

The Community-based Institutional Administration Model to Promote Students' Career Skills in Chiang Mai Education Sandbox, Thailand

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Abstract

The research objectives were shown as follows: 1) to research the community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox, 2) to design the community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox, 3) to experiment the community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox, and 4) to develop the community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox by using research and development method. The samples of this study were 1) 9 basic education commissions, 2) 8 teachers and educational personnel, 3) 15 community leaders, monks, local wise men, and villagers, 4) 7 educational experts, and 5) 28 students, which in total were 67 people. The tools used in this study were as follows: 1) structured interview form, 2) community-based institutional administration model assessment form, 3) satisfaction assessment form, and 4) group discussion record form. Qualitative data were analyzed using Content Analysis and presented in a descriptive form (Descriptive Analysis), and quantitative data were analyzed using a statistical program to determine the mean and standard deviation.

The result showed as follows: 1) A community-based institutional administration model for promoting students' career skills in the Chiang Mai education sandbox must be an educational management in an area with spatial diversity. School administrators and teachers must provide great cooperation and interest in participating in the development of the school by following the guidelines of the education sandbox. Furthermore, piloting basic learning activities that involved community areas and the area surrounding a community that is rich in natural resources and the environment was essential. This was the significant strength point that allowed us to develop a community-based institutional administration model more effectively.; 2) A community-based institutional administration model for promoting students' career skills in the Chiang Mai education sandbox had an institution management strategy called the "4K Model," consisting of four strategies as follows: 1) Strategy 1 Knowingly: K1 Knowingly situations in the world, 2) Strategy 2 Keep Step: K2 Keep moving steps forward together, 3) Strategy 3 Knowledge: K3 Transferring knowledge from the community, and 4) Strategy 4 Kit out: K4 Sourcing support resources.; 3) Using the community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox, it was found that the overall level of satisfaction in both teachers and educational personnel, and students towards the use of this model was at the highest level.; 4) The community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox that the researcher had developed to be more complete was under these five strategies as follows: 1) Strategy 1 Knowingly: K1 Knowingly situations in the world, 2) Strategy 2 Keep Step: K2 Keep moving steps forward together, 3) Strategy 3 Knowledge: K3 Transferring knowledge from the community, 4) Strategy 4 Kit out: K4 Sourcing support resources and 5) Strategy 5 Key success: K5 Key success. It was also found that there was a mechanism that supported this model, consisting of four mechanisms as follows: 1) policy mechanism, 2) academic cooperation building, 3) collaborative vision building, and 4) network party.

Keywords: institutional administration model, community-based education, education sandbox, career skills, education for equality

1. Introduction

Education is considered an important tool in every society around the world to develop citizens to strengthen

communities. In all developed countries, in society, citizens will receive the development of quality education first and then focus on other developments. For such an important reason, all the sectors have become more aware of it and the clarity begins with the National Education Act B.E. 2542 and Amendments (Second National Education Act) B.E. 2545. These acts focus on the points that are related to parental involvement, stakeholders, and various organizations participating in education management and development, including society's involvement in managing education, ensuring that educational institutions have cooperation with all stakeholders and communities to jointly develop learners according to their potential. Because of the aforementioned points and principles outlined in the National Education Act, guidelines for educational management for sustainable development include 1) the ability to compete based on institutional resources and competence, 2) the ability to meet the needs of learners and stakeholder groups, and 3) the ability to adapt to local and universal contexts (Panyanuwat, A., et al., 2014). Furthermore, in terms of the vision of the Core Curriculum of Basic Education B.E. 2551, it aims to develop all students, who are the strength of the nation, to be human beings with balance in both physicality, knowledge, morality, and consciousness of being a Thai citizen and a citizen of the world. Not only that, but they also have to adhere to the democratic regime of government with the King as Head of State and have the knowledge and basic skills with the attitudes necessary to continue their studies, career, and lifelong education by focusing on students, based on the belief that everyone can learn and develop themselves according to their potential (Ministry of Education, 2008). As a result, all sectors of the Thai educational system must focus on developing students to have the potential to earn a living in honest careers as well as have the skills to live in the new century, especially with the advancement of technology that has changed rapidly (disruption). The development must start from an educational model area that is well-prepared to manage education in response to the development goals in the future.

