

## **CHAPTER 7**

### **CONCLUSION, DISCUSSIONS AND SUGGESTIONS**

#### **Conclusion, Discussion and Suggestion**

##### **CONCLUSION**

The research on “The participations of school committee in the curriculum and teaching development: case study Ban Doi Kham School, Lamphun” has three main objectives. The target of the research is 9 members of Ban Doikham School committee. The researcher has studied on 7 theories of related documents and literatures in order to describe the phenomena and discoveries as well as studied on 19 of related Thai and foreign researches. The researcher used the qualitative research method and research for development method. The data has been collected since the education year 2005 – 2007 and was extended to 2008. It takes 3-4 years to finish. The results have been concluded according to the three objectives.

##### **Objective 1: The participation process in school curriculums development and support the education**

The committee is prescribed to participate in school educational management according to four missions – academic, budget, personnel and general management. These four missions are divided into 2 parts. The first part is ‘Academic’ which comprises of the school curriculum development and other academic developments. The second part is to promote and support the education in three following aspects – budget, personnel and general management. The research results before the participation development was put into effect are as follow;

### **Part 1: The participation process in school curriculum development and other academic developments**

1. The participation process in developing school curriculum is a mission that needs the cooperation between school and its committee by having a meeting. By having a meeting for school curriculum development, it was found that the committee mostly played as a listener and information receiver. They hardly express their ideas or any suggestions. Even though some of the committee gives some suggestion, it was ignored and was not agreed. So, the school did not use those suggestions to develop and improve its curriculums. When the school has finished doing the curriculum, it was not approved by the committee before submitting to the educational service area office. Comparing to the prescription of mission scope by the Ministry of Education that the committee must have the participation with the curriculum development, it was found that in reality the committee did not take the participation with the process or making any decision. They were only informed the process and the school had made all the decisions.

2. The participation process in other academic developments. It was found that the committee has participated in only two aspects according to the Ministry of Education. The first aspect is to participate in providing suggestion, support and promote the improvement of environment, learning process and learning centers in school. The second aspect is to be well informed that the school has operated with the internal quality assurance system. Other aspects that they did not participate is to provide suggestion, support and promote the adaptation of folk wisdom into curriculums as well as did not participate in giving suggestions in relating to the internal quality assurance system which requires 4 participations – think, decide, perform and inform.

## **Part 2: The participation process in supporting and promoting 3 aspects of education**

The Ministry of Education sets down three aspects on the support and promote of education which are budget, personnel and general management. It was found that these three aspects were listed as annual agenda because they are compulsory tasks that the committee must take part when time dues. However, there are also some tasks they did not participate.

1. **Budget:** The committee takes part in giving agreement, suggestions in providing budget by holding a meeting to call for agreed resolutions on every project's budgets decided by school and committee. The committee has given ideas, suggestion, discussion, argument and questions more than other aspects. The mission they did not participate is to give their agreement, suggestion on the rules, regulations, announcement and financial management. The reason is because school did not the one who passes the rules and restriction on financial but performing by the regulations set by the government and did not take part in acquiring income from the school due to its small size of school with no sufficient property to procure any income.

2. **Personnel:** The committee takes part in stating their demand and sign for agreement in requiring more teacher positions. The recruitment did not use central budget from the government but the committee had helped in providing the budget for new position's salaries. Besides, they take part in giving suggestions on the positions shift. The parts they did not participated is the personnel management especially the topics that have an interests on persons such as the considerations on any works and benefits as those topics should be considerehad by the school directors and the committee should not get involved with this topic.

3. **General Management:** The mission that the committee took part is to approve, suggest and consult on the annual government action plan and school education development plan as well as to sign their names for agreements in the

documents before submitting to the educational service area office. Apart from this, they had provided their opinions and suggestion, support and coordinate in gathering the educational resources. The committee also helped maintain and use school property. They gave agreement, suggestion and consult on the promotion of community strength. The part they did not participate are giving opinions, suggestion and consult on the drafting of rules, regulations and guidelines on school operation or the work practicing in accordance to law, rules, regulations and policy by the Ministry of Education and the school's affiliation. This is because the committee lacks the knowledge on lay, regulation and policy therefore they would avoid dealing with those subjects. In addition, the research found out that the committee has worked on both the gathering of educational resources and acquiring budget at the same time. However, since both works did not have specific deadline, so the process was expanded throughout education year. The participations were categorized in 4 levels – think, decide, perform and get benefit.

