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## RESEARCH ARTICLE

### CHARACTERIZATIONS OF THAI EDUCATIONAL STUDENTS IN MILLENNIUM GENERATION ERA

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#### ABSTRACT

To describe the characterizations of Thai educational students to their Millennium generation era (MGE) for developing knowledge processes and effecting them were evaluated with a sample size group of 150 administrators, instructors, students' parents, and educational students. The 50-item *Professional Practicing Characterizations* (PPC) on five scales; *Working Achievement Motivation*, *Service Mind*, *Self-Development*, *Team Work*, and *Teacher's Ethics and Integrity* scales were assessed, a 20-personnel was interviewed and observed. Students' responses of their characteristics with mean scores indicate that of agree with level; to use technology for news and creative ways, seeking opportunities to identify with Internet, information worldwide and hypertext links to divert from original learning about modernized subjects are searched to how a global technology work's systems, observing their parents work for earning the certain status or achievement level, and to spend time for communicating others by the mobiles and instant message as the MGE's Thai characterized educational students.

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## INTRODUCTION

### Background of Education in Thailand

Education in Thailand is provided mainly by the Thai government through the Ministry of Education from pre-school to senior high school. A free basic education of fifteen years is guaranteed by the constitution (UNICEF, 2016). Ninety-nine percent of students complete primary education. Only 85 percent complete lower secondary. About 75 percent move on to upper secondary (ages 16-18) (OECD-UNESCO, 2018). Students who choose the academic stream usually intend to enter a university. The first Thai university, Chulalongkorn, was named after King Chulalongkorn (Rama V). It was established by his son and successor King Vajiravudh (Rama VI) in 1917 by combining the Royal Pages School and the College of Medicine (Chulalongkorn University, 2018). In 1921, the Compulsory Elementary Education Act was proclaimed. It is possible that one of the earliest forms of education began when King Ram Khamhaeng the Great invented the Thai alphabet in 1283 basing it on Mon, Khmer, and southern Indian scripts. Stone inscriptions from 1292 in the new script depict moral, intellectual and cultural aspects. During the Sukhothai period (1238–1378), education was

dispensed by the Royal Institution of Instruction (Rajabundit) to members of the royal family and the nobility, while commoners were taught by Buddhist monks (The Ministry of Education, 2014). Formal education has its early origins in the temple schools, when it was available to boys only. From the mid-sixteenth century Thailand opened up to significant French Catholic influence until the mid-seventeenth century when it was heavily curtailed, and the country returned to a strengthening of its own cultural ideology. Unlike other parts of South and Southeast Asia, particularly the Indian subcontinent, Myanmar (Burma), Laos, Vietnam, Cambodia, the Malay Peninsula, Indonesia and the Philippines which had all benefited from the influence of countries with centuries of educational tradition, Thailand has never been colonized by a Western power. As a result, structured education on the lines of that in developed countries was slow to evolve until it gained new impetus with the reemergence of diplomacy in the late nineteenth century. The Minister of Education launched a series of education reforms in 1995. The aim was to enhance the quality of education from 1995 to achieve educational excellence by 2007. The objective of education reform is to create learning individual, organization, and society. An educated person or the authentic learning outcome should possess the following abilities and characteristics which are based on Thai cultural heritage and appropriate level of education: good physical and mental health, critical thinking, intellectual inquisitiveness, professionalism, sense of

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responsibility, honesty, self-sacrifice, perseverance, team spirit, adherence to democracy, and love for king, country, and religion (UNESCO-IBE, 2018).

### **The Rajabhat Universities**

The Rajabhat Universities compose one of the university systems in Thailand. They were formerly called Rajabhat Institutes and originally formed the teachers college system. In 2005, King Bhumibol Adulyadej collectively elevated them to be universities. Many provinces have one there are 38 total and they are generally easier to gain admission to than the public universities (formerly the government universities). Most Rajabhat Universities offer graduate degrees, some even to the doctoral level. Enrollments have been shrinking. As of 2018, students numbered 540,000, down from 600,000 (Thai Law Online, 2018). These institutions are equivalent to British polytechnics that have become universities. They face a similar challenge of matching the prestige of older institutions. They were conferred the royal word Rajabhat to possibly shield them from criticism and help raise their status. In this sense, a "Rajabhat University" might be regarded as being analogous to the English "King's College", or "Royal Institute", or more literally as a "Prince's University" ("Rajabhat" could be considered to mean "prince"). For simplicity they may be considered a "Royal University" (Bangkok Post, 2018). Founded in 1925, Rajabhat Maha Sarakham University is a non-profit public higher education institution located in the suburban setting of the large town of Maha Sarakham (population range of 50,000-249,999 inhabitants). This institution has also branch campuses in the following location(s): Nong Khai. Officially accredited and/or recognized by the Ministry of Education, Thailand, Rajabhat Maha Sarakham University (RMU) is a large (uniRank enrollment range: 10,000-14,999 students) coeducational higher education institution. Rajabhat Maha Sarakham University (RMU) offers courses and programs leading to officially recognized higher education degrees such as pre-bachelor degrees (i.e. certificates, diplomas, and associate or foundation degrees), bachelor degrees, master degrees, doctorate degrees in several areas of study. See the uniRank degree levels and areas of study matrix below for further details. This 93 years old higher-education institution has a selective admission policy based on entrance examinations and students' past academic record and grades. The admission rate range is 50-60% making this Thai higher education organization a averagely selective institution. International students are welcome to apply for enrollment (Rajabhat Maha Sarakham University, 2018).

