

The Essential Needs for School Administration Model Under the Office of the Basic Education Commission According to the King's Philosophy

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Received: January 10, 2024

Accepted: March 5, 2024

Online Published: April 17, 2024

doi:10.5539/jel.v13n4p185

URL: <https://doi.org/10.5539/jel.v13n4p185>

Abstract

This research aimed to: 1) investigate the components and indicators of school administration under the Office of the Basic Education Commission of Thailand according to the King's Philosophy; 2) examine the current state, desired state, and the needs of school administration under the Office of the Basic Education Commission of Thailand according to the King's Philosophy. The research is divided into 2 phases. Phase 1: examine the components and indicators of the school administration under the Office of the Basic Education Commission of Thailand according to the King's Philosophy, targeting a qualified group of 9 experts selected through purposive sampling. This selection is based on the appropriateness assessment using the components and indicators evaluation form. Phase 2: examine the current state, desired state, and the needs of school administration under the Office of the Basic Education Commission of Thailand according to the King's Philosophy. The sample group comprises 320 school administrators selected through multi-stage random sampling and applying the table of Krejcie and Morgan. The data were collected through semi-structured interview form and questionnaire with a 5-level Likert scale. Average, standard deviation, Priority Needs Index (PNI_{modified}) and content analysis were used to analyze the data. The findings of the study revealed the following:

1. There are 4 components and 30 indicators of school administration under the Office of the Basic Education Commission of Thailand according to the King's Philosophy categorized as follows: 1) academic administration with 10 indicators, 2) financial administration with 5 indicators, 3) personnel administration with 4 indicators, and 4) general administration with 11 indicators. Overall, the proficiency level is rated as the highest.
2. The current state is rated as the moderate level, and the desired state is at the highest level. When assessing the needs of school administration under the Office of the Basic Education Commission of Thailand according to the King's Philosophy, it is found that the component with the highest need is general administration. This is followed by personnel administration, financial administration, and academic administration, with the lowest index of essential needs respectively.

Keywords: school administration, needs analysis, the King's Philosophy

1. Introduction

The 20-Year National Education Plan (BE 2560–2579) serves as a strategic blueprint for developing an action plan to guide education management for all age groups as stipulated in the constitution, from pre-primary, primary, secondary, vocational, to tertiary education and working age. The Journal of MCU Peace studies Vol.8 No. 5 (March–April 2020) states that the integrated working approach within the Ministry of Education and collaboration with related units involve six main strategies. These strategies focus on fostering practical work experience to cultivate leadership groups that drive the nation. The vision is for all Thai people to receive quality education and lifelong learning to lead happy lives, aligning with the principles of a philosophy of sufficiency economy and the transformations of the 21st century world (Ministry of Education, 2009). The direction for the country's development over the next five years, geared towards stability, prosperity, and sustainability in the future, must prioritize strengthening the existing capital of the nation to be robust and sufficient in driving the development process both in the medium and long term. This includes a particular focus on "human development," ensuring readiness to adapt to the changes of the 21st century world. The most crucial aspect is

learning skills and enhancing environmental factors conducive to improving the quality of life for individuals. This involves applying the sufficiency economy philosophy of His Majesty King Bhumibol Adulyadej in both the systemic and structural aspects of Thai society to ensure resilience to various changes that may occur (Misutha, 2012).