Since the promulgation of the Education Innovation Area Act or Education Sandbox Act B.E. 2562 came into effect on April 30, B.E. 2562, it affected the network party to develop basic educational management, which was the significant foundation in developing Thais to be potential, curious, creative, communicable, working cooperatively with different people, knowingly, and skillful in their occupation according to the aptitude of each student. Moreover, state and local governments, the private sector, and civil society need to work cooperatively to truly improve the quality and efficiency and reduce the disparities in basic education management. Therefore, it was determined that an education sandbox was needed for the development of quality and efficiency, inequality reduction, as well as the expansion of innovations in teaching and learning management, and good practice methods to be applied in other educational institutions. Because it was an area for reforming the administration and management of education to support the creation of educational innovations as a pilot for decentralization and independence for educational institutions and basic education institutions (the Education Innovation Area Act or Education Sandbox Act B.E. 2562). With the promulgation of the Act, schools in the education sandbox will be able to design institutional administration, educational curricula, textbooks, learning management, learning measurement, and evaluation in accordance with the school context. Apart from that, it aimed to create equality in education through all local sectors' participation in a response to the realities of spatial education.

Chiang Mai Province has been declared as an education sandbox to create a new model of educational management, which is an experiment to decentralize management from central to province with a system and mechanism for managing the area by itself, as well as encourage institutions to be independent in academic, personnel management, and general administration. With responsibility for the quality of education, this leads to the development of learners' competencies to suit the learners' potential, area, and national needs. There are four goals as follows: 1) increasing the learning achievement of students in the education sandbox in three parts, namely attitudes, important skills, and knowledge, as well as expanding the results to students across the country in the future; 2) reducing disparities in educational quality by raising the learning outcomes of weak and poor students; 3) developing educational administrative innovation at the provincial level, and expanding the results of educational innovations in terms of policies, learning management, and institutional administration to become educational policies at the national level, for example, curricula, textbooks, learning media, testing, institution assessment, personnel, finances, and management consistency in various fields, and 4) working with the state, local governments, the private sector, and civil society. This will aid in the achievement of good goals and mission coordination, unity, and mutual understanding. It will also increase the success of reforming spatial education more systematically. There will be more creative innovations, and collective agreements that later announce it as a significant agenda for the citizens of Chiang Mai. It can be counted as the starting point for area-based education reforms that are important for Thailand's education reform (Ministry of Education, 2018; Chiang Mai Educational Sandbox Driving Committee, 2021; Mangkhang, Yimsawat, Nettip, & Kaewpanya, 2021). The main point of the Chiang Mai education sandbox announcement is to support institutions around

Chiang Mai to be able to administrate schools in ways that are appropriate to spatial context, as well as aim to work cooperatively with local educational management to develop a spatial curriculum, textbooks, and local textbooks, and to include measurements and assessments that are consistent with the learning style and knowledge of local students. Subsequently, schools in the education sandbox have independence to develop innovation models for spatial management without affecting the central administration system, and it also strengthens spatial education at the micro level in order to raise the quality of education in Thailand to the highest efficiency.

With the Education Innovation Area Act or Education Sandbox Act B.E. 2562, the goal of establishing an education sandbox in Chiang Mai is the exact same goal with SDGs or sustainable development goals. The fourth goal is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, covering the quality education in all level to guarantee that there are readable and writable young people, gender inequality elimination in education and the access to education for people with disabilities, indigenous peoples and vulnerable groups. Apart from that, it includes encouragement of an increase in the number of technical and occupational skilled people for employment, entrepreneurship, and emphasizing everyone to gain the knowledge and skills necessary to promote sustainable development, as well as increasing the number of qualified teachers through cooperation at various levels. The Sustainable Development Goals approach aims to develop educational administration following the spatial context in multicultural society to integrate the cooperation of all departments to jointly manage education for all that responds to the changes in the current global society, which is transitioning from the Digital Age to the Post-digital society (Daes, 2008; United Nation, 2015; Mangkang, C., 2017; Mangkhang & Kaewpanya, 2021). It is necessary to empower students to have the skills to survive the next century, as well as have the competence to support their occupation, be able to make everyday decisions, and be responsible for environmental security, economic survival, and social justice. Furthermore, respecting cultural diversity is essential in order to cope with the challenges that human beings will be facing both locally and globally in the present or near future.

The study of the concept of spatial education is the collection of community experiences, created from the analysis of the national level curriculum in order to design an extra curriculum to complement the national core curriculum and organize a learning experience that local communities at all dimensions have jointly developed to be used as a guideline for teaching and learning management. In accordance with the conditions and needs of the spatial and imaginary communities, this creates meaningful learning processes and fosters good citizenship in all learners. It can be seen that spatial education is held in order to respond to the needs of cultural society and the environment. There is cooperation from many organizations, whether they are in the education sector, private sector, or local sector, in order to drive spatial education together to success. Spatial education is also a decentralization from central to local for all Thai students to gain full potential development, including making education more diverse in learning and preparing for a career (Mangkang, C., 2017; Pholchu, P., 2018). The study of the concept of spatial education is the collection of community experiences, created from the analysis of the national level curriculum in order to design an extra curriculum to complement the national core curriculum and organize a learning experience that local communities at all dimensions have jointly developed to be used as an, In addition, the concept of spatial education will create a suitable educational administration system with spatial context of students' houses and communities by using the needs of teachers, students, basic education commissions, and the community as the key foundation for planning a concrete educational administration strategy.

