

# A Competency Development Model of Teacher According to Bhāvanā IV Principles in the VUCA World of Educational Institutions Under the Office of Primary Educational Service Area

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## Abstract

The purposes of this research were 1) to study the needs for competency development of teachers in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area, 2) to develop a competency development model of teacher according to Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area, and 3) to propose the competency development model of teacher according to Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area. This research is a mixed methods research, namely quantitative research and qualitative research. The method of conducting the research consisted of 1) documentary study, 2) using questionnaires to survey the needs of 398 samples of administrators and teachers affiliated to the Primary Education Area Office, 3) Interviews 10 key informants, 4) Focus group discussion by 9 experts, 5) try out the model of 16 people as the target groups, and 6) using questionnaires to evaluate the model according to the 4 standards, with 375 samples of school administrators. The research tools consisted of include 1) document study, 2) questionnaires, 3) interview form, 4) focus group discussion form, and 5) Assessment form, and 6) manual of model implementation. Statistics for data analysis consisted of percentage, frequency, mean, standard deviation, and PNI modified. The research results found that 1) the needs for competency development of teachers in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area found that the first priority is knowledge management and summarizing lessons. The second is the use of innovative media and new technology, and the third is the development of curriculum in accordance with the context of the educational institution. The fourth is learning management that focuses on learners. The fifth is learning management that promotes morality, ethics, and good citizenship, the sixth is the design of learning management, and the seventh is participatory evaluation. 2) A competency development model of teacher according to Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area was developed. From the experiment of using the model, it found that teachers' competency according to Bhāvanā IV principles in the VUCA world increased by 1.02 and from the distribution of questionnaires, it was found that there were 5 stages of model development: 1) study the development approach, 2) draft the model, 3) develop the model through focus group discussion, 4) experiment with the model, and 5) evaluate the model. When considered individually, the aspects with the highest average at the highest level are usefulness, accuracy, appropriateness and feasibility, respectively. 3) The competency development model of teacher according to Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area was proposed and was found that the model consisted of 5 parts: Part 1 Principles; Part 2 Objectives; Part 3 Competency Development Process consists of 5 sub-components as follows: (1) process to develop teacher in the VUCA world, (2) develop teacher in the VUCA world, 3) the VUCA world, 4) Bhāvanā IV principles, 5) method to develop teacher in the VUCA world; Part 4 Application of the Model; and Part 5 Conditions for Success.

**Keywords:** Competency Development Model, Bhāvanā IV Principles, VUCA World, Office of Primary Educational Service Area

## I. INTRODUCTION

The 13rd National Economic and Social Development Plan (2023 - 2027) [1], which is the second level plan that translates the national strategy into practice and sets the direction of national development in the next 5 years, has set the development direction based on 4 important principles: the Sufficiency Economy Philosophy, the Resilience concept, the United Nations Sustainable Development Goals (SDGs), and the economic model; BCG (Bio-Circular-Green Economy) to achieve the main objective of the development plan, which is to "transform" Thailand into a "progressive society, sustainable value-creating economy", there are 5 main goals, in particular, point (2) is to develop people for the modern world, and the national development milestones, with 13 goals covering 4 dimensions of development. In the dimension of factors driving the country's transformation, milestone 12 is that Thailand has a high-competency workforce, committed to continuous learning, responding to future development needs, in line with the Office of Teachers and Basic Education Personnel Development [2], which stated that teacher development according to competence Consisting of core competencies and functional competencies as follows: Core Competency consists of 5 competencies: 1) Performance Orientation, 2) Good Service, 3) Self-Development, 4) Teamwork, 5) Ethics and Professional Ethics of Teachers Functional Competency consists of 6 competencies: 1) Curriculum Administration and Learning Management, 2) Learner Development, 3) Classroom Management, 4) Analysis, Synthesis and Research for Learner Development, 5) Teacher Leadership, 6) Building Relationships and Cooperation with Communities for Learning Management Teachers need to develop their competencies to keep up with the changes. The world has entered an era of global disruption, a state of uncertainty. As Rawing Ruangsang [3] stated, abrupt and rapid changes under the context and environment of economic and technological changes (Technology Disruption) and as Anupap Lekhakul [4] stated, the era of global disruption (VUCA World) is a rapid and continuous change in the way of life that is different from the original, which is characterized by volatility and uncertainty. (Uncertainty) Complexity and Ambiguity must be acknowledged, always be open to new challenges. Consistent with Watanaporn Rangabthuk [5] who said that the VUCA World is a world of rapid change that causes every aspect to change. VUCA is an abbreviation for Volatility, Uncertainty, Complexity and Ambiguity that affect the current world situation which is confusing and volatile. Consistent with Wichai Wongyai and Marut Pattaphol [6] who said that the VUCA World is a new world that is not the same. It is a world that everyone must inevitably face. 1) Volatility is high volatility and rapid changes from the disruptive digital technology; 2) Uncertainty is a state of uncertainty, resulting in a lack of clarity. Difficulty in making decisions; 3) Complexity: The complexity will continue to increase. Internet connectivity (IOT) will make the world seem smaller. Big data is in the Cloud; and 4) Ambiguity: Unpredictable ambiguity. These are the challenging factors that create new platforms. Today's world is changing rapidly. Globalization has increasingly influenced the education system.

