkhana, 1985) to find reliability at 0.869. The questionnaire was designed to find the level of satisfaction or dissatisfaction toward the available preparations for elders and also to encourage the responders to give suggestions for further improvement.

The second step was obtaining the date using questionnaires to survey 315 Thai teachers aged between 50 – 59 years old. The number was carefully calculated using formula of Taro Yamane (1987) at 99% confident level with ±5% error as shown below.

$$n = \frac{N}{1 + Ne^2}$$

Following that, the researchers used multistage sampling to divide elder population into 6 proportions according to their resident provinces by applying purposive proportional stratified sampling and, for Bangkok and vicinity, purposive sampling. The questionnaires were distributed to each high school and collected accordingly. Then the researchers tested for questionnaires validation and evaluated data obtained from the questionnaires using computer program.

The research model and variables were described below:

X_1 represents individual characteristics such as gender, age, and marital status

X_2 represents social preparation for elderly

X_3 represents elderly preparation to participate in social activities

X_4 represents elderly preparation to encounter problem and problem-solving skills

Y represents elderly adjustment before retirement

To acknowledge the points of satisfaction employed by high school teachers and officers aged above 50 living under Singapore policies, the researchers used in-depth interview with open-ended questions abided with the research questionnaire. The topics questions included 1) life plan after retirement, 2) institute preparation for one's retirement, and 3) governmental and social preparation for one's retirement.

The third and the last step, the researchers used frequency distribution to analyze the percentile of responders' statuses and applied statistics, averages as well as standard

deviation (S.D.) to analyze individual adjustment. The data received from in-depth interview was analyzed descriptively. Eventually, the research outcomes were presented through tables and elaborations.

Results

The research result will be presented in 3 parts. The first part demonstrates 4 aspects of retirement preparation which differentiate Thailand and Singapore; namely economic, social support, adjustment and education. The second part presents how high school teacher aged above 50 in Thailand prioritized their needs. The last part reveals further requirements to improve policies related to elderly cares in the future.

Different in retirement preparation policies and procedures

Both Thai and Singapore shared likewise policies in supporting individual to make regular saving. The difference was Singapore's Central Provident Fund (CPF) distinguishes one account specifically for medical expense, which was considered the highest spending as a person aged. Furthermore, elderly individuals are allowed to withdraw some money from their fund to spend on their children's education even before reaching their retirement. The withdrawal can be returned once paying-back becomes affordable for their children. It is agreeable to say that the living expenses of Singaporean retirees were nearly entirely based on self and family support. Singapore, thus, outstandingly supported the elders to continue being active workers even if most of them would have to change to more reasonable jobs considered their physical condition. The economical support for elderly in Thailand was, however, visible through the monthly living allowance provided by the government. Due to the social values, the percentage of retired teachers continued working was slim.

In term of social support, both Thai and Singapore supports health care and friendly environment for elderly but Singapore focused more on ensuring elders affordable accommodation because accommodation itself was considered valuable assets especially

when the country had so little to share. As an illustration, the Singapore's The House and Development Board (HDB), Singapore's public housing authority, gave priority to the application form of the family with elders (Ministry of National Development, 2011). That is, family with elders is considered privilege when it comes to occupying land, renting bigger apartment, or buying a new house.

Undoubtedly, people become a part of the society they inhabited through learning to behave the way their culture expected of them periodically and aperiodically (Andersen & Taylor, 2011). Generally, the elders who believe that they have control over their lives and fates tend to live longer and healthier lives (Duffy & Atwater, 200). To confirm the ground belief, both countries established numerous organizations to care for elders in terms of activities, clubs and values creation training. In closer look, Singapore seemed to offer greater choices by having governmental supported organizations that were responsible for searching suitable work for elderly. For example, the National Trades Union Congress (NTUC) has been working to support the Singapore elders with beneficial information; upcoming activities, new clubs, and available paid or volunteer part-time jobs.

Lifelong learning was a primary policy of both countries as a process to equip their elderly citizens with more knowledge and skills. Nevertheless, Singapore exercised greater channels to suitably and broadly reach the target audiences; for example, establishing universities for active elders, like SAGE, with lifelong learning funds and skills development funds offering. Furthermore, there was a television educational channel, such as PRIME or Programmed for Revitalization of Mature Employees, designed specifically for elder who had hard time traveling.