### **Objective 2: Supportive factors or obstacles of the committee participation**

The research found that there are two kinds of supportive factors of the committee participation. First is by the enforcement of the Ministry of Education. Second is the participation beyond the mission scope. The first kind is caused by four factors namely – by enforcement, by persuasion, by one's personality and by the importances of subject matters. The participation beyond scope is caused by three factors namely – generous mind, sacrifice, and a well-concern on students and community.

There are five obstacle factors which are the ignorance of one's responsibility, lack of understanding, lack of motivation, the school director's personality and ethnic context. Besides, there is another factor that both support and hinder the participation of the committee which is the school director. This is called 'combined factor'.

### **Objective 3: Results of the development of the school committee participation**

After the development of the school committee participation on the school curriculum, other academic aspects and educational support and promote, the research concludes as follow;

#### **1. The participation process in school curriculums development and other academic developments**

The committee plays more roles in the curriculum development in the proactive meeting and participates in every phase of the process, started by surveying the community need, giving opinion and suggestion on curriculum development, considering the suggestions and approving the decision in the documents before submitting to the educational service area office. After that the committee will evaluate the curriculum for further development in the coming years. The tasks they did not participate is to survey the need of students. Their participation therefore has increased from 2 levels to be 4 levels which are think, decide, perform and evaluate.

For the participation on other academic matters development, the result found that the committee still participates in the tasks they used to take part continuously as before. And they has joined with the part they never participated beforehand which is the adaptation of folk wisdom in curriculum and participate with the operation related to the internal quality assurance system but does not show their suggestion in this step because they lack of understanding on the internal quality assurance system. Consequently, the participation level remains at 4 levels as usual which are to think, decide, perform and get benefit. The last level was upgraded from the 'inform' level.

#### **2. The participation process of educational support and promote**

The participation process of educational support and promote has not changed much. The committee has regularly carried on all three aspects with the

school since all three aspects – budget, personnel and general management are tasks that need to be done annually by the year's agenda. For example, the annual government objective planning, the proposal and approval of budget, the recruitment on new positions, and the positions shifting. For the mission without specific deadline, the committee can work on it throughout education year and have more chance to accomplish the task by gathering the resources for education purposes and calling for income. Still there are some missions they used to join but had paused, like the environment and atmosphere arrangement, the buildings renovation and rebuild because they are still in good condition, and the stop asking for scholarship from foreign organization (CCF). However, there are some missions that the committee did not participate before and after the development of the participation process which are the consideration on virtuous deeds, the school rules and regulations designing. Besides, the Teacher Civil Service and Educational Personnel Management Subcommittee of educational service area office did not assign them to do the tasks. So, the participation levels remain 4 which are to think, decide, perform and get benefit.

## **DISCUSSIONS**

According to Chapter 5 objective number 1-2 and Chapter 6 objective 3 in topics relating to the curriculum development and the education support, the research results will discuss on the discoveries of every objectives. However, the research results in each objective are linked and related in terms of content including the participation before and after the development program, the supportive factors and obstacle. Thus, the researcher has discuss the topic separately in single topic and in overall of the discoveries as follow.



**Aspect 1:** From the study on the participation with the curriculum development, it was found that the committee mostly played the receiver role. During the meeting, the committee's role is to suggest, discuss, support or argue on the member's opinion in order to approve or deny the propositions. However, in reality there were only two members of the school committee and one member of consultant committee who give their suggestions on the curriculum and education adjustment. But the suggestions were ignored by other members. No one support or oppose their suggestions. The topic was not approved and therefore the school did not take them into action. School did not use the committee's suggestions for the curriculum development but rely on the core curriculum of basic education instead.

Apart from this, the school did not pass the curriculum to the committee to approve. They were just informed and did not sign an agreement on the school curriculum document before submitting to the educational service area office of the school's original affiliation. This situation shows that the committee had only two levels of participations which are to think and inform.

The researcher has studied the factors that the committee did not participate in every process and found out that they did not know it was their prescribed duty and did not know how the participation process of the committee should be. And once the curriculum was sent to the educational service area office, there was no protest or argument against the curriculum or request of editing.