### **Educational Students in Faculty of Education**

Faculty of Education, Rajabhat Maha Sarakham University, where it is a source of learning as gateway to wisdom is said to be originate with generation of Teacher College of Education. Teacher College of Education was established for the purpose of producing quality teachers to serve in many fields and to be teachers mold in northeastern and regions. It was upgraded to be Rajabhat Maha Sarakham University. At that time, Faculty of Education was not independent status. is to improve and develop the professional teachers for the sustainable local community. To produce the teachers to serve the communities and Thailand, to manage the Education quality by using the good governance, to serve the people' knowledge and wisdom which concern the communities, local offices, and neighbor

countries, to collaborate the Graduate school for improve the staffs' educational degrees. The resources and school network for researches, retrieval, and knowledge forum and strengthen the professional teaching program and enhance the teachers' achievement, including standardizes the teachers, to develop the Education innovation to promote the local education, and to preserve sustainable culture and tradition, religion and environment as the visions. The esteem is to manage in education, curriculum for local societies, national and in - out source for technical service of teachers and personals in education continuously and effectively. We trust in our alumni, Master teachers all over Thailand, desirable characteristics of graduates, good persons, good knowledge, good teaching and good character (Teacher's Home, 2015). Normally, Thai teachers are important individuals who can influence changes of behaviors in the students. One of their responsibilities is to instill in the students an appreciation of moral characteristics and morality, as well as the proper values. The same is true for teachers at the university level. In fact, it is even more important for them to help in this area inside and outside of classrooms. Teachers need to pay attention to their students and be perceptive to signs indicating the urgent need for intervention in order to ensure that the students are not lacking any moral characteristic. Educational institutions of all levels are required to instill in their students the following eight fundamental moral characteristics. However, Thailand's chronic problems are social inequality, unsustainable country development and education separated from learners' way of life. The role of alternative educators in Thai social reform are to develop the new education system, fulfill the quality for Thai education and develop the learners who can effectively live and cope with the global megatrends (Teacher's Home, 2015).

### **Teacher Professional Standard Licenses**

The Ministry of Education has played major roles in this regard, providing supervisory and co-coordinating functions so that the institutions responsible for production and development of teachers, faculty staff, and educational personnel shall be ready and capable of preparing new staff and continually developing in-service personnel, including sufficient funds allocated by the State for the budget required for development of teachers, staff, and educational personnel. The Secretariat Office of the Teachers' Council of Thailand is an organization for teachers, educational institution administrators, and educational administrators that have the power and duty for setting professional standards; issuance and withdrawal of licenses; overseeing the maintenance of professional standards and ethics; and developing the profession of teachers, educational institution administrators, and educational administrators. Then, teachers, administrators of educational institutions, educational administrators and other educational personnel of both the state and private sectors shall have professional licenses as provided by the law (The Ministry of Education, 2017). Education professional standards are provisions relating to desirable characteristics and quality in the practice of the education profession, to which the education profession practitioners shall adhere to ensure quality in the practice of the profession; build confidence and trust among clients that they would obtain quality services; and address the public that the law recognizes the significance of the education profession as a licensed profession because of the fact that it is a profession with

particular characteristics that requires knowledge, skills and expertise in the practice of the profession. The Teachers' Council of Thailand was incorporated with the principal objective to determine professional standards, issue and revoke licenses, supervise and monitor compliance with the profession standards and code of ethics, including professional development, so that education professional practitioners, (those who are licensed to practice the teaching profession, educational institution administrators, educational administrators and other educational personnel such as educational supervisors) shall have knowledge and understanding in the practice of the education profession which is a licensed profession under the National Educational Act (The Regulation of the Teachers' Council of Thailand, 2016). In education professional practice, those who enter this profession shall meet the specified standards of professional knowledge and experience in order to be eligible to obtain a license to practice the profession. Upon entering the profession, they shall comply with the standards of performance and the standards of conduct. The details for compliance with the education professional standards for each area shall be separately delivered to the education professional practitioners; there are 4 main standards required for teachers; Standards of Teachers' Knowledge, Standards of Teachers' Experience, Standards of Teachers' Performance, and Standards of Conduct (Pilanthanonond, 2016). The Regulation of the Teachers' Council of Thailand Regarding Professional Licensure A.D. 2016 sets standard teaching silence requirement for professional qualification of the teaching license composes of not younger than 20 years of age, to have academic qualifications in one of the following: to have a degree in education or its equivalent, to have a degree in another field and a teaching license from another country, to have a degree in another field and a graduate diploma in teaching profession with 1 year of course study, to have a degree in another field and have passed other professional certification in accordance with the professional standards of the Teachers' Council of Thailand, to have continuing experience in teaching of not less than 1 year, and don't possess any of the prohibited characteristics pursuant to section 44 of the Teachers and Educational Personnel Council Act A.D. 2016 for Having been sentenced to imprisonment in any case, in the opinion of the Teachers Council of Thailand, which may bring dishonor upon the profession (The Ministry of Education, 2017).

