



A Fear Measurement Model in Entering ASEAN Community for Teachers under of the Office of Basic Education Commission

Siri Mengmungmee, Anu Jarernvongrayab* and Punnawit Baikulab

Program in Educational Research and Evaluation, Faculty of Education, Pibulsongkram Rajabhat University, Phitsanulok 65000

*Corresponding author. E-Mail address: anu.j@psru.ac.th

Received: 5 September 2017; Accepted: 31 January 2018

Abstract

The objectives of this research were to: 1) construct a fear measurement model in entering ASEAN Community for teachers under Office of Basic Education; and 2) to examine validity of the constructed model. The subjects of this study were 400 teachers in lower-secondary schools under the Office of Basic Education, collected by multi-stage sampling. The applied instrument was the questionnaire on fear measurement in entering ASEAN community for teachers under the Office of Basic Education. The study was divided into two phases: in Phase 1, Critical Incident Technique was used to create the fear measurement model in Entering ASEAN Community for teachers under Office of Basic Education; in Phase 2, Exploratory Factor Analysis was used to look at the validity of the model.

According to the results, it was found that the teacher's fear in entering ASEAN Community was composed of eight subscales: using foreign language, using research, using ICT, using foreign language text, ASEAN knowledge, ASEAN interaction, culture diversity, and teaching technique through the rating scale categorized into five levels (from 1 "least fear" to 5 "highest fear"). The KMO = 966, the Chi-Squared = 36200.489, Degrees of freedom = 2701, Significance 0.000 and the Bartlett's Test were statistically significant in EFA result analysis. The two EFA methods also acquired the same eight elements. By extracting them through Principle Component Analysis with Varimax rotation, the factor variation was ranged from 0.359 to 0.838. Through Principal Axis Factoring with Promax rotation, the factor variation was ranged from 0.283 to 0.980.

Keywords: Fear Scale, Teachers, ASEAN

Introduction

Moving to ASEAN Economic Community (AEC) of Thailand in 2015 is the country's change to open other opportunities to live together in a bigger community-ASEAN community. Schools should prepare students to be ready for living well in the community as such where people are not only Thais. Those who play an important role in running educational processes effectively are teachers, including social conditions influenced by unreadiness of education. According to the report of Global Competitive (2014-2015) from World Economic Forum (WEF), it showed that the basic education of Thailand was ranked at 7th of education level among ASEAN members. Many public and private offices studied on feeling and reaction of people towards responsibility for entering ASEAN Community. The results revealed that the minority of people knew, understood and prepared for living in ASEAN Community. In "How to prepare foe ASEAN community: Practitioner's view," Wilit Longlalerng asked people the question 'Have you known ASEAN or AEC community?' The results revealed that 80% of them worried about AEC whereas 20% did not show any concern. Their anxiety was related to language, work and cultural difference (Longlalerng, 2013). For teachers who directly involved students' learning process, it was suggested to study teachers' fear and tools to measure their fear of AEC.

In the meantime, the Basic Educational Commission focuses on teachers' performance according to the teacher's quality indicator in ASEAN Curriculum Sourcebook. The aim is to look at activities or learning processes to exchange learning and teaching experiences in Thailand and other ASEAN country members. This includes research, media



and innovation to develop students continuously, all of which related to fear and anxiety to teachers who need to know about ASEAN, ASEAN charter, ASEAN Economic Community, language for communication, English handbook, English ICT resources for learning, measurement and assessment, and online and offline resources (Basic Education Commission, 2011).

The study investigates a fear measurement model in entering ASEAN Community for teachers under of Basic Educational Commission in knowledge, personal abilities within the teachers' performance and their teaching role on learning management with students, including expectation towards students in preparing for ASEAN Community. As teacher's fear and tools for measuring teacher's fear have never been examined, this study aims to look at the teachers' fear of entering ASEAN community develop the fear scale as a tool of measuring teachers' fear, a guideline to solve teachers' problems in entering ASEAN Community and a source of information for educators and people interested in education.

Purposes of the Study

This study aims to create a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission with the sub-objectives as follows.

1. To create a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission
2. To check the structure validity of a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission

Research Methodology

This study was divided into two steps as follows.

Step 1: Creating a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission

Step 2: Checking the structure validity of a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission by using Factor Analysis.