Considering the background of the committee, they are the first committee after three issues of law were enacted after the withdrawal of previous educational law which are National Education Act B.E. 2542, revised version (2<sup>nd</sup> issue) B.E. 2545 section 39 and 40, Civil Service Act, Ministry of Education 2546 B.E. section 38 and Teacher Civil Service and Educational Personnel Act B.E. 2547 section 26. The committee of Ban Doi Kham School was appointed on 10 March 2004. They were appointed without knowing what they were going to be or do. They were not informed

about their duty and mission. Even the school director and teachers also did not know. Therefore, the curriculum development was not done in prescribed procedures.

For the curriculum, the Ministry of Education just announced that every school must make their own curriculum according to the announcement on the basic education curriculum B.E.2544 which was released to replace the old one. So, this has been the new way of practice to every school since in the past they used the curriculum provided by the Ministry of Education. So, when they had to design their own curriculum for the first time there were many difficulties and had to continuously improve it every year. However, it was found that Ban Doi Kham School did not follow the prescribed process for three years since the education year 2004 to 2006 and was not noticed by the educational supervisor from the service area office who is responsible with the curriculum. This is because the educational supervisor also did not know that the school committee must participate with the curriculum, claiming that this subject was still new to everyone.

Another reason was given by one committee who said that the new curriculum does not work because students don't have to memorize the multiplication table. She said that the old curriculum was better since students had to memorize the multiplication table every day. From the interview with this committee and others, they answered in the same direction that they had no idea about curriculum, no matter old or new one. They did not want to know and did not have to. They said they were not teacher or student. It was the teachers' duty to know.

The result above was relevant to the research result by Education, Religion and Culture Development Office, region 1 that conducted a research on "the participation of learning development of schools and community: basic curriculum B.E. 2544 in schools in educational area 1" done in 2002. This research concluded that the community hardly participate and show their opinions because the lack of knowledge on curriculum and new method of education. They did not aware of their own roles



and assumed it had to be only teacher who would effectively take part in that topic. There were something irrelevant with this research since the one by Education, Religion and Culture Development Office, region 1 had conducted a survey with the community while this research had done with schools. Yet, in 2002 there was still no school committee because the new law that enforced the appointment of the committee was the Regulation Administration of the, Ministry of Education Act B.E. 2546 (2003) which prescribed that every affiliated school must have its own committee before education year 2004 started.

However, the result was irrelevant to the research result by the Division of Research Services, Ministry of Education on “The tracking and conclusion of school curriculum: Tracking and evaluation program of school basic curriculum in pilot schools and network schools in 2003” which found out that after the use of school curriculum, the community participation had increased in 5 terms order from high to low priority; the participation in curriculum design, students development, students evaluation, learning media and equipment, and environment design. The difference was that research had studied with the community while this research has studied with the school committee.

**Aspect 2:** The study results on other academic development found out that the committee has supported on the improvement of environment such as renovated the building, organizing student’s activity such as sightseeing or providing learning media, making more learning center such as building a fish-frog pond or buying more books for the library. It was obvious that the committee rather participated in the concrete works more than participating with the curriculum development. This could be because the concrete work requires less academic knowledge than the curriculum development. Even though the improvement of buildings and other concrete objects are not direct duty of the committee but once the school asked for participation they would be willing to do even though they had to work hard and pay their own money for the

construction. This result is relevant to the result by Department of Curriculum and Instruction Development, Ministry of Education on “Tracking and evaluation of primary schools curriculum, comparing the community participation before and after the use of curriculum”. That result showed that the community participation had increased in 3 terms which are providing the learning media and equipments, improving the environment and student development. Nonetheless, that research result was irrelevant to the result by Division of Research Services which found out that community had participated with the environment development in the lowest priority as mentioned above.

**Aspect 3:** The study on the participation to support and promote three missions of education – budget, personnel and general management. Within these three missions, there are four steps of participation which are to think, decide, perform and get benefit. Result showed that the committee emphasizes more on the budget. The researcher has noticed this during every meeting with the committee. Every time the topic is about budget, the committee would express their opinion, suggest and ask questions in detail. This was massively different to the academic meeting especially the one about curriculum which took less time and no one give opinions.

