



# วารสารวิชาการผลประโยชน์แห่งชาติ

## National interest

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# วารสารวิชาการผลประโยชน์แห่งชาติ National Interest

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## บทบรรณาธิการ

วารสารวิชาการผลประโยชน์แห่งชาติฉบับที่ 13 จัดทำระหว่างขึ้นในช่วงการเปลี่ยนแปลงที่สำคัญนอกจากความขัดแย้งที่ดำเนินอยู่ในยูเครนแล้ว ยังมีความขัดแย้งที่เกิดขึ้นในตะวันออกกลางทำให้เกิดความยุ่งเหยิง ไร้จัดตั้งของการจัดการนโยบายการทูตของสหรัฐอเมริกา และการแบ่งแยกโลกเป็นหลายขั้วอย่างเห็นได้ชัด

สหรัฐฯ ได้ถูกโดดเดี่ยวจากนานาชาติจากการสนับสนุนอิสราเอล ทำให้ถึงตอนนี้ไม่มีระเบียบโลกเดิมที่เคยเป็นโลกขั้วเดียว ในขณะที่ยังไม่มีภารกิจระเบียบโลกขึ้นใหม่ ผลที่ตามมา ยุโรปได้หายไปจากเวทีโลกทั้งด้านการเมือง การทหาร และเศรษฐกิจ ยูเครนค่อย ๆ หายไปจากหน้าสื่อ โดยความขัดแย้งในตะวันออกกลางเข้ามาแทนที่ สหรัฐฯ ลดการช่วยเหลือเงินกู้ และงบประมาณแก่ยูเครนหันมาใช้แนวทางการช่วยเหลือเท่าที่ยูเครนจะปกป้องตน ซึ่งแตกต่างจากความร่วมมืออย่างใกล้ชิดของรัสเซีย จีน และเกาหลีเหนือ ที่เร่งให้ขยายยอดการค้าระหว่างกัน และมุ่งสร้างพื้นที่ที่มีความปลอดภัยร่วมกัน

สำหรับเป้าหมายของวารสารวิชาการผลประโยชน์แห่งชาติฉบับนี้ เป็นผลงานของนักวิชาการระหว่างประเทศ ที่เสนอบทความที่เป็นรูปธรรมของการส่งเสริมเหรียญให้เป็นหนึ่งในสัญลักษณ์ของมลรัฐยูเครนในด้านภูมิรัฐศาสตร์ของชาติ เพื่อให้เกิดการสร้างจิตสำนึกในชาติ รักดินแดนบ้านเกิด และผู้คน ซึ่งมีความสำคัญอย่างยิ่งในช่วงที่เกิดสงคราม โดยเป็นผลงานการวิจัยภาคสนามที่ไม่ค่อยปรากฏมากนัก

อีกบทความหนึ่งศึกษาโดยศาสตราจารย์สาขาสังคมวิทยา ซึ่งได้นำเสนอให้แยกแยะความแตกต่างระหว่างสังคมที่พัฒนาแล้ว ซึ่งมีความสามารถในการกำหนดพื้นที่ของตนเองอย่างมีจุดมุ่งหมาย จากสังคมที่ยังไม่พัฒนา ซึ่งสามารถปรับตัวให้เข้ากับการเปลี่ยนแปลงที่เกิดขึ้นเองในพื้นที่ของตนเองเท่านั้น จากพื้นฐานดังกล่าว หากกำหนดกลยุทธ์สำหรับการพัฒนาเชิงพื้นที่ ก็จำเป็นต้องศึกษาสภาพแวดล้อมทางสังคมวัฒนธรรมในดินแดนหนึ่ง ๆ ว่าเป็นองค์ประกอบที่เป็นเอกลักษณ์ของแนวปฏิบัติทางสังคม การสืบผลิตซ้ำด้วยตนเองในอดีตบนพื้นฐานของรูปแบบวัฒนธรรมแบบจำแนกประเภท ว่าเป็นแบบดั้งเดิม หรือแบบทันสมัย และการสื่อสารเพื่อไม่ก่อให้เกิดการสร้างความตึงเครียดเพิ่มเติมในกระบวนการของการเปลี่ยนแปลงของสังคม ดังนั้นในกระบวนการสร้างโครงการพัฒนาเชิงพื้นที่ที่ควบคู่ไปกับการศึกษาเศรษฐศาสตร์เกี่ยวกับลักษณะของพื้นที่ทางสังคม จึงจำเป็นต้องศึกษารูปแบบทางวัฒนธรรมที่มีอยู่ในตัวผู้ที่ก่อตัวขึ้นมา และอีกสองบทความเป็นบทความเกี่ยวกับนวัตกรรมด้านการศึกษานักวิจัยในประเทศ