Scope of Content

This research studied the teacher's fear related to the teacher's quality indicators in ASEAN core curriculum as following.

1. Fear of general knowledge about ASEAN, ASEAN charter and AEC
2. Fear of using language for communication
3. Fear of using handbooks and media that published in English or other languages
4. Fear of using ICT in learning management, measurement and evaluation, and product publication in online and offline resources
5. Fear of using various teaching technique and process by focusing on activities or learning processes
6. Fear of learning exchange about teaching experience in Thailand and ASEAN country members
7. Fear of using research, media, and innovation to develop students continuously
8. Fear of learning management for students who have different cultures



Item 8 is from the additional literature review under the suggestion from experts. This indicator is not included in ASEAN Curriculum Sourcebook

Steps of the Study

Step 1: Creating a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission

1) Defining the action definition of a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission

It is to define the action definition from the empirical information by interviewing teachers about fear in entering ASEAN community.

Steps of creating and checking the tools

1. Set the goals of interview
2. Study the approaches, theories, and related researches about a teacher's fear in entering ASEAN community to be the guideline for interview form by using Critical Incident Technique (CIT) according to Flanagan (Flanagan, 1954)
3. Create the guideline questions for interview by studying the documents, handbook, journals, and research about a teacher's fear in entering ASEAN community covering in seven indicators in ASEAN Curriculum Sourcebook
4. Take the interview form to discuss with advisor, check, and edit before data collection
5. Run the pilot study using the interview form to a teacher who was not the sample group to check and edit the questions
6. Interview 60 secondary school teachers in Mattayom 1-3 of three schools who participated in the Spirit of ASEAN Project (Kirimas Phittayakom School, Phitsanulok Phittayakom School, and Nakhonsawan School) by using simple random sampling techniques to get the results from the interviewees, define the action definitions on teachers' fear in entering ASEAN community and give information how to create the fear measurement in entering ASEAN community (Flanagan, 1954)

Data collection

In this study, the researcher collected data on his own.

Data analysis

This study uses content analysis, frequency distribution, and percentage with the techniques below.

1. Do the qualitative analysis with Flanagan's approach (Flanagan, 1954)
2. Search for all information on teachers' fear in entering ASEAN community to analyse frequency distribution and percentage in each item
3. Conclude action definitions on teachers' fear in entering ASEAN community for using in fear measurement creation

2) Creating a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission

This step was to create the questions from the action definitions on teachers' fear in entering ASEAN community with Critical Incident Technique (CIT), find the qualification of measurement form by using content



validity from experts' judgement, and then use the tools to collect data to find the discrimination and reliability of fear measurement model.

Sample

The sample group for trying out was 60 secondary school teachers under the Office of Basic Education Commission who were not the research sample.

Steps of creating and checking the tools

1. Set the goals of measurement creation
2. Create a fear measurement form according to action definition by using Critical Incident Technique (CIT)
3. Take a fear measurement form to discuss with advisor, check, and edit before data collection
4. Check the quality of a fear measurement form by using content validity considering with four experts' judgement. The experts suggested on defining the definition by grouping, concluding the situation from interview in each item, and setting the cleared and covered definition.
5. Try out with 60 secondary school teachers to find reliability by using Cronbach Alpha Coefficient with SPSS for window and find discrimination by using Pearson product moment correlation (r)
6. Re-edit the fear measurement form and then send back to the experts for judgement before using in data collection

Step 2: Checking the structure validity of a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission by using Factor Analysis.

This study examined the co-components that describe the relation of each factor in a fear measurement model in entering ASEAN community among teachers by using Factor Analysis.

Sample

The samples of this study were 400 secondary school teachers who taught in Mattayom 1-3 in school under the Office of Basic Education Commission. This factor analysis defines the proportion at 20:1. The lowest proportion is 5:1 (Hair et al., 2006 as cited in Wiratchai, 1999). This study has 74 factors and 370 people as the sample group. The number of samples was added up to 400 people by using Multi-Stage Random Sampling divided by province, educational area, affiliation, and school size.

Data collection

The data was collected by posting measurement forms to the samples. The 422 forms were returned, and completed 400 forms were selected.

Data analysis

The process of data analysis was divided into two parts as follows.

