

Systematic Knowledge Supporting Spatial Education to Reduce Inequality and Create Equality for a Sustainable Society in Special Area of 3 Southern Border Provinces

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Abstract:

This research study of systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in Special Area of 3 Southern Border Provinces aims to 1) study basic information of systematic knowledge supporting spatial education 2) construct and verify process 3) trial 4) assess systematic knowledge supporting spatial education to reduce inequality and create equality of a sustainable society in the special area of 3 Southern Border Provinces as follows:

1. The result study of the basic information: collecting from 15 -20 administrators of educational regional office, school administrators, teachers and community from each school to study the school necessary needs by surveying, observing, taking photos, keeping records from narrations and different events from in-depth interview for Good Practice; Project-Based Learning and Active Learning of Sriwarin School, Sri Sakorn District, Narathiwat Province; Handbook of Lesson Study and Open Approach of Thanum School, Parareh District, Pattani Province.

2. The result of collaborative trial model: a sampling of 269 participants, general information of the majority questionnaire respondents were 179 teachers (68.58%) and 82 administrators (31.42 %). In terms of working experiences the majority of 125 participants had at least 5 years of working experiences (47.89 %), 110 participants had 5 to 10 years of working experiences (42.15 %); 26 participants had more than 10 years of working experiences (9.96 %). In terms of Primary and Secondary Educational Service Area Offices (PESAO & SESAO): 60 participants from Yala PESAO (22.29%); 86 participants from Pattani PESAO (32.95 %) and 93 participants from Narathiwat PESAO (35.63%); 7 participants from Yala SESAO (2.68 %);9 participants from Pattani SESAO (3.45%); 6 participants from Narathiwat SESAO (2.30 %).

3. The assessment result of using collaborative network model: develop innovation in supporting budget and resources for education reform knowledge leading to indirect effect through the systematic knowledge components leading to indirect effect through unequal knowledge components leading to indirect effect through administration of special area

Keywords: about three to six key words separated by commas.

1. INTRODUCTION

Office of Basic Education has strategies for education management in special development zone of southern border provinces Year 2017-2036 which can be concluded as follows: educational strengthening security; production and

development of manpower gaining competitive competency; potential development of people of all ages and creation of learning society; equal opportunity and educational equality; education creating friendly life quality with environment and development of

educational administration; development of learners' quality in special zone are educational measures for learners in this special zone who are from ethnic groups, disadvantaged groups, and groups in remote border area to receive quality basic educational services and appropriate with their needs including teacher development and educational personnel as anecessity as well as appropriately provide learning context with quality and become conscience in national institute, religion, and monarchy.

Creation of knowledge sharing stage on “ Educational development appropriate for border area condition” in various models, for example seminar stage, exhibition, online communication Model development and learning management, materials and evaluation and assessment for developing learners' high competence—learners from ethnic groups, disadvantaged groups and learner groups in remote area. Teachers need encouraging to have Thai language teaching skill to help children who do not use Thai language as daily life. The learning promotion using community base in academic development, life skill, career skill, and third language related and appropriate with multicultural society. Teachers' roles shift from teachers to be coaches who give learning advice or suggestions. Teachers become learning directors through practical learning management

Educational institutions have balanced and developed educational administrative systems by bringing Digital Technology to use in administration for independently decentralizing, modernizing and ready for adapting and catching up with global changing all the time. Research and development innovation can answer country development for eliminating the inequality and poverty, raising people's life quality by putting an emphasis on developing social innovation and area innovation which can solve problems of

inequality, creating opportunity for disadvantaged groups parallel with development of human capital ready for digital era and industry 4.0 concretely appropriate. Research team are interested in conducting a research to find the answer for systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in special area of 3 Southern Border Provinces.