ดังนั้นบทความในฉบับที่ 13 ที่มีจำนวนทั้งสิ้น 4 เรื่อง จึงเป็นบทความวิชาการ 2 เรื่อง และบทความวิจัย 2 เรื่อง โดยได้รับความร่วมมือจากนักวิชาการยูเครน และไทย จะเห็นได้ว่าวารสารวิชาการผลประโยชน์แห่งชาติได้คัดสรรบทความนำเสนอผ่านการประเมินจากผู้ทรงคุณวุฒิที่มีประสบการณ์ในสาขาที่เชี่ยวชาญภายในและต่างประเทศ

บรรณาธิการขอแจ้งให้ผู้อ่านผู้เขียนบทความรับทราบว่า วารสารวิชาการผลประโยชน์ได้ดำเนินการตามจรรยาบรรณว่าด้วยการแจ้งอัตราค่าธรรมเนียมการตีพิมพ์บทความวารสารวิชาการผลประโยชน์แห่งชาติก่อนกองดำเนินการวารสารฯจะส่งบทความให้ผู้ทรงคุณวุฒิพิจารณาบทความ (Peer Reviewers) จำนวน 3 ท่าน

ผู้เขียนที่สนใจที่จะถ่ายทอดผลงานวิชาการ และผลงานวิจัยเกี่ยวกับภูมิรัฐศาสตร์ ภูมิเศรษฐศาสตร์ นวัตกรรม และเทคโนโลยี สามารถที่จะศึกษาคำแนะนำในการเขียนได้ในท้ายวารสารซึ่งทางเรายินดีอย่างยิ่งที่จะพิจารณาผลงานด้านนี้เนื่องจากเป็นแนวทางวิชาการที่มีความต้องการอย่างมาก และที่สำคัญมีการพัฒนาอย่างรวดเร็วจนทำให้แวดวงวิชาการปรับตัวอย่างมากในกระแสการเปลี่ยนแปลง โดยเฉพาะอย่างยิ่งในสถานการณ์การทหาร เศรษฐกิจแบบใหม่ อุดมการณ์ใหม่ เทคโนโลยีใหม่ที่กำลังอยู่ในช่วงของการเผชิญหน้ากันระหว่างหมู่คณะตะวันตก และรัสเซียกับจีนของการแบ่งโลก เพื่อให้เกิดการก่อกองในทางวิชาการอย่างสร้างสรรค์และใช้ฐานข้อมูลทางวิชาการของนักวิชาการจากยุโรปตะวันออกตะวันตกโดยตรงในมุมมองที่แตกต่างกัน

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## Flora and fauna on commemorative coins of the National Bank of Ukraine

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### ABSTRACT

Coins are one of the symbols of Ukrainian statehood. Images of their obverse and reverse help to form the national consciousness of Ukrainians, love for their native land and people, which is especially relevant in times of war. The purpose of this article is to review and classify commemorative coins of the National Bank of Ukraine from the "Flora and Fauna" series. The following classification features are defined: metal, coin denomination, minting quality category, image on the reverse. The research used data from the National Bank of Ukraine on numismatic products for 1995–2022; methods of analysis, classification, and generalization are applied. It was revealed that during 1995–2022, the National Bank of Ukraine issued 54 commemorative coins in the "Flora and Fauna" series: 31 – german silver, 23 – silver. The denomination of the coins was: 2 hryvnias – 26 coins, 5 hryvnias – 5 coins, 10 hryvnias – 23 coins. The minting quality categories of these coins were: uncirculated – 1, ordinary – 12, proof – 21, special uncirculated – 20. On the obverse of coins with representatives of flora and fauna, put into circulation until 2022, there is a small State Coat of Arms of Ukraine, inscriptions and the mint mark of the Banknote Printing and Minting Works of the National Bank of Ukraine in the frame of a wreath formed from images of certain types of flora and fauna. The reverse of the commemorative coins depicts representatives of flora and fauna, classified into the following groups: flora – 5, mammals – 8, birds – 5, insects – 2, fish – 3, crustaceans – 1. Several commemorative coins are dedicated to zoos, arboretum and steppe reserve.