Besides, the concept of community-based educational management aims at the understanding and needs of the community where students, teachers, and learning activities will take place in the community. This may be an urban community or a rural community. Community-based educational management is a way to use the community as a source of education and also gain direct experience, which emphasizes the educational process and works from the real situation of the community. For example, studying history, culture, handicrafts, and external organizations that are following the real lifestyle of local people. Community participation in education is an action in response to the education reform policy that requires communities to have the opportunity to participate in education management with schools, such as setting school directions and goals and supporting the school's primary mission through activities like curriculum development, teaching management, and providing feedback to schools, including human resource services, money, materials, and other things for schools (Kulaya Tantipachiwa, 2008; Kaewpanya, Mangkhang, & Dibyamandala, 2011). Allowing the community to participate in educational management is important as the management is consistent with the daily life of the local community. This will help expand the learning cooperation area to the community, a source of learning technology, that has a contribution to the institutions. In addition, the community is an important extension of the

career where students can apply their knowledge and skills acquired from institutions to develop and continue in their future career and take care of themselves happily. The livelihoods of the world's citizens in the next century will require the development of knowledge along with the ability to apply knowledge, which is called "life and occupation skills." It is the ability for individuals to use their knowledge and ideas to solve problems so that they can live in a multicultural society with different cultures in order to live and prepare for future career plans. In the era of competition in information and technology, the basic abilities of individuals—whether they are adaptable, able to choose the right path in life, dare to face problems, efficient preparation for the future, and practiced experience—are needed in order to navigate the complex life and work environment in the globally competitive information age, which is one of the goals to improve the quality of people in the 21st century. Because these life and career skills are social skills that help a person cope with a variety of situations that occur in daily life effectively and be prepared for future adjustments, they lead to self-learning daily life, continuous learning, working and living together in society by fostering good interpersonal relationships and dealing with problems and conflicts appropriately. Moreover, it is important to be able to adapt to the changes in society and the environment, as well as know-how to avoid undesirable behaviors that affect oneself and others (Thienreuk, C., 2014; Eryandi, & Nuryanto, 2020; Office of the Basic Education Commission, 2018). The aforementioned skills are the duty of institutions in providing all types of learning management in accordance with the development of various occupation skills in relation to the spatial context and the need for a community to be the source of production "honest livelihood citizens" with quality and able to live in balance. Therefore, educational management for developing occupation skills must start at the compulsory level of education (Primary Year 1–Mathayom 3), which must teach the foundation of knowledge and an understanding of basic occupation skills for students to build on in the future at the basic level of education.

From the field operation that studies the community surrounding the researcher's institutions, it was found that the community surrounding Thepsadet Wittaya School is a mix of traditional ethnic communities and indigenous peoples residing in the Doi Saket District. Most of the population is engaged in agriculture and tourism services within the community. The income of local people in the community comes from 2 main occupations: 1) income from the production of locally grown coffee and 2) income from the production of Miang or fermented tea leaves. From the interview, one of the local people said that children and youth in the community after completing the compulsory level of education, will go on to study at a higher education level in institutions located in Chiang Mai, and upon they graduated, they will pursue a career and build a household in Chiang Mai city without returning to work in their own local communities. Later, it resulted in traditional occupations in local communities either fading away or being extended by external capitalists. Resources in the community that drive the culture and way of life of the people in the community are transformed into only economic products.

The cadet Wittaya School, Thepsadet Subdistrict, Doi Saket District, Chiang Mai Province, is available from primary year 1 to 6, and services 8 villages around Thepsadet Subdistrict. It is a school located in a community area with self-sufficiency. The surrounding area is a rich primeval forest which is an important water source for the Mae Kuang River, an important river in Chiang Mai Province. The main occupation of the community is agriculture in the form of Arabica coffee plantations, Miang plantations, and temperate fruits along the mountainside. Furthermore, the community has established an ecotourism enterprise and homestay enterprise as a source of additional income for the community. The cadet Wittaya School has cooperated with the community to improve the quality of education. For example, there is a network of parents, annual community events that the school always participates in, a merit-making event organized by the community, and other school events where the community is always involved. With this cooperation, it is also an important resource for learning which is an important factor that can be used as a driving force and upgrade the quality of school management to be effective. Thepsadet Wittaya School has a vision to produce quality citizens who can support the changes in their community, society, and world, and also develop students to be happy citizens in the 21st century. Apart from that, the school has a strategy for developing spatial curricula, promotes community-based educational management to raise the quality of education and promotes students' learning efficiency, aiming to be an institution that coordinates the participation of all sectors. Learning in the local community is so important for enhancing occupational learning skills because it aims to raise students' future career skills and promote lifelong learning for sustainable development.