1. Analyse the basic information by average, standard deviation and SPSS
2. Define the components with components' analysis
 - 2.1 Analyse initial agreement of components' analysis
 - 2.1.1 Analyse correlation matrix of questions about teachers' fear whether it was enough for analysing the components. It was found that the correlation was positive and set on .243 to .861.
 - 2.1.2 Kaiser-Mayer-Olkin (KMO) Test and Batlett's Test of Sphericity were used to test the hypothesis together with Chi-Square.
 - 2.2 Extract the components and choose rotation



To find the components, the study extracted the components through Principle Component Analysis with Varimax rotation through Principal Axis Factoring with Promax rotation. The rotation that the components might be not perpendicular or the components were dependent due to the factor of teacher's fear in entering ASEAN community was the factor that no research had studied how the characteristic of relative structures was. Therefore, both ways were selected to extract the components. The results were compared to get the best way to extract the components. For the criteria to consider the components, the researcher uses Eigen Values then analyze components reliability with Cronbach Alpha Coefficient.

Results of the Study

Step 1: The result of creating a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission

1.1 The result of defining the action definition of a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission

The results of using Critical Incident Technique appeared that there are eight action definitions on teacher's fear in entering ASEAN community as follows.

Fear refers to thoughts and feelings caused by reactions to unfamiliar stimuli, including uncertainty, fear, or avoidance that could endanger their security and survival.

Fear of entering ASEAN Community of teachers refers to thinking and feeling unfamiliar, unsure, insecure, or avoiding access to ASEAN Community of Teachers. In terms of the quality of teachers, the indicators in the core curriculum of ASEAN teachers estimated that there might be threats to its security and survival. The meaning of five levels was: 1 = the least fear, 2 = little fear, 3 = moderate fear, 4 = very afraid, and 5 = the most afraid. It consisted of eight elements: 1) Fear of learning about general knowledge of ASEAN, ASEAN Charter and ASEAN Community; 2) Fear of using foreign languages in communication; 3) Fear of using textbooks and foreign language media in learning management; 4) Fear of using electronic media (ICT) in learning management, measurement and evaluation; 5) Fear of using various techniques and teaching methods, focusing on activities or processes in learning management; 6) Fear of exchange of knowledge, experience in learning management; 7) Fear of using innovative media research to continuously develop learners; and 8) Fear of learning in society and cultural differences.

1. Fear of learning about general knowledge of ASEAN, ASEAN Charter and ASEAN Community refers to the state of mind, emotions, and feelings of unfamiliarity, uncertainty, fear or avoidance of learning to the general public about ASEAN, history of ASEAN, the purpose of the establishment of ASEAN, ASEAN symbols, ASEAN charter, ASEAN community, ASEAN Core Courses, the current situation and the consequences after entering ASEAN Community in politics, economy and society.

2. Fear of foreign language in communication refers to emotional state, thoughts, feelings, unfamiliarity, uncertainty, insecurity, fear or avoids communication using foreign languages in the knowledge and skills which mean the ability to use foreign languages include speaking, listening, reading and writing to convey meaning to others.

3. Fear of using textbooks and media in foreign languages in learning management refers to the state of emotions, thoughts and feelings, unfamiliarity, uncertainty, fear, or avoidance of learning activities, knowledge transferring, responding to questions or giving suggestions by using books, textbooks and other media in foreign languages.



4. Fear of using electronic media (ICT) in learning management, measurement and evaluation, and publishing the work both online (Offline) and offline (Offline) refers to the state of emotions, thoughts and feelings are unfamiliar, uncertain, not confident, fearful or avoid the use of electronic media because of lack of knowledge and skills in using electronic media both through and without the Internet. It is a tool to seek knowledge and access important resources for use in learning management, measurement and evaluation, and publishing works.

5. Fear of using techniques and teaching methods refers to emotion, thoughts and feelings, unfamiliarity, uncertainty, insecurity, and avoidance of learning management using a variety of teaching techniques and teaching methods that focus on activities or processes in learning management and results of learning management compared with ASEAN member countries.

6. Fear of exchanging learning experiences in the management of learning both in the country and in ASEAN member countries refers to emotional states, thoughts and feelings, unfamiliarity, uncertainty, fear, or avoid situations that need to be presented at the conference, in journals, conference, talking to exchange of learning because they lack of knowledge of content, presentation method, language proficiency in the country and in the ASEAN member countries.