### **Millennium Generation (Generation M)**

In terms of the millennium, also known as Generation Y or Gen Y, are the generational demographic cohort following Generation X and preceding Generation Z. There are no precise dates for when this cohort starts or ends; demographers and researchers typically use the early 1980s as starting birth years and the mid-1990s to early 2000s as ending birth years. Millennium is sometimes referred to as "echo boomers" due to a major surge in birth rates in the 1980s and 1990s, and because millennium is often the children of the baby boomers. The 20th-century trend toward smaller families in developed countries continued, however, so the relative impact of the "baby boom echo" was generally less pronounced than the post-World War II baby boom (Fries, 2017). Although Millennium characteristics vary by region, depending on social and economic conditions, the generation is generally marked by an increased use and familiarity with communications,

media, and digital technologies (Fries, 2017). The Great Recession has had a major impact on this generation because it has caused historically high levels of unemployment among young people, and has led to speculation about possible long-term economic and social damage to this generation (Horovitz, 2012). Psychologist Jean Twenge (2014) described millennium as "Generation M" in her 2006 book *Generation M: Why Today's Young Americans Are More Confident, Assertive, Entitled—and More Miserable than Ever Before*, which was updated in 2014 (Twenge, 2014). In 2013, Time magazine ran a cover story titled *Millennium: The M Generation* (Stein, 2013). Newsweek used the term *Generation 9/11* to refer to young people who were between the ages of 10 and 20 years during the terrorist acts of 11 September 2001. The first reference to "Generation 9/11" was made in the cover story of the 12 November 2001 issue of Newsweek (Kalb, 2009). Alternative names for this group proposed include *Generation M*, *Global Generation*, *Generation Next* and the *Net Generation* (Shapira, 2008). Authors William Strauss and Neil Howe (2000) believe that each generation has common characteristics that give it a specific character with four basic generational archetypes, repeating in a cycle. According to their hypothesis, they predicted millennium will become more like the "civic-minded" G.I. Generation with a strong sense of community both local and global (Strauss and Howe, 2000). Strauss and Howe ascribe seven basic traits to the Millennium cohort: special, sheltered, confident, team-oriented, conventional, pressured, and achieving. Arthur E. Levine (2009), author of *When Hope and Fear Collide: A Portrait of Today's College Student* describes these generational images as "stereotypes". Fred Bonner (2008), believes that much of the commentary on the Millennium Generation may be partially accurate, but overly general and that many of the traits they describe apply primarily to "white, affluent teenagers who accomplish great things as they grow up in the suburbs, who confront anxiety when applying to super-selective colleges, and who multitask with ease as their helicopter parents hover reassuringly above them." During class discussions, Bonner listened to black and Hispanic students describe how some or all of the so-called core traits did not apply to them. They often said that the "special" trait, in particular, is unrecognizable. Other socio-economic groups often do not display the same attributes commonly attributed to millennium. "It's not that many diverse parents don't want to treat their kids as special," he says, "but they often don't have the social and cultural capital, the time and resources, to do that" (Bonner, 2008).

### **Millenniums Characteristics**

Millenniums have been characterized in a number of different ways. On the negative side, they've been described as lazy, narcissistic and prone to jump from job to job. The 2008 book *Trophy Kids* by Ron Alsop (2008) discusses how many young people have been rewarded for minimal accomplishments (such as mere participation) in competitive sports, and have unrealistic expectations of working life. A story in Time magazine said polls show that Millennials "want flexible work schedules, more 'me time' on the job, and nearly nonstop feedback and career advice from managers." Another Time story in May 2013, titled "The Me Me Me Generation," begins: "They're narcissistic. They're lazy. They're coddled. They're even a bit delusional. Those aren't just unfounded negative stereotypes about 80 million

Americans born roughly between 1980 and 2000. They're backed up by a decade of sociological research." The article also points out that Millennials may be simply adapting quickly to a world undergoing rapid technological change (Gallup, 2016). A 2012 study found Millennials to be "more civically and politically disengaged, more focused on materialistic values, and less concerned about helping the larger community than were GenX (born 1962-1981) and Baby Boomers (born 1946 to about 1961) at the same ages," according to USA Today. "The trend is more of an emphasis on extrinsic values such as money, fame, and image, and less emphasis on intrinsic values such as self-acceptance, group affiliation and community." The study was based on an analysis of two large databases of 9 million high school seniors or entering college students (Ross, 2016). In addition, it seems that this generation may be having less sex than any other generation before it. In a survey of more than 26,000 American adults, about 15 percent of Millennials between 20 and 24 reported having no sexual partners since the age of 18. Only 6 percent of GenXers (people born in the 1960s) could claim the same. The Youth Risk Behavior Survey by the Centers for Disease Control and Prevention in 2016 also found that teen Millennials were less sexually active than those previous generations (Ingraham, 2016).

### Characteristics' Millennium Generational Students

The first indication that the Millennium Generation may be different from previous generations is to consider how many different names we have for the generation and the people who belong to it. They're referred to as Generation Y, Nexters, Baby Boom Echo Generation, Echo Boomers, Digital Natives, Generation Next, Generation Me and, of course, Millennials. If nothing else, they're one of the most studied generations. And while it's important we don't stereotype an entire generation of individuals, the large body of research on those born between 1981 and 1999 (or there about) has provided us with unique insights into their learning preferences, behaviors and attitudes. Christy Price (2009), a psychology professor at Dalton State College, became interested in Millennium learners when she noticed a gap between students' expectation for success and the effort they put forth in the classroom (Price, 2009). Price then conducted a qualitative analysis of narratives provided by more than a hundred Millennium learners to get a more accurate picture of what makes them tick. In the recently era, the Five Strategies to Engage Today's Students, Price shared some of what she's learned regarding the characteristics of Millennials' ideal learning environments, their preferences regarding assignments and assessment, and the characteristics of their ideal professor. She then outlined the instructional implications of her findings with these five R's for engaging Millennium students, such as; *Research-Based Methods*, that suggests Millennials prefer a variety of active learning methods; *Relevance Millennium* have grown up being able to search anything they want to know, one of the greatest challenges for teachers is to connect course content to the current culture and make learning outcomes and activities relevant; *Rationale*, that Unlike Boomers who were raised in a more authoritarian manner in which they more readily accept the chain of command, Millennials were raised in a non-authoritarian manner and are more likely to comply with course policies when teachers provide them with a rationale for specific policies and assignments; *Relaxed Millennials* prefer a less formal learning environment in which they can