Therefore, the researcher aims to study the development of a community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox, which will be a model for small-scale institutional management innovations that support holistic administration, reduce the problem of inequality in education, and eliminate the problem of inadequate teachers or teachers' transfer that results in learning management being ineffective. Thus, this model school will be a source of knowledge transfer on

occupations and a training center for vocational knowledge in the spatial context of the community to strengthen the citizenship of students by enabling them to become qualified and ready to return to their communities. Later, they will be the power to drive their communities to progress during global social change and be able to continue living with sustainable balance.

2. Method

2.1 Step 1 Research Model

This research was researched and developed by collecting and analyzing data from document analysis, interview forms, assessment forms, and group discussions. Presenting the study results in a descriptive form (descriptive analysis).

2.2 Step 2 Population and Example

The population used in the study consisted of 1) basic education commissions, 2) teachers and educational personnel, 3) community leaders, monks, local wise men, and villagers, and 4) educational experts and primary students. The researcher selected the samples to be easy for data collection. The details were as follows:

Research Sample

- 1) 9 basic education commissions using the Purpose Selection method
- 2) 8 teachers and educational personnel
- 3) 15 community leaders, monks, local wise men, and villagers, using the Purpose Selection method
- 4) 7 educational experts using the Purpose Selection method
- 5) 28 primary students years 3 to 6 using the Simple Random Sampling method, which in total were 67 people.

2.3 Step 3 Tool Consisted of as Follows

- 1) structured interview form
- 2) community-based institutional administration model assessment form
- 3) satisfaction assessment form
- 4) group discussion record form

2.4 Step 4 Data Collection

1) Documentary Study collected data from documents, books, journals, both theories, concepts, and related research to use the information obtained for the analysis of educational issues as well as to study basic information as a guideline for field study.

2) Field Study was divided into 4 phrases as follows:

Phrase 1 Situational Analysis was the qualitative data collection method by synthesizing relevant documents and research papers and visiting the field to collect data from research samples. The tool used was structured interview forms.

Phrase 2 Design was a qualitative data collection method that involves designing and developing a community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox. This phrase was used to conduct quality inspections and find the appropriateness of a community-based institutional administration model. It was developed by an inspection of educational experts, and the tool used was the community-based institutional administration model assessment form.

Phrase 3 Satisfaction Study. This phrase was to study the satisfaction of teachers, educational personnel, and students with a community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox. The tool used was a satisfaction assessment form.

Phrase 4 The development of a community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox was conducted by a group discussion with the stakeholders, later used as an important guideline for developing a complete administration model. The tool used was the group discussion record form.

2.5 Step 5 Data Analysis

The qualitative data were analyzed by content analysis, presented in a descriptive form, and quantitative data were analyzed by statistical programs to find the mean and standard deviation.

3. Results

In this research, the researcher classified the data obtained from the study and presented the research results according to the stated objectives. The results of the research can be summarized as follows:

A community-based institutional administration model for promoting students' career skills in the Chiang Mai education sandbox must be an educational management in an area with spatial diversity. School administrators and teachers must give great cooperation and interest in participating in the development of the school by following the guidelines of the education sandbox. Furthermore, piloting basic learning activities that involved community areas and the area surrounding a community that is rich in natural resources and the environment was essential. This was the significant strength point that allowed us to develop a community-based institutional administration model more effectively.

A community-based institutional administration model for promoting students' career skills in Chiang Mai education sandbox had an institution management strategy called the "4K Model," consisting of four strategies as follows: 1) Strategy 1 Knowingly: K1 Knowingly situations in the world, 2) Strategy 2 Keep Step: K2 Keep moving steps forward together, 3) Strategy 3 Knowledge: K3 Transferring knowledge from the community, and 4) Strategy 4 Kit out: K4 Sourcing support resources. Later, researcher brought a community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox to experts to assess its suitability for use in institutional administration. The results of the investigations were as follows:

Table 1. The assessment's result of the appropriateness of the community-based institutional administration model for promoting students' career skills in the Chiang Mai education sandbox (n=7)

