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# The Key Success Factors of the Ship for the Southeast Asian and Japanese Youth Program in Diffusing Japanization Paradigm to ASEAN Countries

## Abstract

The objectives of this research were: 1) to study the status, history, and development of the Ship for Southeast Asian and Japanese Youth Program (SSEAYP); 2) to study the key success factors of the SSEAYP in diffusing the Japanization paradigm to ASEAN countries; 3) to study the patterns of the Japanization paradigm diffusion of the SSEAYP to ASEAN countries; and 4) to find guidelines applied from the research findings for producing youth-camp activity media in the Thai context. The methodology of this research was mixed methods. The research findings were as follows. One, the SSEAYP is an international relations activity in the form of youth-camp activity media to comply with the cooperation between Japan and ASEAN member countries. It also communicates Japanization paradigm to ASEAN countries. The history of the SSEAYP can be divided into five periods. The development of each period was found to vary according to different dimensions: activity, communication, network, and cooperation. Two, the key success factors of the SSEAYP found from the qualitative research were participation, network, incentives, and reputation. However, only three factors were found to be related to the success of the SSEAYP with a statistical significance: participation, incentives, and reputation. Three, two patterns of the Japanization paradigm diffusion to ASEAN countries of the SSEAYP were found: cultural integration and cultural imperialism.  Four, the findings and the body of knowledge from this study can be used as a guideline and as a prototype for creating youth-camp activity media in Thailand. This will eventually lead to agreed policy in establishing a confederation of children and youth networks, functioning as a coordination center of networks to promote and develop collaborative learning for children and youth.

## Keywords

Ship for Southeast Asian and Japanese Youth Program, media activity, Japanization, cultural diffusion, ASEAN

## 1. Background and the Significance of the Problem

The Japanese history after Meiji Restoration in 1867 can be considered as the starting of new Japanese history in which governance power of Shokun was returned entirely to the dynasty or Royal family and the Institution of Monarchy. At that time, Japan gave high importance to the development of the country in every way, especially economics and the military, to protect itself from western colonialism. Such development brought about a developmental leap for Japan as the super-power country or Great Powers of East Asia. The prosperity of Japan at the said period was called, "the Era of Japanese Empire or Imperial Japan" where Japan expanded its military force by the nationalism policy under the slogan, "Asia for Asians". (Duangthida Ramet, 2016) After that, on November 3, 1938, Japan declared the new-order policy in East Asia and the Greater East Asia Co-Prosperity Sphere, which led to the Greater East Asia War in the majority of the land of the Pacific Ocean and East Asia. Later, the war sphere moved into the Second World War when Japan, joining Axis powers, Germany, and Italy, declared war against Alliances comprising the following leading countries: Great Britain, France, and the U.S.A. The war ended in August 1945 after the U.S.A. detonated two atomic bombs over the Japanese cities: Hiroshima and Nagasaki, causing such massive destruction that Japan declared a surrender with no condition.

Consequently, Japan, in the nineteenth century after the Second World War, faced the worst situation in history. Besides, the Empire of Japan collapsed, and the consequences of the defeat caused Japan a loss of more than 2 million populations, extensive damages throughout the country, and substantial economic declines. A large number of resources were used up for making the war while almost all past savings outside the country collected during the period of economic growth was compensated for the war indemnity. Therefore, the status of Japan was not so different from a bankrupted person. (Duangthida Ramet, 2016: 137-175; Yosakrai S. Tansakul, 2016: 76-79).

Regarding the historical phenomenon of Japan where supreme prosperity declined to the lowest, Takahashi (2015: 51-70) expressed his idea that Japan learned an essential lesson from its defeat in the Second World War, which was the remorse of painful and deep-rooted memory of all Japanese people. However, Japanese people were able to turn the crisis to be an opportunity, and thus development was a significant drive for them in doing so after the Second World War until they could become the Great Powers of the world again within few decades.

Nevertheless, it was not easy for them to reach their goal of restoring their country to be the Great Power because, during the Second World War, Japan invaded many neighboring countries widely covering East Asia to Southeast

Asia. It caused considerable damages to people' lives and property, and it can be considered as the gigantic distress in the history of these regions. Accordingly, after the war ended, intense hatred and negative attitudes among Southeast Asian people towards the Japanese is prevalent as it was deeply rooted and was a sensitive issue. (Narut Charoensri, 2008: 119-138)

Furthermore, Chaiwat Kamchoo (2006) stated that for the first stage of the economic restoration of Japan after the Second World War according to their security policy was to restore the basic domestic financial system by dependence and close support of the U.S.A. War. At the next step, they modified their strategies by specifying the use of foreign policy in parallel in the form of proactive multilateralism and gave high importance to economic benefits in Southeast Asia area to comply with the Plaza Accord. It meant that Japan needed to move its production base to Southeast Asia to lower their production and labor cost for higher competitiveness in the world market. By doing so, it could create a trade balance and maintain economic stability. (Narut Charoensri, 2008: 119-138)

Considering the image crisis of Japan from the perspective of Southeast Asian countries in relations with their international relations policy between Southeast Asian countries and Japan in terms of economic benefits, these two occurrences seemed to be contradictory. Specifically, while Japan tried to promote its international relations with these countries, these countries oppositely had a negative and embedded attitude toward Japan very severely. Consequently, after the Second World War, in Southeast Asia, an ethnophaulism of calling the Japanese "the Economic Monster" took place. This calling meant that Japan had no sensitivity and righteousness in developing its country because it mainly focused on the exploitation of power and national economic benefits. In Thailand, this feeling could be witnessed in the demonstration led by the Student Center of Thailand protesting against the purchase of Japanese products and this trend was expanded to other neighboring countries in the region. Until, in early 1974, the Prime Minister of Japan, Tanaka Kakuei, had a formal visit to five ASEAN nations amidst the demonstrations by intellectual students in every visiting country. On the other hand, from a cultural perspective, a Thai literary work called "Khoo Kam" (Fate Couple) was firstly published in 1971. This novel reflected the hatred of Thai people towards Japanese soldiers during the Second World War. These events as mentioned above all pointed to the same impression on the Japanese and frequently happened during 1971-1974. Finally, such problem led the Japanese government to determine some concrete policies and resolutions at a later time. (Katsuyuki Takahashi, 2015: 58; Wimol Siripaiboon, 2008; Atcharaporn Sanartid, 2013-2014: 107-127).