The current major problem of teacher professional development, the Office of the Education Council Secretariat [7] found that teacher training in Thailand has not kept up with the rapid changes in the digital disruption era, which can be summarized as follows: Quality, lack of specialized teachers, resulting in poor quality and insufficient experience. Most graduated domestically, lacked experience, or learned from abroad. Teacher training policies lack continuity because they changed according to politicians' policies. The Committee for Driving National Education Reform also analyzed the problems of teacher training that affected the quality of students, reflected from the standardized test results (O-NET), that the teacher production and development system has not been able to produce teachers that are in line with the changes of the 21st century, which emphasized developing thinking skills and the teaching and learning process. Teachers lack experience. The teacher development system focuses more on training and lectures than on practice. The curriculum is not in line with the vision of human resource development in the 21st century, but focuses too much on content. Teachers who implement the curriculum do not understand the focus on learners as the center. Importantly, there is a lack of policy support, resulting in the implementation of the curriculum to be effective and not widespread, especially in the classroom teaching and learning process, which requires the development of teacher competencies to keep up with the changes. Currently, teaching and learning management and classroom management are in line with position standards. Not yet covering the competence of teachers, Amphai Nongyao

et al. [8] stated that teacher development is necessary to develop teachers to be able to work effectively. The development process has agencies that develop in teaching management and classroom management according to position standards. It still does not cover the competence of teachers in the 21<sup>st</sup> century that want to develop students to have skills in the 21<sup>st</sup> century, both problem-solving skills, professional skills, creative thinking skills, etc. In order to develop students to have skills in the 21<sup>st</sup> century, teachers must be developed to have skills in the 21<sup>st</sup> century and schools must manage educational institutions in the 21<sup>st</sup> century as a whole. This is consistent with Thanomporn Laohacharoensang (cited in Dr. Surasak Chanpla et al.) [9] who stated that the competence of teachers in the 21<sup>st</sup> century for the era of technology and communication that is full of various information, teachers must therefore have important skills for this era called C-Teacher. In addition, Richard Boyatzis [10] mentioned the competence in the 21<sup>st</sup> century, namely emotional intelligence competencies, which are the ability to recognize and understand one's own emotions. And the competency in social intelligence is the ability to perceive and understand social information. In this regard, Aksorn Charoenthat, A.C.T., stated that teachers and schools must adjust their plans and prepare themselves in designing classrooms that focus on the key competencies of learners that respond to the development of learners' potential amidst the changing world trends, VUCA World, because it will help fill the gaps from the impacts that may occur in the movement of world trends. Therefore, teachers must have competencies in the changing world. Competencies of teachers in the changing world era must integrate the 4 principles of meditation to develop teacher competencies in the changing world era (VUCA World), as Phra Brahmagunabhorn (P.A. Payutto) [11] stated that the 4 principles of meditation consist of (1) Kāyabhāvanā ; Physical meditation, meaning physical development, physical development, training the body to know how to interact with external things through the five senses well, and to treat those things in a way that is beneficial and does not cause harm, allowing wholesome qualities to grow and allowing unwholesome qualities to decline, and developing relationships with the physical environment. (2) Sīlabhāvanā: morality, meaning developing morality, developing behavior, training morality to be in discipline, not harming or causing trouble, and living well with others. and mutual support (3) Cittabhāvanā (Samādhi); Meditation means developing the mind, developing the mind, training the mind to be strong and stable, growing with virtues such as loving-kindness, diligence, perseverance, patience, concentration, freshness, joy and happiness, etc. and (4) Paññābhāvanā; development of wisdom means developing wisdom, developing wisdom, training wisdom to know and understand things as they really are and to be aware of and see the world and life as they are, being able to free the mind, purifying oneself from defilements and free from suffering, and solving problems that arise with wisdom. It can be integrated and applied to develop the necessary competencies for teachers in the changing world era very well.