The Needs of elderly of early retirement in Thailand and Singapore

The in-depth interview revealed that the Singapore teachers and officers aged above 50 had little worrisome when was asked about their life after retirement. All interviewees were confident in the CPF system to sustain their well-being. They also

expected to continue working after their retirement and regarded government support to be the last resource, as clearly illustrated by one interviewee;

> "I never had a plan after my retirement but I think I'll keep working until I cannot do so. Health care fee here is very expensive but I wouldn't worry much because I have CPF to take care of it. Here we believe that you suppose to help yourself first before the government does. And if you failed supporting yourself, your family should step in to take charge. You do not suppose to just sit still and wait for the government to help you …"

(Interviewee, Personal Communication, February 2013)

Unlike Singapore, the result from the surveys proves that Thai teachers and educational officers demanded for governmental support in various forms. From the table below, price cut for service fares received highest vote with 29.5 percent while, accommodation arrangement received the least vote with 13.0 percent. The result also revealed that 43.2 percent of the sampling group expected to live with their family and 59.7 percent would be responsible for their living expenses. The rest expected to be cared by their family with only one person claimed that there was another party who would take care of his or her expense.

Table1   Requirement or request from government and relevant social sections after
Retirement

Needs required from Government	Priorities of Needs				
	Extremely	Quite a lot	Moderately	A little	Very slightly
1. Job guidance after retirement	19.4%	9.8%	28.9%	15.9%	19.0%
2. Allowance or living cost support	25.5%	11.1%	17.5%	14.6%	24.1%
3. Adjustment psychology	17.8%	19.7%	23.8%	20.6%	12.1%
4. Suitable public utility providence	22.2%	17.5%	22.2%	18.7%	15.6%
5. Health and mental care activities	21.6%	19.0%	24.8%	18.7%	11.7%
6. Travelling and leisure suggestion	14.3%	15.6%	32.4%	18.4%	12.1%

Table1 (continue)

Needs required from Government	Priorities of Needs				
	Extremely	Quite a lot	Moderately	A little	Very slightly
7. Accommodation arrangement	13.0%**	14.0%	29.6%	18.1%	18.4%
8. Health and dietary recommendation	22.9%	19.7%	20.3%	20.3%	12.4%
9. Travel fees support	18.4%	19.4%	20.0%	20.3%	17.1%
10. Price cut for service fares	29.5%*	13.0%	18.7%	13.7%	19.7%
11. Budget spending advice	17.5%	12.4%	27.0%	15.2%	7.6%

Asking about the policies that have been exercised to ease the lives of elderly, most people, 75.9 percent, claimed that they have little or no knowledge about it while, 5.7 percent of people were not totally clueless but couldn't explain it. Only 18.5 percent could specify how the policies will benefit them after their retirement in terms of pension, living allowance, and medical treatment. This percentile implied that the target group had limited ideas toward the government preparations for their retirement and, thus, more channels should be added to advertise and to widespread the knowledge.

Further Requirements

There are 5 main requirements made by the sampling group to better the policies and procedures related to elderly cares. The suggestions were made for both the government and social sector as shown below in the table 2.

Table2 Opinion or suggesting about the procedure or approach that you need the government and social sectors to initiate or improve regarding elderly person

For government	For social sectors
1. Increasing monthly living allowance	1. Increasing recreation such as elderly tour
2.Increasing welfares and wide spreading free medical treatment in all state hospitals	2. Arranging a care center to develop and enhance elderly psychological well-being

Table2 (continue)

For government	For social sectors
3.Enhancing elderly care in term of health and physical being	3.Establishing elderly clubs, funds, and welfares which regularly offers useful information
4. Supporting elderly activities in a community such as place for exercising	4. Increasing the amount of pension, welfare for elderly, budget support and convenience
5. Providing accommodation for elderly	5. Encouraging saving and low-price food for elderly

Conclusions

This research works to compare the policies and procedures related to elderly cares between 2 aging societies; Singapore and Thailand. The research chose high school teacher and officers aged above 50 as the target group according to the statistic that they occupied the highest percentage of educated elders in Thailand. The study focuses on 4 main areas; 1) economic preparation, 2) social activities participation, 3) social and mental adjustment, and 4) learning behavior of elders. The research result proved that Singapore policies on elderly were differed from Thai policies in term of saving account arrangement, accommodation support, prolonging one's participation in labor market, and different channels to support lifelong educations. The research also presented 3 requirements derived from the open-ended questionnaire for the government and social sector. Those were 1) increasing living allowance, 2) price deduction or low fares, and 3) providing more social activities.

Further suggestions

The research made 5 suggests for policy improvement and further study related to the matter; 1) establishing a saving system that sustains elder ability to save money according to their increasing age and nominating a responsible body to assist planning individual saving to counteract the foreseeable costs, such as medical fees. 2) Empowering existing organizations to support the active elders to continue working even after their retirement. 3) Arranging regular attitude changing and shaping trainings for entrepreneurs to perceive elders as valuable assets and, hence, increasing the hiring rate of elderly workers. 4) Improving and wide-spreading the elder-friendly infrastructures to better the elders' standard of living. Provide also suitable and affordable accommodations for homeless elders or elders who prefer living by themselves. 5) Advertising different channels of life-long learning and skills training to enhance the social and economical value of elders.

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