**KEYWORDS:** National Bank of Ukraine, commemorative coins, flora, fauna, coin obverse, coin reverse

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**1. Introduction.** One of the symbols of Ukraine’s statehood are its coins. Like banknotes, they perform the functions of a measure of value, a means of circulation, a means of accumulation and payment, but also implement an extremely important informational function: they contain information about historical events and ceremonial holidays of the country, its notable personalities, architectural monuments, folk musical instruments, crafts, representatives of local flora and fauna, etc. Thus, coins help to form national consciousness, love for the native land and people in their owners. Patriotism is especially relevant for Ukraine during the war started against it by the neighboring state of russia. In addition, coins shape the national image of Ukraine at the international level.

The National Bank of Ukraine (hereinafter – NBU) has the exclusive right to manufacture commemorative and investment coins, which are legal tender on the territory of Ukraine. Note that commemorative coins of Ukraine are coins made of precious or non-precious metals, which are manufactured using special technologies that ensure the increased quality of coins, and are released into circulation by the NBU in limited editions on the occasion of commemorating anniversaries, memorable events of history and modern times, environmental protection measures, other social life events (NBU, 2023b). Commemorative Ukrainian coins are issued in the following series:

- 2000 years of Christmas;
- Ancient monuments of Ukraine;
- My immortal Ukraine;
- Outstanding personalities of Ukraine;
- Higher educational establishments of Ukraine;
- Rebirth of Ukrainian statehood;
- Rebirth of Christian spirituality in Ukraine;
- Heroes of Cossack Age;
- To the heroes of the Maidan;
- Hetmans’ capital cities;
- Children’s Zodiac;
- World War II;
- Spiritual treasures of Ukraine;
- Ukraine’s Armed Forces;
- Signs of the zodiac;
- Princes of Ukraine;
- Airplanes of Ukraine;
- Hero-cities of Ukraine;
- Maritime history of Ukraine;
- On the edge of Millenniums;
- The smallest golden coin;
- Folk musical instruments;
- Folk crafts;
- Oblasts of Ukraine;
- Ritual festivals of Ukraine;
- Architectural monuments of Ukraine;
- Points of interest of ancient cultures of Ukraine;
- Famous families of Ukraine;
- Sports;
- Ancient cities of Ukraine;
- Eastener calendar;
- Cosmic Ukraine;
- Ukrainian state;
- Ukrainian Heritage;

- Fauna in Ukrainian cultural monuments;
- Flora and Fauna;
- Other coins (NBU, 2023a).

**2. Literature Review.** Commemorative coins of various countries, including Ukraine, and other related topics were the subject of research in the following publications: Polish coins representing military culture or the culture of military art (Cynarski & Cynarski, 2015); history, art, investment & collection of America's memorial coinage (Encyclopedia of the commemorative coins of the United States, 2012); the process of development and implementation of a library of digital images with the possibility of searching commemorative and round coins (Fasuga et al., 2009); legal status of commemorative coins in the system of Czech tenders (Hobza, 2011); commemorative coin of Michael-the-Brave, voivode of Wallachia (1600) (Iliescu, 1993); the role of commemorative coins of independent Ukraine as material symbols of national identity on the way to establishing the role of the state in the European cultural space (Ladonenko, 2017); Spanish commemorative euros between 2002 and 2021 (Santos & Fernández Fernández, 2022); numismatic products of the National Bank of Ukraine in 2021 (Totska, 2021); a commemorative coin in honor of the biophysicist Georg Békésy, winner of the Nobel Prize in Medicine (Vincze, 2022); coins of the ancient and modern Olympic Games (Weir, 2007).

The flora and fauna in numismatics were studied in the following publications: the role of forestry topics in numismatics (Asic, 2016); images of natural objects on coins of European countries (Mysko, 2021); images of plants on coins of Costa Rica (Vargas-Zamora & Gómez-Laurito, 2004); coins of Ukraine with images of mammals (Zagorodniuk, 2019).

Considering the small number of publications devoted to flora and fauna on coins, in particular of Ukraine, the purpose of this article is to review and classify NBU commemorative coins from the "Flora and Fauna" series.

