

Guidelines for Applying King Bhumibol's Philosophy in School Administration

แนวทางการประยุกต์ใช้ศาสตร์พระราชากับการบริหารสถานศึกษา

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บทคัดย่อ

วัตถุประสงค์ของการวิจัยเรื่องนี้ คือ 1) เพื่อวิเคราะห์สภาพปัจจุบัน ปัญหา และปัจจัยเอื้อต่อการประยุกต์ใช้ศาสตร์พระราชากับการบริหารการศึกษา และ 2) เพื่อสังเคราะห์แนวทางการประยุกต์ใช้ศาสตร์พระราชากับการบริหารสถานศึกษา การวิจัยครั้งนี้ เป็นการวิจัยเชิงคุณภาพ โดยมีผู้ให้ข้อมูลหลัก เลือกแบบเจาะจง ได้แก่ ผู้บริหาร ครู และคณะกรรมการสถานศึกษาของโรงเรียนแม่แตง ซึ่งเป็นโรงเรียนต้นแบบสถานศึกษาพอเพียง สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 34 โดยมีการดำเนินการวิจัยออกเป็น 3 ขั้นตอน ดังนี้ 1) การศึกษาจากข้อมูลเอกสาร 2) วิเคราะห์สภาพปัจจุบัน การศึกษาปัญหาและปัจจัยเอื้อต่อการประยุกต์ใช้ศาสตร์พระราชากับการบริหารสถานศึกษาโดยใช้วิธีการสัมภาษณ์แบบเจาะลึก 3) การสังเคราะห์แนวทางการประยุกต์ใช้ศาสตร์พระราชากับการบริหารสถานศึกษาโดยการจัดอภิปรายระดมสมอง นักศึกษาคณะศึกษาศาสตร์ดุสิตบัณฑิต จำนวน 9 คน ที่ลงเรียนวิชาการบริหารการศึกษาตามศาสตร์พระราช (EDA 7203) ผลการศึกษามีวิจัย พบว่า สภาพปัจจุบัน ปัญหา และปัจจัยเอื้อต่อการประยุกต์ใช้ศาสตร์พระราชากับการบริหารสถานศึกษาในการดำเนินงานโรงเรียนต้นแบบสถานศึกษาพอเพียง 4 ด้าน ได้แก่ 1) ด้านการบริหารวิชาการ 2) ด้านการมีส่วนร่วม 3) ด้านการบริหารงานบุคคล และ 4) ด้านความยั่งยืน แนวทางการประยุกต์ใช้ศาสตร์พระราชากับการบริหารสถานศึกษา ประกอบด้วย 1) โรงเรียนควรมีกิจกรรมในการประยุกต์ใช้ศาสตร์พระราชากับจัดการเรียนการสอนเพื่อยกระดับคุณภาพการศึกษา 2) โรงเรียนควรมีแนวปฏิบัติด้าน

กระบวนการประยุกต์ใช้ศาสตร์พระราชาในการจัดการเรียนการสอน 3) โรงเรียนควรมีแนวปฏิบัติด้านการติดตาม ประเมินผล และ 4) ผู้บริหารสถานศึกษาควรมีบทบาทในการน้อมนำศาสตร์พระราชาไปปฏิบัติ

คำสำคัญ: แนวทาง ศาสตร์พระราชา การบริหารสถานศึกษา

Abstract

The objectives of this research were 1) to analyze current conditions, problems, and factors supporting for applying King Bhumibol's Philosophy in school administration, and 2) to synthesize the guidelines for applying King Bhumibol's Philosophy in school administration. This research was qualitative research. Key informants were selected by purposive sampling consisting of administrators, teachers, and the school board committee of Mae Taeng School as a sufficiency economy school under the Secondary Educational Service Area Office 34. The research was divided into 3 phases as follows: 1) study documented data, 2) analysis of current conditions, problems, and factors supporting for applying King Bhumibol's Philosophy in school administration by using in-depth interview method, and 3) synthesize the guidelines for applying King Bhumibol's Philosophy in school administration by conducting brainstorming discussions of 9 candidates of Doctor of Education (Educational Administration) enrolled in 'Educational Administration in Accordance with the King's Philosophy' (EDA 7203). The research results revealed that the current conditions, problems, and factors supporting for applying King Bhumibol's Philosophy in school administration of the sufficiency school consisting of 4 aspects: 1) academic administration, 2) participation, 3) personnel management, and 4) sustainability. Guidelines for applying King Bhumibol's Philosophy in school administration included: 1) schools should have strategies for applying King Bhumibol's Philosophy in teaching and learning management to improve the quality of education, 2) schools should have practical guidelines for applying King Bhumibol's Philosophy in teaching and learning management, 3) schools should have monitoring guidelines, and 4) school administrators should play a role for implementing King Bhumibol's Philosophy in school.

