

การพัฒนารูปแบบการมีส่วนร่วมของชุมชนสำหรับจัดการศึกษาตลอดชีวิตของสถานศึกษา: การวิจัยปฏิบัติการแบบมีส่วนร่วม

The Development of a Community Participation Model for Organizing Lifelong Education by Educational Institutions: A Participatory Action Research

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ ๑) เพื่อศึกษาสภาพและปัจจัยการมีส่วนร่วมของชุมชนสำหรับการจัดการศึกษาตลอดชีวิตของสถานศึกษา ๒) เพื่อเปรียบเทียบปัจจัยการมีส่วนร่วมของชุมชนสำหรับการจัดการศึกษาตลอดชีวิตของสถานศึกษา และ ๓) เพื่อพัฒนาแบบการมีส่วนร่วมของชุมชนสำหรับการจัดการศึกษาตลอดชีวิตของสถานศึกษาด้วยการวิจัยปฏิบัติการแบบมีส่วนร่วม กลุ่มตัวอย่าง คือ ตัวแทนชุมชน จำนวน ๑,๔๕๖ คน จากโรงเรียนดีศรีตำบล จำนวน ๑๕๒ โรงเรียน รุ่นที่ ๑ โดยการสุ่มแบบเจาะจง และทำการวิจัยปฏิบัติการแบบมีส่วนร่วมกับตัวแทนชุมชนจากโรงเรียนดีศรีตำบล จำนวน ๒๕ คน เครื่องมือที่ใช้ ได้แก่ แบบสอบถาม แบบสัมภาษณ์ การสนทนากลุ่ม การวิเคราะห์ข้อมูลในการวิจัยใช้การวิเคราะห์สถิติพื้นฐานและการวิเคราะห์เนื้อหา

ผลการวิจัย พบว่า ๑) สภาพการมีส่วนร่วมของชุมชนสำหรับการจัดการศึกษาตลอดชีวิตของสถานศึกษาโดยภาพรวมอยู่ในระดับปานกลาง (๓.๔๕) ๒) การเปรียบเทียบปัจจัยการมีส่วนร่วมของชุมชนสำหรับการจัดการศึกษาตลอดชีวิตของสถานศึกษา ด้านสถานศึกษา พบปัจจัยที่สอดคล้องกัน ๖ ด้าน คือ ผู้บริหาร ครู การปฏิบัติงานของโรงเรียน คณะกรรมการสถานศึกษา การสร้างเครือข่าย และการจัดกิจกรรมการเรียนรู้ ปัจจัยด้านชุมชน มี ๖ ด้าน คือ ผู้นำชุมชน ความสัมพันธ์ภายในชุมชน ทรัพยากรและแหล่งเรียนรู้ การสร้างกลุ่มและเครือข่ายในชุมชน การกำหนดบทบาทความร่วมมือ และการแลกเปลี่ยนเรียนรู้ ๓) ผลการพัฒนาแบบ พบว่า รูปแบบ ประกอบด้วย ๑) สภาพพื้นฐานการมีส่วนร่วม ประกอบด้วย หน่วยงานที่เข้าร่วมจัดกิจกรรม กลุ่มเป้าหมาย สารความรู้ วิธีการจัดกิจกรรม สื่อการเรียนรู้ วัตถุประสงค์ แหล่งเรียนรู้ และ ผลที่ชุมชนได้รับ ๒) กระบวนการมีส่วนร่วมของชุมชน ประกอบด้วย ศึกษาข้อมูลพื้นฐานของชุมชน การระดมความคิดเห็น การวางแผน การดำเนินการ การรับผลประโยชน์ และ การประเมินผล ๓) ปัจจัยการมีส่วนร่วม คือ ด้านสถานศึกษา และ ด้านชุมชน และ ๔) การจัดการศึกษาตลอดชีวิตของสถานศึกษา

คำสำคัญ: รูปแบบ/การมีส่วนร่วม/การศึกษาตลอดชีวิต/การศึกษาชุมชน/การจัดการศึกษาของสถานศึกษา

Abstract

The purposes of this research are: 1. to study the conditions and relevant factors of community participation for lifelong education management in local educational institutions; 2. to compare factors of community participation for lifelong education in educational institutions; and 3. to develop a model of community participation for lifelong education in educational institutions through participatory action research. The target population was purposive sampling with criteria in the amount of 1,846 people from good schools in sub-districts, in project provided by the OBEC in 2010 and 25 people from 1 good school to conduct the PAR process. The research instruments consisted of a questionnaire, an in-depth interview form, and a focus group discussion. The data was analyzed by using computer programs and content analysis.