Especially the mission that had to call for donation, the committee would be very eager to do the task. They would contact their own network for donations or even hold a religious ceremony to call for money. This is likely the same with the task with building renovation or environment improvement since it requi had less academic knowledge. It needed only the potentials of the committee to make connection and relationship with their own networks. Besides, the task did not have specific deadline, therefore they could work on it all year long unlike the budget issue that had only one agenda a year.

Thus, the participation on budget is relevant to the result on “The condition and problems of community participation towards the management of affiliated schools of

Office of Primary Education, Surin Province” by Chanchai Pukapin (2003) which noted that the community had participated with the budget, as well as followed and evaluated the works of the school directors.

In addition, that result was also corresponding with the foreign research by Antaya David (1997) for doctoral degree, Education Management, University of Massachusetts Lowell). David’s research, “A Comparison of the perceived needs of school committee members versus their actual needs of perform committee responsibilities: A case study”, had studied with 7 members of school committee for 6 months. He discovered that the most common behaviors of the committee during a conference is questioning and suggesting and the most frequent asked topic is about budget.

For the participation about the personnel, it was found that the personnel recruitment has been annual task. For example, the committee issued a need of new positions, approved the shifting of positions or even hired some freelance and part-time staffs. Still there were some tasks they did not participate such as the consideration on each person good deeds or works which normally done twice a year. The reason the committee did not take part in this subject was because they were afraid of hurting some people feelings and they also did not want to get involve with any topics that some people would gain or lose benefits. Therefore, this made the committee and board directors of school work together very smoothly. This is the same with Ph.D. research by Desroches, Stephen Roland (1987) “An Analysis of the Effects of Parent/Community Participation: In the Taunton. Public schools as Perceived by the Participants Massachusetts” which concluded that parents and community have positive relationship with teacher and school director as the highest priority, and the contented feelings with school as second priority. The active parents feel more contented than inactive parents. Finally, the parent/community participation with school caused positive effect to the achievement and image of themselves and students.

The task that the committee did not participate was the control over the personnel management and report abusive teacher's behavior or school disorderly management to the educational service area office. Their reason was that task should be done by the directors of school and they did not want to intervene in the subjects. Besides, they had never seen any teachers committing improper behaviors. This is assumable that the non-controversy and friendly manner the committee behaved towards the school and board directors had made both parties worked together harmoniously, like the foreign result mentioned beforehand.

For the participation on general management, it showed that the participated mission was similar to the non-participated mission. To simply say is, the participated mission were giving opinion, suggesting and consulting with the making of policy and education development plan, gathering educational resources, making benefits from school property, creating community strength and creating relationship between community with other institutes and organizations.

The building of relationship with other institutes did not limit only within community or region as the network had been widen to be between many organizations. So, the committee could gather many educational resources continuously every year. Besides, they open a chance for the community to join some activities with school so that school and community would have close relationship. More importantly, villagers in the community are student's parents. Therefore the close relationship between school and community could mean the close relationship with the parents as well. This result corresponded with the study on "The Scottish School Board Association: 1991" which was founded by the school committee act 1988. The act stated that the committee in Scottish schools must be counted as part of the government or government's policy in which the government must encourage the committee to participate with school and students. General duty of the committee is to support and create the good relationship between parents, community and region as

well as approving on financial issue. Special task is to create more channels for information communicating between school, parents and community. This is similar to the works done by Ban Doi Kham School's committee who built the community learning center as to create community strength in terms of knowledge, computer and internet literacy. In addition, the committee had promoted and encouraged villagers both in and out of school service area to use the learning center without any charges. This method was another way to call for the community's interest to join with school activities and to make them keep in touch with each other regularly which for sure would lead to a high-quality relationship later. This result has been one of the government's expectations so that it was listed as a core mission of the school committee.

**Aspect 4:** According to the research, it stated that school committee members had participated with different school mission in different levels. The lowest level of participation is curriculum mission while they participated more with other missions in similar level.

The purpose of the study on the participation levels was because it could indicate how much the committee had committed the missions as expected by the government. The study has shown that the committee tends to have less participation with the missions that deal with academic knowledge such as basic education, law, regulations. They would avoid or have less participation on those subject matters. On the other hand, if the subject does not require academic knowledge but needs the performing and connection with people, the committee would be very willing to do. For example, they had put their great effort in collecting donated money for education, building renovation and environment improvement as well as building the social strength by establishing learning center in the community.