From the aforementioned problem, the researcher is interested in developing a model for developing teacher competencies based on Bhāvanā IV principles in the VUCA world of educational institutions under the Office of the Primary Educational Service Area to develop teachers in all aspects to be able to work and manage teaching and learning effectively and efficiently in the changing world era, which will help develop the quality of learning of students in all aspects in order to raise the quality of education in Thailand to go further.

## II. RESEARCH OBJECTIVES

The purposes of this research were 1) to study the needs for competency development of teachers in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area, 2) to develop a competency development model of teacher according to Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area, and 3) to propose the competency development model of teacher according to Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area.

## III. RESEARCH METHOD

This research is a mixed methods research, namely quantitative research and qualitative research. The method of conducting the research consisted of 1) documentary study, 2) using questionnaires to survey the needs of 398 samples of administrators and teachers affiliated to the Primary Education Area Office, 3) Interviews 10 key informants, 4) Focus group discussion by 9 experts, 5) try out the model of 16 people as the target groups, and 6) using questionnaires to evaluate the model according to the 4 standards, with 375 samples

of school administrators. The research tools consisted of include 1) document study, 2) questionnaires, 3) interview form, 4) focus group discussion form, and 5) Assessment form, and 6) manual of model implementation. Statistics for data analysis consisted of percentage, frequency, mean, standard deviation, and PNI modified.

#### IV. RESULTS

The research results found that:

1. the needs for competency development of teachers in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area found that the first priority is knowledge management and summarizing lessons. The second is the use of innovative media and new technology, and the third is the development of curriculum in accordance with the context of the educational institution. The fourth is learning management that focuses on learners. The fifth is learning management that promotes morality, ethics, and good citizenship, the sixth is the design of learning management, and the seventh is participatory evaluation.

2. A competency development model of teacher according to Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area was developed. From the experiment of using the model, it found that teachers' competency according to Bhāvanā IV principles in the VUCA world increased by 1.02 and from the distribution of questionnaires, it was found that there were 5 stages of model development: 1) study the development approach, 2) draft the model, 3) develop the model through focus group discussion, 4) experiment with the model, and 5) evaluate the model. When considered individually, the aspects with the highest average at the highest level are usefulness, accuracy, appropriateness and feasibility, respectively.

3. The competency development model of teacher according to Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area was proposed and was found that the model consisted of 5 parts: Part 1 Principles; Part 2 Objectives; Part 3 Competency Development Process consists of 5 sub-components as follows: (1) process to develop teacher in the VUCA world, (2) develop teacher in the VUCA world, 3) the VUCA world, 4) Bhāvanā IV principles, 5) method to develop teacher in the VUCA world; Part 4 Application of the Model; and Part 5 Conditions for Success.

#### V. DISCUSSION

1. The needs for competency development of teachers in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area found that the sample group had the necessity, with the overall importance ranked 1st as knowledge management and lesson summary, 2nd as using innovative media and new technology, 3rd as curriculum development that is consistent with the educational institution context, 4th as learner-centered learning management, 5th as learning management that promotes morality, ethics, and being a good citizen, 6th as learning management design, and 7th as participatory evaluation. The results of the study were consistent with Busirin Jaiwanglok et al. [12] who found that the most essential needs for developing the learning management competence of primary school teachers were in the areas of using innovative media technology for learning management (PNI modified = 0.386), measurement and evaluation of learning management (PNI modified = 0.364), learning management design (PNI modified = 0.345), learner-centered learning management (PNI modified = 0.305), and curriculum development (PNI modified = 0.301). It was also consistent with Sudjai Khianphakdee et al. [13] who found that the most essential needs for developing the competence in internal quality assurance of teachers in private vocational colleges It was found that the highest need for competency development was in the area of skills (PNI modified = 0.50), followed by attitude (PNI modified = 0.45) and knowledge (PNI modified = 0.42), respectively. It can be discussed that the results of the study reflect that the need for competency development of teachers in educational institutions has an important focus on developing skills in various areas necessary for education management, which is the enhancement of teachers' skills, and the highest goal is the quality of the learners.

