A STUDY ON CULTURAL RESOURCE MANAGEMENT FOR INHERITING IN SUAN SUNANDHA RAJABHAT UNIVERSITY

SIRIMAN WATTANA

Suan sunandha Rajabhat University
E-mail: siriman.wa@ssru.ac.th

Abstract- This paper highlighted on analyzing the vitality of the cultural capital to manage a guideline for cultural inheriting of Suan Sunandha Rajabhat University. In brief, Suan Sunandha Rajabhat University shows the physical environment of the area can be in the valley are the main characteristics that strength influence of Suan Sunandha Identity. It can be emphasizes on the utilization and management of cultural capital as valued culture in applied manner which can be categorized in structural application, functional application and format application in order to inheriting. This research aimed 1) to study cultural capital of of Suan Sunandha Rajabhat University 2) To study on cultural resource management for inheriting in Suan Sunandha Rajabhat Uiversity.
The study found that:
A cultural resource management Suan Sunandha Rajabhat University by using cultural Personnel capital and Tangible Cultural Capital togethwer to support inhertiting.
1. Cultural Personnel capital including local wisdom elites, teachers, and artsans who have skills in creating artifacts and participate in community development by transferring knowledge to youths and interested persons.
2. Tangible CulturalCapital including historical site, homestead that are accessible by people in the community, and pieces of work that people in this community feel proud of.

Index Terms- CULTURAL CAPITAL,CULTURAL RESOURCE MANAGEMENT , LEARNING ACTIVITIES,

I. INTRODUCTION

1. Title

Nowadays, the university does not only have a mission to provide an education for students but also manage other related activities, including a research, an academic service, and a cultural preservation.

An integration of the cultural capital with learning activities for conservation is one of approaches to reach the above mentioned mission. If the lecturer can create or arrange a situation to allow learners to learn from cultural environment or contexts and promote the highest value and benefits from every dimension.

Suan Sunandha Rajabhat University is a long history education institute and owns a cultural capital that can build on learning activities in classes. If the cultural capital is valued for development and integration in learning activities, it possibly can lead to efficiency and effectiveness in class and recognition in the cultural resource which is an identity of the university.

II. LITERATURE REVIEW

Regarding this research, the researcher brought concepts and research works to include in this research, namely cultural capital and project based learning relevant research results which can present concepts and relevant theories as follows:

A. Cultural Capital

Cultural Capital is another capital over than an understanding of common people familiar with "capital" in several economic dimensions, namely cost, land, labor, human resource and etc. While the cultural capital does not have any meaning concerning with above mentioned matters, the cultural capital relates with value, knowledge or wisdom arose from human action in several type as Throsby defined cultural capital as property that embodies and stores and provides cultural value over than the economic value of such property[1]; the cultural capital could be divided into 2 types:

1) Tangible Culture, such as historical remains, antiques and several artistic works.
2) Intangible Culture which is in a form of intellectual property or nonmaterial culture, namely thought, belief, popularity, tradition, ceremony, drama, tale, legend. [2]

Even the cultural capital could be divided into the tangible culture and intangible culture, both type are still related as the tangible one usually has a background meaning or value.[3] Moreover, the cultural capital in both types can appear in any period of time as capital stock having economic value and cultural value.

B. Cultural Resources Management

Cultural Resources Management is the vocation and practice of managing cultural resources, such as the arts and heritage. It incorporates Cultural Heritage Management which is concerned with traditional and historic culture. It also delves into the material culture

of archaeology. Cultural resources management encompasses current culture, including progressive and innovative culture, such as urban culture, rather than simply preserving and presenting traditional forms of culture.

Cultural resources include both physical assets such as archaeology, architecture, paintings and sculptures and also intangible culture such as folklore and interpretive arts, such as storytelling and drama. Cultural resource managers are typically in charge of museums, galleries, theatres etc.,especially those that emphasize culture specific to the local region or ethnic group. Cultural tourism is a significant sector of the tourism industry.

At a national international level, cultural resource management may be concerned with larger themes, such as languages in danger of extinction, public education, the ethos or operation of multiculturalism, and promoting access to cultural resources. The Masterpieces of the Oral and Intangible Heritabe of Humanity is and attempt by the United Nations to identify exemplars of intangible culture.

III. METHODOLOGY

Research study, 'A Study on Cultural Resource Mangement for Inheriting in Suan Sunandha Rajabhat University'

1. To survey the geographical area of Suan Sunandha Rajabhat University
2. To apply qualitative research for those who participate in group discussion and non-participation
3. To including literature research, field data collection, observation, and in-dept interview with key-informants.
4. To experiment ,the population is 44 students who register on the subject of the cultural resource learning management in Cultural Management Faculty, Suan Sunandha Rajabhat University.

The tools applied with this study include a plan of the project based leaning resources management on the topic of cultural capital preservation, and an evaluation from for the project development and a questionnaire designed to evaluated students' attitude towards the project based learning. The statistics applied for the data analysis include an arithmetic mean ( ) and a standard deviation (S.D.)