"The Ship for Southeast Asian and Japanese Youth Program" (commonly referred as the Ship for Southeast Asian Youth Program in the earlier time) is an international relations

activity at the youth level under the cooperation between Japan and other ASEAN member countries. It was firstly operated in 1974, which was the same time as the issuance of the problem-solving policy on ASEAN of the Japanese government. (Cabinet office, 2017: 222-225). Therefore, it can be applied that the "The Ship for Southeast Asian and Japanese Youth Program" is an operational mechanism of international relations policy of Japan and ASEAN countries and is one of the ways for helping to resolve image crisis of Japan in the eyes of ASEAN communities.

Based on the communication perspective, the program is a pattern of international youth camp as a kind of cultural activity. Kanjana Kaewtheop (2009: 185-203) describes that the unique characteristics of this activity or media are that it is a planned media, not a random one, with specific purposes or goals, and is an integrated media of all forms. Accordingly, it enables this camp activity to be used as a tool for development communication widely.

The program as an activity media with the primary purpose for tightening the relationship between ASEAN countries and Japan and as a stage for cultural-exchange learning is organized regularly every year and is well-known globally. On the other hand, it is widely accepted that the program has an excellent and effective management system with high achievement. The attendants in the program are thus relatively high-potential outcomes.

The motive for studying this useful and exciting social phenomenon has been inspired by the researcher's experience and participation in the program as a representative of Thai youths in 2007 (the 34th year) during October 22 to December 12, 2007. Furthermore, after the completion of the program, the researcher still has some roles relating to some continuing activities of the program. Some previous experiences were an executive committee of the Association of the Ship for Southeast Asian Youth of Thailand (ASSEY), a working group organizing an institutional visit at Chandrakasem Rajabhat University when the ship stopped to do activities in Thailand, and a volunteer taking care of the youth during the Homestay activities in Thailand. Moreover, researcher was the director of Rak Ban Kird Project (Hometown Love Project) which is the Post-Program Activity (PPA), including other supporting works under the program, i.e., Reunion on Board (ROB), Open Ship and Send-off Ceremony, the SSEAYP International General Assembly (SIGA), etc. The connection and engagement in participating in various missions of the program enable the researcher to obtain detailed information about the program, which should be a highly valuable and enchanting body of knowledge.

For that reason, if this program is used as a case study with appropriate research methodologies, it should be creative lessons learned and be useful in being a prototype for producing youth camp activities as a learning

media. Besides, this will be beneficial for the use of media for developing and raising the standard of the youth's potential in other similar context, especially offices responsible for the missions of National Scout Organization of Thailand (NSOT), the Children and Youth Council of Thailand (CYCT), and Student Organization at the Higher Education.

## 2. Research Objectives

1) To study the status, background, and development of the Ship for Southeast Asian and Japanese Youth Program.

2) To examine factors affecting the success of the Ship for Southeast Asian and Japanese Youth Program in diffusing the Japanization Paradigm to ASEAN countries.

3) To explore the patterns of diffusion of the Japanization Paradigm in the context of the Ship for Southeast Asian and Japanese Youth Program.

4) To apply the success prototype of the Ship for Southeast Asian and Japanese Youth Program gained from the research for producing creative youth camp activity media in Thai context.

### Research Questions

1) What is the status, background, and development of the Ship for Southeast Asian and Japanese Youth Program? With what issues or policies does it have any corresponding relationship?

2) What are the factors affecting the success of the Ship for Southeast Asian and Japanese Youth Program in diffusing the Japanization Paradigm to ASEAN countries?

3) What are the patterns of the Ship for Southeast Asian and Japanese Youth Program for diffusing the Japanization Paradigm to ASEAN countries? Do they have any corresponding relationship with the activities of the Ship for Southeast Asian and Japanese Youth Program? And how? How can they be explained by the structure and roles of such phenomena in general?

4) Can the success prototype of the Ship for Southeast Asian and Japanese Youth Program in diffusing the Japanization paradigm to ASEAN countries be applied for producing an effective youth-camp activity media in the Thai context? And how?

### Scope of the Research

This study used mixed methods of both qualitative and quantitative research within the following scope:

1) Unit of analysis: As this research studied the overall communication process through activity media at the international level, the unit of analysis, in general, is Macro analysis or is a group unit by focusing on its entity at the national and regional level for analyzing the found phenomena towards lessons learned. However, parts of the research, especially quantitative research, is Micro Analysis or the

unit of analysis is an individual unit to study the factors affecting the success of the program in diffusing the Japanization Paradigm to ASEAN countries.

2) Population: The population of this research was the totally 13,703 former youths who attended in the Ship for Southeast Asian and Japanese Youth program from Japan and 10 ASEAN member countries during the first operation of the program in 1974 up to present (2018).

3) Variables: The researcher specified four groups of variables according to Stufflebeam's CIPP Evaluation Model, which covered two kinds of variables: independent and dependent variables as follow, (1) Independent variables comprising, 1) Contextual variables, i.e., status, background, and development of the SSEAYP., 2) Input or success variables, i.e., participation, network, incentive, and reputation or image., 3) Process variables or all activities of the program: a training for preparing to join in the program or Pre-Program training , the opening ceremony and welcome party, Japan-ASEAN exchange program, a discussion of academic issues program, cultural exchange activities, solidarity and recreation group, a visit to pay respect to essential persons or courtesy call, field trips to meaningful places or institutional tours, voluntary and social contribution activities, alumni party or reunion on board (ROB), a stay with a voluntary family or homestay, opening and farewell ceremonies or open ship and send-off ceremonies, post-program activities, closing and farewell ceremonies, and annual general assembly of the members of the Ship for Southeast Asian and Japanese Youth Program. And (2) Dependent variables: The success of the program in diffusing the Japanization Paradigm to ASEAN countries. In this study, it means the level of attitude after attending the Ship for Southeast Asian and Japanese Youth Program, which is measured on three variables: a feeling of consent, imitation, and a desire to change.

