



การบริหารโรงเรียนที่ใช้หลักสูตรการศึกษาเชื่อมโยงสู่อาชีพในบริบทไทย

School Management in Thailand based on Career-related Programme Concepts

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บทคัดย่อ

การวิจัยมีวัตถุประสงค์เพื่อศึกษาการบริหารโรงเรียนที่ใช้หลักสูตรการศึกษาเชื่อมโยงสู่อาชีพ โดยศึกษาจากโรงเรียนนานาชาติที่ใช้หลักสูตรนี้ขององค์กรไอบีในประเทศไทย 1 โรงเรียน ให้ข้อมูล จำนวน 3 คน ได้แก่ ผู้อำนวยการ รองผู้อำนวยการฝ่ายวิชาการ และผู้ประสานงานหลักสูตร เครื่องมือวิจัย คือ แบบสัมภาษณ์ วิเคราะห์ข้อมูลโดยการวิเคราะห์แบบอุปนัย ผลการวิจัย พบว่า 1) ด้านการพัฒนาหลักสูตร มี 3 ส่วน ได้แก่ วิชาสามัญ วิชาหลักด้านอาชีพ (ทักษะเฉพาะบุคคล/ทักษะวิชาชีพ การเรียนรู้การให้บริการ การพัฒนาทางภาษา โครงการสะท้อนคิด) และการฝึกงานวิชาเลือกด้านอาชีพ เป็นการเรียนสองปีสุดท้ายในระดับมัธยม 2) ด้านการจัดการเรียนการสอน เน้นวิชาการแต่นักเรียนสามารถเลือกวิชาการหรือปฏิบัติก็ได้ สำหรับวิชาเลือกด้านอาชีพจะมีหน่วยงานภายนอกเข้ามาาร่วมด้วย โรงเรียนสนับสนุนการฝึกงานโดยประสานความร่วมมือกับสถานประกอบการหรือองค์กร เป็นลักษณะการสอนภายในโรงเรียนและมีการสอบจากภายนอก และ 3) ด้านการประเมินผลสัมฤทธิ์ เป็นการประเมินจากโรงเรียนและมีการสอบภายนอก จากองค์กรไอบีและหน่วยงานต้นสังกัดที่สอนวิชาเลือกด้านอาชีพ โดยนักเรียนต้องผ่านการประเมินทั้งสามส่วนจึงจะได้รับใบประกาศนียบัตร

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Abstract

The objective of this study was to investigate school management in Thailand based on career-related programme concepts. The school selected for this study was an international school which applies career-related programme concepts. Interviews were conducted with three key informants, namely, which are two school administrators and one curriculum coordinator. The qualitative data were analyzed using analytic induction. The research findings reveal three key points. First, curriculum development has three aspects; they are common subjects, core-career subjects (personal and professional skills, service learning, language development, reflective project), and training-career selective subjects, which involves teaching in the two final years of secondary school. Second, teaching and learning management is identified as an academic area, but students can choose either theory or practice, which provides the opportunity to work with an outsourced organization, participating in teaching and providing a unit lesson. The school supports training in cooperation with companies or entrepreneurs by managing the internal teaching process and external evaluations. Third, learning evaluation extends to both the school and the external organization and involves the International Baccalaureate (IB) studies and outsourcing for career selective subjects. Students need to pass three parts of the evaluation in order to receive a Career-related Programme Certificate from the IB organization.

Keywords: school management, career-related programme, international baccalaureate

Introduction

Nowadays, Thailand comes into an economic and social development period, as a world technology developed and ASEAN community participation. This has to be prepared for competing in regional and world economies. Human resources should have a good potential in both academic and professional areas that serve the needs of the labor market. According to King Rama IX, people can survive with ethical and moral under his majesty's efficiency theory concept, which can lead to a better life and a sustainable society.

Education is the most important drive for country development and is the fundamental for human development which increases the equity in society

(Upper Secondary Education Bureau, 2016). It is also the beginning of making the career which is important for driving the economic growth and country development. At present, the world is facing social, culture, politics, economics and technology changes that are affected by human lifestyle. The examples of these changes are different, various in nationalities, language and culture building into the multicultural society. Furthermore, working world changes working style. Instead of people having similar skills working together, the work nowadays requires people to do some transformation by providing education that suits the world situation, which is full of knowledge and information. Nation has to plan for producing and developing human for career stream at the present and the tendency of career change in the future.