From this phenomenon, it proved that the committee still lacks economic knowledge including the knowledge on new curriculum, new education plan, and education law. This could be the flaws of the government who state the roles of the committee without considering the potentials of people who would be in charge of the position. The government should have revised the possibility on every aspect about the limitations and obstacles of the participation and well prepared the community before working. If it was the government urgent issue, the community must have informed their roles as soon as they have to work as school committee.

The lacking potentials of the committee has been shown by the fact that even though they are in charge of the duty and have power over any decision, they never use their power and ability to participate. On the other hand, they chose to accept everything decided by the school without asking or arguing. Their behavior is linked to the Ph.D. research “A Study of the effectiveness of local citizen special interest groups in a community of Massachusetts” which found that the local citizen do not have influences over the policy or school performance. Local citizen organization was likely to support, agree, obey and was easily convinced by school.

**Aspect 5:** The research result found that there are 4 supporting factors that push the committee to participate; which are by enforcement, by persuasion, by one's personality and by the importances of subject matters. Each factor also needs other sub-factors to help encouraging the participation of the committee.

The participation by enforcement is a channel for community to join with school mission. It was set as law and regulation that every school must have its own committee. The school director was compelled by government system to follow the regulations strictly by selecting the qualified education committee. The government sector will indicate the role and work scope for the committee about what they have to participate and how. Beside, school and committee are assigned to create the education



plan following the policy of the Ministry of Education, as mentioned in the prescribed mission.

The enforcement, though success with numbers of local and community participation, cannot accomplish without the persuasion and connection between teachers and local citizen since they have to convince the community before they are agree and willing to participate. The success of the enforcement is effective only in a short time. Later after the school committee had worked together with the school, they did not participate as expected. This was shown in the curriculum development that the committee hardly participated so that the curriculum was not created from the cooperation between school and its committee as the government had anticipated for 3 education years. This is obvious that the participation stated by obligation, set by government on one's role, duty and mission scope, without concerning the potential and readiness of the local citizen had led them to the ineffective work after being the school committee. This evidence is parallel with the participation concept of UN, Department of International Economic and Social Affairs (cited in Anong Phattanachak) which stated that the participation by enforcement of Coercived means the participation that was conducted under the government policy, managed or controlled by government. This way gives immediate but short term result and will not gain participation for the second time.

Apart from this, the result stated that 2 obstacles that block the committee from participation are the ignorance of their own roles and the lack of education plan knowledge. This is similar to the result by the Division of Research Services "The tracking and conclusion of school curriculum: Tracking and evaluation program of school basic curriculum in pilot schools and network schools in 2003" which discovehad that community had less participation, did not want to show or express opinion because of the lack of knowledge on curriculum and new style of education, and more importantly the ignorance of their own roles.

Another result found that the committee joined with the meeting all together regularly and willing to help with everything they could. They have good relationship between school staffs and had joined many activities together. They did not have conflict or disagreement over each other but can work together harmoniously even though some of the committee members are hill tribe people who have different life style, culture and way of thinking. Accordingly the hypothesis whether the hill tribe committee could work with school has finally found the answer.

However, in overall picture of the participation's obstacles, there are 5 factors that are relevant with the Office of Basic Education Commission (2547:11) that mentioned about the problems over the management of school committee from past to present;

1. The basic school committee does not have clear specified duty on what and how they have to do.
2. The committee members were often invited by school rather than selected by related group of people so they are inactive on working as a committee.
3. The committee still has less experience and skill of working.
4. Most schools regard the committee as educational resources supporter rather than being the one to think, decide, perform and get benefits.
5. Some of the committee thinks that school management is school's task that they were just the consultant or supporter.

As mentioned above, they are related to the four obstacles of the participation which are ignorance of their own role, lack of knowledge, no motivation, and the problem with the school directors. Interestingly, the five factors above do not mention about the differences of community that are differ in ethnic, nationality, religion, belief, social value, tradition, culture, economic status, social and education since this paper has noticed that the ethnic context somehow cause problems with the

participation, especially the school curriculum management which is the core subject of education in the community.