Assessment List	\bar{x}	SD	Interpretation
1. The administration model is consistent with the research principles and rationale.	4.86	0.38	highest
2. The administration model is consistent with the research objectives.	4.57	0.79	highest
3. The administration model has a clear procedure, showing the rational relationship, and mechanism of the study accurately and reliably.	4.71	0.49	highest
4. The administration model has a standard institutional administration process and is practical.	4.86	0.38	highest
5. The administration model has a clear and effective process for promoting students' career skills.	4.43	0.79	high
6. The administration model has an institutional administration process that is consistent with the spatial context of the institution and the community.	4.71	0.49	highest
7. The administration model has an institutional administration process that allows all sectors to participate in educational management.	4.71	0.76	highest
8. The administration model has a location management model that fully pulls out the potential of educational management in the spatial of administrators, teachers, and educational personnel.	5.00	0.00	highest
9. The administration model is consistent with global social change.	4.57	0.53	highest
10. The administration model has a concrete institutional administration process and can be extended to serve as an institutional administration model in the Chiang Mai education sandbox.	4.86	0.38	highest
Overall	4.73	0.50	highest

Source: Researcher (2022)

Using the community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox, it was found that the overall level of satisfaction among teachers and educational personnel towards the use of this model was at the highest level. The details were as in Table 2.

Table 2. Mean, standard deviation, and the level of satisfaction of teachers and educational personnel towards the use of the community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox (n=8)

Assessment List	\bar{x}	SD	Interpretation
1. The institutional administration model promotes cooperation among schools and communities in local educational management.	4.88	0.35	highest
2. The institutional administration model encourages activities or projects to develop students' career skills so that they can apply the knowledge gained to their future careers.	4.75	0.46	highest
3. The institutional administration model promotes activities or projects to enhance communication skills that are beneficial to students' future careers.	4.75	0.46	highest
4. The institutional administration model promotes learning activities with the community and the process of knowledge transfer from the community to students.	4.75	0.46	highest
5. The institutional administration model promotes the development of students' learning and living skills in the 21 st century.	4.75	0.46	highest
6. The institutional administration model promotes the efficiency of an institutional administration system and helps create a good atmosphere through various actions within the school.	4.88	0.35	highest
7. The institutional administration model promotes activities or knowledge exchange programs from other organizations.	5.00	0.00	highest
8. The institutional administration model promotes a source of practical career skills training.	5.00	0.00	highest
9. The institutional administration model provides the opportunity for discussion and the exchange of opinions among teachers, educational personnel, and students.	5.00	0.00	highest
10. Activities or projects under the institutional administration model are appropriate and do not increase the burden on teachers, educational personnel, and students.	4.88	0.35	highest
Overall	4.86	0.29	highest

Source: Researcher (2022)

Table 2 showed that the overall level of satisfaction among teachers and educational personnel towards the use of a community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox was at the highest level, with an average of 4.86. Considering it in detail, there was the highest average of 3 satisfaction values, as follows: 1) the institutional administration model promotes activities or knowledge exchange programs from other organizations as \bar{x} equal to 5.00; 2) the institutional administration model promotes a source of practical career skills training as \bar{x} equal to 5.00; and 3) the institutional administration model promotes discussion and the exchange of opinions among teachers, educational personnel, and students as \bar{x} equal to 5.00 respectively. Therefore, it illustrated that teachers and educational personnel were satisfied with the institutional administration according to this model.

In addition, the overall level of satisfaction in students towards the use of this model was at the highest level. The details were as in Table 3.

Table 3. Mean, standard deviation, and the level of satisfaction of students towards the use of the community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox (n=28)

Assessment List	\bar{x}	SD	Interpretation
1. The institutional administration model promotes cooperation among schools and communities in local educational management.	4.68	0.55	highest
2. The institutional administration model encourages activities or projects to develop students' career skills so that they can apply the knowledge gained to their future careers.	4.61	0.50	highest
3. The institutional administration model promotes activities or projects to enhance communication skills that are beneficial to students' future careers.	4.39	0.57	highest
4. The institutional administration model promotes learning activities with the community and the process of knowledge transfer from the community to students.	4.50	0.51	highest
5. The institutional administration model promotes the development of students' learning and living skills in the 21 st century.	4.86	0.48	highest
6. The institutional administration model promotes the efficiency of an institutional administration system and helps create a good atmosphere through various actions within the school.	4.79	0.42	highest
7. The institutional administration model promotes activities or knowledge exchange programs from other organizations.	4.75	0.44	highest
8. The institutional administration model promotes a source of practical career skills training.	4.79	0.42	highest
9. The institutional administration model provides the opportunity for discussion and the exchange of opinions among teachers, educational personnel, and students.	4.75	0.52	highest
10. Activities or projects under the institutional administration model are appropriate and do not increase the burden on teachers, educational personnel, and students.	4.79	0.42	highest
Overall	4.67	0.48	highest

Source: Researcher (2022)

It can be seen in Table 3 that the overall level of satisfaction in students towards the use of a community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox was at the highest level, with an average of 4.67. Considering it in detail, there were 3 satisfaction values at the highest average, as follows: 1) the institutional administration model promotes the efficiency of an institutional administration system and helps create a good atmosphere through various actions within the school as \bar{x} equal to 4.79, 2) the institutional administration model promotes a source of practical career skills training as \bar{x} equal to 4.79, and 3) activities or projects under the institutional administration model are appropriate and do not increase the burden on teachers, educational personnel, and students as \bar{x} equal to 4.79 respectively. This pointed out that students were satisfied with the institutional administration according to this model.