**Conceptual Framework**

This research applied the CIPP model of project evaluation of Stufflebeam, which analyzes the project activities with a holistic view while giving importance to each connecting element in the process: context, input, process, and product as illustrated in Figure 1

Figure 1 illustrates the structure of the analysis of key success of the Ship for Southeast Asian and Japanese Youth Program in diffusing
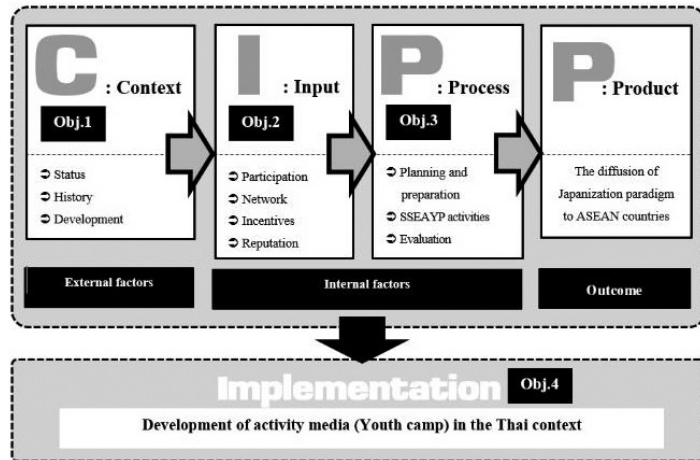
**Figure 1** Conceptual framework of the study

Japanization Paradigm to ASEAN countries. The analysis started with the study of environmental factors as external factors, i.e., the study of the status, history, and development of the Ship for Southeast Asian and Japanese Youth Program, which were presented in the first objective of this study. The next step was a study of internal factors of the Program, which were divided into the study of input factors and the study of the process. The survey of input factors was the research objective no. 2, which covered the study on the factors influencing the success of the Ship for Southeast Asian and Japanese Youth Program in diffusing Japanization Paradigm to ASEAN countries: participation, network, incentive, and reputation. The next step was the research objective no. 3, which studied the patterns of diffusion of Japanization Paradigm by analyzing activities at each stage of operating the Program starting from planning and preparation, operation of sub-activities under the Program (the SSEAYP activities) and

evaluation of the Program. Lastly, it was the step of utilizing the findings from the study to develop youth camp-activity media for Thai society.

The variables of this study consisted of dependent variables and independent variables. Independent variables comprised external factors or environmental factors and internal factors (input variables and the process) of the Ship for Southeast Asian and Japanese Youth Program while dependent variables were the perceived effect of the diffusion of Japanization Paradigm to ASEAN countries.

## 3.   Research Methodology

This research is applied research studying the key success or success factors of the Ship for Southeast Asian and Japanese Youth Program in diffusing Japanization Paradigm to ASEAN countries. The expected benefits of the research were lessons learned from the Program

to develop effective youth camp-activity media for Thai society since it was a distinguished, and widely accepted Program with high potential and success, including being able to be a prototype for developing activity media in similar contexts.  In other words, the result of the study can be useful for the generalization of future activity media.

The research used mixed methods of both qualitative and quantitative research to study all dimensions of each element in a holistic view of the operational process of the Program. Therefore, various research methods were used for each step of the research: Participatory observation, documentary analysis, in-depth interview, focus group interview and survey research by online questionnaires.

Such a variety of research methodology was to achieve complete, more explicit, more well-rounded, and more credible findings and to confirm, verify, and fulfill the results gained

from each research method. Therefore, to study some issues, the conclusions were gained from different perspectives and finally were synthesized to obtain more well-rounded findings but could reflect all viewpoints.  For instance, the research question on success factors of the program in diffusing Japanization Paradigm to ASEAN countries, quantitative research by online questionnaires was conducted from the samples or youth participants of the Program through Emic approach while qualitative research by in-depth interviews was conducted with key informants from outsider of the Program to obtain an Etic view.  After that, findings from both methodologies and both viewpoints were synthesized for one same summarized body of knowledge.

For research procedure, the research conduction was divided into 5 phases (in priority) as shown in Figure 2
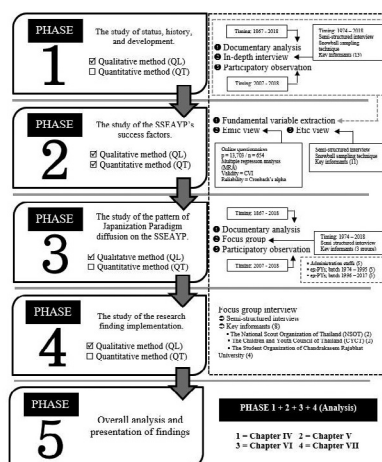


**Figure 2**  The structure of research procedure

Figure 3.2 illustrates the research procedure in parallel to the research objectives and conceptual framework of the study. The process was divided into five phases.

Phase 1 is the study of the status, history, and development of Ship for Southeast Asian and Japanese Youth Program.

Phase 2 is the study of factors affecting the success of the Program in diffusing Japanization Paradigm to ASEAN countries.

Phase 3 is the study of the patterns of diffusion of Japanization Paradigm to ASEAN countries.

Phase 4 is the study of guidelines in applying the prototype of the key success of the Program gained from the research towards the development of creative youth-camp activity media for Thai society.

Phase 5 is the synthesis of all findings in general as a process in one unified body of knowledge in a clear and complete summary.

## 4. Research Findings

The findings of the study are divided into four parts in parallel to the objectives as follow:

1) Status, History, and Development of the SSEAYP: The SSEAYP is an intercultural program, comprising Japan government as the sender of the organizer of the program responsible for disseminating useful and creative information in social, economic, political, and cultural dimensions through youth-camp activities as a communication channel. The target receivers or program participants are from 10 ASEAN countries and Japan, including other relevant persons, i.e., alumni, local youths, voluntary families, etc.

The SSEAYP has been annually operating since 1974 up to now, for totally more than five decades 1974. The main purpose of the Program is to correct the extremely negative image of Japan in the ASEAN region that was widespread after the Second World War. During that time, many ASEAN countries severely opposed to Japanese merchandizes and economics while the Japanese government also tried to restore the economics of the country after being defeated in the Second World War. Thus, the program was initiated based on the assumption of the Japanese government that to restore national economic growth towards being one of the Great Powers in World economics, it was essential to restore its growth in parallel to the development of ASEAN countries. However, due to severe protest against Japan, the Japanese government urged for some immediate measures to build up the relationship between Japan and ASEAN countries and the SSEAYP was one of the steps.

