



FAIC
Fine Arts
International
Conference

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Exploring for Fine Arts Network : Arts Education in Communities
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Faculty of Fine Arts, Srinakharinwirot University &
The United Nations, Educational Scientific and Culture Organization (UNESCO)
In collaboration with :
Dali University
The Indonesian Institute of Arts and Design (BIAD)
Northern Iowa

PREFACE

The 3rd Fine Arts International Conference hosted by the collaboration between Srinakharinwirot University and UNESCO Bangkok. It is held on May 26-27, 2011

The 3rd Fine Arts International Conference bring together the pieces of Arts in communities Health and Education from the academic of Arts and Applied Arts around the world which co-operate by UNESCO and the network university. Here will explore the complete fine arts conference and exhibition.

International declarations and conventions aim at securing for every child and adult the right to education and to opportunities that will ensure full and harmonious development and participation in cultural and artistic life. The basic rationale for making Arts Education an important and, indeed, compulsory part of the educational program in any country emerges from these rights.

Culture and the components of comprehensive education leading to the full development of the individual, therefore, Arts Education is a universal human right, for all learners, including those who are often excluded from education, such as immigrations, cultural minority groups, and people with disabilities.

Therefore, the suitable way to communicate and provide healthiness in communities is certainly the academic of Fine Arts which contain Arts Education, Visual Arts, Design, Music and Performing Arts.

Obviously, the research will produce all those concern in society. The academic institution collaborated together to establish and develop innovations and prospective of Fine Arts.

On behalf of the Faculty of Fine Arts, Srinakharinwirot University, I'd rather wish all of researchers in academic institutions to continue concerning your specific field of expertise forever. Hopefully, the present activities will be accepted and if anything missing, I would appreciate your comments and it will be improved next year.

Assistant Professor Sineenart Laedpriwan
Dean: Faculty of Fine Arts, Srinakharinwirot University

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CONTENTS

PREFACE	3
GUEST SPEAKERS & COMMENTATORS	8
AGENDA & PRESENTATION SCHEDULE	19
ABSTRACTS : FAIC 2011	25
RESEARCH PAPER & ARTICLES : FAIC 2011	53
2nd FINE ARTS INTERNATIONAL CONFERENCE [FAIC2010] RESEARCH PAPER & ARTICLES	116

BACKGROUND

International declarations and conventions aim at securing for every child and adult the right to education and to opportunities that will ensure full and harmonious development and participation in cultural and artistic life. The basic rationale for making Arts Education an important and, indeed, compulsory part of the educational programme in any country emerges from these rights.

Culture and the components of comprehensive education leading to the full development of the individual. Therefore, Arts Education is a universal human right, for all learners, including those who are often excluded from education, such as immigrants, cultural minority groups, and people with disabilities

Today, there exists a growing divide between cognitive and emotional processing that reflects a greater focus in learning environments on the development of cognitive skills, and a lesser value placed on emotional processes. According to Professor Antonio Damasio, this emphasis on the development on cognitive skills, to the detriment of the emotional sphere, is a factor in the decline in moral behavior in the modern society. Emotional processing is an integral part in the decision-making process and work as a vector for actions and ideas, establishing reflection and judgment. Without an emotional involvement, any action, idea or decision would be based purely on rational terms. Sound moral behavior, which constitutes the solid Arts Education, by encouraging emotional development, can bring about a better balance between cognitive and emotional development and thereby contribute to supporting a culture of peace.

21st Century societies are increasingly demanding workforces that are creative, flexible, adaptable and innovative and education systems need to evolve with these shifting conditions. Arts Education equips learners with these skills, enabling them to express themselves, critically evaluate the world around them, and actively engage in the various aspects of human existence.

Arts Education is also means of enabling nations to develop the human resources necessary to tap their valuable cultural capital. Drawing on these resources and capital is essential if country wish to develop strong and sustainable cultural (creative) industries and enterprises. Such industries have the potential to play a key role in enhancing socio-economic development in many less-developed countries.

Moreover, for many people, cultural industries (such as publishing, the music, film and television industries and other media) and cultural institution (such as museums music venues, cultural centre, art galleries and theaters) serve as a key gateways by which to access culture and the arts. Arts Education programmes can help people to discover the variety of cultural expressions offered by cultural industries and institutions, and to critically respond to them. In turn, cultural industries serve a resource for educators seeking to incorporate the arts into education.