The King's Philosophy is considered the keystone of life as it is a compilation of experiences from the exemplary reigns that have allowed Thailand to effectively navigate through various crises on all fronts. His Majesty King Bhumibol Adulyadej, Rama IX, emphasized the paramount importance of human development through education extensively, both within and outside the formal schooling system, even for the underprivileged and remote areas. The King's Philosophy teaches us that sustainable development requires not only maintaining balance in economic and social dimensions but also in environmental aspects. Furthermore, it stresses the importance of strengthening the grassroots like "pillar roots," which may not be immediately visible but are fundamental to the overall structure. His Majesty underscored the significance of empowering communities, the bedrock of the nation, by advocating for the first lesson to be "let villagers become teachers" and empowering people as the focal point, emphasizing "internal ignition" through wisdom (Pengnoo, 2012). The Philosophy of Sufficiency Economy is a The King's Philosophy bestowed by His Majesty King Bhumibol Adulyadej, Rama IX, to guide the lives of Thai citizens for over 40 years, starting before the economic crisis of 1997. It is a philosophy that sheds light on sustainable living and the conduct of people at all levels, from families and communities to the state, in both development and governance, to steer the country towards a balanced path. It particularly emphasizes economic development to keep pace with the globalized world while preserving traditional Thai societal values that can be continually applied. It entails a systemic worldview that acknowledges perpetual change and focuses on resilience and crisis avoidance for sustainable development. Sufficiency means having reasonable and rational sufficiency, including the necessity of having a robust internal defense system, comprised of two conditions: knowledge and ethical conduct (Tabbhorn, 2017). The King's Philosophy is the development guideline of His Majesty King Bhumibol Adulyadej, Rama IX, characterized by profound insight, forward-thinking, and a focus on sustainability long before global communities awakened to this concept. It aims to elevate the quality of life for all Thai citizens. Its components include education and health, productivity enhancement, production, research and development, risk management, environmental conservation, and the principles of a philosophy of sufficiency economy. Each component contributes to uplifting the quality of life, especially for the underprivileged and vulnerable. Furthermore, it encompasses Thai identity, including humility, diligence, honesty, integrity, traits deeply ingrained in Thai culture. If everyone adheres to this philosophy, from families and communities to the state, it can provide solutions to economic crises and lead the country to stability and prosperity. The aforementioned principles have had a significant impact on Thai society in the present era. Thailand has prioritized the quality of its people since the inception of its National Economic and Social Development Plans, starting from the 8th edition and continuing through to the current 12th edition (BE 2560–2564), as well as the National Education Act of BE 2542 (1999) and its subsequent amendments. Policies and plans have been implemented to emphasize building resilience in various dimensions to ensure balanced, high-quality, and sustainable development of individuals, society, and the nation. These efforts align with the Sufficiency Economy Philosophy bestowed by His Majesty King Bhumibol Adulyadej, Rama IX, which has been guiding Thai citizens' way of life for over 25 years, even preceding economic crises. In times of economic hardship, His Majesty emphasized strategies for survival and resilience under the wave of globalization and change. This philosophy has become a guiding principle for national development and governance, with the belief that it will lead Thailand out of crises, social disparities, and towards sustainable development and a philosophy of sufficiency economy (Kamutmas, 2007).

In the current situation of ongoing changes, it is necessary to establish appropriate development strategies to prepare and strengthen the country's resilience under the principle of a sufficiency economy philosophy. This is to effectively adapt to and mitigate the impacts of future changes. The National Economic and Social Development Board has thus maintained a consistent approach from Plans 8–10 to Plan 11, adhering to the principles of a sufficiency economy philosophy and driving clearer practical outcomes at all levels and sectors. This is achieved by analyzing reasonably and utilizing the principle of moderation to achieve balance between material and spiritual dimensions of people's lives, self-reliance, and competitiveness on the global stage, as well as between rural and urban societies. A "resilience system" is being prepared through managing risks adequately to cope with impacts from both external and internal changes (Office of the National Economic and Social Development Council, 2011).

Throughout over 70 years of His Majesty King Bhumibol Adulyadej's reign, he has tirelessly carried out royal duties to promote and develop the well-being of the Thai people. Following the principle of "We shall reign with