informally interact with the professor and one another. In interviews with students, the term "laid back" was used repeatedly; and *Rapport Millennials* that are extremely relational. They are more central to their parents' lives than previous generations and are used to having the adults in their lives show great interest in them. They appreciate it when professors show that same interest, and they seem to be more willing to pursue learning outcomes when instructors connect with them on a personal level. The current literature in the area of generational learning depicts Millennium Generation as predominantly visual and kinesthetic in their learning (Weiler, 2004) gravitating toward community, but also displaying lack of interpersonal skills, enjoying interactivity, and favoring image-rich learning environment over reading books (Lower, 2007). Curious about the gap between students' expectation for success and the effort they put forth? Price (2009) analyzed the narratives of more than a hundred Millennium learners to find out what they preferred in assessments and assignments, as well as what they believed were the characteristics of the ideal professor. The implications of her findings resulted in —The 5 R's of Engaging Millennium Students; *Research-based methods, Relevance, Rationale, Relaxed, and Rapport* (Price, 2011). In this research study, to investigate of characterizations of Thai educational students in millennium generation era that adapted version from the Five Strategies to Engage Today's Students by Christy Price (2009) and the four basic generational archetypes by Authors William Strauss and Neil Howe (2000) who believe that each generation has common characteristics that give it a specific character to the educational students on *Working Achievement Motivation, Service Mind, Self-Development, Team Work, and Educational Students' Ethics and Integrity* characteristics of professional educational students in Faculty of Education, Rajabhat Maha Sarakham University in Thailand in five characterizations were applied.

## MATERIALS AND METHODS

The research procedures are to design for split broadly into quantitative and qualitative methods. The data produced are always numerical, and they are analyzed using mathematical and statistical methods. To provide an introduction to the broad principles of qualitative and quantitative research methods, and the advantages and disadvantages of each in particular situations. Qualitative research seeks to answer questions about why and how educational students' behave in the way that they do of their in millennium generation. It provides in-depth information is interviewed and observed. We wish to carry out statistical analysis of the perceptions of a group of sample about a particular issue, we would like to ask them to express their relative agreement with statements and answer on a five-point scale, where 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree.

### Research Aims

1. To investigate the processes for developing knowledge on professional Educational Students' characterizations of Thai educational students in the Millennium Generation Era.
2. To study of the effects of characterizations according to Thai educational students in the Millennium Generation Era.

- To describe the evolutionary characterizing background according to Thai educational students from the historical previous to the modernized era.

### Sample

To administer to a sample size group, which consists of the 10-administrators, 35-instructors, 35-educational students' parents, and 70 educational students are selected. The totalized sample consisted of 150 personnel who responded of their perceptions. The representative of this sample group was selected of 20 personnel to be interviewed and observed in Faculty of Education, Rajabhat Maha Sarakham University, Maha Sarakham Province; Northeastern Region of Thailand.

### Research Instruments

#### Qualitative Data

*The Interview Form:* Using the *Interview Form* was assessed educational students in five scales, namely; on *Working Achievement Motivation, Service Mind, Self-Development, Team Work, and Educational Students' Ethics and Integrity* characteristics to their professional teachers in the in Millennium Generation Era were interviewed. The personnel compose of 2 administrators, 4 instructors, 4 students' parents, and 10 educational students were reviewed.

*The Observation Form:* To design of this qualitative data was observed the behavioral characterizations of educational students to their competency based on the characterizations of Thai students toward their Millennium Generation Era with the *Observation Form*.

#### Quantitative Data

Researcher team has designed the research instrument to the 50-item *Professional Practicing Characterizations (PPC)* Questionnaire on five characterizations scales, each scale composed of 10 items, such as; *Working Achievement Motivation, Service Mind, Self-Development, Team Work, and Educational Students' Ethics and Integrity* characteristics. Such scales are called Likert scales, and enable statements of opinion to be directly translated into numerical data. Sample group's responses of their perceptions to express their relative agreement with statements and answer on a five-point scale, where 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree.

### Data Analysis

The qualitative data was selected from the *Interview Form* by the interviewer group whose they reported the data with the descriptive statistic, such as; frequency, description, or writing report. Using the *Interview Form* was assessed educational students in five scales, namely; *Working Achievement Motivation, Service Mind, Self-Development, Team Work, and Educational Students' Ethics and Integrity* characteristics to their professional teachers in the Millennium Generation Era were interviewed. In terms of the observers who observed educational students in and out their classes that both internal and external observation with the *Observation Form*. Finally, the observers would be reported into the format of the *Observation Form*. Focused on the quantitative collecting data,

statistically significant was analyzed with mean average scores, standard deviation, and students' responses of their perceptions are indicated that of five levels at strongly disagree, disagree, neutral, agree and strongly agree levels for positive items, respectively. The ranking rates are followed:

## RESULTS

### Generalized Descriptive Data

The sample group's responses of their generalized descriptive data from 150 personnel, there are 70 males and 80 females of their sex, the age ranged from 18 to more than 35 years old, 35 people are the educational students' parents, 35 instructors, 10 administrators, and 70 educational students. In terms of the educational certifies; 53 persons are undergraduate, 50 persons are bachelor degree, 36 persons are master degree, and 11 persons are doctoral degree. Focused on their working experience; there are 40, 56, and 54 persons who have the working experiences in 3-4 years, 5-10 years, and more than 10 years, respectively.