The 3rd Fine Arts International Conference will bring together the pieces of Art s in communities Health and Education from the academic of Arts and Applied Arts around the world which co-operate by UNESCO and the network university. Here will explore the complete fine arts conference and exhibition.

The Faculty of Fine Arts at Srinakharinwirot University which has been established for 19 years and offer fine arts degree leading to the DA., with its goal to provide fine arts education, research and service will host 3rd Fine Arts International Conference on fine arts in association with Arts and Applied Arts institutions from many parts of the world especially Asia, Asia Pacific etc.

Partnering institutes / organizations:

The United Nations, Educational Scientific and Culture Organization (UNESCO) UNESCO Bangkok, the Asia-Pacific Regional Bureau for Education and Cluster Office for the six "Mekong" countries, Thailand, Myanmar, Lao PDR, and Singapore, and indirectly through UNESCO country

Offices in Hanoi and Phnom Penh, promotes peace and human development through education, sciences, culture, communication and information. The UNESCO's network of Arts Education Observatories are Information Hubs: including University of Melbourne, Australia; Kazakhstan National Federation of UNESCO Clubs, Republic of Kazakhstan; University of Canterbury, New Zealand; National Institute of Education, Singapore; Korea Arts & Culture Education Service, Korea; Hong Kong Institute of Education, Hong Kong; and Srinakharinwirot University, Thailand.

The Indonesian Institute of Arts (ISI) is a state-owned college in Yogyakarta, Indonesia. It teaches visual, performing, and media arts in traditional Indonesian and modern international styles. ISI Yogyakarta was founded on 23 July 1984, replacing ASRI Arts Academy (founded in 1950), AMI Music Academy (founded in 1952), and ASTI Dance Academy (founded in 1961). It became the largest arts institution in the nation.

Dali University (DU), The University attracts students from 27 provinces and includes fifteen colleges and five science research institutes. It offers eight master's degree programs, 30 undergraduate programs and 21 three-year programs in liberal arts, science, medical science, engineering, education, law, and management. Last year, the total enrollment was approximately 26,000, of which over 500 were foreign students who came from more than 15 countries. DU has been SWU's co-operation delegation since February, 2009.

Birmingham Institute of Arts and Design (BIAD) BIAD is the largest centre for art, design and media education outside London. The history of the faculty dates back to 1843, when the Birmingham School of Design was founded. The faculty is now located on five campuses across the city. All post graduate courses involve students in innovative research and vocationally valuable experience. They also act as an entry point to doctoral research. BIAD is recognized nationally for our record in research. BIAD is now co-operation for summer session and expected to be SWU's incoming academic collaboration.

University of Northern Iowa (UNI): The University of Northern Iowa, also referred to as UNI, was established in 1876 as the Iowa State Normal School. In 1909, it was renamed to Iowa State Teachers College. In 1961, it became the State College of Iowa. The university adopted its current name in 1967. The main campus of UNI encompasses over 900 acres in Cedar Falls, Iowa.

China Conservatory of Music: The China Conservatory is an institution that synthesizes the study and research of Chinese traditional music, focusing on performance, composition, theory, and music technology. The Conservatory also offers training in other fields of music as well as music education.