7. Fear of using research and innovation in ongoing learner development refers to a state of mind, emotion, and sense of unfamiliarity, uncertainty, avoidance, or fear of being unable to do research, cannot develop innovations or cannot use other research results to solve problems and develop learners.

8. Fear of learning in society with cultural differences refers to emotion, thoughts and feelings, unfamiliarity, uncertainty, fear, or avoidance in situation about learning management for learners who have ethnic, linguistic, religious and cultural differences to live together peacefully.

1.2 The result of creating a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission

The questions from the definition of the workshop were derived from the results of CIT. The questionnaire was five scales. The researchers set the fear of teachers into ASEAN Community into eight parts and created the 74 questions on each side.

After trying out with 60 secondary school teachers, the data's reliability was analyzed by Cronbach Alpha Coefficient with SPSS for window. The results showed that reliability of questionnaire was at 0.986 and reliability in each parts was between 0.862–0.980. The discrimination was at 0.528–0.955.

Step 2: The result of checking the structure validity of a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission by using Exploratory Factor Analysis: EFA

The results were analyzed by rotating the two axes: 1) extracting the component with principal component analysis and by rotating the axe with Varimax; and 2) extracting the component with principle axis factoring and by rotating the axe with Promax. The components were divided into eight items, and every component had Eigen Value over 1. The coefficient of each component was nearly in 2 axes. The coefficient value with rotating the axe by Varimax was between 0.359 and .838. Additionally, the axe rotated by Promax was between 0.283 and .980. All eight components could describe variance of all questions at 77.419 according to Table 1.

**Table 1** The results of analyzing the components of teacher's fear in entering ASEAN community

Component	Number of Item	Varimax (Factor Loading)		Promax (Factor Loading)				
Use of foreign language	10 items (L1-L10)	.693-.802		.730-.943				
Use of research	10 items (R1-R10)	.615-.810		.558-.940				
Use of ICT	9 items (IT1-IT9)	.654-.838		.632-.980				
Use of textbooks	10 items (B1-B10)	.618-.777		.618-.777				
General knowledge about ASEAN	9 items (K1-K9)	.686-.802		.689-.881				
Learning exchange in ASEAN	9 items (C1-C9)	.620-.719		.698-.891				
Cultural difference	10 items (D1-D8)	.661-.771		.676-.890				
Techniques and teaching methods	10 items (B1-B10)	.359-.785		.283-.942				
Relation of Component	L	R	IT	B	K	C	D	T
Use of foreign language (L)	1.000							
Use of research (R)	.381	1.000						
Use of ICT (IT)	.389	.539	1.000					
Use of textbooks (B)	.420	.542	.526	1.000				
General knowledge about ASEAN (K)	.590	.710	.499	.510	1.000			
Learning exchange in ASEAN (C)	.644	.453	.490	.401	.629	1.000		
Cultural difference (D)	.704	.375	.481	.323	.526	.557	1.000	
Techniques and teaching methods (T)	.320	.627	.615	.561	.533	.416	.232	1.000
Cronbach Alpha Coefficient	.941	.966	.966	.973	.941	.962	.964	.942
Eigen Value	33.22	8.305	4.530	3.466	2.707	1.969	1.657	1.428
Percentage of variation after rotation axis	11.99	11.74	11.54	10.11	9.36	8.74	8.14	5.76

Note: The underlined bold characters indicate the similar component coefficients arranged in two components and based on the right meaning

To get the correct result, the result of extracting the component with principal component analysis and rotating the axe with Varimax were selected. Every component had weight over 0.3 (Wiratchai, 1999) while extracting the component with principle axis factoring and rotating the axe with Promax had components weight at 0.283 which was less than the expected criteria.

The results of managing the indicator to the components and defining the components' name showed that teachers' fear in entering ASEAN community was divided into eight components and 74 indicators as follows.

Component 1: Fear of foreign languages in communication consisted of

(L2) = Not sure of the vocabulary, (L1) = Not sure of the basic foreign language, (L6) = Fear of others not understand when speaking foreign languages, (L4) = Avoid listening to foreign languages (L5) = not able to speak with foreigner, (L8) = not able to tell the story from reading in foreign language, (L3) = not able to speak foreign language, (L9) = do not dare to write a foreign language, (L7) = Do not dare to read foreign language. (L10) = afraid to write foreign language because of grammar mistakes. The weight was between 693-.802 and the Eigen value was 33.229. The variance was 11.99.