Keywords: Guidelines, King Bhumibol's philosophy, School administration

Introduction

‘Although His Majesty has been promoting self-reliant or sustainable farming since the 1950s, it is generally accepted that the idea of Sufficiency Economy had been brought up in the 1970s during in His Majesty’s speeches.’

The Chaipattana Foundation. (2017).

Due to the *Ninth National Economic and Social Development Plan* (Thailand Office of the National Economic and Social Development Board (NESDB), 2002, p. i) adopted the philosophy of sufficiency economy that focused on the alleviation of poverty and upgrading of the quality of life for the Thai people. The sufficiency economy philosophy would be followed as a shared value of the Thai people, guiding the transformation to a new national management system based on efficiency, quality of life, and sustainability objectives.

As we all knew that the world accepted King Bhumibol’s Philosophy as a philosophy based on the fundamental principle of Thai culture and other countries such as Phutan. It is a method of development based on moderation, prudence, and social immunity, one that used knowledge and virtue as guidelines in living. Significantly, there must be intelligence and perseverance which would lead to real happiness n leading one’s life.

By evidence, Bhutan Tenth Round Table Meeting Report (Royal Government of Bhutan, 2008, p. 74) stated that Thailand was an advocate of sustainable development. They firmly believed in the importance of cooperation based on self-initiated projects with a high sense of ownership. The wisdom of His Majesty the 4th. King of Bhutan reflected in the renowned Gross National Happiness was warmly welcomed by the Thai people as it was in line with the Philosophy of Sufficiency Economy introduced by His Majesty King Bhumibol Adulyadej of Thailand.

In view of the UCLG Committee on Social, Inclusion, Participatory Democracy and Human Rights, Member of United Cities and Local Governments in Spain (2013), globally, SEP was a practice supporting the financial and productive autonomy of the village community, while developing an environmentally sustainable economy and including all members of the community in the production and management process. Generally speaking, SEP had proven to be a strong instrument of economic inclusion based on principles of community participation and the participatory transfer of knowledge.

In line with the Ministry of Foreign Affairs, Kingdom of Thailand (2015), Surin Pitsuwan concluded that education for sustainable development required far-reaching changes in the way education was often practiced today and also required collaboration among the nations. Having shared our experience and examples of Sufficiency Economy Philosophy Education in Thailand today and hope to inspire new initiatives in Sustainable Development Education which would lead to an increase in collaborations between Thailand and developing countries based on the global support of UNESCO.

National Strategy Act B.E. 2561-2580 (2017-2037) (Royal Thai Government Gazette, 2017, p. 5) defined the current situations, future directions, goals and vision for national development as the country's first national long-term strategy developed to ensure that the country achieves its vision of becoming "a developed country with security, prosperity and sustainability in accordance with the Sufficiency Economy Philosophy" with the ultimate goal being all Thai people's happiness and well-being.

According to a systematic review and meta-analysis of relevant studies concerning the impact of the application of sufficiency economy philosophy on the well-being of the Thai population that published between 2000 and August 6, 2018, Barua & Tejavivaddhana (2019, pp. 202-203) reviewed studies concerning students from secondary schools; staff, teachers, students and parents of students from the schools; and university students. It was indicated that principles of the sufficiency economy philosophy were applied at schools to change their organizational culture, improve management and better learning outcomes, to improve the living behavior of students and long-term life satisfaction. According to measure the well-being of the study population and followed cross-sectional design found a positive and significant relationship between organizational culture and the level of sufficiency in school management. In addition, the quality of work, decision-making, and empowerment policies of the respective organizations were found to be significant predictors of the sufficiency of school management.