Fine Arts International Conference 2011

May 26, 2011

Queens Park 3 : Imperial Queens Park Hotel, Bangkok, Thailand

Time	Title	Speaker/Presenter
08:50 am	Multimedia Presentation	
09:00 am	Special Show : Thai Dance	
09:10 am	Welcome & Report speech	<i>Assoc.Prof.Dr.Vipavee Anupunpisit</i> - Vice President for Academic Affairs of SWU
09:15 am	Opening Speech	<i>Assoc.Prof. Dr. Pinit Ratananukul</i> -The Deputy Secretary-General of the Office of the Higher Education Commission of Thailand
09:25 am	Keynote Presentation: “Educating for Creativity :Arts Education for the 21th Century”	<i>Dr.Tim Curtis:</i> The Chief of Culture Unit (UNESCO)
10:25 am	Congratulatory Note	<i>Mr.Dae-Young Lee</i> President of Korea Art and Culture Education Service
10:30 am	Break	
10:40 am	Panel Discussion: “In this era of transformation, creativity and knowledge are fast becoming powerful means of fostering development gains ”	<i>Prof. Dr.Colin Gale</i> <i>Prof. Dr.James Major</i> <i>Prof. Dr.Ramon P. Santos</i> <i>Prof. John Teschendorff</i> <i>Lindy Joubert</i> <i>Asst. Prof. Namfon Laistrooglai</i>
12:00 am	Lunch	
01:00 pm	Introducing Commentators for Research Presentation : Session 1	Commentators: <i>Prof. Dr.Colin Gale</i> <i>Prof. John Teschendorff</i> <i>Assoc. Prof. Dr. Hanafi Bin Hussin</i>
01:10 pm	Image of Present Day Thailand in American, British and Russian Cinema : In Search of the Otherness	AO1 <i>Dr. Leonard Storchevoy</i>
01:30 pm	Spectator, Participant or Dupe?: (Re-)imagining the Audience through New Media and its Arts	AO2 <i>Assoc. Prof. Negel Power</i>
01:50 pm	Creative Visual Paradigm: Mindset of Thai Lecturers and Graphic Designers	AO3 <i>Mr. Supawit Isarankura</i>
02:10 pm	Connecting to self, others and the world through dance	AO4 <i>Ms. Jan Deans</i>
02:30 pm	Thai Classical Dance: The Analysis of the Thesis Involving Thai Classical Dance	AO5 <i>Ms. Piyawadee Makpa</i>
	Break	
02:40 pm	Introducing Commentators for Research Presentation : Session 2	Commentators: <i>Prof. Dr.Colin Gale</i> <i>Prof. John Teschendorff</i> <i>Assoc. Prof. Dr. Hanafi Bin Hussin</i>
03:00 pm	Wrapping Culture of Ethnic Groups in Lopburi Province: A Case study on Art Identities and Implied Meanings	BO1 <i>Mr. Chartchai Anukool</i>
03:20 pm	Influential People in Contemporary Thai Fashion	BO2 <i>Mr. Ravitep Musikapan</i>
03:40 pm	Postmodern Art Education Paradigm in Thailand	BO3 <i>Mr. Wirat Pinkaew</i>
04:00 pm	Dance Creation on Global warming	BO4 <i>Mr. Suksanti Wangwan</i>
04:20 pm	Certificate Giving Ceremony	

May 27, 2011

Queens Park 3 & Queens Park 6 : Imperial Queens Park Hotel,

Bangkok, Thailand

Time	Queens Park3	Queens Park6	
08:30 am	Registration	Registration	
09:00 am	Commentator introducing for Research Presentation : Session 3	09:00 – 10:20 am “Research and Innovation Standard of Music” Assoc. Prof. Narongrit Dhamabutra	
	Commentators: <i>Prof. Dr. Colin Gale</i> <i>Prof. John Teschendorff</i> <i>Asst.Prof.Namfon Laistrooglai</i>		
09:10 am	The Study and Development of Packaging for Organic Cosmetic Products Case Study of Coconut Oil		CO1 <i>Mr. Apinanth Sumthumpruek</i>
09:30 am	Research and Development of printing the advertising: A case study of printing the advertising media in service area for mobile communication at CAT Telecom Public Co., Ltd.		CO2 <i>Mr.Kanokkarn Kanjanapas</i>
09:50 am	Generate the Design Tool to Express a Cultural Identity in Thailand by Decoding Khon Mask: Demon masks		CO3 <i>Mr. Pakorn Meknopparat</i>
10:10 am	Break		
10:20 am	The Design and Development Project of Healthy Rice Packaging for the Campaign of Decreasing the Global Warming Problem	CO4 <i>Mr. Thanakarn Sirinvoravate</i>	
10:40 am	Creativity Problems of the Thai adolescents: Body-Brain-Mind Approach	CO5 <i>Ms. Vasimon Thammanit</i>	
11:00 am		Seminar in Music	
11:30 am	Certificate Giving Ceremony		
12:00 am	Lunch	Lunch	