righteousness for the benefits and happiness of the Siamese people” as stated in the Royal Proclamation, Thailand has undergone numerous social crises. However, guided by the “Royal Philosophy” enriched with the royal grace of King Bhumibol Adulyadej, the Thai people have received royal teachings and guidelines for development. These teachings have been embraced and applied by the people in their lives. Therefore, it is an important duty and responsibility for every organization to devote their physical, intellectual, and capabilities in following the footsteps of the beloved King in order to efficiently and sustainably develop the Thai nation continuously and effectively (Semarat, 2017). The implementation of the sufficiency economy philosophy has been driving management across all organizations, considering their suitability and context. This policy has permeated into practice at all levels to propel the development of youth, who are pivotal for the future development of the nation. The continuous development of youth has been primarily rooted in informal education within families. Systematic development has occurred through societal role models and both formal and informal training. Teachers play a crucial role in instilling desirable traits in youth through consistent practice. When teachers fulfill their roles effectively, they assist youth in acquiring characteristics aligned with societal needs under the principles of sufficiency economy. This includes balanced development in knowledge, thinking, mindset, and behavior, meeting the societal desires for sufficiency in mental attitude and lifestyle under the sufficiency economy philosophy. In educational settings, this philosophy drives teaching and learning activities at all levels. By involving youth in a quality life, they can live reasonably and sustainably under the sufficiency economy philosophy. This approach fosters resilience under conditions of knowledge coupled with moral integrity. It empowers youth to lead themselves and Thai society towards sustainable development and balance, facing challenges with rationality, moderation, and resilience (Sikkhawat et al., 2014).

According to the reasons and problem stated above, the studies identified problems in school administration, curriculum management, teaching and learning management, personnel development, and student development activity organization. In response to the challenges in school administration, the researcher aims to investigate the elements, indicators, and administrative strategies in education aligned with the Royal Educational Philosophy under the Basic Education Commission Office. This study seeks to enhance ongoing efforts towards fostering efficient school administration in accordance with the principles of the Royal Educational Philosophy.

2. Research Objectives

- 1) to investigate the components and indicators of school administration under the Office of the Basic Education Commission of Thailand according to the King’s Philosophy.
- 2) to examine the current state, desired state, and the needs of school administration under the Office of the Basic Education Commission of Thailand according to the King’s Philosophy.

3. Scope of the Research

The study is conducted to develop the school administration model under the Office of the Basic Education Commission of Thailand according to the principles of the King’s Philosophy. The scope of the study revealed the following:

3.1 The Content Scope of the Research

There are 4 components and 30 indicators of school administration under the Office of the Basic Education Commission of Thailand according to the King's Philosophy categorized as follows: 1) academic administration with 10 indicators, 2) financial administration with 5 indicators, 3) personnel administration with 4 indicators, and 4) general administration with 11 indicators.

3.2 The Population and Sample of the Research

- 1) The population comprised school administrators, teachers, and the committee of basic educational schools under the government inspection area 12 comprised 4 provinces, 14 educational service area offices, and 1,157 schools.
- 2) The sample group of the study were 320 consisted of school administrators, teachers, and the committee of basic educational schools under the government inspection area 12 comprised 4 provinces, 14 educational service area offices selected through multi-stage random sampling and applying the table of Krejcie and Morgan (1970).
- 3) The information providers consisted of 9 qualified experts selected through purposive sampling.

3.3 The Research Conceptual Framework

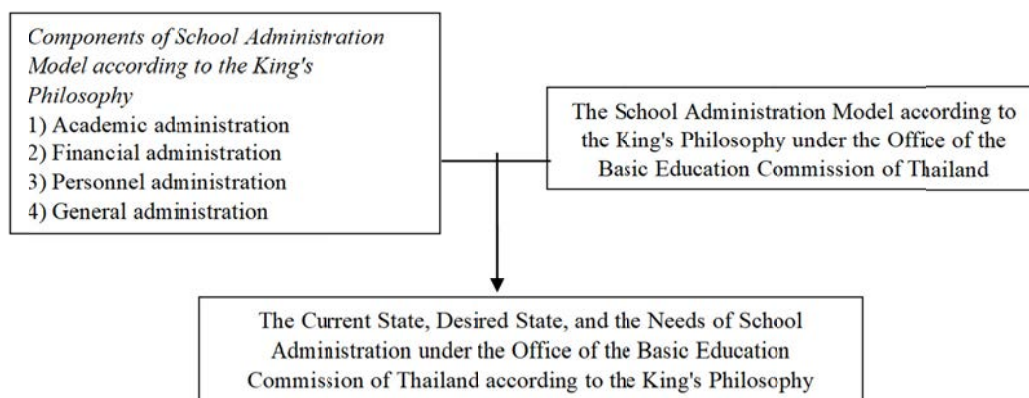


Figure 1. The research conceptual framework

4. Research Methodology

4.1 *Phase 1: Investigate the Components and Indicators of School Administration Model Under the Office of the Basic Education Commission of Thailand According to the King's Philosophy*

This step is the synthesis of documents and related studies of school administration according to the King's Philosophy.