Other reasons, Hongthong, Wora-in & Kornpuang. (2018, p.107) studied the research and development of sufficiency school effective administrative model, it was found that for the aspect of intake factors, they consisted of main factors such as the adapting of Sufficiency Economy Philosophy, leadership among changes, ability in strategic management, and supporting factors such as sharing atmosphere, conditions of societies and cultures, policies from the head office, as well as social economics. For the aspect of progress, it meant management such as human resource, academic work, budget, and general management.

For the aspect of outcome or key index for success, they included achievements of learners, teachers and staff, as well as administrators, and schools.

Additionally, the findings of Pilasang, Aksornsou (2019, p.224-225) who studied the administrative strategy based on sufficiency economy philosophy towards of school in the Secondary Educational Service Area Office 19, it was found that in terms of personnel management, there was planning the capacity of personnel development by providing training, seminars, knowledge acquiring, and reasonable operations. In addition, build awareness to appreciate teachers' profession, have a good mind, and moral awareness, be honest, take responsibility, and work with others in their own agencies and communities.

Moreover, United Nations: The Partnerships for Sustainable Development Goals (2020) has still accepted the Sufficiency Economy Philosophy that was still relevant, and just as neoliberalism connects to every single goal, so does the SEP. This included everything from the use of natural resources and climate change to food security, peace and governance, to health, education, and the dignified treatment of all.

Later, Bureau of Educational Activity Promotion, Office of Permanent Secretary, Ministry of Education (2017, p.2) defined 'Sufficiency Economy School' as an educational institution that the philosophy of sufficiency economy can be applied in learning management and educational administration can be provided practically such as sufficiency economy classroom management activities / sufficiency economy subject to cultivate and build good sense for students in order to realize on ways of life according to 6 ways of sufficiency: enough to have, live, eat, use, self-sufficient, and self-reliant; and 4 ways of ignorance: avoiding extreme overindulgence, not extravagant and not in luxury; and practiced following the Four Noble Truths of Buddha's teachings including being a role school model of learning management activities and educational administration according to the sufficiency economy philosophy of the Ministry of Education "Sufficiency Economy School" In addition, Dharmapiya (2016, p.8). A sufficiency-based school is a normal basic education school, using Sufficiency Economy Philosophy (SEP) as a decision-making and practice framework.

Almost secondary schools under the Secondary Educational Service Area Office 34 have passed the evaluation criteria of "Sufficiency Economy School" organized by the Ministry of Education since 2013 including Maetang School. The Maetang school has provided secondary education (Grade 7-12) consisting of 784 students both lower and higher secondary levels. Sufficiency Economy School was not really stimulated in learning management activities for years, so it was not practically successful for applying King Bhumibol's Philosophy

in school. The current administrators have just reviewed King Bhumibol's Philosophy for integrating King Bhumibol's Philosophy in learning management activities. It was the background of studying the application of King Bhumibol's Philosophy seriously.

However, there has been no guidelines for applying King Bhumibol's Philosophy in school administration in the same direction. Therefore, this paper is aimed at finding the current conditions, problems, and factors supporting and proposing the guidelines for applying King Bhumibol's Philosophy in school administration.

Research Objective

1. To analyze current conditions, problems, and factors supporting for applying King Bhumibol's Philosophy in school administration.
2. To synthesize the guidelines for applying King Bhumibol's Philosophy in school administration.

Methodology

This qualitative research was divided into 3 phases as follows:

Phase 1: The studying documented data, the researchers studied the documents, concepts, theoretical papers, and related research that were published via electronic media. Data were analyzed by using consensus.

Phase 2: The analysis of the current conditions, problems, and factors supporting for applying King Bhumibol's Philosophy in school administration, the researchers conducted the in-depth interview consisting of 4 aspects: 2.1) academic administration, 2.2) participation, 2.3) personnel management, and 2.4) sustainability. Key informants were selected by purposive sampling consisting of administrators, teachers, and the school board committee of Mae Taeng School as a sufficiency economy school under the Secondary Educational Service Area Office 34. Data were analyzed by summarizing into issues.

Phase 3: The synthesis the guidelines for applying King Bhumibol's Philosophy in school administration, the researchers conducted brainstorming discussions. Key informants were selected by purposive sampling consisting of 9 candidates of Doctor of Education (Educational Administration) enrolled in 'Educational Administration in Accordance with the King's Philosophy' (EDA 7203). The researchers conducted brainstorming discussion. Data were synthesized by content analysis.