Research Presentation at Queens Park 3 ; 01:00-16:00 pm

Time	Title	Speaker/Presenter
01:00 pm	Commentator introducing for Research Presentation : Session 4	Commentators: <i>Prof. Dr. James Major</i> <i>Prof. Dr. Ramon P. Santos</i> <i>Assoc. Prof. Dr. Manop Wisuttiapat</i> <i>Asst. Prof. Dr. Hanafi Hussin</i>
01.10 pm	Changing Shadows : Experimental Documentary with Reference to Nang Yai Wat Khanon	DO1 <i>Dr. Anothai Nitipon</i>
01:40 pm	Opera “Mahajanaka”	DO2 <i>Mr. Nateephat Wachirachaikaeat</i>
02:10 pm	Break	
02:20 pm	A Study of Karen Music at Pa-La-U Village, Huay Sat Yai Subdistrict, Huahin District, Prachaubkirikhan Province	DO3 <i>Ms. Wisuda Chiamchoem</i>
02:50 pm	Mahoree-Puen Bann: A Case Study of Kongfah Band Dankhuntid District, Nakornratchasima Province	DO4 <i>Mr. Lertsak Raksujarit</i>
03:20 pm	The Unknown Violin Virtuoso - Locatelli, Campagnoli, Ernst: three composers under Paganini’s shadow	DO5 <i>Prof. Dr. Mathias Boegner</i>
04:00 pm	Certificate Giving Ceremony	

Creativity Problems of the Thai adolescents: Body-Brain-Mind Approach

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Abstract

The ability to think creatively is essential for life in many reasons, including solving problems, generating new ideas and implementing meaningful results. The aim of this study is to identify problems in creativity development for Thai adolescents, 15-18 years old. The adolescents need to realize that gaining knowledge to improve their potentials for inner creative development is essential. The study framework is focusing on the balance of Body-Brain-Mind aspects because these three aspects will push the creative capability to develop ideas and skills, discover hidden talents, and develop the existing skills and talents in beneficial ways. From the study, the key findings are the adolescents cannot interpret information, generate ideas and develop creative ability in an effective way.

Keywords:

Creativity, Adolescents, Body -Brain- Mind

1. INTRODUCTION

In the present time, Thai government and organizations as well as authorities are collaborating to generate creative spaces and/or education centers, such as National Library, TCDC and TK Park to build up the knowledge and creative thinking for Thais. However, they are focusing more on the groups of children and pre-teenagers while the fact is the adolescents, age 15-18 years old, are in the period of powerful thinking development. Moreover, this age range is the "turning point" period because the adolescents in these ages can make decision to their recognition and behavior, either the optimistic or pessimistic way¹. On the other hand, the researcher believes that good quality of adolescent development has derived from the balance of three life aspects as Body, Brain and Mind. Consequently, the motivation for generating the research is to solve the users' problem and fulfill their desire to build up higher standard of Thai adolescent's imagination and creativity. All three aspects must relate to each other holistically which can serve and support their creativity in thinking as their intentions.

2. REVIEW OF STUDY

The ability to think creatively is essential for lives, including solving problems, producing meaningful and satisfying ideas and products, and developing works in art forms. Regarding the multiple media surrounding in our daily life are the sources of creative thinking. Adolescents everywhere can receive the way of thinking from the service of society or people's perceptions directly.

Nevertheless, adolescents need to realize that gaining knowledge is to improve their potentials for inner creative development. Adolescents should have the knowledge and understanding the theme or concept to identify their creative efforts.

Gardner (1997) suggested adolescents need to learn both thinking and behavioral skills in order to meet societal requirements in a positive proactive manner. The research argues some of Thai Adolescents are not rather having good support from their parents and society on three aspects, Body-Brain-Mind, as much as they should.

Regarding learning with Brain development, adolescents can develop their knowledge from the learning and perception with education and experience in their life. Learning acquires new, modifying existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. Learning does not come from knowledge in the academic purpose only, but also it can be obtained from lifestyle, surroundings, other people, public, and doing real things.

Regarding learning with Mind development, adolescents will have a period of development to be one of self-consciousness, sensitivity and concern to their own interest. Ruffin (2009) described that adolescents will have a sense of their values and beliefs, occupational goals, and relationship expectations at this stage. Social connection provides the first setting in which adolescents can practice their social skills with those who are preferable. Friends are the important issue that adolescents learn how to begin, maintain and terminate relationships. They start having in practicing social skills and become intimate.