The Ordinary National Educational Test (O-NET)

Result, the Program for International Student from Assessment (PISA) and (TIMSS) all reach consensus on problems of worse educational inequality when mutually taking educational quality into a consideration by using data of learning achievement from standardized tests both domestic and overseas. Although the education reform has been attempted for almost two decades, educational inequality still leads to other social problematic inequality, for instance, the opportunity of furthering in higher education and career inequality, life quality and status of social economics. This inequality also has an impact on country development. If educational achievement of national human resources is still low, it will be difficult for developing the country. This will become a trap for poverty leading to several generations which is the dangerous problems related to social injustice [2] (Educational Secretariat, 2019) . The fourth policy was the creation of opportunity for having access to the quality of educational service with standardizing and reducing educational inequality [3] Ministry of Education. (2020)

Education institutes arrange education for reaching global goals for sustainably development and bringing digital technology to use as learners' tools so that they can have access to educational services efficiently with

measures and guidelines as follows: [4] (The Government Gazette 2018),

1. Build cooperation with the local organization related to education management associated with contextual area

2. Raise schools in all levels and types with quality and standard according to contextual area promote support Educational Service Area Office to follow, verify and assess schools in every dimension.

3. Allocate budgets to support every group of learners and every type of schools appropriately and adequately to reduce inequality and create opportunity for learners to have access quality educational services and related to especial needs appropriately and adequately.

4. Experiment Digital Technology as tools in developing quality of learners leading to create lifelong learning.

Policy of education management on 3 southern border innovative areas is a major pilot project of 8 provinces of the country. This area has also been risk area for more than 20 years due to the unrest situation of the area. This has the quality of education of the areas. Researchers of the study see the importance of the Act of Educational Innovation of the Area and are interested to be part of solving educational problems to make them better and to study “Systematic Knowledge Supporting Spatial Education to Reduce Inequality and Create Equality for a Sustainable Society in Special Area of 3 Southern Border Provinces” according to target of education management of [5] Office of Basic Education (2021) by based on developing principles to answer the questions as follows:

All population has access to quality and standard of

education— every learner, every target group receives equity of educational services; quality of educational system can develop learners to reach their ability; efficiency of educational

administrative system can be worth investing to achieve the goal; relevancy of educational system responding and catching up with dynamic and changing contexts of the global change.

2. OBJECTIVES:

1. To study basic information of developing the systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in special area of 3 Southern Border Provinces.

2. To construct and verify processes of constructing the systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in special area of 3 Southern Border Provinces.

3. To experiment the systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in special area of 3 Southern Border Provinces”

4. To evaluate the use of the systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in special area of 3 Southern Border Provinces

2. RESEARCH METHODOLOGY

Researchers have provided 4 phases of research methodology and planning; models/ research methods as follows:

Phase 1 Study of basic information:

The meeting of education information system has been held to clarify school administrators

and teachers for each school in order to mutually understand moving

the systematic education knowledge, principles, concepts, theories and research work related to creating process of systematic knowledge in terms of 1) systematic information 2) strategies of provincial area collaboration 3) school independence and flexibility in self-administration 4) quality of personnel 5)

efficiency of value, quality, collaboration and flexibility. Problematic conditions, process/ steps of creating network and components of collaborative network of process creating systematic knowledge.

Phase 2 Creation and verification:

Process of creating the systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in special area of 3 Southern Border Provinces; awareness raising of core personnel and those who are related to school in terms of education searching for appropriate network leading to good collaborative relationship and enabling providing benefits for efficiently achieving successful purposes of personnel and organization.

Phase 3 Experiment of models: Manage study of the systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in special area of 3 Southern Border Provinces; taking quality models to experiment by creating strategies for coordinator in the area who take charge of increasing efficiency and collaboration of education management in the area.

Phase 4 Evaluation of using models Develop innovation in supporting finance and resources for education reform to support resource funding to efficiently and sustainably support area education reform with strategic institution using children as target group.

Population and samplings

Qualitative target groups were derived from 10 purposive sampling of each school: administrators, teachers, and school committees. Samplings were from 3 schools with 10 from each school with the total of 90 persons. Samplings used as key performance were school administrators, teachers and community. School-base used in this research were school committee, administrators and teachers. Three people of area school committee from 3 provinces were from school volunteers to participate in the project under the qualifications of school sizes (large, medium, small) ,

experienced administrators no lower than (Senior Professional Level. Three schools were in pilot innovative area (Act of innovative area 2562- 2562) are Anuban Betong School, Sriwarin School and Thanum School.