The research results revealed that: 1) The conditions for community participation for lifelong education management in educational institutions overall were in the middle range (3.44); 2) Comparing factors of having community participation for lifelong education management in educational institutions found six areas of correspondence, namely: administrators, teachers, the working practices of the particular educational institution, the school board of education, the establishment of a network, and organizing learning activities. Factors related to the community had six areas, namely: community leaders, relationships within the community, learning resources, building groups and networks within the community, establishing participatory roles, and learning exchange. 3) The results of developing the model found that the model consisted of 4 parts: 1) The basic conditions for community participation consists of: educational organizers, target groups, knowledge provided, learning activity methodology, learning materials, educational objectives, community learning resources, and the benefits received by the community from their participation; 2) Processes of having community participation consists of participation in: studying community-based information, brainstorming, planning, management, receiving benefits, and evaluation of the education management; 3) Factors in having participation of educational institutions and the local community; and 4) Management of lifelong education for the educational institution.

KEYWORDS: MODEL/PARTICIPATION/LIFELONG EDUCATION/COMMUNITY EDUCATION /EDUCATIONAL MANAGEMENT IN EDUCATIONAL INSTITUTIONS

Introduction

The 1990 International Conference of UNESCO and UNICEF at Jomtien Beach issued the Declaration of Jomtien, which listed the essential educational management principles of “Education for All” and “All for Education”. From March 22nd-24th, 2011, Thailand hosted the 10th Executive Conference on Education for All to review and follow up the “Educational for All” movement’s progress over the past two decades. The findings revealed that most members had not reached their educational goals. Therefore, UNESCO members agreed to extend the goals of “Education for All” to 2015, with the expectation that, by the new deadline, education would have become a common right for all. The principles basically focus on educational management by all (regardless of gender, age, and social status) with participatory management being shared by various factors such as the local people, the community as a whole, and local organizations and institutions. To obtain genuine social participation, educational decentralization has to be promoted so that the operational units are equipped to manage lifelong education.

Educational decentralization was one of the essential factors slated for implementation under the 1989 National Education Legislation. In 2002, this was amended to include a revision of the statutes (2nd issue)

to stipulate that community participation was an essential principle of the “Education for All” policy.

The six aspects of the act relating to this principle are: (i) that lifelong education is held as the main principle (Act 8 (1)); (ii) that the local community has to take part in educational management (Act 8 (2)); (iii) that a variety of educational resources must be employed for educational management (Act 9); (iv) that educational institutions associated with individuals, families, communities, local organizations, occupational organizations, religious organizations, businesses, and other social organizations should promote community empowerment so that the community is able to manage training, search for new knowledge, information, and news, and identify local wisdom and useful technology in order to develop the educational programs to harmonize with the community context and needs, and to include information exchange between communities (Act 29); (v) that the basic education commission should consist of representatives from the government, local organizations, the local administrative organization, alumni, religious organizations, and the heads of each educational institution to promote and support educational activities (Act 40); and (vi) that educational units must participate in educational management by applying experience, knowledge, skills, and local wisdom for educational advantages (Act 57).

An essential aspect of these acts is that educational institutions cannot operate without participatory management. Educational management, therefore, has to provide “participation in all educational management components”. Participation means that all relevant community components, such as teachers, students, educational administrators, and community leaders or members operate in a process comprised of procedures, purposes, learning, dynamics, movement, and mutual problem solving when planning, directing, and conducting educational activities for sustainable development through relationships among participants (Good Governance for social development and the environment institute, 2005).