**3. Methodology.** The research used data from the NBU on numismatic products for 1995–2022 (NBU, 2023a); methods of analysis, classification, and generalization are applied.

## **4. Results.**

**4.1. Statistical analysis of NBU commemorative coins in the "Flora and Fauna" series, their classification by metal, denomination and minting quality category.** During 1995–2022, the NBU issued 54 commemorative coins in the "Flora and Fauna" series. To classify them, we will define the following four classification features: metal, denomination, minting quality category, image on the reverse.

So, in this series, 31 coins were made of german silver; 23 – made of silver, the mass of the precious metal in which was equal to 31.1 g.

The denomination of the coins was:

- 2 hryvnias – 26 coins (diameter 31 mm);
- 5 hryvnias – 5 coins (diameter 35 mm);
- 10 hryvnias – 23 coins (diameter 38.6 mm).

The minting quality categories of these coins were as follows: uncirculated – 1; ordinary – 12; proof – 21; special uncirculated – 20

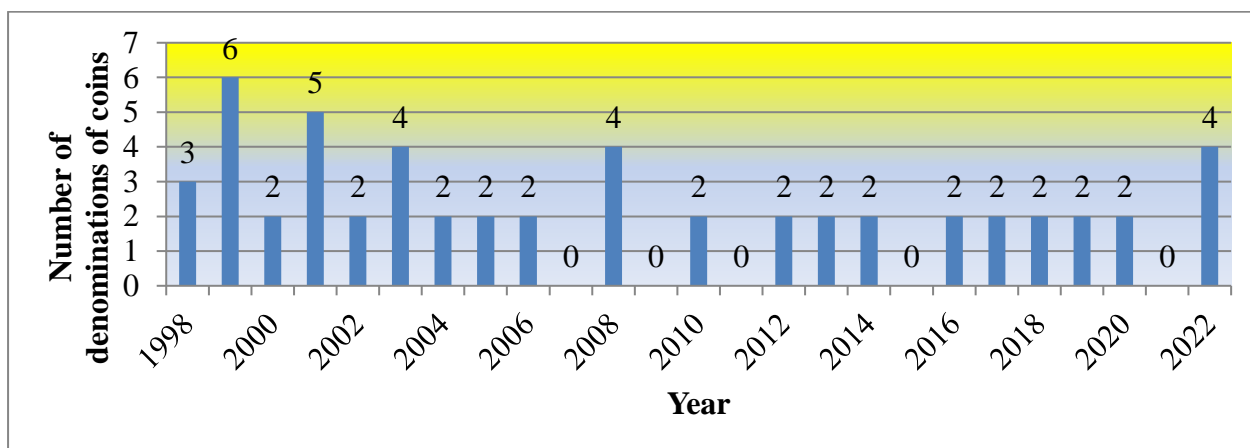
The chronology and dynamics of the introduction of these coins into circulation is shown in **Table 1** and **Fig. 1**.

**Table 1.** Chronology of the introduction into circulation of NBU commemorative coins in the “Flora and Fauna” series (Generated by the author based on NBU data (NBU, 2023a))

Date of introduction into circulation (day, month, year)	The name of the commemorative coin	
29/07/2022	Chornobyl. Rebirth. The Brown Bear in souvenir packaging (gs)	
29/07/2022	Chornobyl. Rebirth. The Brown Bear (gs)	
29/07/2022	Chornobyl. Rebirth. Przewalski’s Horse (gs)	
29/07/2022	Chornobyl. Rebirth. Przewalski’s Horse in souvenir packaging (gs)	
02/06/2020	The Malachite Moth (s)	The Malachite Moth (gs)
10/07/2019	The White-Tailed Eagle (s)	The White-Tailed Eagle (gs)
05/06/2018	The Dnieper Barbel (s)	The Dnieper Barbel (gs)
01/06/2017	The Marbled Polecat (s)	The Marbled Polecat (gs)
20/07/2016	Lady’s Slipper Orchid (s)	Lady’s Slipper Orchid (gs)
30/09/2014	Cyclamen coum (Kuznetzovii) (s)	Cyclamen coum (Kuznetzovii) (gs)
26/04/2013	The Great Bustard (s)	The Great Bustard (gs)
27/11/2012	The Sterlet (s)	The Sterlet (gs)
29/06/2010	Stipa Ucrainica (s)	Stipa Ucrainica (gs)
15/09/2008	175 years of the State Arboretum “Trostanets” (gs)	
26/05/2008	Eurasian Black Vulture (s)	Eurasian Black Vulture (gs)
23/04/2008	100 Years to Kyiv Zoo (gs)	
14/06/2006	Ukrainian Bush Cricket (s)	Ukrainian Bush Cricket (gs)
15/06/2005	Spalax arenarius reshetnik (s)	Spalax arenarius reshetnik (gs)
22/03/2004	Azov Dolphin (s)	Azov Dolphin (gs)
25/07/2003	Seahorse (s)	Seahorse (gs)
31/03/2003	Bison Bonasus (s)	Bison Bonasus (gs)
23/07/2002	Eagle Owl (s)	Eagle Owl (gs)