- 1) Synthesis of documents and related studies of school administration according to the principles of the King's Philosophy
- 2) The information providers consisted of 9 qualified experts selected through purposive sampling.
- 3) Research instrument was document checklist.
- 4) The data were collected by analysis and synthesis the documents and related studies.
- 5) Data analysis method was content analysis.

4.2 *Phase 2: Examine the Current State, Desired State, and the Needs of School Administration Model under the Office of the Basic Education Commission of Thailand according to the King's Philosophy*

1) The sample group of the study were 320 consisted of school administrators, teachers, and the committee of basic educational schools under the government inspection area 12 comprised 4 provinces, 14 educational service area offices selected through multi-stage random sampling and applying the table of Krejcie and Morgan (Krejcie & Morgan, 1970).

2) The research instrument was the questionnaire of the current state and desired state of school administration model according to the King's Philosophy with a 5-level Likert scale which comprises 2 parts as follows:

Part 1: A checklist of the questionnaire respondent's general information

Part 2: A questionnaire of the current state and desired state of school administration model according to the King's Philosophy

3) Collecting data involved disseminating questionnaires addressing the current state and desired state of school administration model according to the King's Philosophy. Collaboration requests were sent to the Faculty of Education, Mahasarakham University, for assistance in questionnaire responses.

4) Analyze the data utilizing statistical measures such as the average, standard deviation, and the Modified Priority Needs Index (PNI_{Modified}). The researcher determined the criteria as follow (Srisa-ard, 2010);

- 4.51–5.00 means current state and desired state rated as the highest level
- 3.51–4.50 means current state and desired state rated as high level
- 2.51–3.50 means current state and desired state rated as moderate level

1.51–2.50 means current state and desired state rated as the less level

1.00–1.50 means current state and desired state rated as the least level

5. Research Results

This study enabled the synthesis of components and indicators of the administration model of educational institutions based on His Majesty’s principles. The components consist of four elements, with a total of 30 indicators, as shown in Table 1.

Table 1. The components and indicators of school administration model under the Office of the Basic Education Commission of Thailand according to the King’s Philosophy

Components	Indicators	\bar{X}	S.D.	Level of appropriateness
1. Academic administration according to the King’s Philosophy	1) solution for original problem	4.31	0.36	High
	2) work consecutively			
	3) socio-geography			
	4) holistic thinking			
	5) not totally rely on textbook			
	6) be economical			
	7) simplification			
	8) participation			
	9) common benefit focus			
	10) self-reliance			
2. Financial administration according to the King’s Philosophy	1) doing systematically research for accurate information	4.35	0.39	High
	2) work consecutively			
	3) be economical			
	4) participation			
	5) common benefit focus			
3. Personnel administration according to the King’s Philosophy	1) doing systematically research for accurate information	4.72	0.33	Highest
	2) holistic thinking			
	3) participation			
	4) common benefit focus			
4. General administration according to the King’s Philosophy	1) doing systematically research for accurate information	4.36	0.19	High
	2) solution for original problem			
	3) work consecutively			
	4) socio-geography			
	5) holistic thinking			
	6) not totally rely on textbook			
	7) be economical			
	8) simplification			
	9) participation			
	10) common benefit focus			
	11) self-reliance			

According to Table 1, there are 4 components and 30 indicators school administration model under the Office of the Basic Education Commission of Thailand according to the King’s Philosophy

Table 2. The analysis results of current state, desired state, and the needs of school administration model under the Office of the Basic Education Commission of Thailand according to the King's Philosophy