Component 2: Fear of using research and innovation in ongoing learner development

(R4) = Research on development of learning is difficult, (R3) = Avoid development of learners with research based, (R5) = No knowledge of research to improve learning management, (R1) = Use of research to develop learners in the ASEAN labor market. (R6) = Not confident to present the full research, (R7) No confident to choose the research's result that appropriated to course, (R8) No confident to use innovation for learning, (R9)



No confident to use research that appropriated to learners' development, (R10) fear to use innovation for learning management. The weight was between .615-.810 and the Eigen value was 8.305. The variance was 11.74.

Component 3: Fear of using electronic media (ICT) in learning management, measurement and evaluation, and publishing the work both online (Offline) and offline (Offline)

(IT8) = unfamiliar use (IT9) = No knowledge of using electronic media in learning management, (IT4) = Not familiar with web-based learning management, (IT2) = No Will confidently publish the results to Youtube, (IT5) = Not confident of using online media for learning management, (IT7) = Not familiar with online learning test methods, (IT6) = Fear of using new programs In measuring and evaluating, (IT1) = Not confident in the use of intelligent board in learning management, (IT3) = Not confident in using technology to access important resources. The weight was between .654-.838 and the Eigen value was 4.530. The variance was 11.54.

Component 4: Fear of using textbooks and media in foreign languages in learning management

(B5) = Not understand the content when using a foreign language book, (B7) = Asked for suggestions from foreign language books, (B9) = Translated knowledge properly using foreign language media, (B6) = Can not transfer knowledge from Foreign Language Book, (B3) = Not Confirming Activities from Foreign Language Book, (B4) = Not available if using foreign language books, (B8) = Avoid using foreign language teaching materials, (B10) = Foreign language selection suitable for activities, (B1) = Not familiar with teaching using foreign language books, (B2) = Avoid using foreign language books. The weight was between .618-.777 and the Eigen value was 3.466. The variance was 10.11.

Component 5: Fear of learning about general knowledge of ASEAN, ASEAN Charter, and ASEAN Community

(K7) = Not confident to convey the knowledge and understanding of the ASEAN political situation to the learner, (K4) = Not sure if there is sufficient knowledge about ASEAN Community in learning management, (K2) Not sure about the history of ASEAN in learning management, (K8) = Not sure when to convey the economic impact after entering ASEAN Community, (K3) = Not confident to explain the purpose of establishing ASEAN correctly, (K9) = Not confident when describing the social impact of ASEAN, (K6) = Not confident with the use of the ASEAN Core Curriculum, (K1) = Not Confirming Knowledge Transfer About ASEAN General, (K5) = Avoid teaching the details of the ASEAN Charter. The weight was between .686-.802 and the Eigen value was 2.707. The variance was 9.36.

Component 6: Fear of exchanging learning experiences in the management of learning both in the country and in ASEAN member countries

(C3) = Not confident when discussing in the seminar, (C4) = Not confident in learning with the people in ASEAN, (C7) = Not confident in learning with the teachers in ASEAN, (C6) = (C8) = Not willing to convey the learning management in the seminar, (C9) = Not sure enough experience for exchange, (C5) = Avoid exchange Learn with the bookmaker. From ASEAN, (C2) = Fear to publish works in journals, (C1) = Not confident if presentations at the conference. The weight was between .620-.802 and the Eigen value was 1.969. The variance was 8.74

Component 7: Fear of learning in society with cultural differences

(D6) = Fear of cultural conflict is a barrier to learning, (D8) = Can not make different learners in peace, (D7) = Not sure to solve the problem when there is a conflict. Among the students, (D5) = Not sure about admitting and appreciating the difference, (D4) = Not confident in learning the difference between learners, (D3)



= Not confident in learning for learners with different cultural backgrounds, (D1) = Not confident Manage learning for students of different races,

(D2) = Not confident to handle learning with learners of different languages. The weight was between .661-.771 and the Eigen value was 1.657. The variance was 8.14.

Component 8: Fear of using techniques and teaching methods

(T7) = Avoid teaching techniques and methods that focus on the learner, (T5) = Not familiar with teaching techniques other than lectures, (T4) = Not familiar to the learner, (T3)) = Not familiar with learning from outside learning resources, (T6) = Avoid learning by using new teaching methods such as BBL, (T2) = Not confident to use for learners to seek their own knowledge, (T9) = Fear of teaching methods cannot develop learners to ASEAN, (T8) = Students who teach are not as knowledgeable as students in ASEAN, (T1) = Fear of learning by using new techniques and teaching methods. The weight was between .312-.785.