The Education Developmental Plan issue 12 (2017-2021) mentioned developing the country to balance and be sustainable which is paying attention on developing people or human resources to be ready for changing world in the 21st century (Office of the Permanent Secretary Ministry of Education, 2016). Encouraging contexts factors that are suitable for developing human quality both in the system and social structure can be immunity to future changing. This circumstance leads to 5 strategies for developing an effective management system, an efficiency digital technology system in management service and learning, a quality and standard education system in both informal and formal system, efficiency human resources for both teachers and education personnel.

According to educational developmental plan, it aims to develop the human potential for competing in world forum and international education standards so educational management should have a goal to develop people's knowledge and skill in both academic and professional areas according to an international standard helping them to compete and survive in the future world. Teaching management should provide both academic and professional

skills. Students in common school will have a working experience and vocational school will have wisdom knowledge. They are able to work or train during the school semesters, so they can earn the money and practices their working skills at the same time. There are some techniques for encouraging human's potential and capacity to be ready for the labor market.

The Ministry of Education and the Office of the Vocational Education Commission (National Legislative Assembly, 2016) play an important role in the vocational study in launching the policy to support dual school system between common study and vocational study or alignment teaching method, collecting credits from vocational to common students. The goal is expanding the educational opportunity of vocational education for common students serving the hiring from service business, industrial and agriculture. This can also offer opportunity for common students who want to have both common and vocational learning.

However, the committee found that some students and parents who are not involving in this program concern about the dual system act, quality education and effect of private vocational school in term of number of the students, which are decreasing while the social norm supports students to go to the higher education. Their concerns result in the unmatched demand in labor market and affect the economic development. Moreover, they found many problems with dual system policy such as more work loads for vocational teachers while receiving the same payment, and a transference credits and a budget for managing the learning activities.

On the other hands, the government allowed chances for the private section to participate in management education. The international schools are allowed to settle in Thailand using various international curriculums such as British, American, and Australia, etc. Now international schools are controlled

by the Special policy international group of Office of the Private Education Commission, starting more than 50 years ago (Office of the Private Education Commission, 2016). Many international curriculums are adopted from all around the world, the most popular and well-accepted in academic standards from leading university around the world is international baccalaureate curriculum (IB) which has continuously been developed since 1968. IB curriculum consists of 4 programmes; Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career -related Programme (CP).

One programme aiming to build up the basic professional knowledge for students is career-related programme (CP) which was developed in 2012 (IBO, 2016). It is two final years for secondary students to go to higher education or working life and serve the 21st century skills for students. The programme is well-accepted in 21 countries and applied in 136 schools around the world. This curriculum is implemented in 6 schools across Asia-Pacific, which are Gandhi Memorial International School (India), Queensland Academy for Creative Industries (Australia), Renaissance College (Hong Kong), School of the Arts (Singapore), Shanghai Singapore International School (China) and Prem Tinsulanonda International School (Thailand). Moreover, American research (Pribbenow et al., 1999) found that applying the career-related in high school will be the first step of 21st century learning which is the first signal for widening perspective in evaluating system based on potential. This initiative focuses on planning during 10 years ago. University in US has changed the new evaluation for enrollment by capability which is aligned with constructivism theory that is popular in high school system. This theory is introduced to students to discover and seek knowledge by themselves.

The career-related programme aims to provide choices for students to grow in their career path. Students can link academic to professional and

personal skill. The curriculum can also link to a type of learning that creates a positive differentiation to the community. Students can have creative and critical thinking, clear and effective communication in various situations, and be able to work well individually and in a group. They can apply their knowledge in a real situation and realistic world. Career-related Programme was managed in 3 modules, which are Academic course, CP core components, and Career-related studies. This curriculum is well-accepted in Asia and implemented in Thailand as well. Students are not only able to enroll in the course in higher education but also enjoy good prospects in the job market after graduation. This may cause this programme to grow year after year (International Baccalaureate Organization, 2016).

In sum, the Career-related Programme is the most important key to develop human resource in the country because it would be teaching method for both common education and professional career at the same time. If schools apply school management innovation base on the concept of the career-related programme, it would be considerable to direct our dual system education in Thailand to have a standard that accepts in national and international.

Objectives

To study the school management in Thailand based on career-related programme concepts.

Research Method

This descriptive research was based on the school management who applied for the Career-related Programme.

Participants

The sample group of this research covered 6 schools, which applied

career-related programme in Asia-Pacific.

The participant of this research was Prem Tinsulanonda International School, which was chosen by purposive sampling technique and which is the only school in Thailand that implements this curriculum. Key informants were 2 school administrations and 1 curriculum coordinator to collect more data and to gain more understanding on the differentness and perspective of this curriculum.