From the history of the SSEAYP, there are altogether five periods and each period take approximately one decade. The first period or so-called Pre-History of the SSEAYP started in the Meiji Restoration Period (1867) up to 1973, for over 100 years. In this period, it does not reflect only the background of the SSEAYP, but a similar program to the SSEAYP program such

the Japanese Youth Goodwill Mission Program was also proved to be conducted in this period. It also portrays the high success of this prior program in developing young Japanese towards their higher potentials. Due to this success, it led to the second period or the Beginning of the SSEAYP History Period in 1974 in which five ASEAN countries participated: The Republic of Indonesia, Malaysia, the Republic of the Philippines, the Republic of Singapore, and the Kingdom of Thailand. Almost at the end of this period (1974-1984), Brunei Darussalam joined as the sixth membership of ASEAN and also as the SSEAYP members in the same year. The eminence of this period is newsletters of the SSEAYP was initially produced as a communication media among members and around the mid of this period, some alumni networks of all five initial countries were established. As it was also found that during the middle of this second period, many events were created towards the network development, it is called, "the period of network development" as well. Expansion and completion of networks led to the foundation of the SSEAYP International or SI. After the first formal establishment of SI (Since 1977), the main activities of SI, especially the SSEAYP International General Assembly (SIGA), took place in the same year.

Moreover, in 1996 the Socialist Republic of Vietnam joined as the seventh member of ASEAN and also a member of the SSEAYP in the same year. Then, in the fourth period of SSEAYP (1996-2005), another three countries: Lao People's Democratic Republic, the Republic of the Union of Myanmar (1998) , and the Kingdom of Cambodia (2000) joined as the eighth, ninth, and tenth ASEAN members respectively and also as the SSEAYP members in the same year. As all 10 ASEAN countries participated as the SSEAYP members in this fourth period, it is named "the Period of Prosperity of ASEAN." The fifth period is "the Period of Japan-ASEAN Parallel Development" due to a smooth relationship between Japan and ASEAN and led to the policy of ASEAN+1 or ASEAN and Japan since 1999.

From all five periods of the SSEAYP (1868-2017), it reflects a dynamic and continual development in many dimensions: network, operation patterns, and program content.

2) Key Success Factors of the SSEAYP in diffusing Japanization Paradigm to ASEAN countries: From qualitative research by analyzing information about the history and development of the SSEAYP, in combination with in-depth interviews, it is found that the key success factors comprise the following variables: participation, network, incentives, and reputation. The findings are used to construct a research tool for quantitative research for confirming the qualitative results statistically. From the analysis, participation, incentives, and reputation are found as critical variables in predicting attitudinal change towards Japanization Paradigm or key success factors of the SSEAYP.

3) The Patterns of Diffusing Japanization Paradigm to ASEAN Countries of the SSEAYP: From cultural studies and youth-camp activity media approach the findings are as follow: (1) The SSEAYP composes of 15 sub-activities are Pre-Program Training (PPT), Inauguration Ceremony and Welcome Reception, Japan-ASEAN Youth Exchange Program, Discussion Program, Cultural Exchange Activity, Solidarity Group Activity (SG Activity), Courtesy Call, Institutional Visit, Voluntary Activity (VA) and Social Contribution Activity (SCA), Reunion on Board (ROB), Homestay, Open Ship and Send-off Ceremony, Post-Program Activity (PPA), Farewell Ceremony and Farewell Party and The SSEAYP International General Assembly (SIGA). And (2) All 15 sub-activities reflect content on Japanese culture or Japanization Paradigms in six Japanese cultures including:
Discipline culture, Rational thinking, Costume and dressing, Performance and plays, Food and Traditional and rituals.

From analyzing all fifteen activities in diffusing Japanese cultures of the SSEAYP, they focus on intercultural relations and image buildings of Japan in the eyes of ASEAN countries. Mostly, the diffusion patterns of Japanese culture are found to be mixed in two directions: cultural integration and cultural dominance. While cultural integration or cultural learning and exchange among the SSEAYP member countries is found in most of all sub-activities, especially tangible culture or material culture, cultural dominance is a gradual

penetration process into other cultures, which eventually can possibly replace them, especially intangible or non-material culture, i.e. thinking culture, discipline, ways of life, beliefs, etc.

4) The Application of Success Prototype of the SSEAYP for Producing Youth-Camp Activity Media in Thai Society: The findings on the success prototype of the SSEAYP in this study can be applied as policy and operation framework in producing youth-camp activity media in Thai society from comparison studies between the operation and management of youth-camp activity media of the SSEAYP and those of Thai concerned organizations, namely the National Scout Organization of Thailand, the Children and Youth Council of Thailand, and Students Organization of higher education institutions.

From the preliminary findings of this research, it was agreed by concerned alliances and parties to cooperate, assist, support, promote, and make mutual recommendations in producing and creating youth-camp activity media in 2019.

Besides, it was also commonly agreed and consented verbally to develop collaboration among three said organizations to achieve their Memorandum of Understanding (MOU) and the goal of forming a confederation responsible for the missions of improving the quality of life of children and youth in Thai society. The initial process is to present a consensus of this agreement to the top superior at a ministry level. Individually, the National Scout

Organization of Thailand and Student Organization of Chandrakasem Rajabhat University will present it to the Ministry of Education and the Children and Youth Council of Thailand to the Ministry of Social Development and Human Security.

## 5. Key Success Factors of the SSEAYP in Diffusing Japanization Paradigm to ASEAN Countries

From the findings of key success factors of the SSEAYP in diffusing Japanese culture or Japanization Paradigm to ASEAN countries, they can be divided into two main groups. The first group is the overall success of the Program, and the other is key success factors in predicting the success of the SSEAYP.

From the qualitative research by analyzing historical documentary on background and development of the SSEAYP, in combination with an in-depth interview with experts and focus group interview with key informants, it is found that the success of the SSEAYP that has been acknowledged and admired is its greatness, reputation, and long-term continuous operation of over a half-century. On the other hand, from the quantitative research conducted by online questionnaires on the SSEAYP's success, the level of attitudinal change is measured by the level of compliance, identification, and internalization based on Kelman's concept. It is found that the samples' attitudinal change relates with the level of compliance and

identification at the statistical significance level while the relationship between the level of attitudinal change and level of internalization is not found or found at a low level. This finding accords with the result from the focus group interviews, which found that cultural exchange and learning among former participating youths of each country consumed over 80% of all sub-activities they attended while one-way learning of only Japanese culture was found in very few activities. Participants learned Japanese intangible or non-material culture, i.e., thinking, disciplines, management, and morality gradually from the one-way learning activities. On the other hand, tangible or material culture, i.e., performance and plays, costume, and food were diffused in an equal proportion.