Quantitative samplings: population were school administrators and teachers from southern border provinces under Primary Educational Service Area Offices and Secondary Educational Service Area Offices Academic Year 2564 of 903 schools. Samplings of Academic year 2564 were 369 people. The determination of samplings was used [6] Krejcie and Morgan (1970) and Stratified Random Sampling) under Secondary Educational Service Area Offices in Yala, Pattani and Narathiwat Provinces and comparing portion and drawing using simple random sampling.

Construction of Research Tools: In order to collect data for this research, researchers constructed research tools as follows:

1. Study documents and research related to basic information, construct form of interview for collecting data from target groups; study needs and collect data from the filed area.
2. Take interview data to develop set of knowledge and manual
3. Construct process and experiment by constructing strategies with area coordinators to increase efficient management and create educational collaboration in the area
4. Improve questionnaires through 7 expertise to content validity and correction of language usage by using IOC techniques.
5. Try out the improved questionnaires with 30 participants from non-sampling group. were
6. Take the result of questionnaires in # 5 to try out for reliability using Cronbach's Alpha Coefficient using Software Package with the reliability of .978.
7. Improve and correct and publicize complete questionnaires

8. Take developed questionnaires to use with sampling group

Data collection:

- 1) In- depth interview and meeting to study contextual area in real condition
- 2) Send out 269 copies of questionnaires and receive 261 copies (97.03 %). The data analysis was operated after the return complete questionnaires were verified.

Data analysis related to status of the questionnaire respondents were operated to find frequency, means and percentage. Analysis of the systematic

knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in special area of 3 Southern Border Provinces were operated to find Means and Standard Deviation and took the calculated average to analyze and compared with score average. Amos Program was used to analyze Enter Regression Analysis of the systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in special area of 3 Southern Border Provinces.

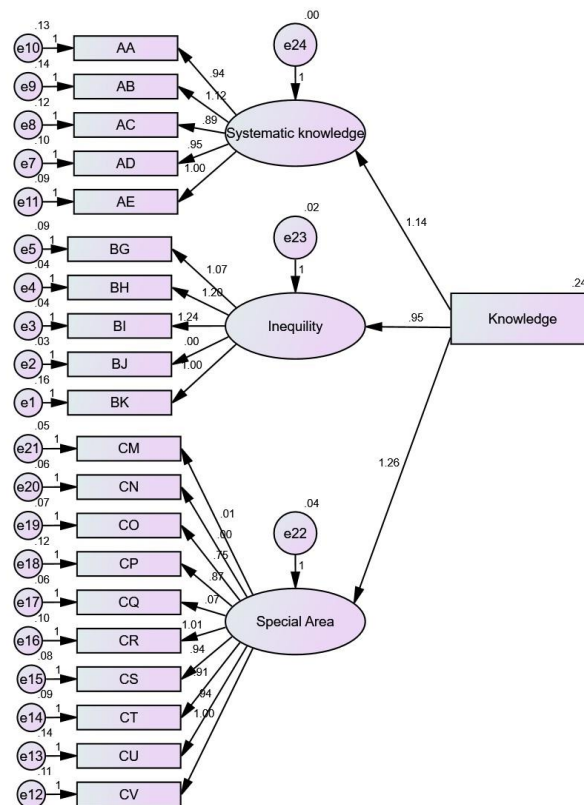


Figure 1 Model of knowledge to components of systematic knowledge, inequality and special areas

educational integration. The statistical research results were shown in figure 1 The figure showed that knowledge had an impact of indirect effect through components of systematic knowledge to aspect 1 to 5 as follows: aspect 1 1m1a weighs at $.968 \times .785 = .760$;

aspect 2 m1 b weighs at $.968 \times .837 = .810$;
 aspect 3 m1 c weighs at $.968 \times .797 = .771$;
 aspect 4 m1 d weighs at $.968 \times .834 = .807$;
 aspect 5 m1 e weighs at $.968 \times .866 = .838$

1. Aspect of systematic knowledge, when each

aspect was taken into consideration innovation of learning management weighs at .866, with the runner up from collaboration of provincial area was at .837 and information system was at the lowest at .785.