Regarding learning with Body development, adolescents are very concerned with their physical appearance and believe that it can improve their personality. Encouragement of any special athlete, artistic performance, academic, or musical talents may help develop good self-esteem. The study is intended to focus on the body movement in artistic field, like the body performance such as ballet, contemporary dance, hip-hop dance that can symmetrically improve their physical and mental bodies. Dance performance is the way to refresh their mind and brain for their creative thinking and ideas.

¹Source: <http://siobhancurious.wordpress.com/2007/09/02/characteristics-of-adolescent-thinking/>

Regarding the development in Body-Brain-Mind, the researcher believes that good quality of adolescent development should derive from the symmetry of three aspects of life as Body, Mind and Brain. As shown in figure 1, the concept of Body, Brain and Mind on creativity helps people to be creative, active, friendly and living. It can provide opportunity for adolescents to associate with others, working together, secure health, happiness, freedom, peace and cooperation all people.² Moreover, this concept provides human relationship to discuss, debate among and implement solution. This is a philosophy that helps adapting your life in every situation and learns to improve all three aspects in an appropriate way.

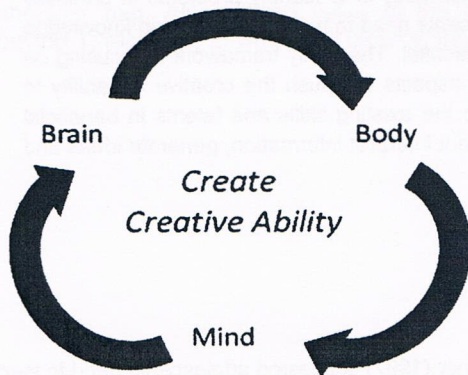


Figure: 1 Cycle of three aspects can create potential ability of creativity in Thai adolescents

3. THE RESEARCH OBJECTIVE

The aim of this study is to find problems of the Thai adolescents' personal creativity and their creativity in relation with three aspects: Body, Brain and Mind in order to enhance their creativity.

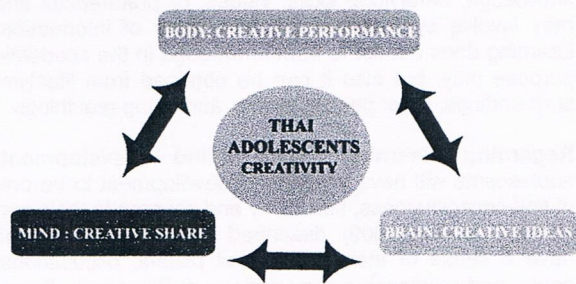


Figure: 2 the diagram shows the relation of three aspects in the sense of creativity to create social creativity.

As shown in Figure 2, first, the body aspect involves creative (physical) performance for physical movement and strength ability. The second is brain aspect involving creative ideas to generate and blend ideas to creative thinking. Finally, the mind aspect is creative share, the encouragement of sharing creative ability to social public.

4. RESEARCH METHODOLOGY

The quantitative and qualitative methods are employed in the research: questionnaire and stakeholder interviews to discover the problem issues of the adolescents' personal creativity. The target group of the research is Thai adolescents from 15-18 years old who are studying in high school, college and vocational school.

4.1 Questionnaire

The questionnaire was intended to understand the problems and needs for creative thinking by surveying the personal life and interest on the three aspects: Body, Brain and mind. The target of 100 respondents is the Thai adolescents, 15-18 years old. The respondents come from the high school and vocational school in Bangkok area. The questions in the questionnaire are as follows:

1. Research opinion: research explanation, scope, and the details of three aspects.
2. Thai adolescent's activities: free time, and regular activities, and the frequent use of education learning centers.
3. Attitude towards learning services: the environment and encouragement factors.

4.2 Interview

The research interviewed 6 Thai adolescents, 3 teachers, and 3 parents to understand the attitude on creativity and its relation to the three aspects.

Thai adolescents

The Thai adolescents' personal thinking on creativity and academic learning was studied. The questions were focused on educational institute, the importance of creative thinking, free time activities, the support from parents and institute, and interesting talents. The researcher researched 6 Thai adolescents in different behavior and lifestyle.