26/11/2001	Polish Larch (s)	Polish Larch (gs)	
21/08/2001	100 Years of Mykolayiv Zoo (gs)		
25/04/2001	Lynx Lynx (s)	Lynx Lynx (gs)	
02/08/2000	Freshwater Crab (s)	Freshwater Crab (gs)	
15/12/1999	Garden Dormouse (s)	Garden Dormouse (gs)	
26/07/1999	Butterfly Orchid (s)	Butterfly Orchid (gs)	
28/01/1999	Steppe Eagle (gs)		
20/01/1999	Steppe Eagle (s)		
20/05/1998	Askania-Nova (s)	Askania-Nova (gs)	Askania-Nova (gs)

Note: s – silver (highlighted in yellow); gs – german silver (highlighted in blue)



**Figure 1.** Dynamics of circulation of NBU commemorative coins in the "Flora and Fauna" series (Constructed by the author based on Table 1)

As you can see, the coins with the images of the brown bear and Przewalski's horse were issued from german silver in souvenir packaging and without it; coins with images of other representatives of flora and fauna – pairs of silver and german silver; coins dedicated to parks are made of german silver only; a coin with the image of the steppe reserve "Askania-Nova" – in three versions (two – from german silver with minting quality categories "ordinary" and "uncirculated"; one – from silver).

In 1995–1997, 2007, 2009, 2011, 2015, 2021, the NBU did not issue coins in the "Flora and Fauna" series. In other years, from two to six coins were issued.

**4.2. Classification of representatives of flora and fauna on NBU commemorative coins.** Five representatives of the flora are depicted on the reverse of NBU commemorative coins:

- lady's slipper orchid (**Fig. 2**);
- cyclamen coum (Kuznetzovii) (**Fig. 3**);
- stipa Ukrainica (**Fig. 4**);

- Polish larch (**Fig. 5**);
- butterfly orchid (**Fig. 6**).

There were significantly more images of fauna representatives on Ukrainian coins (19): mammal fauna (theriofauna) – 8, in particular the brown bear (**Fig. 7**); Przewalski's horse (**Fig. 8**); the marbled polecat (**Fig. 9**); spalax arenarius reshnetnik (**Fig. 10**); Azov dolphin (**Fig. 11**); bison bonasus (**Fig. 12**); lynx lynx (**Fig. 13**); garden dormouse (**Fig. 14**); bird fauna (ornithofauna) – 5, in particular the white-tailed eagle (**Fig. 15**); the great bustard (**Fig. 16**); Eurasian black vulture (**Fig. 17**); eagle owl (**Fig. 18**); steppe eagle (**Fig. 19**); insect fauna (entomofauna) – 2, in particular the malachite moth (**Fig. 20**); Ukrainian bush cricket (**Fig. 21**); fish fauna (ichthyofauna) – 3, in particular the Dnieper barbel (**Fig. 22**); the sterlet (**Fig. 23**); seahorse (**Fig. 24**); crustacean fauna – 1, freshwater crab (**Fig. 25**).

According to one of the domestic scientists, the motives and criteria for the selection of biological species for placement on coins are not defined in any of the available sources, the most likely criterion, judging by the coin market, is the regular copying of ideas and even compositions from neighboring countries (Zagorodniuk, 2019).

Note that on the obverse of the coins put into circulation until 2022, there is a small State Coat of Arms of Ukraine (above); inscriptions: УКРАЇНА (UKRAINE), coin denomination (2, 5, or 10), ГРИВНІ/ГРИВЕНЬ (HRYVNIAS) (in the center); minting year, mint mark of the NBU Banknote Printing and Minting Works (below). They are surrounded by a wreath made of images of individual species of flora and fauna. The elements on the coins of the 2022 issue changed their location, other inscriptions appeared instead of the wreath.