In general, the findings of qualitative and quantitative research both indicate the success of the SSEAYP in diffusing Japanese culture or Japanization Paradigm to ASEAN countries at an acceptable level, which summarizes from the multiple regression analysis of the predictor variables or the variables that can predict the attitude change of the respondents who used to participate in the SSEAYP towards Japanization Paradigm or Japanese culture, the findings are shown as follow:

From Table 1, the predictor variables of attitude change towards Japanization Paradigm or Japanese culture or the variables that can jointly predict the success of the SSEAYP at the 0.01 and 0.001 statistical significance level are the incentive, participation, and reputation

(7.5%). "Incentive" is the variable that can predict the attitude change the most (5.4%), and the regression coefficient equals 0.23.

All results of crucial success factors are applied to create a conceptual framework for this study based on Stufflebeam's CIPP model, an evaluation model of a project in a holistic view starting from its context, input, process, and product. Such a framework also helps to determine the research objectives and methodology. Sin Panpinit (2013: 144-147) states that this kind of project evaluation is a goal-free overall project evaluation that can explain the success of a project in a holistic approach and is one of the popular models at present. Therefore, all found factors from documentary and historical research on the history, background, and development of the SSEAYP are included in this framework of the study as input, process and activity, and output factors of the SSEAYP's success in diffusing Japanization Paradigm to ASEAN culture.

Moreover, from the analysis of the annual report of SSEAYP organized by the Japanese government, the evaluation is also based on Stufflebeam's CIPP model. The assessment thus includes all details of the program: the presentation of history, development, structure, process, steps, and all activities of the SSEAYP, and the participants' satisfaction evaluation in every sub-activity of the SSEAYP. Accordingly, the review of the SSEAYP of the Japanese government and the evaluation framework of this study are based on the same pattern.

The accountability of Stufflebeam's CIPP model is confirmed by the study of Pichit Thi-in (2017) on a participatory communication for restoring dead tourism attraction by social and cultural capital, which gives high importance to contextual factors, internal and external factors, and the success towards determined objectives. Besides, Kittikan Hankun (2015) expresses her idea in her research article entitled, "Process of Enhancing Youth for Social Changes in the 21st

**Table 1** Multiple Regression Analysis of Predictor Variables of the Attitude Change towards Japanization Paradigm or Japanese culture

| Independent variables | $R^2$ | $R^2$ Change | Regression coefficient | | t | Sig. |
|---|---|---|---|---|---|---|
| | | | B | Beta | | |
| (fixed value) | | | 1.371 | | 3.215 | 0.001 |
| Incentive | 0.054 | 0.054 | 0.529 | 0.230 | 4.886** | 0.000 |
| Participation | 0.066 | 0.012 | -0.333 | -0.186 | -3.886** | 0.000 |
| Reputation | 0.075 | 0.009 | 0.272 | 0.143 | 2.672* | 0.008 |

**Note:** *at the 0.01 statistical significance level
        **at the 0.001 statistical significance level

Century" that evaluation model of Stufflebeam with an emphasis on an analysis of the contextual, input, process, and output factors can be applied well for planning and evaluating any project.

In short, the evaluation of success factors of the SSEAYP as a holistic process reflects logical connectivity of all concerned elements: contextual, internal or input, process, and output factors, accepted by universal standards. (Sin Panpinit, 2013). However, for this study, this overall success cannot be specified clearly by each factor since it is conducted by quality research mainly, so it is presented in a descriptive and narrative evaluation instead. This individuated context thus may be difficult to be applied as a generalization in other contexts. Still, this individuation is a part of the philosophical assumption of quality research. (Patchanee Cheyjunya, 2015)

Regarding the findings from quantitative research built from the research findings of qualitative research on history and development of the SSEAYP and other related literature review and conducted by online questionnaires, four key success factors are found: participation, network, incentive, and reputation.

The research supports this finding from qualitative research, "Public Relations Strategies and Factors Affecting Decisions to Participate in Activities of International Buddhist Society" of Areerat Mahinkong (2008), the study of Nanmanat Sungkaphituk (2009), "Participation of Youth in the Managing for Social Activities", and the study

of Rut Rakngarm. (2009), "Youth participation in Activity development of Bangkok Metropolitan Youth Council: A case study of Sapansung District." All of these three studies found that success factors of an activity or a program for youth, especially youth-camp activity media were participation, network, incentive, and reputation of the activity or project in spite of different proportion of each success factor in each study. Notably, for the SSEAYP, all events are designed by the Japanese government who gives high importance to a participation of all concern sectors and parties: government sectors of participating countries, civic society involving in the program operation of the SSEAYP, and participating youths. This participation is planned since the first period of the SSEAYP's process, or since the Beginning of the SSEAYP History Period from 1974 to 1984. Besides, from historical analysis, during the first decade of the SSEAYP's operation, a network development was established, starting from the foundation of alumni network bases in the form of Alumni Association. Primarily, it is further found that such network is developed mainly from the shared needs of network members, not from a policy or an invention of an individual. It can be witnessed by no appearance of this network formation in the details or in the report of the SSEAYP. Instead, each participating country forms its network, but only supported or advised indirectly by the Japanese government. As a consequence, the formation of a network in each country took place at a different time.

Still, the Japanese government supports such network by some mechanisms, i.e., the foundation of SI for each country, but the network is driven by the SSEAYP alumni of each country themselves. Furthermore, some activities are set up for coordinating these networks, such as the SSEAYP International General Assembly (SIGA) and Farewell ceremony and party, which are the main activities of the SSEAYP networks. Therefore, in spite of no direct financial support from the Japanese government, some indirect supports are given, i.e., an agenda for facilitating a drive of the SSEAYP networks. Kanjana Kaewthep (2009) explains that this kind of network establishment is appropriate and effective.

In terms of incentive and reputation factors, it is found good image and reputation of the SSEAYP as a grand international program for youth development are results of a regular and annual operation for long term, supported by both Japanese and participating countries with enormous budgets, in combination with a continuity and luxury of the SSEAYP Ship. Besides, participants in this program must be accredited as a person with high capability and as a national youth representative. All of these lead to the success of the SSEAYP.