Discussion

From the data analysis, the discussion can be described as follows.

Step 1: Creating a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission

1.1 The result of defining the action definitions of a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission

The results of CIT could define the operational definition of teachers' fear of entering ASEAN Community. The Flanagan's CIT methodology (Flanagan, 1954) was used to find a way of defining the definition of empirical behaviors. The interviews were conducted with 60 teachers as the method allows subjects to answer questions clearly by using patterns in reflection through their own experiences (Kamppainen, 2000; McSherry, Simmons, & Abbott, 2002). In this way, the teacher told and talked about important events occurring during his/her own work related to the fear of entering ASEAN Community. The most common occurrences were considered to find solutions. This study used the same methodology as the research study on "Cultural Dilemma and Ethical Decision of Nurses to Care for Pediatric Patients in Southern Regional Hospital: using Critical Incident Technique" (Jantarapatin, 2005). The issue about teachers' fear from the interview results showed that it was in line with the quality of teachers in the ASEAN core curriculum, a strategy for school development in ASEAN (Basic Education Commission, 2011), which consisted of eight components. In each component, teachers were afraid of entering ASEAN Community in terms of learning management, personal ability, and consequence that made learners express in unfamiliar manners and try to escape from the situation that caused the fear. According to Gullone & King (1992), those who face unfamiliar things, unreliable and potentially dangerous to security and survival, need to be prepared. Fear is an automatic response and person's awareness to be able to fight, avoid, and escape from the situation. From compiling research papers related to fear theory and Critical Events Analysis (CIT), a fear-based behavior was consistent with empirical and meaningful behaviors, encompassing the fear of teachers in entering the community as revealed in the next measurement-building phase.

1.2 The result of creating a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission

The questions from the definition of the workshop were derived from the results of CIT. The questionnaire was made in five scales. The fear of teachers into ASEAN Community was divided into eight parts with 74



questions. A fear measurement form was discussed with the advisor, checked, and edited before the data collection. After that, the quality of a fear measurement form was checked by using content validity considering with four experts' judgement. The experts suggested how to define the definitions by grouping and concluding the situation from interviews in each item. Then, the cleared and covered definitions were tried out with 60 secondary school teachers. The data's reliability was analyzed by Cronbach Alpha Coefficient with SPSS for window. The results showed that the reliability of questionnaire was at 0.986, and the reliability in each part was between 0.862–0.980. The discrimination was at 0.528–0.955. According to Gable (Saiyot and Saiyot, 2000, p. 317 as cited in Gable, 1986, p. 147), the instrument of sensory or mental well-being should have confidence level at least 0.70 (Pinyoanunpong, 2002). Therefore, a fear measurement in entering ASEAN Community of teachers under the Office of the Basic Education Commission should construct the accepted reliability because the measurement form followed the process of creating a multi-step quality measure, especially in the first step. The last step showed a proof of structural integrity, since both were complex steps (Jarernvonggrayab, 2014), qualified for quality.

Step 2: The result of checking the structure validity of a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission by using Exploratory Factor Analysis: EFA

2.1 The result of checking the structure validity of a fear measurement model in entering ASEAN community for teachers under of the Office of Basic Education Commission by using Exploratory Factor Analysis: EFA

Fear of entering ASEAN Community of teachers under the Office of the Basic Education Commission consisted of eight elements in line with the study's hypotheses to formulate the basic conceptual framework for teachers' fear. The seven elements were related to the quality of teachers in the core curriculum. This was a strategy for developing schools into ASEAN Community of the Office of the Basic Education Commission as a measurement of teachers' quality in entering ASEAN Community (Basic Education Commission, 2011). The eight elements were further defined by the experts on psychology, measurement and evaluation. Their suggestion was that the fear of teachers should cover the learners' cultural differences. This was the change and the first impact of being a truly ASEAN Community.