2. Aspect of inequality and equality, when each aspect was taken into consideration, philosophy of sufficient economics weighed at .906, with the runner up from education for all at .845 and collaboration from all sectors was the lowest at .141.

3. Aspect of administration of special areas, when each aspect was taken into consideration, educational management weighed at .899 with the runner up from friendly life quality with environment at .898, and aspect of pride and loyalty of the nation, religion and monarchy was the lowest at .115.

3. Conclusion of research results

1. Knowledge refers to activities used in moving processes of supporting spatial education for schools to Operate Active learning, methods, process, learning and teaching management focusing on learning activities with the emphasis of learners' competency on learner center, Brain-based learning and Lesson Study & Open Approach
2. Systematic knowledge supporting spatial education consist of 5 aspects: 1) efficient and valuable data information 2) collaborative strategies of provincial areas 3) school independence and flexibility of self-management 4) quality of personnel 5) innovation of learning and teaching management
3. Inequality and equality consist of 5 aspects:
 - 1) education for all 2) equality of educational management 3) philosophical principles of sufficient economics 4) collaboration of all sectors 5) coexistence in multicultural society
4. Administration of special areas consist of 10 aspects

- 1) promoting pride and loyalty for the nation, religion, and monarchy 2) encouraging and developing learners' quality and 21st century skills 3) happy coexistence in the multicultural society 4) developing standard of various learning materials, resources 5) reducing educational inequality 6) having access to quality education equally and thoroughly 7) learning management to promote friendly life quality with environment 8) developing educational management 9) morale and motivation 10)

4 . DISCUSSION OF RESEARCH RESULTS

1. The results of studying basic information have indicated that there are developments of the systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in special area of 3 Southern Border Provinces; curriculum of integrated learning management of educational model "Triangle of Security, Wealth and Sustainability": Learning unit on Good products, Crispy Roti from Anuban Betong (Supabanusorn), Betong District, Yala Province; Manual, Project-Based Learning, Active Learning from Sriwarin School, Srisakorn District, Narathiwat Province; Manual; Lesson Study and Open Approach from Ban Thanum School, Panareh District, Pattani Province. This could be that the education in the special area of 3 Southern Border Provinces contains a variety of contextual areas, especially the districts which are bordered with economics area like Malaysia. The educational management which answers the economic system and society by focusing on encouraging learners to gain career skills between borders which incomes of community of economics sectors are related.

1. The results of constructing and verifying processes

building knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in special area of 3 Southern Border Provinces [7] (Thitiya Ruannakan, Phitsamai Sriampai 2 0 1 6) studied components of English communicative competency for career according to 20 Year-National Strategy of Mathayom 3 students found 1) Grammatical Competence for Careers 2) Sociolinguistic Competence in Careers 3) Discourse Competence for Careers 4) Strategic Competence for Careers and 5) Metacognitive Competence for Careers.

2. The results from experiment collaborative network

model of the systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in special area of 3 Southern Border Provinces. The overall results of the systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in special area of 3 Southern Border Provinces were at most level, when each aspect was taken into consideration, it was found that schools could manage themselves independently and flexibly at most level ($\bar{x} = 4.2605$, S.D. = 0.7447) This is because this special area of 3 Southern Border Provinces operate general education parallel with religion and operate a lot of schools focusing on religion only to serve parents to send their children to study according to their belief. If in the present, there were only one dimension, it could effect on society in various aspects. Therefore, the educational management should be paralleled with religion and careers. Schools have powers in managing education to respond to social needs in the areas which are related to [8] (Napalai Suwanthada 2016) mentioned various types of meetings such as participation meeting, brainstorming meeting, and group meeting can

encourage every sector to clearly collaborate their vision, mission and target; to adjust quality of educational planning development; yearly working plan related to the results of educational management, problematic conditions, need of development and policy of education reform focusing on developing learners to have quality according to standard of learning of school curriculum; teachers are able to manage learning with quality, supervise, direct, follow and evaluate; operating and making reports of educational management. Schools have been using research methodology in collecting data as foundation for planning quality of schools.