In addition to the mentioned coins, the "Flora and Fauna" series includes several coins dedicated to parks and reserve:

- 175 years of the State Arboretum "Trostanets" (**Fig. 26**);
- 100 Years to Kyiv Zoo (**Fig. 27**);
- 100 Years of Mykolayiv Zoo (**Fig. 28**);
- Askania-Nova (**Fig. 29**).



**Figure 2.** Lady's Slipper Orchid (gs)  
(NBU (2023a))



**Figure 4.** Stipa Ucrainica (gs)  
(NBU (2023a))



**Figure 3.** Cyclamen coum (Kuznetzovii) (gs)  
(NBU (2023a))



**Figure 5.** Polish Larch (gs)  
(NBU (2023a))



**Figure 6.** Butterfly Orchid (gs) NBU ((2023a))



**Figure 8.** Chernobyl. Rebirth. Przewalski's Horse (gs) (NBU (2023a))



**Figure 7.** Chernobyl. Rebirth. The Brown Bear (gs) (NBU (2023a))



**Figure 9.** The Marbled Polecat (gs) (NBU (2023a))



**Figure 10.** *Spalax arenarius reshetnik* (gs)  
(NBU (2023a))



**Figure 12.** *Bison Bonasus* (gs)  
(NBU (2023a))



**Figure 11.** *Azov Dolphin* (gs)  
( NBU (2023a))



**Figure 13.** *Lynx Lynx* (gs)  
(NBU (2023a))



**Figure 14.** Garden Dormouse (gs)  
(NBU (2023a))



**Figure 16.** The Great Bustard (gs)  
(NBU (2023a))



**Figure 15.** The White-Tailed Eagle (gs)  
(NBU (2023a))



**Figure 17.** Eurasian Black Vulture (gs)  
(NBU (2023a))



**Figure 18.** Eagle Owl (gs)(NBU (2023a))



**Figure 20.** The Malachite Moth (gs) (NBU (2023a))



**Figure 19.** Steppe Eagle (gs) (NBU (2023a))



**Figure 21.** Ukrainian Bush Cricket (gs) (NBU (2023a))



**Figure 22.** The Dnieper Barbel (gs)  
(NBU (2023a))



**Figure 24.** Seahorse (gs)  
(NBU (2023a))



**Figure 23.** The Sterlet (gs) NBU (2023a) )



**Figure 25.** Freshwater Crab (gs)(NBU(2023a))



**Figure 26.** 175 years of the State Arboretum "Trostianets" (gs)(NBU (2023a))



**Figure 28.** 100 Years of Mykolayiv Zoo (gs) (NBU (2023a))



**Figure 27.** 100 Years to Kyiv Zoo (gs) (NBU (2023a))



**Figure 29.** Askania-Nova (gs) (NBU(2023a))



Note that in order to avoid duplication of similar images on german silver and silver coins, only german silver coins are shown in the illustrations, as some of them have colored elements (**Fig. 2–28**).

Despite the fact that there is a war in Ukraine, the NBU has planned the issue of commemorative and investment coins of Ukraine, souvenir products for 2023. In particular, in 2023 in the series "Flora and

Fauna of Ukraine” it is planned to release the coin “Chornobyl. Rebirth. Eurasian lynx” with a denomination of 5 hryvnias, diameter 35 mm, coinage quality category “special uncirculated” (NBU, 2023c).

**5. Conclusion.** Coins are one of the symbols of Ukrainian statehood. They form the national image of the country, inform about historical events and holidays, notable personalities, architectural monuments, folk musical instruments, crafts, representatives of local flora and fauna, etc. At the same time, coins help Ukrainians to form national consciousness, love for their native land and people, which is especially relevant in times of war.

The NBU issues commemorative Ukrainian coins in various series, one of which is “Flora and Fauna”. In this series, 54 coins were issued between 1995 and 2022. For their classification, the author chose the following features: metal, denomination, minting quality category, image on the reverse. 31 coins were made of german silver, 23 were made of silver. The denomination of the coins was: 2 hryvnias – 26 coins, 5 hryvnias – 5 coins, 10 hryvnias – 23 coins. The minting quality categories of these coins were as follows: uncirculated – 1, ordinary – 12, proof – 21, special uncirculated – 20.