In the later stage of this study, the researcher uses the findings from the qualitative research to construct an online questionnaire for quantitative research, which is confirmed by multiple regression analysis. Besides, questions for a set of each variable or factor are extracted

from literature review on each group of variables, i.e. "participation" from the concept of the level of participation in camp-activity media of Kanjana Kaewthep (2009), "network" from the concept of network components of Thana Pramukkul (2001), "incentive" from Maslow's hierarchy of needs, and "reputation" from the concept of reputation evaluation of Ponzi, Fombrun, and Gardberg (2011).

For the quantitative research of this study tested by multiple regression analysis; however, the independent variables or factors that are found to be able to predict the success of the SSEAYP in diffusing Japanization Paradigm to ASEAN countries are only "participation", "incentive", and "reputation." The following rationale can explain these findings:

Kanjana Kaewthep (2005) and Kamjohn Louisyapong (2014) describe the principles and concepts of development communication in the era of Alternative Paradigm that the trend of development communication in a new age gives importance to participation mainly, which sequentially leads to network formation. However, active or functional networks require a proper level of participation. Thus, this can explain why network factors are not found to be predicting factors or to have a relationship with the success of the SSEAYP from statistical analysis due to the unclear analysis of network of the SSEAYP in this study. Therefore, to evaluate the success of networks requires a review of a particular network group. To assess the effectiveness of all networks thus may not

be accurate. Notably, the vital network groups studied in this research are alumni associations of the SSEAYP of each country; however, since each alumni association was established at different time, the readiness and operation are thus unequal or diverse. Accordingly, for a statistical analysis based on dispersed statistics and quota of respondents in each country, it is unable to explain its predictability towards SSEAYP's success.

Nanmanat Sungkaphituk (2009) studied "Participation of Youth in the Managing for Social Activities" and found that the process and level of participation is quite clear and highly concrete, so it is thus relatively easy to evaluate; however, the effectiveness of network caused by the level of participation is a hard-to-measure variable due to its high abstractness. In other words, each network group often comprises huge sub-networks while the standards and level of success of each sub-network are different according to the context of each sub-network. Accordingly, from the study of Nanamanat Sungkaphituk, network factors were not found as success factors in the organization of social activities for youth. On the other hand, the study found the role and design of activity process to yield participation as the most significant variable, the result of which is expectedly to bring about the success of the networks eventually. Based on this finding, it reflects and supports the findings of this study in which network factor is not found to be a predictor variable towards the success of the

SSEAYP in diffusing Japanization Paradigm to ASEAN culture. It is remarkable that in this study, the evaluation of the SSEAYP success as an international youth-camp activity media contains two levels: overall success as a process and progress of some particular variables as predictor variables. This two-level evaluation usually is not often found in general studies; on the contrary, either of them is preferred since it is quite risky to face different assumptions and thinking patterns which affect the effectiveness of evaluation.

The worst result is to obtain contradictory findings. However, the trend of project planning and evaluation in the modern world, primarily based on an alternative paradigm, calls for a difference in assumptions and concepts in evaluating a project's effectiveness. It is believed that no matter the results are divisible, or contradictory, such various perspectives and contexts should be beneficial for a more well-rounded and valuable development (Sin Panpinit, 2013)

Furthermore, the predictor variables towards the SSEAYP's success in diffusing Japanization Paradigm to ASEAN countries found in the quantitative research are "participation", "incentive", and "reputation". The findings are related to and accord with the conceptual framework of the CIPP model. From the study of the context of the SSEAYP, the SSEAYP history starting in 1974 is divided into five periods: Period of the Pre-SSEAYP History, Period of the Beginning of the SSEAYP History, Period of the

SSEAYP Development, Period of the Prosperity of ASEAN, and Period of the Japan-ASEAN Parallel Development. Such periods are divided by the development of the SSEAYP, which are also the subsequent development of predictor variables found in this study: participation, incentive, and reputation. Besides, from the analysis of the process and all sub-activities of the SSEAYP, the objectives of them are found to respond to the creation of participation, incentive, and reputation of the SSEAYP. It also implies that the eventual outcome of the SSEAYP's operation is perceived as an active participatory process that leads to positive incentives and reputation for the SSEAYP.

The findings of predictor variables for the SSEAYP's success can be further supported by two pieces of studies by the researcher. The first study is a study on a participatory communication in restoring dead tourism attraction by social and cultural capital (Pichit Thi-in, 2017) and a survey on a participatory media production for presenting the research findings of collaborative projects to resolve the problems of poverty, social development, and integrated health well-being: a case study in Chainat Province. (Pichit Thi-in, 2016). Both studies conclude that participatory research giving importance to the participation of all concerned parties can bring about the success of creative developmental activities or projects.

## 6. A New Paradigm in Cultural Diffusion: From the Study on the Diffusion of Japanization Paradigm to ASEAN Countries of the SSEAYP.

From the study of the patterns of cultural diffusion by analyzing all sub-activities of the SSEAYP, 6 Japanese cultures or characteristics are found: discipline, critical thinking, and management style, costume, performance and plays, food, and rituals. According to Metta Vivatananukul (2016: 11-13), culture can be divided into two types: non-material culture, i.e., thinking or thought, etc. and material culture, i.e., food, costume, etc. Hence, these found Japanese cultures or Japanization Paradigm compose of non-material cultures, i.e. Japanese disciplines, critical thinking and management style (or called as "Japanese wisdom" by the concept of Pinyo Trisuriyatamma (2010) and Yosakrai S. Tansakul (2016) and material or tangible cultures, i.e. Japanese costume, performance and plays, food, and rituals.

Interestingly, these six Japanese cultures, both material and non-material or cultures, found in this study, are diffused by different patterns of Japanese cultures or Japanization Paradigm to ASEAN countries. Namely, Japanese non-material culture or wisdom is diffused indirectly through a gradual penetration process in all sub-activities of the SSEAYP. Furthermore,

from the study, it is found that the design, planning, and management of the SSEAYP are conducted mainly by Japanese critical thinking and management style. Most of the support from the Japanese government, i.e., budgets or coordination center of the SSEAYP. Thus, this can influence the diffusion of Japanization Paradigm to ASEAN countries through Japanese non-material culture. However, in comparison with Japanese material culture, the proportion and opportunities of Japanese non-material culture are less found than material cultures. On the other hand, most of the activities are managed and operated by the Japanese government while only one event organized by ASEAN countries, namely a country visited program, is found in the operation of the SSEAYP. Such findings can be additionally explained by the concept of "Soft Power" that a cultural penetration through a gradual but consistent and continual process will produce relatively more sustainable and deeper cultural dominance on economic, political, and social systems (Atthachak Sattayanurak, 2012; Iwabushi, 2002; and Surachart Bamrungsuk, 2014).