IV. RESULTS AND DISCUSSION

A Study on Cultural Resource Mangement for Inheriting in
Suan Sunandha Rajabhat University can be analyzed as follows:

1) The study result of the cultural capital preservation from the project based learning approach after the class is higher than the time before the class. This is possibly due to unique characteristics of the project based learning which its activities emphasize on learners who can specify their own issues and interests. The searching for knowledge under their own interest with a support by different processes for the data searching and the data analysis and leads to activities designed to conform to researched issues and the experiment. This will enable learners to truly understand and apply basic knowledge and cultural capital conservations.

2) The ability of students to implement the project and integrate cultural capital within the university is mainly found in the high level. This is because the project based learning management is mainly a group learning process which is complied with theories related to the term working. Working and succeeding as the team, members are required to have positive interactions in action, feeling, action, joint decision, communication, support and encouragement and everyone should share the same responsibility of the group work.

3) The opinion of student toward the project based learning management for conservation in all aspects is mainly found in the high level. This is because learners are happy to learn, they research what they want to know and are responsible to integrate the cultural capital from their own interest as well as the art work is attractive; students agrees with the project based learning more than a normal classroom.

4) The study of an integration of the cultural resource in learning activities for inheriting can conclude a result from the data analysis in three main parts, including;

Part 1: Compared learning results on the cultural capital preservation of students before and after the project based management.

Test	Full Marks	$\overline{X}$	S.D.	t	p
Before the class	40	13.52	2.87	-57.21	.00
After the class	40	33.59	2.34		

From the above table, the study result on the cultural management of students who register on cultural management subject after the class (=33.59, S.D. =2.34) is significantly higher than the time they register (=11.32, S.D. =2.87) at 0.05%; this is consistent with the study's assumption.

Part 2: In terms of students' capacity in the project development which integrates a culture capital in the university, the researcher analyses a capacity of a group of students in three dimensions, including 1) work planning skill, 2) working process skill and 3) results and presentation skill;

List of Evaluation	$\overline{X}$	S.D.	Level	Order
1) Work planning skill	2.80	0.25	High	1
2) Working process skill	2.64	0.38	High	2
3) Result and presentation skill	2.60	0.42	High	3
An mean of three dimensions	2.68	0.33	High	

From the above table, it found that the students' overall capacity related to an integration of cultural capital in learning activities in the university is majorly found in "the strongly agree level" (=2.68, S.D. = 0.35). The results which are ordered from the least to the greatest are 1) work planning skill (=2.80, S.D. = 0.25), 2) working process skill (=2.64, S.D. = 0.38) and result and presentation skill (=2.60, S.D. = 0.42).

Part 3: In terms of the opinion of students toward the project based learning management for conservation, the researcher analyses their opinion in three aspects, including 1) Learning environment, 2) Learning management and 3) Learning benefits; the result can be shown in the following table:

Opinion towards Project Based Learning	$\overline{X}$	S.D.	Level	Order
1) Learning environment	4.64	0.18	Strongly agree	2
2) Learning management	4.70	0.24	Strongly agree	1
3) Learning benefit	4.54	0.21	Strongly agree	3
An mean of three dimensions	4.63	0.13	Strongly agree	

From the above table, it found that the opinion of students towards the project based learning for conservation is mainly found in "the strongly agree level" (=4.63, S.D. =0.13). The results which are ordered from the least to the greatest are 1) learning management (=4.70, S.D. = 0.24), 2) learning environment (=4.64, S.D. = 0.18) and 3) learning benefit (=4.54, S.D. = 0.13).

SUGESSIONS

Regarding utilization and management of cultural resource in Suan Sunandha Rajabhat University, people in the community have grouped and set up regulations in order to support cultural resource. At the same time, there is knowledge transferring within the community from generations to generations in order to promote appreciation of cultural resource among youths.

CONCLUSIONS

Regarding utilization and management of cultural capital in Suan Sunandha Rajabhat University, people in the community such as staffs and students, have grouped and set up regulations in order to support cultural resource management. At the same time, there is knowledge transferring within the community from generations to generations in order to promote appreciation of cultural capital among youths. However, the university should use the cultural resources management pass the curricurlum as follows ; Components of education sources; Process of cultural resource management; Media and exhibition management techniques; Creative and developmental activities of cultural resource for conserving, inheriting and spreading related and responded to the policy of cultural resource.

REFERENCES

[1] Wannathawat Poonphanich. (2010). Social/Cultural Capital and The Adaptation of The Vietnamese-Thai Restaurant Business in Muang Nakhon Phanom. Bangkok:Master's Thesis, Silpakorn University.

[2] Nutis Eiamsai. (2012). Cultural and Traditional Asset with the Strength Development in Phetchabun Province Community. Phetchanbun Rajabhat University.

[3] Suwannarit Wongcha-um. (2010). The Integration of Cultural Capitals to Create Valued Tourism Routes of Tha-ka, Amphawa, Sumutsongkram. Suan Sunandha Rajabhat University.

[4] Supaporn Porntrai. (2014). The Effects of Research-Based Learning on Grade-11 Students' Desirable Characteristic Changing in Pohpanpunya Project. J. Res. Unit Sci. Technol. Environ. Learning Vol. 5 No. 2 : 178

[5] Supannee Senpakdee. (2010). The Use of Project Work to Build Up Students'Retention in Learning English Vocabulary of Prathomsuksa III at Wattaklam School, Bangkok. Master's Thesis, Srinakharinwirot University.

★★★