Given the proposed operational outcomes for the country as a result of educational reform, all Thai governments should have promoted greater awareness and emphasized the significance of community participation in educational management by defining strategies and measures (Office of the Secretary of Education Council, 2005) in order to provide all stakeholders with the chance to participate appropriately in educational development in a decentralized educational system. However, the operational outcomes indicate that educational reform has not yet been successfully implemented. Educational management had not been implemented with due consideration given to the existing

context. In addition, the existing educational system is unable to cope with problems occurring at the national level, including the general problem of low quality education that needs much more attention (Office of the Secretary of Education Council, 2005). Over a decade after the declaration of the 1999 National Education Legislation (2nd revision), community participation in educational management is still badly needed (The Secretary of Education Council, Office 2005). Some previous studies that have investigated the participation of the local community in educational management (Kansa, 2000; Meksritongkham, 2004; Pakotang, 2007; Office of the Secretary of Education Council, 2005) have revealed that the negative factors relating to community participation in educational management were a poor understanding of educational management, and unclear roles in terms of the purposes of the participation, the expected extent of the participation, and the forms and methods of appropriate participation (Panasin, 2003).

Community-based educational management aims to develop processes for community participation, return educational management to the public, and empower the community. This approach has been developed by many significant educators throughout history, including Plato, Thomas More, and Luther. Their ideas have been further developed since the 1700s. In 1845, Henry Bernard stated that the fundamental

principles of community education were as follows: 1) community education is to be managed through democratic implementation and to involve the participation of schools and the community in all educational activities; 2) community education involves educational management responding to the interests and needs of the community; and 3) community education envisages educational management applying the various resources of the community (human resources, physical resources for program development, and educational activities) for all in the community. John Dewey, one of the most highly regarded scholars in the field of education, stated that education was a social process which results from experiences and the learning environment (Dewey, 1963). Schools, therefore, should provide some extracurricular activities so that students can learn from authentic situations or from real-life experiences. Subsequently, the principle of educational management based on the community education principle became famous. Lifelong education has been supported by some educators (Fletcher, & Thompson, 1980; Boone *et al.*, 1981; Nisbet *et al.*, 1980; Pretorius, 1990) who have concluded that community education has integrated educational advantages in the form of educational processes that are systematic for the community and students. It integrates community needs and lets the community and its residents make decisions about educational programs relating

to community development. In short, community education provides two main components: 1) a participatory process, and 2) an educational program, with community participation for developing educational activities that empowers the whole community and society.

Community participation in educational management is an essential approach to connect community actors in order to have them take part in educational management. The participation has to be processed through empowerment of the local people (through needs analysis, fundamental information studies, appropriate role assignment, implementation, and evaluation), but not with the participation predetermined by the government with fixed models and goals which only let the community attend government conceived and sponsored projects as has happened previously. Genuine participation will strengthen the independence of local people. To promote such participation, therefore, the community has to clearly understand the participatory process so that the people realize what their roles and duties are. This is strongly related to coordination and integration among community actors in educational management. Sangsri (2005) stated that promoting community participation could support the community by helping community members to learn from each other, as well as reducing disadvantages since the local people could

apply their new knowledge to improve their lives and their own community. In other words, it is seen as an essential principle of lifelong education.

An analytical technique for participatory process was utilized, and the factors relating to educational management proposed by Cohen and Uphoff (1980); Kosoom (1999); Shaeffer (1994); and the (Good Governance for social development and the environment institute, 2005). were studied to better understand the community participation model for lifelong community education in educational institutions. The present study hypothesized that if the community understands the participation processes, and is made aware of the significance of participation, it will take appropriate action in educational management according to its potential as directors of community development. This direction would promote a great deal of learning which may in turn improve the community from “internal” processes, or an “explosion from within” which would strengthen the community’s ability to support a more established system of lifelong education.

When community awareness of, and participation in educational management for community development is more common, Participatory Action Research (PAR) can be used for guidance about binding principles, theories, and practices. Through research

and self-reflection from multiple angles, the community can improve the operational quality and their understanding of the operation in relation to the context. PAR can be used to investigate the combined systematic changes, with the research processes emphasizing group operation, group power, analysis, and the search for both individual changes and social and cultural changes. Social and cultural changes are uncontrollable at the individual level; participatory action research is able to support group participation in group implementation and relational changes, which might, in turn, inform the directions of a developmental model. In other words, the model could lead to a view of the actual educational situation in the community which traces changes in social interaction such as indicated in the statement ‘Think Globally, Act Locally’.