On the obverse of the coins with representatives of flora and fauna, put into circulation until 2022, there is a small State Coat of Arms of Ukraine, inscriptions and the mint mark of the NBU Banknote Printing and Minting Works, framed by a wreath formed from images of certain types of flora and fauna. Five representatives of flora and 19 representatives of fauna are depicted on the reverse of NBU commemorative coins, of which 8 are mammals, 5 are birds, 2 are insects, 3 are fish, and 1 are crustaceans. In addition, several coins dedicated to parks and the steppe reserve. In 2023, in the series “Flora and Fauna of Ukraine”, the NBU plans to issue a coin “Chornobyl. Rebirth. Eurasian lynx”.

Further research on this topic may consist in comparing images of representatives of flora and fauna on Ukrainian coins with images on coins of neighboring countries.

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## Teachers' perceptions of learner autonomy in EFL classrooms in Thailand

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### ABSTRACT

The concept of learner autonomy is relatively new to the context of teaching English as a foreign language (EL) in Thailand. Research studies in regard to learner autonomy especially in secondary school context and how the concept was viewed from the teacher's perspective were lacking. This research report has attempted to fill in this gap by examining how Thai EFL teachers view the concept of learner autonomy and how they promote it in their classrooms.

The study employed mix research method. The quantitative questionnaires were used to determine the extent to which the EFL teachers promoted learner autonomy in their classrooms. The qualitative interview study was used to explore the teachers' perceptions of learner autonomy. Challenges of promoting learner autonomy in EFL classrooms were also investigated.

The results from the questionnaire revealed that Thai EFL teachers promoted learner autonomy in their classrooms from moderate to great extent. It was also revealed that although they regarded learner autonomy as a vitally important concept, they did not promote it in their classroom as much as they supported it. The interviews also revealed three aspects of the challenges for promoting autonomous learning: teacher's readiness to promote learner autonomy; learner's readiness to be autonomous in learning; and the lack of learning resources in school. The results suggested that professional development programmes for teachers and improvement of educational technology in school are essential to the successful implementation of learner autonomy in EFL classrooms in Thailand.

**KEYWORDS:** learner autonomy, teacher's perception, EFL classrooms

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**1. Introduction.** The concept of learner autonomy has been the centre of attention within the field of language teaching and learning for more than three decades (Holec, 2008). This is the result of the development of new trends in language teaching and learning that have shifted from the teacher-centred to learner-centred approaches, from product to process orientations, as well as from the traditional grammar translation to the communicative approaches. These innovative approaches have shared principles that the focus of learning should be placed on learners, and that learners should be able to take responsibility for their own learning (Balçikanli, 2008; Lennon, 2012). In addition, the rapid advancement of the Internet and other communication technology has made learning outside of the classroom become more engaging and accessible. As a result, the concept such as autonomous learning has a vital role in language teaching and learning in this new era.

Since the learner-centred approach was extensively promoted in all classrooms in Thailand, the concept of learner autonomy began to gain more recognition. In 1999, the Ministry of Education of Thailand began to acknowledge the significance of learner autonomy. The new National Education Act was launched, which includes the notion that all learners are capable of learning, and that life-long learning should be promoted (Ministry of Education, 2008). Alongside this educational reform, technology-based instruction aiming at enhancing teaching and learning through the use of information and communications technology (ICT) was widely promoted. Since then, teacher roles have changed from being an authoritative figure to being a facilitator. Also, common practices in English as a foreign language (EFL) teaching and learning in Thailand have moved towards individualised learning and communicative language approaches. Students have been encouraged to take an active role in learning. Technology has been considerably integrated into teaching and learning. More independent learning is expected. As a result, autonomy in language learning has widely been encouraged in many EFL classrooms.

However, learner autonomy is considered "a culturally biased idea", which was originated in individualist societies such as in Western countries (Sonaiya, 2002). As a result, a number of scholars (Lennon, 2012; Schmenk, 2005) cautioned that the concept of learner autonomy might not be applicable to all contexts. It is suggested that learner autonomy has to be adapted according to the culture and value of the society it is distributed to. In this regard, because Thailand is regarded as a significantly low individualist country according to Hofstede (2015), applying learner autonomy in Thai educational context can be a great challenge.