Results

The research results revealed that

1. Results of studying documents, concepts, and theoretical papers and related research that were published via electronic media and used consensus by accepting opinions and decision among researcher team to study the application of King Bhumibol's Philosophy in school administration in 4 aspects: 1) academic administration, 2) participation, 3) personnel management, and 4) sustainability.

2. Results of analyzing the current conditions, problems, and factors supporting for applying King Bhumibol's Philosophy in school administration of the sufficiency school consisting of 4 aspects: 1) academic administration, 2) participation, 3) personnel management, and 4) sustainability. The data were obtained from key informants, then the details were shown in table 1.

Table 1 Results of current conditions, problems, and factors supporting for applying King Bhumibol's Philosophy in school administration

Synthesis lists	Current conditions	Problems	Factors supporting
1. Academic administration.	<ul style="list-style-type: none"> - Arranging the integration period in the last period of every Thursday was a limited duration to take action. - Not all teachers have yet been assigned to prepare a lesson plan for integrating King Bhumibol's Philosophy into the subjects. - There is no monitoring plan for integrating in teaching and learning management activities. 	<ul style="list-style-type: none"> - Teaching and learning management activities were not organized in accordance with an operational application of King Bhumibol's Philosophy. - Sufficiency Economy Philosophy was not integrated into a variety of teaching and learning management activities. - Practical skill exercises were not actually provided for students. 	<ul style="list-style-type: none"> - Academic administration must focus on supporting the application of King Bhumibol's Philosophy for integrating in teaching and learning management activities on a continuous basis. - Academic administrators must monitor and follow up the integration of King Bhumibol's Philosophy in teaching and learning management activities.
2. Participation.	<ul style="list-style-type: none"> - Administrators, teachers, and school board committees have yet given priority to participation in applying King Bhumibol's Philosophy in 	<ul style="list-style-type: none"> - School personnel have still lacked of knowledge and understanding according to the process implementing the sufficiency economy. - An organizational management system was not able to service and support the 	<ul style="list-style-type: none"> - School administration must emphasize for everyone to participate in all aspect. - School administrators must motivate personnel by a fair agreement in compensation if the project would be successful.

Synthesis lists	Current conditions	Problems	Factors supporting
	<p>teaching and learning management activities.</p> <p>- At present, communities around the school context were not good models for students, to have an excessive amount of expenses in unrelated factors for life such as over-consumption, variety of luxury materials, etc.</p>	<p>application of King Bhumibol's Philosophy ineffective as expected.</p> <p>- The school did not cultivate, create, or encourage learning to live in sufficiency</p> <p>- The communities around the school context have not yet realized on the sufficiency life and enough to spend until they did not have enough money to send their children to study at school.</p>	<p>- School administrators must build the working team for good encouragement in driving missions.</p> <p>- School administrators must build networks to solve problems of communities around the school context as holistic cooperation among government, private, civil society, and mass media to be good models for students.</p> <p>- Ministry of Education, foundations, organizations, and external agencies must provide resources and participate in the application of King Bhumibol's Philosophy.</p>
3. Personnel management.	<p>- Administrators assigned their work to everyone to take responsibilities, and some teachers ignored it because they thought that King Bhumibol's Philosophy were not involved with the</p>	<p>- Administrators shared their work to everyone equally but some teachers ignored to participate for applying King Bhumibol's Philosophy.</p> <p>- School personnel were not really emphasized to understand King Bhumibol's</p>	<p>- School personnel must be cultivated to understand King Bhumibol's Philosophy process of "Understand, Approach, Develop"</p> <p>- School personnel must be changed to growth mindset for applying King</p>

Synthesis lists	Current conditions	Problems	Factors supporting
	teaching and learning management activities of their own subject areas.	<p>Philosophy process of “Understand, Approach, Develop”</p> <ul style="list-style-type: none"> - School personnel did not give priority of education was a major factor to build and develop a person’s knowledge, ideas, behaviors, and morality. - School board committee and external agencies did not support the application of King Bhumibol's Philosophy. 	<p>Bhumibol's Philosophy into overall practice.</p> <ul style="list-style-type: none"> - School personnel must be cooperated covering in all aspects. - School personnel must act as a good role model by adhering to the sufficiency economy philosophy, honest, know how to save, gratitude, responsibility, and work tirelessly to make it happen. - School administrators must build more networks with school board committee and external agencies to support the application of King Bhumibol's Philosophy.
4. Sustainability.	- The application of King Bhumibol's Philosophy in teaching and learning management depends on school administrators individually.	<ul style="list-style-type: none"> - School administrator frequently changed, and school policy was frequently changed in accordance with the school administrator. - Education reform considered the application of King Bhumibol's Philosophy in teaching and learning management but lacked of monitoring, following-up, and evaluation. 	- The application of King Bhumibol's Philosophy in teaching and learning management must be wrote down in school charter because whenever school administrators were changed, the project for applying King Bhumibol's Philosophy still carried on as usual.