From the discoveries and discussion on the participation in curriculum development and the educational support, the researcher has learnt many things from the community who participated as school committee by government's enforcement and expectation. One assumption is any mission that was urgently done without readiness would lead to mistakes and confusion and finally it won't success as anticipated. Cognitive knowledge is very important for any work process. If one lacks knowledge, one could not success or work effectively. Learning by practice regularly will help the committee to perceive their own roles and duties such as to sign their names in some missions. Besides, the participation of the committee often comes from their interests and needs rather than because they are informed that it was their duty assigned by the government. As well, it was found that the coordinated work between people of different social status, education, economic status, or even tradition and culture did not create conflict or problem for them.

## **SUGGESTIONS**

According to research findings, it shows that the committee had less participation before the development. The first school committee seminar for the participation development between the committee and the researcher was held and followed with the second seminar for follow up and evaluate the result for the committee to approve. Also there are some results on other subject matters such as the participation on other school academic matters and the educational support which shows that the result does not change much. Any mission they used to participate, they still do it regularly while any mission they never participate, they still do not participate too. Some mission they had participated before but stopped it after the

development but it was only a fraction of the whole missions. And some mission gain more participation after the development.

The supportive factors of participation are law enforcement, persuasion, one's personality and the importance of the subject matter. Obstacles of participation are the ignorance of their role and duty, lack of educational knowledge, no motivation, problem from school director and ethnic context.

The researcher therefore suggests these solutions for any organizations or officers who are in charge of the education with communal participation, including every level from policy plan, performance and general management.

### **1. Suggestions for policy level**

1. Indicate policy, law, rules, regulation that requires community to participate with education. The government should concern about the different of people in various areas on these aspects – nationality, language, education, financial status, religion, social value, belief, tradition and culture. All these things are embedded deeply in communal level, local level and region level.

2. In order to pass the law to enforce the community to participate as the school committee, the government needs to concern about the effects on local citizen that they have to sacrifice their time and income they would get to work for school. Thus, the government should provide some costs for their work.

3. Role, duty and scope of work should have specified clearly so that the committee can work effectively. For example, it should state the work clearly and easy to follow the instruction. Well, the prescription of mission scope should consider the potential of people whether they can accomplish the task or not. Otherwise the expected result could not be done.

4. The policies organization should specify the national proposal in order to improve the potential of school committee in every aspect such as academic, budget, personnel and general management so that the committee would successfully participate and develop the curriculum as well as support the education process. The method and style of improvement should be various as to provide choices for practical performance and harmoniously relate to communal context. For example, having training courses or seminar to provide knowledge and better understanding to the local citizen, giving scholarships for a study tour abroad and inside country plus with having a meeting between committee from all over the country.

## **2. Suggestion for the performance level**

The organizations that handle with performance level are the educational service area offices and schools of basic education level.

### **2.1 The educational service area offices**

1. Training courses for committee basically on their role, duty and mission;

On academic field – basic curriculum, students evaluation, the internal quality assurance system, curriculum development for both core curriculum and local curriculum

On budget – rules on setting up and spending budget, procurement and school property

On personnel – encourage good relationship between school and community by having activities together

On general management – provide budget for school to do some social strength projects by coordinating with the committee, finding many ways to build social strength, holding a parents meeting or visiting the villages for better

understanding on education planning for school level, educational service area level and ministry level.

2. The educational service area offices should let the education supervisor to closely observe at the school and let the committee participate with the supervisor. Also the supervisor should plan on the meeting with the committee in advance. They should meet once a month, every three months or every semester. If possible, the supervisor will be essential variable to offer knowledge and create more comprehension to the committee, which is an indirect way of improving their ability.

3. The educational service area officers, who in charge of appointing the committee, must have profound knowledge about the committee, for example the relating laws, roles and duties, in which they can suggest and give advice properly.

## **2.2. Schools**

1. School directors must know the committee and their abilities very well so that he or she will put the right man on the right job for school's highest profits.

2. School should explain about their roles, power and duty to the committee that what and how they are going to do. Also it should inform the committee about the mission scope that how many topics or subject matters they have to deal with.

3. School should plan in advance on the role, duty and timeframe that requires the committee to work so that they can manage their time and prepare before the actual date.