### Assessing the Characterizations of Thai Educational Students

*Characteristic on Working Achievement Motivation:* To investigate the processes for developing knowledge on professional educational students' characterizations of Thai educational students to their effects of characterizations toward their evolutionary characterizing background in the Millennium Generation Era in five scale, namely; *Working Achievement Motivation, Service Mind, Self-Development, Team Work, and Educational Students' Ethics and Integrity* characteristics to their professional teachers. The quantitative data of analyzing responses for educational students' assessments are reported in Table 1, 2, 3, 4 and 5, respectively. Internal consistency (Cronbach alpha coefficient) and the mean correlation of each scale with the other scales were obtained for the sample in this present study as indices of scale reliability and validity for the forms of each 10-item from the 50-item *Professional Practicing Characterizations (PPC)* Questionnaire. Description of quantitative data of analyzing responses for the sample group's assessments is reported Working Achievement Motivation, Service Mind, Self-Development, Team Work, and Educational Students' Ethics and Integrity characteristics in Table 1, 2, 3, 4, and 5, respectively.

In Table 1 reveals that the results of the *Characteristic on Self-Development Scale* for the PPC scale form were statistically significant, the mean average scores ranged 3.74 ( $\bar{X} = 3.54, S.D. = 0.95$ ) in characteristic on having ability to continually improve performance to ensure success to 4.08 ( $\bar{X} = 4.08, S.D. = 0.88$ ) in to seek knowledge about new professions for self development. Most of 10 items indicate as agree with their characteristic on working achievement motivation scale. The mean average total indicates as 3.82 ( $\bar{X} = 3.82, S.D. = 1.08$ ) and responses of agree with characteristics of educational students. On the whole, these results are acceptable which was considered satisfactory for further characteristics of investigation the processes for developing knowledge on professional Educational Students' characterizations of Thai educational students in the Millennium Generation Era.

Table 1. Mean Average Scores, Standard Deviation, and Assessing Level for the Characteristic on Working Achievement Motivation Scale of the PPC

| Item          | Characteristics on Working Achievement Motivation                        | $\bar{X}$ | S.D. | Assessing Level |
|---------------|--|-----------|------|-----------------|
| 1.            | Analyzing the task to plan the solution systematically.                  | 3.95      | 0.91 | Agree with      |
| 2.            | Learning about learning management.                                      | 4.00      | 0.97 | Agree with      |
| 3.            | Initiative to develop learning management.                               | 3.95      | 0.94 | Agree with      |
| 4.            | To seek knowledge about new professions for self development.            | 4.08      | 0.88 | Agree with      |
| 5.            | Evaluating their performance.  | 4.00      | 0.94 | Agree with      |
| 6.            | Using performance evaluation to improve / improve the work.              | 3.80      | 0.97 | Agree with      |
| 7.            | Improving the performance to meet the needs of the learner and community | 3.88      | 0.91 | Agree with      |
| 8.            | Having ability to continually improve performance to ensure success      | 3.74      | 1.04 | Agree with      |
| 9.            | Innovative teaching development  | 3.86      | 0.99 | Agree with      |
| 10.           | Formal classroom/research documents are prepared.                        | 3.82      | 1.07 | Agree with      |
| Average Total |  | 3.82      | 1.08 | Agree with      |

N = 150

Table 2. Mean Average Scores, Standard Deviation, and Assessing Level for the Characteristic on Self-Development Scale for the PPC

| Item          | Characteristics on Working Achievement Motivation  | $\bar{X}$ | S.D. | Assessing Level |
|---------------|--|-----------|------|-----------------|
| 1.            | To study and research. Encourage and seek self-development opportunities in a variety of ways. | 3.92      | 0.95 | Agree with      |
| 2.            | Analyzing the strengths and weaknesses of continuous learning management.                      | 3.83      | 0.95 | Agree with      |
| 3.            | Sharing knowledge with others for self-development at every opportunity.                       | 4.18      | 0.93 | Agree with      |
| 4.            | Continuing training for self development from various agencies.                                | 3.78      | 0.94 | Agree with      |
| 5.            | To create a learning network for self-development both inside and outside the school.          | 3.94      | 0.94 | Agree with      |
| 6.            | Having the ability to apply new knowledge or technology to perform duties.                     | 4.23      | 0.79 | Agree with      |
| 7.            | To have knowledge of interdisciplinary knowledge and be able to apply knowledge widely.        | 4.02      | 0.85 | Agree with      |
| 8.            | To have self-sacrifice For the benefit of the community.                                       | 3.86      | 0.90 | Agree with      |
| 9.            | Creating knowledge and innovation in organizational and professional development.              | 4.05      | 0.87 | Agree with      |
| 10.           | To expand the results by creating a learning network.  | 4.03      | 0.90 | Agree with      |
| Average Total |  | 3.98      | 1.09 | Agree with      |