Synthesis lists	Current conditions	Problems	Factors supporting
	<ul style="list-style-type: none"> - The government sometimes accelerate and drive the application of King Bhumibol's Philosophy based on government officials, politician, and Minister of Education. - Budget was not allocated to school for applying King Bhumibol's Philosophy in teaching and learning management. 	<ul style="list-style-type: none"> - The application of King Bhumibol's Philosophy in teaching and learning management activates was not attended for sustainable development, continuously. - Lack of budget supporting the application of King Bhumibol's Philosophy. - Ministry of Education did not really pay attention to provide good, complete and well-balanced education, covering all aspects for the sustainable development. 	<ul style="list-style-type: none"> - King Bhumibol's Philosophy must be become an important problem in driving for educational development at all appropriate levels. - Nurturing children, youth, and students must be fostered to be leaders of driving Sufficiency Economy Philosophy into practice.

3. Results of synthesizing the guidelines for applying King Bhumibol's Philosophy in school administration, the synthesis data were concluded as shown in table 2.

Table 2: Results of synthesizing guidelines and practical guidelines for practitioners for applying King Bhumibol's Philosophy in school administration.

Guidelines	Practical guidelines for practitioners
3.1 Schools should have strategies for applying King Bhumibol's Philosophy in teaching and learning management to improve the quality of education.	The administrators should lead the school personnel, school board committee, experts, and stakeholders to collaboratively create vision, mission, goals, strategies, measures, indicators, projects, plans, and activities for applying King Bhumibol's Philosophy in educational administration to be practical.
3.2 Schools should have practical guidelines for applying King Bhumibol's Philosophy in teaching and learning management.	<ul style="list-style-type: none"> - The administrators, teachers, and all stakeholders should collaboratively create the guidelines for applying King Bhumibol's Philosophy in learning and teaching management of all subjects. - The evaluation results should be used for improving the application of King Bhumibol's Philosophy in learning and teaching management in the next semester.
3.3 Schools should have monitoring guidelines.	<ul style="list-style-type: none"> - Administrators and teachers should jointly set up a monitoring and follow-up guidelines for evaluating the application of King Bhumibol's Philosophy in learning and teaching management of all subjects continuously. - A students' home visit project should be operated seriously and define aspects for monitoring.
3.4 School should give priority with communities as learning resources.	<ul style="list-style-type: none"> - School should Investigate the communities that followed the footsteps of King Bhumibol's Philosophy in ways of life and be successful in careers. - A project for visit communities should be prepared annually. - Make it possible, school personnel should transfer the existing knowledge for benefit to the communities.

Guidelines	Practical guidelines for practitioners
	- Schools should cooperate with communities to create King Bhumibol's Philosophy as innovation as learning resources.
3.5 School administrators should play a role in implementing King Bhumibol's Philosophy in school.	Administrators should perform as a model for the application of King Bhumibol's Philosophy in educational administration in terms of self-development, their ways of life in accordance with the principles of King Bhumibol's Philosophy, to live in a balance, stick to the principles of being sufficiency including being honest, transparent, and fair to relevant staff.

Discussions

The results of current conditions, problems, and factors supporting for applying King Bhumibol's Philosophy in school administration were discussed into 4 aspects as

In terms of academic administration: academic administration must focus on supporting the application of King Bhumibol's Philosophy for integrating in teaching and learning management activities on a continuous basis. It was similar to learning activities based on curriculum, Dharmapiya (2016, p. 7) suggested teachers of other subjects were required to use several techniques to integrate Sufficiency Economy Philosophy (SEP) into learning activities and create conditions conducive to sufficiency-mindset. Likewise, Solgosoom, Pothisan (2018, p. 10) studied the King Rama IX's wisdom and the educational development, it revealed that his wisdom was used in Thai educational development and having made overall changes in education institutes through integration on curriculum development, instruction/learning management, instructors/teachers' characteristics, teaching techniques, etc. These tremendous, good changes enhanced the learner quality in good cognitive, analytic performances, and sustainable happy living together in the community/country.