2. A competency development model of teacher according to Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area was developed. The researcher conducted a trial of the model by assessing teacher competency based on Bhāvanā IV principles in the VUCA

world of educational institutions under the Office of the Primary Educational Service Area with the sample group before and after the trial. It was found that before the trial of the competency development model of teacher according to Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area with the sample group, it was found that the overall level of teacher competency based on Bhāvanā IV principles in the VUCA world of educational institutions under the Office of the Primary Educational Service Area had a high average. When considering each aspect, the aspect with the highest average at a high level was the aspect of curriculum development that is consistent with the context of the educational institution, and the aspect with the lowest average at a high level was the aspect of learning management design. After the trial of the model for developing teacher competency based on Bhāvanā IV principles in the VUCA world of educational institutions under the Office of the Primary Educational Service Area with the sample group, it was found that the overall level of teacher competency based on Bhāvanā IV principles in the VUCA world of educational institutions under the Office of the Primary Educational Service Area had the highest average. When considering each aspect. The aspect with the highest average value at the highest level is the aspect of participatory evaluation, and the aspect with the lowest average value at the highest level is the aspect of knowledge management and lesson summary. The results of the development of teacher competence according to the principles of the four meditations in the era of global change of educational institutions under the Office of the Primary Educational Service Area with the sample group found that before the experiment, the overall average value was at a high level. After the experiment, the overall average value was at the highest level. When comparing before and after the experiment, the results showed that teachers' competence increased, which is consistent with Phra Thani Chanthiko (Klom Nok) [14] who studied the research on self-development according to the principles of the four meditations of youth in Takhan Subdistrict, Ban Khai District, Rayong Province. The research results found that 1) Youth in Takhan Subdistrict, Ban Khai District, Rayong Province, before participating in the self-development activities according to the principles of the four meditations, overall, the self-development level was at a moderate level. 2) Youth in Takhan Subdistrict, Ban Khai District, Rayong Province, after participating in the self-development activities according to the principles of the four meditations, overall, the self-development level was at a high level. 3) The results of the comparison of the self-development levels according to the principles of the four meditations of youth in Takhan Subdistrict, Ban Khai District, Rayong Province before and after participating in the self-development activities according to the principles of the four meditations, overall, it was higher. Statistically significant at the 0.05 level.

3. The competency development model of teacher according to Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area was proposed. The researcher presented the model as a whole, consisting of 5 parts: 1) Principles, 2) Objectives, 3) Processes, 4) Implementation of the model, 5) Conditions for success. As Pichet Phothiphak [15] mentioned that the components of the model consist of 3 parts: 1) Principles and objectives, 2) Structure and substance, and 3) Implementation and conditions for success. This is consistent with Thitsana Khaemmani, et al. [16] who stated that the components of school reform research consist of 9 items: 1) Background and importance of the model, 2) Model for school administration under state supervision in Thailand, 3) Basic concepts of the model, 4) Strategies of the model, 5) Context and inputs of the model, 6) Process of the model, 7) Outputs of the model, 8) Effectiveness and efficiency of the model, and 9) Implementation of the model.

## VI. KNOWLEDGE FROM RESEARCH

Research entitled on a competency development model of teacher according to Bhāvanā IV Principles in the VUCA world of educational institutions under the Office of Primary Educational Service Area. The researcher has proposed new knowledge V-B-T-C Model (V=VUCA World, B = BHĀVANĀ 4, T = Teacher Competency VUCA World, C = Competency Development Process) from the research results of a competency development model of teachers according to Bhāvanā IV Principles in the VUCA world of educational institutions under the Office of Primary Educational Service Area. It is a symbolic model (Semantic Model) with the process of developing teacher competency according to Bhāvanā IV Principles in the VUCA world of educational institutions under the Office of Primary Educational Service Area as the driving force, as shown in Figure 1.