N = 150

Table 3. Mean Average Scores, Standard Deviation, and Assessing Level for the Characteristic on Service Mind Scale for the PPC

| Item          | Characteristics on Working Achievement Motivation  | $\bar{X}$ | S.D. | Assessing Level |
|---------------|--|-----------|------|-----------------|
| 1.            | Caring with care. Service users  | 3.85      | 0.90 | Agree with      |
| 2.            | Fast service without delay.  | 3.83      | 0.83 | Agree with      |
| 3.            | Understanding the service is based on the needs of the service.  | 3.91      | 0.75 | Agree with      |
| 4.            | Improvement of the service system.   | 3.54      | 0.95 | Agree with      |
| 5.            | Improving and developing effective service system.   | 3.78      | 0.84 | Agree with      |
| 6.            | Solving problems and finding solutions to problems.  | 4.98      | 4.37 | Agree with      |
| 7.            | Providing information relevant to the service being performed, which is useful to correct the service recipient properly | 3.88      | 0.84 | Agree with      |
| 8.            | Ensuring customer satisfaction.  | 4.17      | 0.86 | Agree with      |
| 9.            | To have been properly expressed and the expression of other behaviors.   | 4.04      | 0.84 | Agree with      |
| 10.           | The needs of the service recipient.  | 3.95      | 0.87 | Agree with      |
| Average Total |  | 3.99      | 1.21 | Agree with      |

N = 150

**Characteristic on Service Mind Scale:** In Table 2 reports that the results of the *Characteristic on Service Mind Scale* for the PPC scale form were statistically significant, the mean average scores ranged 3.78 ( $\bar{X} = 3.78, S.D. = 0.94$ ) in characteristic on improvement of the service system item to 4.23 ( $\bar{X} = 4.23, S.D. = 0.79$ ) in to the solving problems and finding solutions to problems. Most of 10 items indicate as agree with their characteristic on working achievement motivation scale. The mean average total indicate as 3.98 ( $\bar{X} = 3.98, S.D. = 1.09$ ) and responses of agree with characteristics of educational students. On the whole, these results are acceptable which was considered satisfactory for further of the effects of characterizations according to Thai educational students in the Millennium Generation Era.

**Characteristic on Self-Development:** In Table 3 shows that the results of the *Characteristic on Self-Development Scale* for the PPC scale form were statistically significant, the mean average scores ranged 3.54 ( $\bar{X} = 3.54, S.D. = 0.95$ ) in characteristic on improvement of the service system item to 4.98 ( $\bar{X} = 4.98, S.D. = 0.37$ ) in to the solving problems and finding solutions to problems.

Most of 10 items indicate as agree with their characteristic on working achievement motivation scale. The mean average total indicate as 3.99 ( $\bar{X} = 3.99, S.D. = 1.21$ ) and responses of agree with characteristics of educational students. On the whole, these results are acceptable which was considered satisfactory for further of the effects of characterizations according to Thai educational students in the Millennium Generation Era.

**Characteristic on Team Work Scale:** In Table 4 shows that the results of the *Characteristic on Team Work Scale* for the PPC scale form were statistically significant, the mean average scores ranged 3.80 ( $\bar{X} = 3.80, S.D. = 0.83$ ) in characteristic on report to members the progress of their operations in the team item to 4.38 ( $\bar{X} = 4.38, S.D. = 0.82$ ) in to exchange and listen to feedback and experience within the team item. Most of 10 items indicate as agree with their characteristic on working achievement motivation scale. The mean average total indicate as 4.17 ( $\bar{X} = 4.17, S.D. = 1.32$ ) and responses of agree with characteristics of educational students. On the whole, these results are acceptable which was considered satisfactory for further of the effects of characterizations according to Thai educational students in the Millennium Generation Era.

**Table 4. Mean Average Scores, Standard Deviation, and Assessing Level for the Characteristic on Team Work Scale for the PPC**

| Item          | Characteristics on Working Achievement Motivation  | $\bar{X}$ | S.D. | Assessing Level |
|---------------|--|-----------|------|-----------------|
| 1.            | To build the good relationships with others.   | 3.86      | 0.83 | Agree with      |
| 2.            | To work with others on the assigned roles.   | 4.13      | 0.85 | Agree with      |
| 3.            | To honor, praise, encourage, colleagues on the occasion and suitable   | 4.36      | 0.76 | Agree with      |
| 4.            | To have skills in working with individuals and groups effectively inside and outside the school and in all situations. | 4.23      | 0.83 | Agree with      |
| 5.            | To exchange and listen to feedback and experience within the team.   | 4.38      | 0.82 | Agree with      |
| 6.            | Supporting team decisions and work in their assigned.  | 4.25      | 0.81 | Agree with      |
| 7.            | To report to members the progress of their operations in the team.   | 3.80      | 0.83 | Agree with      |
| 8.            | Providing the useful information to the team.  | 4.23      | 0.85 | Agree with      |
| 9.            | Encouraging colleagues   | 4.33      | 0.90 | Agree with      |
| 10.           | Developing education to achieve the goals.   | 4.11      | 0.75 | Agree with      |
| Average Total |  | 4.17      | 1.32 | Agree with      |

N = 150

**Table 5. Mean Average Scores, Standard Deviation, and Assessing Level for the Characteristic on Team Work Scale for the PPC**

| Item          | Characteristics on Working Achievement Motivation  | $\bar{X}$ | S.D. | Assessing Level |
|---------------|--|-----------|------|-----------------|
| 1.            | Adherence to the ideals of the profession. Protect the honor and dignity of the profession.  | 4.15      | 0.83 | Agree with      |
| 2.            | Acting in accordance with rules, regulations and traditions.   | 4.22      | 0.83 | Agree with      |
| 3.            | Acting and living according to the philosophy of sufficiency economy appropriate for their status.                                 | 4.06      | 0.84 | Agree with      |
| 4.            | Acting on the principle of occupying the occupied Performance  | 4.24      | 0.86 | Agree with      |
| 5.            | Performance duties in good faith. Do not discriminate, legally and disciplined.  | 4.35      | 0.89 | Agree with      |
| 6.            | The honest opinion of the professional.  | 4.39      | 0.77 | Agree with      |
| 7.            | Creating the love and Faith in the profession  | 4.23      | 0.88 | Agree with      |
| 8.            | To have a good role model for promoting others to practice in ethics, ethics, professional teachers and the developing acceptable. | 4.29      | 0.74 | Agree with      |
| 9.            | Acting on the role to be committed to professional development.  | 4.41      | 0.86 | Agree with      |
| 10.           | To support and participate in professional ethics development activities.  | 4.20      | 0.85 | Agree with      |
| Average Total |  | 4.25      | 1.83 | Agree with      |