PAR is more systematic than other, more common, forms of research implementation, in that it includes a high degree of community participation in data collection and self-reflection. In addition, the process itself leads not only to solutions for a particular problem, but also has the potential to lead to improvements in self-development by stimulating ideas for communities to identify and to solve problems on their own. Studies of the social and cultural changes certainly take account of collaborative implementation by the people concerned in order to promote

self-development processes based on individuals, and to support community teamwork with a common goal of providing better lives for the people in the community. Therefore, if the quantitative is one of the other research methodology: and Participatory Action Research is not to be implemented only for hypothesis testing and obtaining results, such as with the computer program but also for empowering individuals through the utilization of social science perspectives associated with a rotating operational processing system to encourage changes among researchers and contexts (Carr & Kemmis, 1986).

In brief, Participation Action Research is conducted where community contexts or needs require participatory solutions. The research process consists of the following cyclical activities: 1) defining the phenomenon; 2) implementation; 3) reflection; and 4) redefining the phenomenon. To complete the process, participants must apply individually gained knowledge and experience to create schools of shared knowledge. These activities provide community members with the opportunity to search for information and to be more aware of their own potential; to listen to and share with other collaborators; and to be accepted by all concerned. Accordingly, the research aims to change structures and the life quality of both individuals and society, with activities

supporting outreach to the socially disadvantaged in order to improve social equality through implementing change.

Objectives

1. To study the contexts and factors of community participation in lifelong education management in educational institutions.
2. To compare contexts and factors of community participation in lifelong education in educational institutions.
3. To develop a model of community participation in lifelong community education in educational institutions.

Scope of the study:

1. Contents: to study and examine community participation in lifelong education within educational institutions so that a model which is in accordance with the PAR process can be developed for use in the real world.

2. Population and subjects:

2.1 The population in the initial project at the sub-district level consisted of 182 high standard schools that were nominated by OBEC in 2010. The objective was to study the contexts and factors related to community participation in lifelong educational management and to develop a model prior to further investigation.

2.2 One high standard school was examined using the PAR process to determine if the model of community participation in lifelong educational management works effectively.

Methodology

Phase 1: Theoretical framework design

1.1 Documentation: Information was collect from documents, textbooks, and other materials related to community participation, lifelong education, community studies, developing models, educational institution administration, and Participatory Action Research (particularly in relation to community participation in lifelong education management)

1.2 Research design

1.3 Presentation of the research design to experts for evaluation

1.4 Adjustment and revision of the research design as suggested by the experts

Phase 2: Review of the contexts and the factors related to community participation in lifelong education management

2.1 Research instrument development: Develop 1-5 rating scale questionnaires with an opened-ended format for collecting information on community participation in lifelong education management. The questionnaires contained 4 parts: 1) Obtaining general information about the respondents; 2) Closed-ended questions for examining

levels of community participation in lifelong education management in educational institutions based on components proposed by Letarte and Minzey; Epstein (1980); and Pretorius (1990); 3) Closed-ended questions to examine factors related to community participation in lifelong education management (factors from community and educational institutions); and 4) Closed-ended questions to examine the contexts of activities conducted in lifelong education management in accordance with educational components and activities, students or target groups, educators, subjects, classroom management, and outcomes

2.2 Revision of the questionnaires examined by the supervisor and experts for content validity, completion, and inclusiveness

2.3 A research instrument pilot study with 30 pilot schools for investigating comprehensive questions and answers, which were assessed for reliability using the Cronbach Alpha Coefficient (acceptance level at 0.70) before revision

2.4 Data collection by administering questionnaires at a high standard school in a sub-district containing one of the 182 project schools to gain information concerning community contexts and factors related to community participation in lifelong education management in educational institutions. The subjects were school administrators, subject head teachers, parental representatives,

alumni representatives, scholars, community leaders, occupational group representatives, and voluntary groups from the community in the school service area.

2.5 Data analysis including the calculation of frequency, percentage, mean, and standard deviation (S.D.) is to be undertaken using the computer program. For closed-ended questions, qualitative data will be analyzed using content analysis, conceptualization, and induction analysis so that the data can be sorted into categories and conclusions drawn.