In terms of participation, school administrators must build networks to solve problems of communities around the school context as holistic cooperation among government, private, civil society, and mass media to be good models for students. Similarly, the findings of Pilasang, Aksornsou (2019, p. 224-225) who studied the administrative strategy based on sufficiency economy philosophy towards school in the Secondary Educational Service Area Office 19, it was found that building awareness to appreciate teachers' profession has a good mind, moral awareness, be honest, take responsibility, and work with others in their own agencies and communities.

In terms of personnel management: school personnel must be changed to a growth mindset for applying King Bhumibol's Philosophy into overall practice consistent with Royal Thai Embassy Stockholm (2017) defined that sufficiency thinking demanded a transformation of human values, and a revolution in the mindset, both of which were necessary for the advancement of human development. Moreover, it was consistent with the NHDR 2007 (as cited in Dharmapiya, 2016, p. 2) identified SEP's two key roles in human development. It was a framework for analyzing situations, identifying objectives, setting plans, and decision-making to achieve sustainability and well-being. Second, it emphasized mental and spiritual

development as integral to all kinds of development. The report states that SEP demands a transformation of values and mindset that are necessary for human advancement.

In terms of sustainability: it was in line with the *Ninth National Economic and Social Development Plan* (Thailand Office of the National Economic and Social Development Board (NESDB), 2002, p. i) stated that the sufficiency economy philosophy would be followed as a shared value of the Thai people, guiding the transformation to a new national management system based on efficiency, quality of life, and sustainability objectives. Moreover, it was in line with Ministry of Foreign Affairs, Kingdom of Thailand (2015), having shared our experience and examples of Sufficiency Economy Philosophy Education in Thailand today and hope to inspire new initiatives in Sustainable Development Education which would lead to an increase in collaborations between Thailand and developing countries based on the global support of UNESCO. Moreover, Barua & Tejavivaddhana (2019, p. 202-203) reviewed studies concerning students from secondary schools; staff, teachers, students, and parents of students from the schools; and university students. It was indicated that principles of the sufficiency economy philosophy were applied at schools to change their organizational culture, improve management and better learning outcomes, to improve the living behavior of students and long-term life satisfaction.

The results of synthesizing the guidelines for applying King Bhumibol's Philosophy in school administration consistent with Dharmapiya (2016, p.8) suggested to sustainably integrate Sufficiency Economy Philosophy (SEP) into education must guide all aspects of school life, including administration, teaching, and everyday behavior. A “sufficiency-based school” should result in sufficiency-practicing students. In addition, the Ministry of Education and relevant agencies urged administrators to use SEP to guide their work, including the professional development of all staff, so they could model sufficiency living. Since 2006, SEP training has been available throughout Thailand to district managers, school directors, lecturers and teachers. SP-SEP coordinates the networking organizes seminars and conferences and has created a school profile and database system. Therefore, SEP can be adopted into all educational activities. Similarly, in view of the UCLG Committee on Social, Inclusion, Participatory Democracy and Human Rights, Member of United Cities and Local Governments in Spain (2013), globally, generally speaking, SEP had proven to be a strong instrument of economic inclusion based on principles of community participation and the participatory transfer of knowledge.

Conclusion and suggestions

In summary, the situation in Thailand in the recent future may tend to be worse. Digital development has caused changes in all aspects of Thai society. If all sectors are not aware of the importance to solve problems seriously and continuously, guidelines for applying King Bhumibol's Philosophy in school administration will be a benefit for all educational personnel in New Normal era. The research and development to further strengthen school administration should be continue by creating school strategy in accordance with King Bhumibol's Philosophy appearance in school charter.

New knowledge and the effects on society and communities

King Bhumibol's Philosophy should be a means to apply in schools at all levels as life guidance. If students extend King Bhumibol's Philosophy to parents and communities, this knowledge will be prepared to cope with the changes in various aspects by considering the prediction of future situations. It is important Ministry of Education should be taken seriously. The principles of the sufficiency economy philosophy can be applied at schools for further extend to the communities to improve the students' ways of life and society around the school context.

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