Teachers

Suanprung (2007) suggested teachers or lecturers should have a psychology in communication with their students. The teachers were interviewed on personal thinking on creativity and academic learning. The questions were focused on how they teach their students in academic lesson, how they concern on creative thinking, after the school activities, the teaching techniques, and how they understand what their students need. From the research interview, the researcher collaborated with the three teachers in different educational institutes; public, private, and polytechnic school.

Parents

Parents' personal thinking in creativity and the way to foster and raise up their children were investigated. The questions were focused on how they foster their children in daily life, how their children survive in globalization, support and concern for their children. The information gained from the interview is to understand the parents' vision to Thai society and education that effect to the children's behavior and thinking.

5. ANALYSIS

5.1. Questionnaire

According to the result of the questionnaire, the numbers of the Thai adolescents who are interested in this research are 79 out of 100. The major reason is this research could help to develop the ability of their "creative talent and knowledge". Another reason is adolescents could share opportunities with friends, other people and social public. Moreover, they could spend their time in practical and positive way. The data collections show that 33 respondents interested in Body aspects, 32 respondents in Mind aspect, and 30 respondents in Brain aspect.

More than 70% of Thai adolescents do not spend their time in educational learning center i.e. museum, and library. This group of Thai adolescents went educational centers when they want to find some specific information or have some interesting events. They spend their free time and favorite activities, involving technology and media, such as playing games, reading magazines, watching internet, chatting social networks and watching television. Moreover, the considering factors for the Thai adolescents are convenient and safe surroundings. Parents' decision making is slightly important to them for using learning place.

In conclusion, the collected data from the questionnaire suggested that the Thai adolescents have more interest in their personal activities and social meetings. Thai adolescents in 80% want to have a place to gather and learn the interesting subjects and ideas. However, this group of Thai adolescents was less concerned in seeking scientific knowledge which is out of their attention. Most of the learning educational spaces and libraries are unattractive place to the Thai adolescents because the design space is lack of imagination and creativity for stimulating to their interest.

5.2. Interview

According to the interview, it suggests that it has four considerations that are affecting the Thai adolescents' creativity:

The adolescents

There are 2 groups: first, they are not concerning much on the creative activities and more focusing on the academic lessons. They believe that academic knowledge is enough for their future. Some of them explained that their parents do not support for any creative activity because their parents thought that they would obstruct gaining knowledge. For another type, they are interested and involved in social activities and special events. They have their special talent and abilities. They love to express themselves, and reveal their performance and ability in public however, they are feeling isolated from society and people's view. They were less confident and reluctant to persist to show their abilities.

It shows that one of the key problems is some of them having creative ideas on their personal way, but they cannot interpret their ideas as an outcome. Some adolescents are able to interpret the ideas through outcome. However, they cannot probably identify the creative process. Additionally, some adolescents cannot discover their personal ability because of lack of motivation or less support in thinking and doing from their parents, social public, government and authorities.

Sometimes, general public was thought Thai adolescents have inadequate maturity in living or thinking. They prejudged that the adolescents are deficient in thinking carefully.

Teachers

Teacher or lecturer need to focus on their students' condition and capability. From the research interview, one of the problematic issues is the difference among the educational institutes which are the key support to their willingness to learn. Regarding the data collection, the public school teacher is concerning on the creativity. It depends on the approach of teaching. Although, the course outlines of the subject are based on the standard of Ministry of Education, the school can modify them to fit the basic requirements of school. The teacher also explained that family may not support the adolescents to have more creativity. Some students have problems in learning and easily being distracted by other things because lesson is too difficult and uninteresting to them. The private school teacher teaches the academic lesson and the creativity workshop in parallel. The teacher has more opportunities to develop and amend the course outlines to fit the necessity of students. Teacher suggested that Thai adolescents should develop their creative thinking with these three aspects by adding more creativity classes or events in school. Additional activities can encourage their students to participate in the group work and generate ideas in their real experience.

Regarding polytechnic schools, the nature of their study is focusing on practice based-learning. They want their students to know how to act and solve real, practical problems by learning from practicing and activities. Some students have problems in generating ideas and figuring out solution. To solve the problems, teachers create teaching techniques and activities, such as inventing competition, and painting events.