Phase 3: Analysis of the results from phase 2 by comparing the factors of community participation in lifelong educational management among educational institutions (primary schools, basic educational opportunity expansion schools, and secondary schools), and subsequently the design of a model of community participation in lifelong educational management in educational institutions

Phase 4: Development of the model of community participation in lifelong educational management in educational institutions and the evaluation of the model with PAR

Results

1) Results of study contexts and factors of community participation in lifelong education management in educational

institutions: Overall, it was found that the condition of community participation in lifelong education management in educational institutions is at an average level (3.44 on a five-point scale). Consideration of each step revealed that the step with the highest mean score was participating through sharing basic information about the community for lifelong educational management (3.54), followed by taking part in brainstorming opinions for lifelong educational management (3.51), participation in lifelong educational management (3.48), participation of the community in lifelong educational management (3.44), participation in receiving the benefits from lifelong educational management (3.35), and participation in lifelong educational evaluation (3.34).

2) Results of comparing contexts and factors of community participation in lifelong education in educational institutions: Six areas of correspondence were found in a comparison of the factors of community participation for lifelong education management in educational institutions, namely, administrators, teachers, the working practices of the particular educational institution, the school board of education, the establishment of a community educational network, and organizing learning activities. There were six areas of correspondence in the factors related to the community, namely, community leaders, relationships within the community,

learning resources, building groups and networks within the community, establishing participatory roles, and learning exchange.

3) A model of community participation in lifelong education within educational institutions was developed using Participatory Action Research (PAR) and a case study. The resultant model consisted of 4 parts: 1) The basic conditions for community participation consist of educational organizers, target groups, the knowledge provided, learning activity methodology, learning materials, educational objectives, community learning resources, and the benefits received by the community from their participation; 2) The processes for having community participation consist of participation in studying community-based information, brainstorming, planning, management, receiving benefits, and evaluation of the education management; 3) The factors in having participation of educational institutions and the local community; and 4) Management of lifelong education for the educational institution.

Discussion and Recommendation

1. A survey of community conditions is important and necessary and should be undertaken using a variety of methodologies such as non-official surveys involving discussion, community surveys, public meetings, public operations, etc. Participants should include people who are related to the community

context and are able to help specify the direction of educational management in the community. It was found that community data containing a large amount of detail can be gathered, which improves the analysis of the needs of the community. It also enhances the development of the community for lifelong educational management of educational institutions in a way that is consistent with the context and the needs of the community.

2. Educational institutions need to consider the potential of the local community. Even though they are not students at that particular institution, the community residents have the ability to be supporters in the process of creating a suitable education system, starting with supporting data surveys. Through this process, the community members can become a supporting resource for local education by expressing their opinions and planning together. Educational institutions should encourage attendance by using informal language, and arranging the conversational atmosphere in a way that does not make the community members feel awkward. Activities might be arranged in community buildings, or in educational institutions, to support or stimulate the local community to develop a creative mindset, expanding from their existing understanding in their own context to exploring ways to create added value for education.

3. With regard to the local community,

it can take on the role of educational manager, along with providing an acceptable location for educational activities. In addition, learning from members of the local community can be promoted to guarantee that the educational program is appropriate for the local way of life and local traditions, religions, occupations, etc.. The local community must be certain that they can provide support in terms of learning resources, teachers, teaching plans that specify the people responsible, and inspections to ensure that the result is consistent with their needs. Participation in lifelong education within an educational facility would give the local group the ability to develop their own community in numerous ways such as improving health, community infrastructure, etc.. Therefore, importance should be placed on discussions and group activities so that the community will become more closely knit, while at the same time expanding to include the various other networks in the existing community.

4. Recommendations for conducting research

1. The course that the community has made must be analyzed with regard to both promoting factors and obstacles in the operation.

2. There should be an in-depth study about each type of learning, including education within the school system, non-formal education, and at will education, to find out how well the community can learn and why.

3. There should be a study conducted on the potential for promotion of the various networks in society in order to assist in widening the scope of these networks, and to impact every aspect of community development, making education one aspect of this process, as well as the development of other community resources, to create an environment of mutual support and improve the overall local learning context.

Acknowledgement

The researcher gratefully acknowledges the support of a research grant from “90-year Grant of Chulalongkorn University” Grant for Development of New Faculty Staff.

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