3. The study result of reducing inequality and create

equality for a sustainable society in special area of 3 Southern Border Provinces overall was at most level. When each aspect was taken into consideration, it was found that coexistence in the multicultural society was at most level ($\bar{x} = 4.3487$, S.D. = 0.6144). This is because the special area of 3 Southern Border Provinces have diverse sociocultural condition. In 3 Southern Border Provinces the education needs to provide curriculum, learning process to make learners understand diversity and be able to happily live together in diverse contexts without encroaching which are associated with [9] (Tikhamporn Sompong, Wuttichai Niamthes, Ekarin Sangthong, and Recha Chusuwan. 2016) whose study of context and problematic conditions in 3 Southern Border Provinces in curriculum and instruction found that learners' curriculum and instruction in the areas of 3 Southern Border Provinces were problems that had direct impacts on learners and played important roles in teachers' instructions and educational personnel specifically in multicultural society. Educational management according to multicultural

guidelines cannot see from courses or single curriculum. Educators should manage educational management according to the multicultural society guidelines in wide guidelines in curriculum and practice can have an effect on educational equality.

4. The result study of special area administration of 3 Southern Border Provinces was overall at most level. When each aspect was taken into consideration, it was found that the aspect of happy coexistence in the multicultural society was at most level ($\bar{x} = 4.4736$, S.D. = 0.5802). This is because the differences in the special area of 3 Southern Border Provinces do not have any impact for people to happily balance their living leading to social unity, respect, honor and understanding in differences. Education must encourage learners to creatively understand differences which is aligned with the case study research findings of [10] (Phra Maha Mongkhonkan Thittammo and team. 2019) on people coexistence in multicultural society in Thailand as follows:

5.1 Principles of people coexistence in the multicultural society in the community of Prato Thapae, Muang District, Chiangmai Province were created through people understanding and accepting the differences in cultural traditions and differences in terms of races, languages, religions and beliefs.

5.2 Association of according to each religion: coexistence of Buddhist community is keeping the five precepts, speaking politely, and avoiding segregating, community, making oneself useful; Christian community encourages widening development of each community leading to social equality, everyone in the society understands differences and is interested in learning differences with existing knowledge.

5.3 The coexistence of people in the multicultural society in Thailand: a case study Multicultural Society in Muang District Chiang Mai Province appropriately presented models and methods of coexistence of people in multicultural society for Thai society concretely. That is in Buddhist community, the encouragement went to youth and people who live around the temples; Christian community encourages the acceptance of differences in concepts including good attitudes to live together leading to efficient coexistence in the diverse community.

5.4 Evaluation of using collaborative network models has developed innovative financing for education reform. Knowledge has indirect effects through components of systematic knowledge, components of inequality and administration of special areas as follows: 1) Aspect of systematic knowledge: When each aspect was taken into consideration, it was found that Innovation of educational management weighed at .866. This was because special areas of 3 Southern Border Provinces has dimensions of complicated development according to religious beliefs, promotion of systematic learning management was a way to change educational system which brought good opportunity for the area which was innovative educational area leading to genuinely educational discovery. The education that serves ways of living not tools for capitalism. This was related to [11] (Nalinthip Pimklad. 2017) who studied the holistic learning management approaches to develop and evaluate ways of holistic learning management. Sample group was 77 students in field of management, Buriram Rajabhat University 56. The research was divided into 2 phases: guideline development of holistic learning management by using techniques of complete photographs with focus group of 21 people and guideline evaluation of holistic learning

management by using tools for giving criteria scores of 5 levels. This tool is a questionnaire of opinion level related to the quality of holistic learning management scale evaluation. The quality of the questionnaires was operated through Index of Item Objective Congruence: IOC for verifying content validity by expertise with Cronbach's alpha coefficient with validity of total copy = 0.8442. Discussion team consists of 3 qualified and expert persons, 2 entrepreneurs and 77 students from field of management. The research findings indicated that guidelines of holistic learning management were relied on the principles of working of King Rama the IX which consist of 1) understanding focusing on giving importance on differences among learners and their needs; 2) accessibility—teachers design learning contributing to develop different learners by creating learning situation, integration of cross curriculum and direct experiences according to circle of PDCA (Plan, Do, Act and Check. The result evaluation of the holistic learning management was overall found that 6 groups of learners tend to climb up for better level of learning development; 2 groups tend to have a jumping development; 2 groups had the regression of learning development. The overall of the quality of holistic learning management was at most level ($\bar{x} = 4.28$, S. D. = 0.39) with skills between personnel and responsibility.