Research Instruments

The research instruments used in this study are the structured interview related to the administrator and school coordinator' opinions towards the Career-related Programme. The interview questions consist of 2 parts; Part 1 – Vital Status and Part 2 – Vital question as followed;

1) School Management based on the Career-related Programme in 3 aspects; curriculum development, teaching and learning management, and learning evaluation (Bureau, 2017; Orapiriyakul, 2013; Sergiovanni, et al., 2004)

2) The procedure of School Management based on the Career-related Programme.

3) Factor that making school suitable for the Career-related Programme.

4) Limitation of using the Career-related Programme.

5) Suggestion for Career-related Programme in Thailand.

Validity of the Interview Questions

The researcher revised the interview questions according to suggestions from the three experts. The researcher has collected comments and suggestions from experts. The suggestions were to divide questions into categories and to fill those questions into a form.

Data Collection

The period of collecting data was between September–October 2017. The data collecting methods were 1) studies on formal and informal document about school management with Career-related Programme and 2) interviews using interview form and records by writing, voice recording, and photo taking.

Data Analysis

The result from the interview was analyzed by triangular check. The researcher used data triangulation to interpret and conclude data from each key informant. The interviews were set in difference places and times. Then, the data was analyzed according to answer research questions.

Results

The result from the interview showed that the overall working experience of the participants was more than 3 years and the key informants has a well-understanding of the school background. The result from the school management based on the concept of Career-related Programme by key informants perspective is divided into 2 parts.

1. School management based on the concept of Career-related Programme has 3 aspects; curriculum development, teaching and learning management and learning evaluation.

1.1 Curriculum Development

Career-related Programme is playing an important role in the present because it is the new educational choice for students. Until now, the programme has produced 4 generations of graduated students. CP- Career-related Programme is not mentioned to provide only academic theory but it also supports the students who have a specific interest. It is a holistic curriculum having both technical and professional.

This curriculum combines the combination between IB organization and outsourcing organization. Students can get the Career-related Programme certificate from IB or get the certificate from outsourcing organization. It was the guarantee that students could graduate and get at least one certificate if they pass the career-studies but do not pass Career-related Programme because of failure in some Diploma subjects.

As a result, this programme offers students more educational choice because they can get the certificate from outsourcing organization. Students can make a job or get the higher education. Moreover, students will get the high school diploma because the school was accredited by the international organization (NEACE). University in Thailand would accept the high school diploma if students are qualified.

Career-related Programme was managed in 3 Module; Academic course from Diploma Programme, CP core components (personal and professional skill, service learning, language development and Reflective project) and career-related studies. These three Career-related Programme have different styles of teaching and learning method.

Academic Course from Diploma Programme

Students can choose at least 2 groups from language and literature, language acquisition, individuals and societies, sciences, mathematics, and Arts.

CP Core Components

It was combined with 4 modules:

1) For personal and professional skill, students will learn in class about management skill in general, universal skill, organization skill and soft skill;

2) Service learning allows students to set their goal and needs to do a community project. Advisor will guide them how to think, such as

a service community environment;

3) Language development is a choice from a normal class. It could be 15-hours private tutorial for additional languages, such as Chinese, Vietnamese, Japanese, and French. Chinese and Spain are important for commercial but English is still considered the main language for communication;

4) Reflective project combines individual research and essay. The teacher will be a guide or mentor.

CP core is not a subject but all of them are integrated and have a critical thinking skill. Reflective project is the main evaluation for this course and others are additional parts to develop student's potential.

Career-related Studies

School has to enroll the hospitality and sports management now they have 3 programmes for students to choose.

1. CISI (Chartered Institute of Securities and Investment) Finance, Risk and Investment. It is a British organization. This school is the first one that set the programme outside the UK. Students will get the certificate when they graduate.

2. BTEC- (Business and Technology Education Council) IT - Computer science. It is a British organization as well. When students complete the course they will get the certificate.

3. Savannah College of Art and Design (SCAD). It is the famous college in Georgia and has a branch in Hong Kong. Students can enroll in Art and Design course, which is taught online, collect the credit and transfer to the first year of university which is up to the university's requirement. If students would like to enroll in this college they will get 70% discount.

1.2 Teaching and Learning Management

The school will manage the class in school and the theory

as a main core but students can choose to do either theory or practical. The programme will offer 300 hours of high level of knowledge in depth. School has 3 organizations to organize the teaching and learning management which uses their module.