The exploratory elements analysis worked the same way as the concept. The theory of the Office of the Basic Education Commission was a strategy for the development of schools in ASEAN. The quality of teaching and learning management was classified into seven aspects (Basic Education Commission, 2011). This confirmed that the agency involved in educational management could use these elements as a guideline for improving the quality of teachers to be consistent to the policy and strategy of the teacher development of the Office of Basic Education. In this research, fear in foreign language use in communication was the highest variation component at 11.99 percent. The statement "I am not sure what I hear is correct when listening to foreign languages from foreigners" is at the highest mean. It showed that there was moderate fear (Detpichai, 1989). It could be said that the teacher was lacking the skills of listening to foreign languages or not familiar with the accent of foreigners because the school might not have teachers from foreign countries. Thus, the teachers were not sure whether the language was correct.

When considering the relation of all eight components, it showed that the relationship was positive. The size of the relationship ranged from .232 to .710. It showed that all eight components were related in the same direction and had the same characteristics of each element at moderate level. The average of relations was .499, which indicated that the composition of the eight components in each element was unique. Moreover, it could explain the fear of entering ASEAN Community.



The reliability of the teachers' fear in entering ASEAN community of in all eight components was at a high level of 941 – .973, indicating that the text used to measure the variables in each component was consistently high. When it used in the study of fear variables in ASEAN Community of teachers, it had high confidence and confirm the reliability of this measurement as a good quality.

Suggestions

1. Suggestions for using the research results

1.1 Fear measurement of entering ASEAN Community of teachers under the Office of the Basic Education Commission could be used as a tool to measure the fear of teachers to provide information for the teacher development plan and create activities to develop teachers' knowledge to be ready and able to compete in ASEAN Community.

1.2 The results of this study revealed that the fear component in the use of foreign language in communication was an important component of the fear of entering ASEAN Community of teachers. Therefore, the administrators and the offices that involved in educational management and personnel development should be aware of their ability to use foreign languages for communication to improve the language skills of teachers.

2. Suggestions for further studies

2.1 It is suggested to conduct research related to factors that affect the fear of entering ASEAN Community of teachers under the Office of the Basic Education Commission to identify causes and factors that affect the fear of teachers. This will lead to a revised approach.

2.2 There should be a development of a fear measurement model in ASEAN Community of personnel in public and private sectors to be prepared and able to compete in the ASEAN members' countries.

Acknowledgments

This research was supported by Thailand Research Fund (TRF) under the research scholarship program for master students in humanities and social sciences.

References

- Basic Education Commission. (2011). *Development of Standard and Strategies for Schools to the ASEAN Community*. Retrieved from <http://jatoporn.ucoz.com/blog /2012-06-15-43>
- Detpichai, W. (1989). *Research and Evaluation Manual for Educational and Behavioral Science Projects*. Pattani: Prince of Songkla University.
- Flanagan, J. C. (1954). The Critical Incident Technique. *Psychological Bulletin*, 51(4), 327–358.
- Gable, R. K. (1986). *Instrument Development in the Affective Domain*. Boston, MA: Kluwer–Nijhoff.
- Gullone, E., & King, N. J. (1992). Psychometric Evaluation of a Revised Fear Survey Schedule for Children and Adolescents. *The Journal of Child Psychology and Psychiatry*, 33(6), 987–998.



Jantarapatin, C. (2005). *Nurses' Ethical Delemmas and Ethical Dicism Making in Providing Care for Pediatric Patients in Regional Hospitals, Southern Thailand: Critical Incidents Analysis*. (Master's thesis). Pediatric Nursing, Prince of Songkla University, Songkla.

Jarernvongrayab, A. (2014). *Affective Domain Measurement (Teaching Documents)*. Phitsanulok: Faculty of Education, Pibulsongkram Rajabhat University.

Kamppainen, J. K. (2000). The Critical Incident Technique and Nursing Care Quality Research. *Journal of Advenced Nursing*, 32, 1264-1271.

Longlalerng, W. (2013). *How to Prepare for the ASEAN Community? In view of the Practitioner*. Retrieved from <http://www.trang.psu.ac.th/asean/?p=976>

McSherry, R., Simmons, M., & Abbott, P. (2002). *Evidence-Informed Nursing: A Guide for Critical Nurses*. New York: TJ International, Padstow, Cornwall.

Pinyoanunpong, B. (2002). *Research Methodology (Teaching Documents)*. Bangkok: Auksornjareantud Printing.

Wiratchai, N. (1999). *Linear Structural Relationship (LISREL), Statistics for Social and Behavior Science*. Bangkok: Chulalongkorn University Press.