Parents

One of the problems comes from the adolescents' parents. They have less time to listen, and advise their children. Some parents forget to concern their children's personal life. Different aspects of family seem to be important in this regard: parental divorce, parental unemployment, and the degree of affective involvement of parents. In general, the research suggests that adolescents who have good family relationship experience fewer problems. Children's service and sharing mindset is essential concern for the parents. In case of some family's problems, it is very important that adolescents are assured of emotional support. It is suggested that lack of parental affective involvement can have long-term negative effects on adolescent's development, in the areas of creativity, thinking, self-esteem and self-consciousness, which are relevant for the domain of employment in the future.

Additionally, parents believe that the development of three aspects, Body, Mind and Brain can lead their children's creativity to be effective in many objectives. Parents explain that creative thinking is so important and need to be used in many achievements. They teach their children to think something as a creative person. Besides, they describe that creativity need to be learned at the age of youth and continue to be developed at all times. However, they concern creative activities would obstruct knowledge development and made their children less focus in learning. Parents also worry about time management of

their children's life; they cannot separate their personal interest out of the main study. The researcher finds that parents want their children to be knowledgeable and diligent in academic issues because they consider that knowledge is the foundation of living and working effectively.

Friends

Friends are a major issue for decision making in everything, no matter what it is right or wrong. Having friends during adolescence is important as they are trying to develop acceptable social skills. Sometimes they are following the public trend and ignore their personal interest. Having friend means they have been accepted. They explained that they will explore new relationships and ideas with friends. Adolescents spend more time with friends in following topics: their tastes in music, fashion, activities, dreams, and goals. Adolescents are trying to find out how worthwhile they are in the eyes of friends.

As a result, the researcher categorizes the problem issues in the two data tables:

Problems of personal issues

Problem				
Talent	Can not express the talent and ability effectively	No time to consult or lead their kids to reveal the talent	Teacher does not give guidance to their students' talent correctly	Afraid of friends refuse their talent
Confidence	Less confident to show talents or share ideas	Less confident in the learning center	Lack of understanding to students' problem and give confidence to them.	Follow friends' attitude and behavior
Support	Less supportive from social public and family	Lack of financial support/ time	The lesson is not cover all knowledge and focusing only academic purpose	The major impact of decision making
Public	Afraid of refusing and admitting of social public	Afraid their kids to be denied or to be unaccepted	Adolescents' impolite behavior can decline the institute reputation	Some friends are afraid of public looks with in their groups
Motivation	No inspiration	No support	Not motivate enough or push students to show their ability	No motivation from friends

Table: 1 The table shows the personal problems that affect Thai adolescent in the lack of creativity.

As shown in Table 1, the researcher classifies five major issues in Thai adolescents from the stakeholders' attitude and experience. These five major issues are the important issues that should be aware, when developing the good quality of Thai adolescent's creativity.

Problems from three aspects to Thai adolescents

Problem			
Self	Less concern on the physical body health and body strength	Develop academic lesson ideas more than creative thinking	Lack of confidence to show their ability and afraid of trying new experience
Support	Less support from social public and family	Lack of the practical and comprehensible information	Less in connection social relationship with other people
Public	Being refused in their ability by society and people	Most of learning centers provides only academic lessons	No exchanging and sharing ideas or information to others
Ability	No good inspiration for expressing their physical idea and their ability	Cannot deliver and interpret the process of creative design thinking	Cannot deliver and interpret the conceptual idea implementation
Managing	No place to support the body performance	No place to gain the real experience of information, idea and knowledge	No place to support selling and trading creative product

Table: 2 The table shows the problems of three aspects that affect to Thai adolescents

As detailed in Table 2, the researcher classifies into five major issues in relation to three aspects from the stakeholders' attitude and experience. These five major issues should be conscious in order to encounter creativity problems of Thai adolescents in each aspect.

6. CONCLUSION

The research suggests 5 personal problems in relation to four stakeholders: talent, confidence, support, public, and motivation. It finds another 5 aspects in relation to BSBM: self, support, public, ability, and managing. All research participants believed that the three aspects can be developed and improved to enhance abilities, skills, and creative thinking. These problems can be solved but it requires government, authority and educational institute to collaborate and understand in situation and needs. Creativity cannot be blocked or rejected from the society. People need to live with creative thinking to become accustomed with everyday life.

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