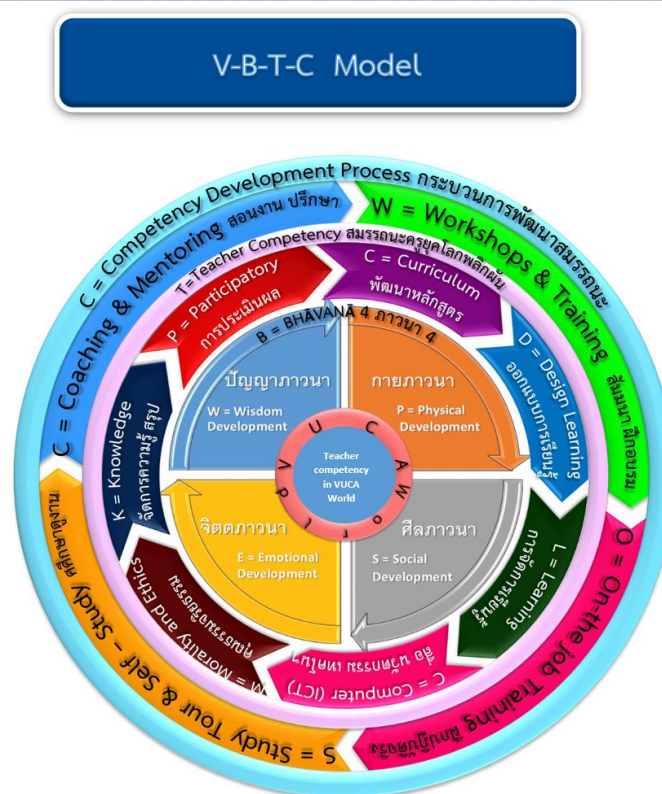


Figure 1 Knowledge from Research of V-B-T-C Model

Source: Wariyaphat Woraphatsorakul (2024)

## VII. RECOMMENDATIONS

### A. Recommendations for Policy

1. The parent organization at the regional level should set a policy for developing teacher competence to be related to the changing world era (VUCA World).
2. The Ministry of Education and related agencies should apply the research results to other provinces in order to drive the development of teacher competence to be related to the changing world era (VUCA World).

### B. Recommendations for Implementation

1. School administrators should consider applying the teacher competency development model based on Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of the Primary Educational Service Area to develop teacher competency in the VUCA world appropriately and in line with the context of the school. This is done through the participation of teachers, parents, school committees, and students so that all relevant parties are aware of the importance of developing teacher competency in the changing world. The Bhāvanā IV principles are integrated in every step. The guidelines for developing teacher competency in the changing world are presented in this research. Therefore, schools should choose the ones that are appropriate for their context.
2. Relevant agencies should develop teacher competency based on Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of the Primary Educational Service Area.

### C. Recommendations for Further Research

1. Research should be conducted to study the development model of teacher competence based on Bhāvanā IV principles in the VUCA world of educational institutions in the context of educational institutions under the Office of the Primary Educational Service Area nationwide, which are different.

2. Further research should be conducted by developing guidelines for the development of teacher competence based on Bhāvanā IV principles in the VUCA world of educational institutions under the Office of the Primary Educational Service Area.

3. A study should be conducted on the development model of teacher competence based on Bhāvanā IV principles in the VUCA world of educational institutions at other levels of educational institutions in order to drive diverse educational innovations.

## CONCLUSION

The research entitled on a competency development model of teacher according to Bhāvanā IV principles in the VUCA world of educational institutions under the Office of Primary Educational Service Area. Results found that the needs for competency development of teachers in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area found that the first priority is knowledge management and summarizing lessons. The second is the use of innovative media and new technology, and the third is the development of curriculum in accordance with the context of the educational institution. The fourth is learning management that focuses on learners. The fifth is learning management that promotes morality, ethics, and good citizenship, the sixth is the design of learning management, and the seventh is participatory evaluation. A competency development model of teacher according to Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area was developed. From the experiment of using the model, it found that teachers' competency according to Bhāvanā IV principles in the VUCA world increased by 1.02 and from the distribution of questionnaires, it was found that there were 5 stages of model development: 1) study the development approach, 2) draft the model, 3) develop the model through focus group discussion, 4) experiment with the model, and 5) evaluate the model. When considered individually, the aspects with the highest average at the highest level are usefulness, accuracy, appropriateness and feasibility, respectively. The competency development model of teacher according to Bhāvanā IV principles in the VUCA world of Educational Institutions under the Office of Primary Educational Service Area was proposed and was found that the model consisted of 5 parts: Part 1 Principles; Part 2 Objectives; Part 3 Competency Development Process consists of 5 sub-components as follows: (1) process to develop teacher in the VUCA world, (2) develop teacher in the VUCA world, 3) the VUCA world, 4) Bhāvanā IV principles, 5) method to develop teacher in the VUCA world; Part 4 Application of the Model; and Part 5 Conditions for Success.

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