Components and Indicators	The current state (D)			The desired state (I)			PNI _{modified} (I - D)/D	Ranking of the needs
	\bar{X}	S.D.	Level of appropriateness	\bar{X}	S.D.	Level of appropriateness		
1. Academic administration	3.57	0.31	High	4.53	0.36	Highest	0.27	(4)
2. Financial administration	3.48	0.47	Moderate	4.46	0.40	High	0.28	(3)
3. Personnel administration	3.24	0.36	Moderate	4.51	0.33	Highest	0.39	(2)
4. General administration	3.04	0.46	Moderate	4.80	0.36	Highest	0.58	(1)
Overall	3.35	0.21	Moderate	4.54	0.14	Highest	0.35	

According to Table 2, the current state is rated at a moderate level. When considering each aspect, it is noted that all aspects are at a moderate and high level. As for the desired state, it is at the highest level. Upon evaluating the needs of development, it is found to be at a high level. Additionally, considering each aspect, it is found that the aspect with the highest development need is general management according to the principles of His Majesty (PNI_{modified} = 0.58).

6. Discussion

The components and indicators of school administration model under the Office of the Basic Education Commission of Thailand according to the King's Philosophy comprises 4 components. 1) Academic administration according to the King's Philosophy involves creating a joyful learning environment where students are engaged. Schools develop curricula that integrate the sufficiency economy philosophy towards learning activities. They also simplify learning management plans, utilize local knowledge, and foster participatory learning processes. Moreover, schools instill honesty, integrity, and the sufficiency economy philosophy in students, promoting real-world application through active learning, analytical thinking, and problem-solving, alongside fostering moral values and happiness in learning. 2) Financial administration according to the King's involves systematic procurement planning, adhering to the sufficiency economy philosophy. Schools maintain systematic financial accounting, manage finances for maximum efficiency, simplicity, and benefits. They prioritize procurement management for overall benefits. 3) personnel administration according to the King's Philosophy includes systematic workforce planning with emphasis on participation. Schools evaluate performance based on diligence, participation, and job satisfaction. They recognize and commend dedicated teachers, promote professional standards and ethics, discipline, and teamwork among educational personnel, fostering a sense of community. And 4) General administration according to the King's Philosophy involves fair and just administration, integrating the sufficiency economy philosophy. Schools develop modern information network systems aligned with current needs, maintain up-to-date administrative systems emphasizing accuracy, efficiency, and economy. They utilize information for planning and improving school development, harnessing resources for education in line with the sufficiency economy philosophy. Schools promote and support educational management within communities, organizations, agencies, and social institutions, emphasizing participation from all stakeholders. The synthesis of these components may stem from the application of His Majesty's teachings into practice or, simply put, translating knowledge across economic, social, cultural, and environmental dimensions for sustainable national development. It follows the footsteps of His Majesty's actions and work towards sustainable national development by applying knowledge and setting learning or development goals. The study was consistent with Tokheaw and Jirarotephinyo (2020) who conducted the research of a managing model of small-sized schools according to the King's Philosophy model aimed 1) to study the elements of management small-sized schools according to the King's philosophy, 2) to design the management of small schools according the King's philosophy model and 3) to assess the suitability and feasibility of the management small schools according the King's philosophy model. The research employed a mixed-method approach across four stages: 1) studying the components of management in small-sized schools, 2) developing a management model for small-sized schools using His Majesty's teachings through the Delphi technique and group discussions, 3) analyzing the core components through component analysis, and 4) evaluating the suitability and feasibility of the management model for small-sized schools based on His Majesty's teachings. The research findings pointed out that 1) management of small-sized schools according to His Majesty's principles entails centralized management, incorporating sufficiency economy

philosophy and the principles of His Majesty to ensure sustainable school development, 2) the management model for small-sized schools comprises five key components: sufficiency economy philosophy, understanding, accessibility, development, and the principles of His Majesty, and 3) the overall and individual aspects of the suitability and feasibility of the management model for small-sized schools are rated as high.