2) Aspect of inequality and equality: When each aspect was taken into consideration, it was found that aspect of philosophy of sufficient economics weighed .906. This was because the provinces in the special areas of 3 Southern Border Provinces had per capita income or economics condition at low level which led to inequality in gaining different aspects but become traps for gaining them particularly in equally receiving education like other provinces which related to [12] (Ratchawadee

Saengmahamad. 2017) whose study discussing inequality in society which was the protracted problems for a long time and resulted in social conflicts. The development of economics and quality of life became decreasing. This article intends to focus on educational inequality which was the main root of developing people. However, equal educational opportunity was still major problems. The educational purposes of knowing people's opinions of social inequality in various aspects, factors having impacts on people's educational inequality and guidelines the most reducing educational inequality need to be operated by taking collected data from the survey of life and society by King Prajadhipok's Institute from October 2014 to March 2015[13] (The Constitution of the Kingdom of Thailand, B.E. 25602017), to analyze using descriptive statistics shown percentage, means (\bar{x}) and standard deviation (S. D.); difference between variables of economics and educational inequality using Chi Square and regression analysis to find the relationship of variables with educational inequality. The result study found that the most social inequality was income and property while people thought that disability was the most discriminated issue; runner up issue was discriminated against at educational level. The factors having impacts on educational inequality was there had been discriminated against education in society: inequality in income and property, dissatisfaction in education, gender, age group and places of residence. Therefore, the appropriate education with Thai context should encourage social security and economics, raise the quality of education to associate with the need of labor market and the government should give people opportunity of having access to various equal rights.

3) Aspect of special area administration: when each aspect was taken into consideration, it was found that

educational administrative system weighed .899. This was because special area of 3 Southern Border Provinces has diversity in terms of society, culture, religion to associate with contextual area of educational management directly result in religious belief to live in balance. The administration has diversity along with space conditions. The need of community causes the unique of different area. [14] (Phipop Buntham.2018) found in his study of management to promote people's participation in urban development Ancient U-Thong that 1) the importance of management was the Special Area Development Administration for Sustainable Tourism (Organization Public) unequally supported people' s compensation 2) guidelines for improving the important management was that the Special Area Development Administration for Sustainable Tourism (Organization Public) should promote people's participation in special area development Ancient U-Thong Tourism by supporting compensation and giving importance for people increasing income; saving budget with good value and benefit including setting strategic plans. 3) the Special Area Development Administration for Sustainable Tourism (Organization Public) should build and bring strategic improvement of management to promote people's participation in urban development Ancient U-Thong according to the concepts of sustainable management to adjust important indicators of working and leading to seriously and continually practice including extending the strategies for future development. The strategies should consequently consist of 5 aspects from most to least importance of economics, life quality, environment, morality and technology.

6. SUGGESTIONS OF USING RESEARCH RESULTS

1.School administrators use to plan the development of the systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in Special Area of 3 Southern Border Provinces; learners' learning ability with new learning innovation to increase international competition.

2.School administrators plan learning and teaching management use to develop the quality of school curriculum of systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in Special Area of 3 Southern Border Provinces to be in recognition

3. School administrators use to plan quality management according to school context, systematically develop and operate, set clear goals and directions for systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in Special Area of 3 Southern Border Provinces.

6. 1 Suggestions for continual research

1. Research should be an administrative model to build systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in Special Area of 3 Southern Border Provinces, further develop pilot school network and educational innovative areas in other provinces.

2. In- depth research related to systematic knowledge supporting spatial education to reduce inequality and create equality for a sustainable society in Special Area of 3 Southern Border Provinces in each competence of administrators, teachers and community should be continually operated.

6.2 Suggestions of Policy

1.The policy development should be in national level

in using strategic knowledge of competency-base curriculum supporting spatial education to reduce inequality and create equality for a sustainable society of every school level.

2. The systematic operation of promoting, supporting and policy planning in innovative development and supporting finances and resources for education reform should be continually sustained.

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