4. School should hold activities to create stronger relationship with the committee like informal party, study tour abroad. This way does not only make beneficial connection but also prevent conflict between them.

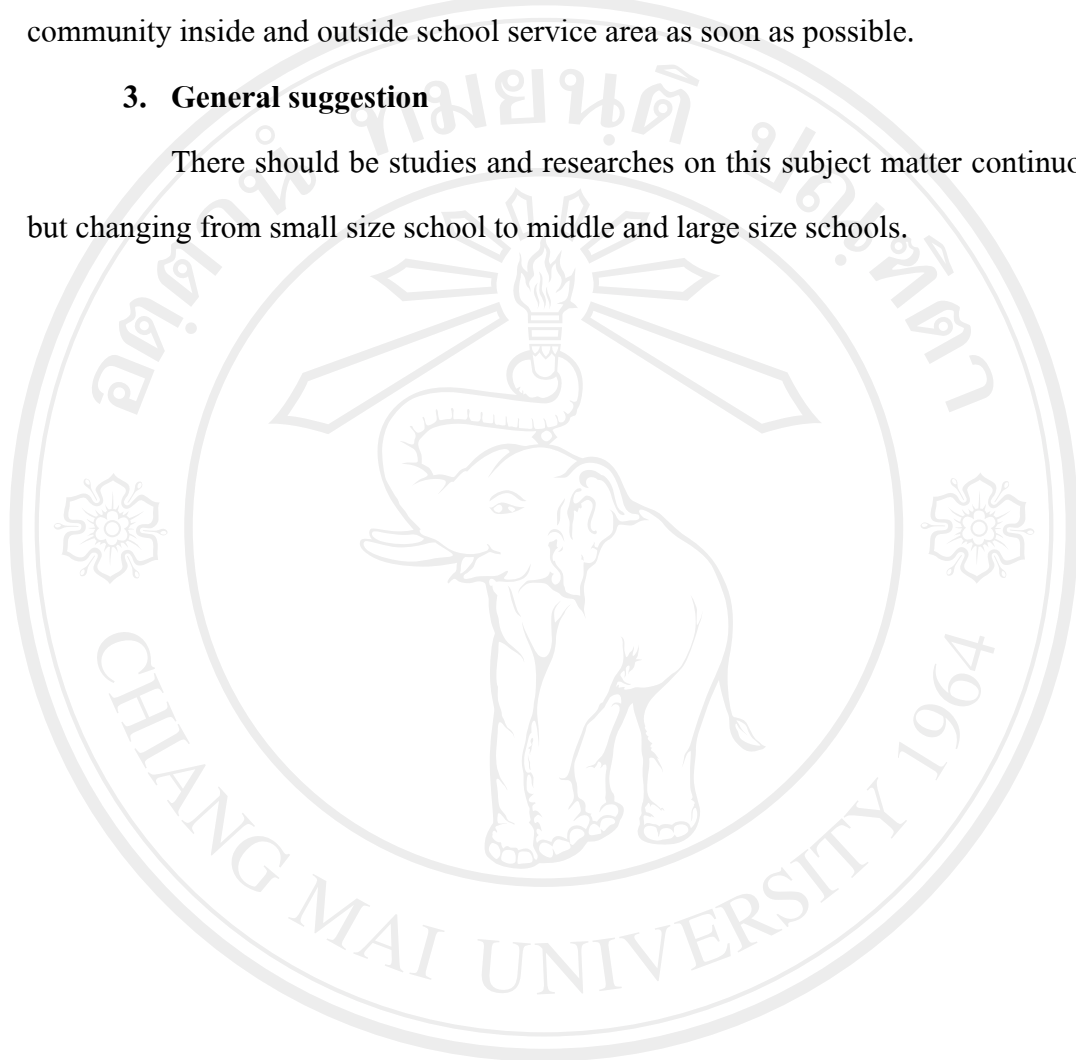
5. School should hold an event to praise the committee in some special occasion as to encourage and inspire them to work. This way motivates them to be willing to participate, not by obligation.



6. If the education system has been changed or modified, school should inform the committee and make clear awareness with the committee, parents and community inside and outside school service area as soon as possible.

### 3. General suggestion

There should be studies and researches on this subject matter continuously but changing from small size school to middle and large size schools.



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