The current state of the administration model for educational institutions based on His Majesty's principles, under the jurisdiction of the Office of the Basic Education Commission, is overall at a moderate level. When considering the aspects that require the most attention, the highest priority is given to: 1) general administration according to His Majesty's principles, ranked highest, 2) personnel administration according to His Majesty's principles, ranked second, 3) financial administration according to His Majesty's principles, ranked third, and 4) academic administration according to His Majesty's principles, ranked fourth. This indicated that there is a greater need for improvement in general administration practices compared to other aspects, followed by personnel, budget, and academic administration, respectively. The results are aligned with the study of Payogo and others (2021), who stated that the development of school administration according to His Majesty's principles must be understood and developed to achieve sustainable school development, and consistent with the research of Phadpin (2014), who mentioned that the current situation and problems of the administration model for educational institutions based on the sufficiency economy philosophy, under the jurisdiction of the Office of the Basic Education Commission, currently, all educational institutions are prepared to apply the sufficiency economy philosophy in teaching and administration processes suitable for the context of each institution. However, schools have not been directed, supervised, and monitored, resulting in a lack of awareness, knowledge, collaboration, and participation among responsible individuals in developing quality work. Developing a management model for educational institutions based on the sufficiency economy philosophy leads to improvements in all four aspects of school administration towards a positive direction.

The desired state of the administration model for educational institutions according to His Majesty's philosophy, under the jurisdiction of the Office of the Basic Education Commission, ranked highest in priority. The needs of development for administrating educational institutions according to His Majesty's philosophy, under the jurisdiction of the Office of the Basic Education Commission, are ranked in the following order: first, general administration; second, personnel administration; third, budget administration; and fourth, academic administration. This may stem from the implementation of administrating educational institutions according to His Majesty's philosophy, which involves applying the knowledge from all three dimensions: economic, social, cultural, and environmental, for sustainable national development. It also involved translating knowledge from various sources, including educational content, knowledge from royal projects, and applying knowledge of working methods to personal and professional development, family, community, and organizational levels. This approach aimed to foster continuous development, both personally and professionally, by following in the footsteps of His Majesty or, in other words, continuing the work initiated by His Majesty. This research has been adapted for use in managing educational institutions to promote sustainability. The study is aligned with the research by Tokheaw and Jirarotephinyo (2020) who claimed that on the administration model of small-sized schools based on His Majesty's philosophy, it was found that the model comprises five main components: 1) economic sufficiency philosophy, 2) understanding, 3) access, 4) development, and 5) principles of His Majesty's duties. These components collectively form the framework for administrating small-sized schools in accordance with the King's philosophy.

7. Suggestion

7.1 General Suggestions

1) Regarding the findings of the study, the components and indicators of school administration model under the Office of the Basic Education Commission of Thailand according to the King's Philosophy comprised of 4 components; ① academic administration, ② financial administration, ③ personnel administration, and ④ general administration according to the King's Philosophy. Hence, there should be the adaptation depending on the context of each school and educational service area office.

2) According to the analysis results, the current state, desired state, and the needs of school administration model under the Office of the Basic Education Commission of Thailand according to the King's Philosophy analyzed from the different context. Consequently, if any school or educational service area office intend to adapt the results, there should be the adaptation depending on the context.

7.2 Suggestions for Further Study

1) There should be a study and research on the guidelines for school administration model under the Office of the Basic Education Commission of Thailand according to the King's Philosophy.

2) There should be a study on the strategy driving the educational service area office according to the King's Philosophy.

Acknowledgments

This research project is supported by Mahasarakham University, Thailand, and has received generous support and guidance from the faculty advisors and all experts who provided advice, suggestions, and corrections until its completion. I would like to express my sincere gratitude for the invaluable assistance provided by my esteemed colleagues, as well as all the experts, knowledgeable teachers, and participants whose collaborative efforts significantly contributed to the progress of this study.

Authors' contributions

Not applicable.

Funding

Not applicable.

Competing interests

Not applicable.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Canadian Center of Science and Education.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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