N = 150

**Characteristics on Ethics and Integrity:** In Table 5 reveals that the results on *Educational Students' Ethics and Integrity* characteristics for the PPC scale form were statistically significant, the mean average scores ranged 4.06 ( $\bar{X} = 4.06, S.D. = 0.84$ ) in characteristic on Acting and living according to the philosophy of sufficiency economy appropriate for their status item to 4.41 ( $\bar{X} = 4.41, S.D. = 0.86$ ) in to exchange and listen to feedback and experience within the team item. Most of 10 items indicate as agree with their characteristic on working achievement motivation scale. The mean average total indicate as 4.25 ( $\bar{X} = 4.25, S.D. = 1.83$ ) and responses of agree with characteristics of educational students. On the whole, these results are acceptable which was considered satisfactory for further of the describe the evolutional characterizing background according to Thai educational students from the historical previous to the modernized era. In Table 1 – 5 reported of the quantitative data to the results of this research findings have described the characterizations of Thai educational students to their Millennium generation era (MGE) for developing their knowledge processes toward professional educators, to investigate the effects and determinations of educational students, and to encourage the evolution background from the historical previous to the modernized era. Exactly, the 50-item *Professional Practicing Characterizations* (PPC) Questionnaire were used to reveal that of quantitative data analyzing responses for the sample group's assessments on characterizations according to Thai educational students in the Millennium Generation Era on *Working Achievement Motivation, Service Mind, Self-Development, Team Work, and Educational Students' Ethics and Integrity* characteristics. The responses of their ethics and integrity characteristic indicated that of the highest mean average score ( $\bar{X} = 4.25, S.D. = 1.83$ ), follows as the team work ( $\bar{X} = 3.99, S.D. = 1.21$ ), self-development ( $\bar{X} = 3.99, S.D. = 1.21$ ), service mind ( $\bar{X} = 3.98, S.D. = 1.09$ ), and working achievement motivation

( $\bar{X} = 3.82, S.D. = 1.08$ ) characteristics, respectively. Most of each scale revealed that of the Agree with characterizations' level according to Thai educational students in the Millennium Generation Era. In terms of the interviewing 20 personnel who are the subsample group of education students in Faculty of Education, Rajabhat Maha Sarakham University on five scales of Working Achievement Motivation, Service Mind, Self-Development, Team Work, and Educational Students' Ethics and Integrity characteristics. The interviewers reported that most of the sample group are determined that the characteristics educational students might be had to grow up with technology, the fast-track lifestyle has lost much of its appeal for millennials; millennials are confident, ambitious, and achievement-oriented. They also have high expectations of their employers, tend to seek new challenges at work, and aren't afraid to question authority, Generation M wants meaningful work and a solid learning curve, they have participated in team sports, playgroups, and other group activities, and they want to be included and involved. Focused on the observation, the observers reported that; the characteristics of education students might be craved feedback and guidance. They appreciate being kept in the loop and often need frequent praise and reassurance, may benefit greatly from mentors who can help guide and develop their talents. This is where the boomers come in handy because (thought mostly retired), they have something to offer and see mentoring millennials is one way they can continue to contribute to the workforce that they're always looking for something new and better. It's not uncommon for a millennial to stay with a firm for only two or three years before moving on to a position they think is better. Many characteristics that they are unique in comparison to past generations are clearly. They tend to be excited about their jobs, and they will work hard and efficiently. They might approach their superiors as equals more so than previous generations, but law firms can take steps to draw a line between supervisor and friend. When that

line is drawn, millennials will not only work tirelessly for you but will show you the respect due to a supervisor with many years of experience.

## Conclusion

In this research study, focusing on the common characteristics of generation M of educational students who will prepare to the teachers' professionals after they will spend time for their study in five years at the Faculty of Education, Rajabhat Maha Sarakham University in Thailand are designed with the qualitative and quantitative methods to investigate the processes for developing knowledge on professional educational students' characterizations of Thai educational students to their effects of characterizations toward their evolutionary characterizing background in the Millennium Generation Era in five scale, namely; Working Achievement Motivation, Service Mind, Self-Development, Team Work, and Educational Students' Ethics and Integrity characteristics to their professional teachers. Using the 50-item Professional Practicing Characterizations (PPC) Questionnaire on five characterizations scales were assessed with the sample size group of 150 personnel, and the Interview and Observation Forms were interviewed and observed to 20 personnel. The mean average score and standard deviation were analyzed. The tantulations indicated that of Educational Students' Ethics and Integrity, Team Work, Self-Development, Service Mind, and Working Achievement Motivation are evidence of agree with characteristics of educational students. On the whole, these results are acceptable which was considered satisfactory for further characteristics of investigation the processes for developing knowledge on professional Educational Students' characterizations of Thai educational students in the Millennium Generation Era.