On the other hand, Japanese material cultures found in this study: Japanese costume, performance and plays, food, and rituals, are cultural diffusion in the form of cultural exchange and learning. Somsuk Hinwiman (2011B: 413-414) and Kanjana Kaewthep (2014: 693-695) conclude in the same direction that cultural exchange and learning is a kind of cultural integration. This pattern of cultural

diffusion believes that cultures in this world is diverse and abundant as the general nature of culture must be adaptive and dynamic. Therefore, cultural exchange or diffusion occurs commonly, and this phenomenon can reinforce and enhance cultural enrichment. Accordingly, a cultural exchange between Japanese and ASEAN culture takes place quickly during the operation of the SSEAYP. From the analysis of all sub-activities of the SSEAYP, cultural performance and plays, costume, and rituals all support and respond to the written objectives of the SSEAYP, "to promote learning and enhance good understanding among participating members." This statement reflects the intention of a joint development between Japan and ASEAN countries positively and creatively.

The material cultures found in the context of SSEAYP is found in more than 80% of all SSEAYP activities. For example, the cultural performance of participating youths of each country is specified to be presented and disseminated in various sub-activities, such as Inauguration Ceremony and Welcome Reception, Japan-ASEAN Youth Exchange Program, Farewell Ceremony and Farewell Party, and activities during the visit of each country in which national costumes are required. Attire B or a national dress is specified to be worn in a proper occasion and is commonly agreed by all participating youths.

Metta Vivatananukul (2016: 297-299) states that acculturation or a process of entering a new culture is a sequential process, starting from

enculturation or the socialization within the old culture, deculturation or leaving from the old culture, and to acculturation or moving into a new culture. To adapt or move to a new culture requires a positive attitude towards the new culture. Seemingly, all cultural diffusion, either material or non-material culture, needs a good and positive attitude and understanding towards the new culture. Accordingly, this process might lead to cultural integration and cultural dominance. Similarly, the cultural diffusion of the SSEAYP can lead to both. Considering the origin or background of the SSEAYP, the Program was initiated in 1974 by the intention and needs of the Japanese government to correct severe image crisis that affects Japanese relations with ASEAN countries. Besides, from the study on the history of Japan and ASEAN before the operation of SSEAYP, it is found that security policies of Japan are determined to be mainframe or strategy of developing security for Japan and the SSEAYP is only one of the mechanisms that support and promote such development.

As a consequence of SSEAYP's operation for over five decades, the objective of the Program to promote a positive image of the country in the eyes of ASEAN countries is achieved. Tracing back to the dynamism of Japanization from Japanese Studies in Thailand, it is found that the issue of Japanization is apparent since 1977 through Japanese Pop culture, i.e., Japanese cartoons for children and youths, Japanese literary works for working people and the elderly, Japanese consumption culture, Japanese entertainment, and fashion culture, etc. All of these Japanization Paradigms have been promoted and driven by mainstream media or mass media as the main mechanisms. (Pinyapan Pojanalawan, 2015: 27-46; Sida Sornsri, 2008: 31-47; Chutima Tanuthamatat, 2003; Kraiengkai Patanakunkomat, 2006; Chayanute Pattanasuwan, 2006; and Natnicha Vattanapanich, 2008)

Nevertheless, from this study, a new mechanism or tool in mobilizing Japanization or Japanese cultural patterns is found. Namely, an international youth-camp activity media, created by the Japanese government, can move and support the diffusion mechanism of Japanization Paradigm to ASEAN countries effectively. Besides, this mechanism can also enhance the sustainability and integration of all driving mechanisms towards the intended success very well. It can be considered from social situations of ASEAN countries in which Japanese culture or Japanization Paradigm has been widely accepted and witnessed in ASEAN society. Moreover, this empirical social phenomenon can point out that all mechanisms used by the Japanese government in correcting its image crisis in the eyes of ASEAN society and of the world are thoroughly planned towards the intended goal, which reflects Japanese ways of thinking as its unique qualification and culture.

According to the concept of intercultural adaptation or adjustment, culture can be

studied through two perspectives: positive and negative. For positive approach, cultural diffusion is a two-way adjustment among two cultures or so-called "cultural integration" while for negative approach, cultural diffusion is a one-way adjustment from one culture to another culture or "cultural assimilation" or "cultural dominance or imperialism."

Somsuk Hinwiman (2011B: 431-432) states that cultural integration is a concept based on the principle that culture is dynamic or adaptive. It is common to see cultural integration in a live culture with cultural diversity. On the other hand, Kanjana Kaewthep and Somsuk Hinwiman (2010) describe that the negative approach of cultural diffusion is developed from political-economics ideology. Namely, cultural diffusion is a pattern of cultural imperialism through media; thus, an inferior culture will be dominated by a superior or stronger culture and can cause disappearance of the inferior culture. This kind of cultural imperialism can affect or damage economic, political, and social systems.

Additionally, Atthachak Sattayanurak (2012) proposes a concept in social science explaining the formation and diffusion of Japanization Paradigm through negative approach as described by Kanjana Kaewthep. He concludes that cultural dominance or imperialism and concept of Japanization are the same group of idea and these two concepts are related with the concept of "Soft Power" of Surachart Bamrungsuk (February 2014) and Iwabushi, 2002)

On the other hand, cultural integration is found mostly in material cultures diffused in the SSEAYP, i.e., cultural performance, costume, food, and rituals since these kinds of culture is easily expressed and presented, including being exchanged and learned. The influence of this cultural integration is at "compliance" and "identification" level mostly concerning the concept of Kelman (1958: 51 - 60) while cultural imperialism is found in non-material culture or wisdom. On the contrary, knowledge or culture of thinking penetrated in sub-activities of the SSEAYP requires a continuity, time, and gradual but long-term socialization or through indirect cultivation. However, the success of this kind of cultural diffusion is relatively more sustainable and influences economic, social, and political systems. This kind of cultural diffusion of Japanization Paradigm of the SSEAYP is found in Japanese non-material culture, i.e., disciplines, morality, and management. These cultures can be developed towards potential development and progressive development of a creative society, i.e., disciplines, social order, being on time, honesty, sincerity, courtesy, discretion, and systematic and clearly-structured management. All of these desirable characteristics are analyzed and reported in the annual operation report of the SSEAYP, published and disseminated by the Japanese government to all parties involving in the SSEAYP's operation.