The community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox that the researcher had developed to be more complete was under these five strategies as follows: 1) Strategy 1 Knowingly: K1 Knowingly situations in the world, 2) Strategy 2 Keep Step: K2 Keep moving steps forward together, 3) Strategy 3 Knowledge: K3 Transferring knowledge from the community, 4) Strategy 4 Kit out: K4 Sourcing support resources and 5) Strategy 5 Key success: K5 Key success. It was also found that there was a mechanism that supported this model, consisting of four mechanisms as follows: 1) policy mechanism, 2) academic cooperation building, 3) collaborative vision building, and 4) network party. The explanation in detail of the five strategies was as follows:



Figure 1 The Community-Based Institutional Administration Model to Promote Students' Career Skills in the Chiang Mai Education Sandbox

Strategy 1 Knowingly: K1 Knowingly Situations in the World

Administration, as Knowingly, aims to raise awareness of all departments to be knowledgeable and understand the context of the community, environment, natural resources, culture, tradition, customs, and beliefs that are part of a way of life-related to students who are members of the community. In addition, one must understand the changing global situation in numerous dimensions as well as the influence that occurs at the individual, family, institution, community, and societal levels. In the administration, the values of human beings, environmental values, self-respect, and others, recognizing the diversity of cultures and societies, and being aware of the tolerance of differences in society and community must be taken into account. This could include raising awareness of issues or concerns including environmental degradation, poverty, global climate change, drug addiction, pandemic crises, etc. Executives must use various management strategies or techniques to raise awareness, such as bringing institutions into the local community through participation in religious activities or local cultural traditions, which will aid in the creation of a network of education management cooperation between schools and communities.

Strategy 2 Keep Step: K2 Keep Moving Steps Forward Together

Administration, as Keep Step, must foresee the effects of educational administration in both the short and long term, understand their aims and the shared intentions of school personnel, as well as expand the perspectives of their personnel. This administration must also be aware of and understand that actions taken today will have consequences later on, or vice versa. The consequences of what will happen in the future are all the result of today's actions. It is important to create a common vision for all sectors involved to consider and predict the consequences of school administration. Due to this prediction, the cooperation of basic education commissions, teachers, and educational personnel must be coordinated with the community to understand the problem, manage conflict, and cope with the stress of social phenomena or various cultures, including environmental phenomena. Administration, however, must focus on working together to create a bright future or scenario as an important guideline in the development and management of schools for sustainable educational development.

Strategy 3 Knowledge: K3 Transferring Knowledge from the Community

Administration, as Knowledge, must ensure that interactions between the school and the surrounding community are valuable learning resources that are meaningful to students' learning for students to practice career skills related to life, society, economy, and the environment in their communities. To gain interactions, there must be joint activities between the school and the community to transfer knowledge of the community in various dimensions to inspire students to choose and make decisions about their future careers. The community serves as a learning foundation and imparts valuable wisdom to the community's children, resulting in a process for developing long-term education that builds strong honest livelihood citizens. In addition, a reflection process must be established to collect information and observations from the perspectives of those involved, so that it can be used as a valuable lesson in future situations. This is out of respect for the stakeholders who work together to run the school.

Strategy 4 Kit Out: K4 Sourcing Support Resources

Administration, as Kit Out, must link cooperation with other network parties to strengthen the administration system and provide the greatest benefit in the development of quality education. This administration seeks to establish a network of educational development partners made up of local administrative organizations, government institutes, universities, the private sector, and other supporting resources that will improve the management system's flexibility and provide a sufficient driving force to address the problem. Furthermore, the network partners will also be an important supporter in transferring the honest livelihood citizens produced by the school to develop and upgrade into a higher education system to achieve the goal of developing students' career skills according to the institutional development strategy.

Strategy 5 Key Success: K5 Key Success

Administration, as Key Success, must stick to the goal of developing education to be a sustainable quality of education. The administrators must create a mechanism for transferring academic cooperation, resources, and other forms of cooperation among educational network partners at the school, community, and social levels to foster a participative institution management process. Furthermore, the key to success in community-based institutional administration is a shared vision or supervision among schools, communities, and education network partners, which will serve as a crucial compass in the development of effective education and the goal of developing a strong civilian life.