For an internship, the school will support student's purpose and link to the company or entrepreneur. Students are not required to do the internship but students can do a reflective project from their internship or internship with their community service in the non-profit organization. Various ways can be applied for students' internship.

School supports internship by finding the company and cooperating with entrepreneur or organization to do it during the school break following the students' need. The programme is supervised by the school and no direct offer from an entrepreneur is involved.

Additionally, it has an extra course, online course or short course which is related to student's programme. Students will choose the programme depending on the objective of students need. Advisor will guide students with concern on their interest, attitude and passion. Students will learn in school and have an external assessment.

Family readiness and Curriculum construction are the main factors making the school suitable for the Career-related Programme. The school continues this programme in the next academic year and tends to add more students in the year to come. 11 students graduated from this programme last year. When school focused in detail, it is found that:

Family Readiness

Students who chose this curriculum come from business family. They can grow up in their business line and this curriculum should approach high school students as well. Current state for this program receives a good

response from students, parents, and administrator.

Curriculum Construction

The Career-related Programme is more flexible than diploma programme because students can learn other things apart from academic but they still mention theory than practical. Although the Career-related Programme is complicated, the school has a clear direction and plan for any changes.

The school board makes a decision whether to continue the curriculum every year. They also consider new career-related studies programme for student's choice by students needs in each academic year.

Considering that parent's trust is the most important limitation, the school may need to convince the parents that the programme can be a good option for their children. If the school can change their thought, this curriculum will run well. As parents are afraid of their children graduating and being jobless, the school has to make a correct understanding to parents. The most difficult things for this curriculum to continue are parent's perspective and trust. In the future, the school would like the parent's perspective toward this programme to be changed and viewed this programme as one of the comparable educational options. Changing programme is up to many factors, such as the number of student enrollment and the suitability for school.

1.3 Learning Evaluation

The school evaluates students by internal and external examinations. The external exam is arranged for IB organization and an organization that arranges career-related studies. Students have to pass 3 parts: academic courses from the diploma programme, CP core components and career-related studies. Once completed, the student receives a Career-related Programme certificate from IB organization.

2. Suggestions for Career-related Programme in Thailand

2.1 System of Career-related Programme

Academic management like this can be complemented in another school even if they don't have a full IB program. They can cooperate with another school in the academic courses for the diploma programme. One good example of such dual system is in German. A school in Germany manages students' academic while the factory teaches work skills. In this way, students receive half-work-and-half-learn experiences. Due to the demand on technicians from the factory, this system can occur. It produces human for the labor market. If the factory wants maintenance, the school will produce the maintenance kits.

2.2 Various Subjects

In this curriculum, Art subject would fulfill creativity to students. It is not a weakness to show that students should learn mathematics or science more than art. Because, nowadays creativity is important for any jobs. For example, a famous mobile phone company is known for recruiting people who are creative, think forward and think out of the box.

2.3 Ethic and Moral

The Ethic is important for employment in the 21st century. They will select situation and scenario from the present.

2.4 Linguistic Competency

Language efficiency is important for Career-related Programme students and also awareness and understanding of different culture.

2.5 Enquiry Knowledge

Enquiry knowledge should support students from teachers and school. Students have to inquire knowledge and learn by themselves. Students have to be more independent.

2.6 Consistency of World-changing and Labor Market

The Career-related Programme is almost more complex than other programmes. It wants students to be more than an academic person. It is a holistic programme. The teacher teaches students to follow the instruction, students cannot think. The teacher should lead students to think in order for the students to have a problem-solving skill. If people always follow the rule, how they can create and learn from the mistake.

In 20 years ahead, creating and adapting are important, how is going the world in 20 years, who never know what happens in 20 years. Students should prepare themselves and be ready for that. In the future, we have many kinds of job. At the present, 1 person can do more than 5 careers but in the future, one person can do more than 10 jobs at the same time.

Moreover, part of this curriculum is planned to serve the company's need, thus its purpose is linked to the demand of the market needs and also the students' need. Considering both parties' benefits, Career-related Programme is highly successful.

Discussion

Regarding to the research results under school management topics in curriculum development, teaching and learning management, learning evaluation and the suggestions of Career-related Programme, they are discussed as follows:

1) Curriculum Development is combined with 3 parts: the academic courses from the diploma programme, CP core components (personal and professional skill, service learning, language development, and reflective project) and career-related studies. Career-related Programme is the last 2 years of secondary school.