From this study on the pattern of diffusing Japanization Paradigm to ASEAN countries of

the SSEAYP, a new paradigm, which is a combination between positive or two-way adjustment and negative cultural diffusion or one-way adjustment, is found. In other words, they are a combination of cultural integration and cultural dominance or imperialism.

Most of the studies in social science choose to use either approach: positive or negative. For instance, the study of Chutima Tanuthamatat (2003) on Japanese Culture in Comics, the study of Kraiengkai Patanakunkomat. (2006) on Concepts and Japanese Socio-Cultural Contexts in Ghibli Studio Animation, and the study of Chayanute Pattanasuwan (2006) on Japanization of Thai Youth: A Case Study of J-Pop Fans used negative approach or mediated cultural imperialism in their studies on the diffusion of Japanese culture in Thai society.

However, for this study on key success factors of SSEAYP in diffusing Japanization Paradigm to ASEAN countries, all factors that can predict its success are included: contexts, input factors, process factors, and output factors of the SSEAYP's operation, following the research objectives, procedures, and methodology. Because of these, theoretical assumptions used in analyzing the success of the SSEAYP needs to be diverse and varied since components of sub-activities are all different. A diversity in combination with an integrated approach is thus required for this study.

For the diffusion of Japanese culture to other culture, most theoretical standpoints focus on cultural imperialism; for examples, Pop

culture, Cultural commodity, Soft Power, and Political Economics. Therefore, cultural diffusion study in this research cannot be understood by either cultural integration or cultural imperialism but requires both perspectives.

According to communication discipline, SSEAYP is an international youth-camp activity media and thus is counted as an alternative media while general patterns of cultural diffusion studies focus on the influence of mainstream media or mass media as mentioned earlier.

Kanjana Kaewthep (2009) describes unique characteristics of camp-activity media that it requires a proper planning, clear goal, congruent relationships among sub-activities design, and focused objectives, including ritual communication, integrated communication, and the time and place limits. Due to these details, an analysis needs an integrated approach based on various concepts and theories to be able to generalize the findings for similar phenomena or similar contexts.

As the SSEAYP comprises 15 sub-activities, each of which is different and diverse and contains various details. Therefore, cultural integration is found in some sub-activities and cultural imperialism in some sub-activities. Most of the cultural integration is a cultural exchange among participating countries and mostly is an exchange of material culture, i.e., cultural performance, costume, food, and rituals. On the other hand, almost all sub-activities are

managed by Japanese critical thinking and management style, an insertion and indirect penetration of non-material cultural diffusion, i.e., disciplines and virtues, honesty, systematic clearly-structured, and interrelated management. Therefore, both material and non-material cultures can be diffused in the SSEAYP, depending on the context and details of each sub-activity of the SSEAYP. Comparing this with human resource management, they are the same principle of putting the right man in the right job. In other words, the patterns of cultural diffusion, both cultural integration and cultural imperialism, are appropriate for each specific type of activity and each type of culture. In short, they must be proper for each event, which is a part of the SSEAYP or a part of youth-camp activity media in an intercultural context.

Furthermore, a mixture between cultural integration and cultural imperialism found in this study can be further explained by the alternative paradigm development of Kamjohn Louisyapong (2014: 8-14), which describes an alternative paradigm development as human thought in Post-Modern era. This paradigm gives importance to localism pattern since it believes that each society is different and the context of each area is also different and provides different meanings. Therefore, the model of development requires different approaches and cannot use the same standards for all regions and contexts. Accordingly, the new paradigm of cultural diffusion and an alternative paradigm of

development is comparable as both were originated in the same period, or postmodernism period. Therefore, an understanding of differences, contextual analysis, and proper management and disposition can enhance the use of both paradigms in a profound, realistic, and sustainable way.

## 7. Research Recommendations

1) Recommendation for Further and Future Studies

(1) Since the frame of this study covers all dimensions of communication process across cultures, its variety and vast scope blur the clear-cut findings. Some findings cannot be clearly explained and are partly contradictory due to the holistic analysis. Future studies should be conducted to affirm or verify such inconsistent results.

(2) The CIPP model is applied to develop a conceptual framework for this study to examine the key success factors of SSEAYP. However, since only parts or components, not all, of the CIPP Model are depicted for the study. In the future, a more well-rounded and complete component of CIPP Model should be added and connected to avoid a possible deviation.

(3) In spite of an effort in including as many as concerned parties in this study, as the content of this study is at international level or regional level that covers various groups of stakeholders in different parties and sectors, a

well-rounded data collection is thus difficult and time-consuming. However, since the researcher is an insider or is a former participating youth in the SSEAYP, the researcher can reduce time and has insight and prior experience that help to understand the operation of the SSEAYP quite thoroughly, including making data collection easier. On the other hand, the dependence on respondents in the same network for data collection can cause some bias and thus a caution on its effect should be aware.

2) Recommendations for Future Studies

(1) Historical information on Thai and Japanese history is studied to see its effect on the SSEAYP. However, concerned history of other nations and the perception of the SSEAYP from different parts of the world should be covered to see broader impact and success. Primarily, the history and understanding of other ASEAN countries should be studied to get more complete results and to see if their past has any effect on the success of the SSEAYP, different from the findings of this study.

(2) For quantitative research, multiple regression analysis (MRA) is conducted; however, additional statistics should be developed, i.e., factor analysis or path analysis to obtain more complete findings and can explain the found phenomena more thoroughly and deeply since such statistical analysis is more specific and can explain other additional dimensions. Besides, more environmental factors should be included to get more accurate and more detailed findings.

(3) For future studies, a comparison of a universal youth-camp activity media similar to the SSEAYP should be conducted to see if the key success factors are the same or not. Besides, it might help to see the different process, steps, and ideas in creating youth-camp activity media, i.e., the difference between western and eastern youth-camp activity.

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