The researcher was also found that there was a mechanism that supported a community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox, consisting of four issues as follows:

Issue 1

It was found that the education sandbox, administrators, teachers, and personnel must adapt to Chiang Mai education sandbox policy (policy level), manage to learn across other subjects and indicators, using competency as a base, as well as build an understanding or consensus within the school about the transformation of the school administration model to the school administration by using the community as a base and suitable for the area. Subsequently, schools must collaborate with the area's curriculum design team to determine which subjects should be taught and how to integrate knowledge, skills, and learning competencies that were relevant to community issues and resources, as well as the design of competency goals to be used to clearly define the goals of educational management. Ultimately, administrators and teachers must adapt schools to connect with the community to create space for learning both inside and outside the classroom as a learning resource.

Issue 2

It was discovered that forming academic partnerships with higher education institutions or universities resulted in support for education sandboxes in academics, events, and educational networks, as well as serving as an academic mentor (coaching and mentoring). The benefit of being an academic mentor was to help academic scholars plan course design, learning management, and knowledge management in the community for institutions to use as a body of knowledge for students and communities. Higher education institutions, on the other hand, were educating student teachers to become genuine instructors in the education sandbox, in which they needed to be able to create attitudes, values, and skills that are consistent with the education sandbox.

Issue 3

It was found that administrators, teachers, and educational personnel in the school's education sandbox must truly understand a community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox and create a common vision for managing educational institutions to be ready for entering schools in education sandbox. This will make the school ready in terms of policy, human resources, and other sources of support.

Issue 4

It was found that education sandboxes needed educational network partners to help coordinate the power to drive educational innovation in schools through the cooperation of government institutes, private sectors, local government organizations, Parents and Teachers Associations, etc., to increase the efficiency of community-based institutional administration. This will allow the school to receive support in various areas, have a space to be a learning resource, and have access to the civil society sector, which will come to develop and support learning management to achieve the goal of educational management for sustainability.

4. Discussion

A community-based institutional administration model for promoting students' career skills in the Chiang Mai education sandbox must be an educational management in an area with spatial diversity. School administrators and teachers must give great cooperation and interest in participating in the development of the school in accordance with the guidelines of the education sandbox. Furthermore, piloting basic learning activities that involved community areas and the area surrounding a community that is rich in natural resources and the environment was essential. This was the significant strength point that allowed us to develop a community-based institutional administration model more effectively. According to the analysis, the development of the personnel administration system of executives, teachers, and educational personnel was required to solve raised problems, as stated in the Secretariat of the Council of Education's (2017) 20-year National Education Development Plan (B.E. 2560–2579) in Strategy 6: Developing the Efficiency of the Educational Administration System. As a result, institutes and educational institutions can more efficiently and effectively administer and manage education that demonstrated responsibility for learners' quality standards. It must have an administration strategy that was tailored to the problem, the local context, and the needs of the labor market, community, and society. Furthermore, it included providing opportunities for all sectors of society, including individuals, families, social communities, the private sector, enterprises, foundations, temples, and institutions, as well as other organizations in society, to participate in educational management that met the needs of people and areas, in the same way that the Educational Innovation Area Act, B.E. 2562 did. This Act stated that the administration and management of basic education must be developed in order to improve quality and efficiency, reduce inequality, foster curious learners, creativity, communicative ability, occupational skills tailored to each learner's aptitude, the ability to live and work with a variety of people, and the ability to keep up with changes in the world situation. In addition, from studying the problems and needs of schools to administrating educational institutions in one direction, Bunyapho, S., (2012) stated that educational institutions' administrators must survey the conditions, problems, and needs related to the process of operations in various activities of educational institutions by bringing together administrators, teachers, and various departments of the local community to jointly plan for educational management in a systematic way according to standards and quality for youth. This will lead to effective development in all areas for humanity and the ability to live in society happily.

A community-based institutional administration model for promoting students' career skills in the Chiang Mai education sandbox had an institution management strategy called the "4K Model," consisting of four strategies as follows: 1) Strategy 1 Knowingly: K1 Knowingly situations in the world, 2) Strategy 2 Keep Step: K2 Keep moving steps forward together, 3) Strategy 3 Knowledge: K3 Transferring knowledge from the community, and 4) Strategy 4 Kit out: K4 Sourcing support resources. It was in line with the Secretariat of the Council of Education's (2020) statement that the administration and curriculum development model should be based on the area's potential and the context in order to generate results that address the problems and needs of the area context. It also aligned with Nokkeaw, P., (2019) proposal that spatial education management is adaptable. Various important skills were required to achieve creative achievements, such as adaptability in a variety of contexts, the ability to work in unfamiliar situations, a positive mindset of criticism and appreciation, and fairness for change. It was also in line with Srisaard, B., (2010), who presented a viewpoint on the model's content validity after the school administration model had been designed and was required to test the model's validity. Even if a model was based on theory, other people's model ideas, and previous research, or even if it had been filtered by experts, it was still just a hypothetical model that required data collection in real-world situations or conducting experiments in real-world situations to see if it was appropriate.