## DISCUSSION

Generally, Millennials, also known as Generation Y or Gen Y, are the generational demographic cohort following Generation X and preceding Generation Z. There are no precise dates for when this cohort starts or ends; demographers and researchers typically use the early 1980s as starting birth years and the mid-1990s to early 2000s as ending birth years. Millennials are sometimes referred to as "echo boomers" due to a major surge in birth rates in the 1980s and 1990s, and because millennials are often the children of the baby boomers. The 20th-century trend toward smaller families in developed countries continued, however, so the relative impact of the "baby boom echo" was generally less pronounced than the post-World War II baby boom. Although Millennium characteristics vary by region, depending on social and economic conditions, the generation is generally marked by an increased use and familiarity with communications, media, and digital technologies. The Great Recession has had a major impact on this generation because it has caused historically high levels of unemployment among young people, and has led to speculation about possible long-term economic and social damage to this generation. As expected by their birth years, Gen Y makes up the fastest growing segment of the workforce. As law firms compete for available talent, employers simply cannot ignore the needs, desires, and attitudes of this vast generation. As with each generation that preceded Gen Y, millennials have come to be defined by a set of characteristics formed mainly by the world and culture

they grew up in. Here are a few common characteristics of Generation Y. Generation Y grew up with technology, and they rely on it to perform their jobs better. Armed with smart phones, laptops, and other gadgets, this generation is plugged in 24 hours a day, 7 days a week. They like to communicate through email, text messaging, and whatever new social media platform (i.e., Twitter, Instagram) friends and colleagues are using. This is a generation that can't even imagine a world without the internet or cell phones. The fast-track lifestyle has lost much of its appeal for millennials. The members of this generation are willing to trade high pay for fewer billable hours, flexible schedules, and, thus, a better work/life balance. Although older generations may view this attitude as narcissistic or see it as a lack of commitment, discipline, and drive, Generation Y legal professionals have a different vision of workplace expectations. Millennials usually prioritize family over work, and even those who aren't married with children feel the need to be a part of a family and spend time with nieces, nephews, and siblings. Thai millennials have grown up in the era of social media. About 80% of Gen Y who use the internet spends time on social media, the NSO reported. Clinches like "a teacher is another mother", "the teacher is a role model of the nation" or "a soldier is the fence of the nation" are said to be deeply embedded in the Thai psyche. But in recent years, those same institutions have been undermined by social media, with photos or video clips of the people they respect, in situations in which they are misbehaving, going viral. Those social media posts have included teachers hitting students and writing on their pants with colored pens to discipline them, a young army conscript being beaten to death by military officers and monks taking drugs, drinking and having sex. The 2014 NSO survey showed 92.4% of Thai millennials agree that religious doctrine is still important in their lives, although it is a smaller percentage compared to previous generations. Many of Generation M use social media as a vehicle for venting their frustration with the older generation. This has led them to become more skeptical of teachers, soldiers and monks members of society who previously faced little criticism. Studies also reveal that millennials and even younger people are less healthy than earlier generations. According to a 2015 Public Health Ministry survey, the obesity rate of children in pre-primary school classes had risen 36% compared to a study from five years earlier. For those aged six to 13 years, the increase in obesity was 15.5%. Unhealthy eating habits are the main factor. Generation Y also tends to exercise less than previous generations. A low birth rate and more one-child families have also resulted in parents spoiling their children more (Fernquest, 2016).

However, the millennials' approach to social change as "pragmatic idealism" with a deep desire to make the world a better place, combined with an understanding that doing so requires building new institutions while working inside and outside existing institutions. Generation Y Thailand, a new M Generation?, 32% of population, Gen Y shares hobbies on social media as road to instant fame, seeks out exotic lifestyles, but needs to exercise more and eat less. They are said to be a diverse group, tech savvy, eager for promotion, individualistic and embracing globalization via boundless online channels. They love being online, and according to the National Statistics Office (NSO), use the internet for eight hours a day on average. Many of them feel a growing disconnect with Thailand and its centuries of tradition and



culture. They feel under pressure from the older generations' interpretation of core Thai values and are feel shackled by chronic problems of ineffective education and political unrest. In short, Generation Y seems to share a lot in common with the so-called "Me Generation" or "Baby Boomers" of the past, people who are in many cases actually their parents. The Me generation was perhaps the first generation that was given a name by marketers (sometimes prone to absurd over-generalizations for hundreds of millions of people) (The Nation, 2015). Thus, a potential downside of Generation Y workers called the "Me Generation" of "Generation M" because they allegedly thought more of themselves and what was best for "me" than previous generations, even sometimes being called narcissistic with self-fulfillment said to rank higher than social responsibility in their list of priorities. nurtured and pampered by parents who didn't want to make the mistakes of the previous generation, millennials are confident, ambitious, and achievement-oriented. They also have high expectations of their employers, tend to seek new challenges at work, and aren't afraid to question authority. Generation M wants meaningful work and a solid learning curve, Generation M crave feedback and guidance. They appreciate being kept in the loop and often need frequent praise and reassurance. Millennials may benefit greatly from mentors who can help guide and develop their talents. This is where the boomers come in handy because (thought mostly retired), they have something to offer and see mentoring millennials is one way they can continue to contribute to the workforce. To study of the effects of characterizations according to Thai educational students in the Millennium Generation Era, to describe the evolutionary characterizing background according to Thai educational students from the historical previous to the modernized era on five scales of Working Achievement Motivation, Service Mind, Self-Development, Team Work, and Educational Students' Ethics and Integrity characteristics are provided and applied of this research study, respectively.

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