This curriculum management is combined with 2 parts: IB organization

and external organization. Students will get the Career-related Programme certification from IB organization and or from the external organization (IBO. org, 2016). This curriculum can certify that students will graduate and get at least one certification. Students can graduate in career-related studies but not graduate from Career-related Programme if they cannot pass the academic courses from the diploma programme. Students will have a choice even if they do not graduate from Career-related Programme because they will receive a certificate from an external organization who arranges the teaching career-related studies. It is consistent with dual system in German that developed curriculum by collaborating 2 sections from vocational training and school-based training to arrange the education (Euler, 2013). It was applied in many countries such as Switzerland, Austria, Denmark, Norway, etc.

2) Teaching and Learning Management is arranged in school and mentioned in academic. But students can also choose theory or practical by themselves with the advisor. Career-related studies will have an external organization to operate teaching and learning management. It will use module from the career-related studies and school will support the training. The school will cooperate with an entrepreneur or a company. Teaching and learning happen in school with an external assessment.

The teaching and learning management will manage in school and mention in theory. They also have a practice in CP core component, career-related studies, and training. It is consistent with teaching and learning management in the 21st century skills (Upper Secondary Education Bureau, 2016) which combines teacher preparation, community survey, sourcing inspiration, brainstorm, information analysis, joint to learning design, practice, summarizing information, and extent body of knowledge. It is found that practice is an important process for learning management in the present (Panich, 2014).

Moreover, the students who choose to enroll in this curriculum have a family business that students can later adapt the knowledge in their business line. The Career-related Programme is more flexible than diploma programme because students can do many more things than academic.

3) Learning Evaluation is assessed by school and has an external assessment from IB organization and organization who arranges career-related studies. Students should pass 3 parts and they will get the Career-related Programme certification from IB organization. It is consistent with research report from Darbavasu and Siritongthaworn (2012) which studied about academic management process and found that it is combined with academic planning, curriculum development, learning resource development, learning management development, learning evaluation and learning transfer, and research for development education.

This study found that learning evaluation from internal and external organizations allows students to be evaluated in both theory and practice. It is consistent with learning evaluation in workplace organization (Marvin et al., 2010). The previous study found that evaluating both academic and skill are linked to human resource development strategy and organization strategy. This learning evaluation can be presented as a form of assurance to the organization that they will hire an employee who has a skill and knowledge that are necessary to their organization. This type of evaluation also aligns with organization's strategy and vision which is important for developing the professional skill to the employee in the organization.

The researcher remarks that the school management based on Career-related Programme in curriculum development has developed with diploma program linking to career-related studies. This curriculum offers students more opportunity in learning. In teaching and learning management, teaching both

theory and practice can equip students with the necessary skills in the present and the future world. The learning evaluation has an internal assessment from school and external organization, which consists of several assessments.

Career-related Programme in Thailand is different from other programmes and complex because it aims to groom students to be more than an academic person, it is a holistic program. This curriculum was developed based on the students' purposes so it is highly successful. It is consistent with the article of Relocate Global team (Relocate Editorial, 2017). It was found that Career-related Programme collects all academic principle from IB curriculum. The curriculum is developed for students who would like to learn about the career that they are interested in. It is the best foundation for students learning.

Pedagogical Implication

1. From the result, it is found that administration and school coordinator's perspective about this curriculum are flexible. Because students can think and do other things apart from academic, while still focusing on theory more than practical. Even if it is a new programme, it has a clear instruction.

Other school administrators could apply and encourage the use in their school context. To do so, the school administrator should add more career subject and apply or integrate Career-related Programme core components in other subjects. For example;

1) Reflective project could be the project in the area of student's interest, such as conducting a basic research.

2) Service learning could be a service for community and environment in their society.

3) Apart from English which is the main language in communication, development on other language should be supported.

4) Personal and professional skill is a necessary skill to prepare for working in the future.

2. The results showed that administration and school coordinator's perspective about parent's trust are important in order to use this curriculum. It is necessary to change the parents' perspective and trust. If the parents accept this curriculum, school management based on the Career-related Programme may have a high rate of success. Administrator and teachers play an important role in building up the good attitude and value of the parents.

Recommendations for Future Research

1) As the result found that the comment from parents is the most important for school management, further research should study the effect of school management based on the parent's participation. This may include some suggestions on finding a suitable guideline and the usefulness for educational management.

2) As the result showed that Career-related Programme is more complicated than diploma programme. This is due to the fact that the programme expects the students to be good at not only academic but also professional. It is a successful program so further research should study about school managements innovation base on the concept of Career-related Programme. This innovation could be used and applied in dual system management to make it more suitable for the programme.

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