Using the community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox, it was found that the overall level of satisfaction in both teachers and educational personnel, and students towards the use of this model was at the highest level. This created cooperation and responsibility towards duty with the indicators that indicate the effectiveness of educational management of educational institutions. Putkham, S., (2001) stated that school administration is a means of providing employees with job satisfaction by allowing them to participate in the school's running. Institutional administration was thus a process of collaborating with educational stakeholders and the community to plan and set goals for students' development to achieve the most effective development, resulting in the creation of a complete human being capable of living in a changing world. Yompuk, S., (2015) also demonstrated the satisfaction of working, which leads to cooperation and responsibility to accomplish the operation following the educational institutes' objectives or goals. Songkitpisan, M., (2009) also recommended the satisfaction of working together as a contribution to those participating in pushing for educational institutions' strategic plans to achieve the set objectives and goals. Furthermore, Phothong, P., (2006), who provided the viewpoint of student satisfaction

using the school administration model, stated that one of the most essential factors in a student's motivation to learn was the ability to satisfy students with their learning outcomes. This was accomplished by encouraging students to focus on the positive aspects of their achievement by encouraging them to develop fulfilled feelings or attitudes as a result of touch, perception, learning, and acceptance. It would result in higher learning capacities if everything went as planned.

The community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox that the researcher had developed to be more complete was under these five strategies as follows: 1) Strategy 1 Knowingly: K1 Knowingly situations in the world, 2) Strategy 2 Keep Step: K2 Keep moving steps forward together, 3) Strategy 3 Knowledge: K3 Transferring knowledge from the community, 4) Strategy 4 Kit out: K4 Sourcing support resources and 5) Strategy 5 Key success: K5 Key success. It was also found that there was a mechanism that supported this model, consisting of four mechanisms as follows: 1) policy mechanism, 2) academic cooperation building, 3) collaborative vision building, and 4) network party. According to Thongkhao, K., (2007), administrators and teachers in area-based education management were responsible for analyzing curriculum needs based on the potential of learners and the area, as well as ways to coordinate with all sectors for consistent learning and meeting the needs of learners and areas. As a result, all sectors must work together to increase resource availability and provide training courses to improve teachers' ability to use the curriculum for learning development. This should be continued from elementary school through high school since it allowed students to develop themselves into a career that pays well. It was also a learning management system that taught learners how to learn and how to live as quality learners by integrating a range of curricula and learning that led to real-world problem-solving.

Additionally, it was in line with UNESCO Bangkok (2009), which presented guidelines for organizing educational activities for students to learn about careers and saw the importance of career awareness, including family occupations, community occupations, local occupations, and domestic and international careers. This included career advice or career orientation to provide students with basic knowledge about work, as well as knowing how to use simple tools and be able to do simple tasks. Fostering desirable work habits, such as doing assigned tasks with responsibility, diligence, patience, honesty, and saving, as well as consuming energy, natural resources, and the environment economically, cost-effectively, and in the right way, were necessary for a higher level of vocational education and career skills training. Similarly, Chulakorn Masatienwong and colleagues (2017) presented the findings of a synthesis of lessons learned from strategic work in spatial education management in many countries, finding that when working on a spatial education management strategy, there must be a clear problem or goal on the knowledge base participation of all sectors, as well as mechanisms for collaboration between different sectors at the local level to obtain tangible results. Importantly, emphasizing teacher and learner development will provide flexibility to participating partners as well as make it a public matter for the local society through local media, which was a critical success factor in spatial education management.

5. Conclusion

The community-based institutional administration model to promote students' career skills in the Chiang Mai education sandbox was the development of the institutional administration model by creating a process of participation of educational network partners to jointly drive the vision to promote honest livelihood citizenship in the future and lead to sustainable education management.

6. Suggestions from the Research

6.1 Research Recommendations

In order to gain the most efficient administration, there should be collaboration with teacher-producing institutions to become a network partner in growing teacher competency and use the school for teaching professional experience.

At least once per semester, a meeting of network partners should be held to discuss and assess the outcomes of proactive school administration. It could also be a review of education network partners' roles and responsibilities in educational management.

6.2 Recommendations for Future Research

A community-based institutional administration model should be offered as a guideline for educational administration for small schools in the Chiang Mai education sandbox.

The outcomes of the community-based institutional administration model should be evaluated on a regular basis, such as every three or five years, and the findings should be used to design a community-based institutional

administration model in the following phase.

There should be a development of curriculum to enhance the competency of area educational institution administration for administrators in the Chiang Mai educational sandbox.

There should be a study to expand the outcomes of a community-based institutional administration model to promote other skills of students in Chiang Mai education sandbox.

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