Furthermore, like other innovative approaches to language learning, applying learner autonomy has a significant impact on the role of language teachers who were in the past more used to practicing traditional teacher-centred approaches. Thus changing the role from an authoritative figure in the classroom to a facilitator or a learning counsellor may be considerably challenging for many teachers in Thailand. While in theory the concept of learner autonomy is exceptionally beneficial to students' learning, the practice of promoting learner autonomy in EFL classrooms in Thailand still needs to be investigated.

As a result, this research aimed to explore how Thai EFL teachers in a secondary school in Thailand view the concept of learner autonomy and how it is promoted in the classrooms. The focus of

the study is also placed on the challenges that the EFL teachers face when promoting autonomous learning. The findings of the research are expected to shed some light on how the teachers can be assisted in order to successfully implement learner autonomy in the classrooms. This will hopefully benefit school leaders and educators to identify the form of support that teachers need.

## 2. Literature Review.

**2.1 Learner autonomy: Definition and theoretical background.** Learner autonomy is a well-known concept, which prominently emerged from second language literature (Benson, 2008). However, there is also a considerable amount of literature on autonomy in several other fields, for example, moral and political philosophy, the philosophy of education, legal philosophy, feminist studies, moral psychology, the psychology of learning and bioethics. In educational contexts, the term 'learner autonomy' was originally adopted by Holec in the early 1970s and was initially used within adult language learning domains (Lennon, 2012). According to Holec (1981), 'learner autonomy' refers to "the ability to take charge of one's own learning" (p. 3). This definition has been frequently cited and considered the most recognised meaning by many researchers. However in recent years, the term has been given more different meanings. Smith (2003) stated that 'learner autonomy' could be viewed as a situation in which learning is free from a teacher's instructions. Little (2022) argued that 'language learner autonomy' signifies a teaching/learning dynamic in which learners plan, implement, monitor and evaluate their own learning.

An inclusive collection of the definitions of learner autonomy in language education was presented by Benson and Voller (1997). Learner autonomy, according to Benson and Voller, can be used in at least five different ways:

- 1) for *situations* in which learners study entirely on their own;
- 2) for a set of *skills* which can be learned and applied in self-directed learning;
- 3) for an inborn *capacity* which is suppressed by institutional education;
- 4) for the exercise of *learners' responsibility* for their own learning; and,
- 5) for learners' *rights* to determine the direction of their own learning.

In summary, learner autonomy focuses on the learning mode and the role of learner. It is crucial that the learner is capable of taking responsibility for all of the decisions regarding his/her learning and implementing those decisions efficiently. In a complete autonomous learning, learner is free from instruction and can be seen as independent learning (Lamb, 2003).

Littlewood (1996) proposed that learner autonomy, or the capacity to take charge of one's own learning, is comprised of two major components: *ability* and *willingness*. He argued that a learner might have the ability for autonomous learning but have no willingness to do so. On the contrary, a learner may have willingness to learn independently but may not possess the essential ability to do so. He explained further that ability and willingness are also comprised of two components. Ability relies on both *knowledge* about which learning strategies have to be used and the *skills* for applying those strategies to the learning. Willingness depends on possessing both the *motivation* and the *confidence* to take

responsibility for learning. Consequently, in order for a learner to be fully autonomous, the four components, *motivation, confidence, knowledge, and skills* are needed to be present.

Littlewood (1996) also presented a framework for developing learner autonomy. He explained that there are three broad domains of autonomy that can be developed in and through language learning (p. 431):

1. *Autonomy as a communicator*, which depends on (a) the ability to use the language creatively and (b) the ability to use appropriate strategies for communicating meanings in specific situations;
2. *Autonomy as a learner*, which depends on (a) the ability to engage in independent work (e.g. self-directed learning); and (b) the ability to use appropriate learning strategies, both inside and outside the classroom;
3. *Autonomy as a person*, which depends on (a) the ability to express personal meanings; and (b) the ability to create personal learning context, e.g. through interacting outside the classroom.

In line with Littlewood's framework of developing learner autonomy, Benson (2008) claimed that autonomy in language learning is interrelated with autonomy in life. He stated, "the idea of autonomy in learning, which takes a subject specific form in the idea of autonomy in language learning, is essentially a construal of the relevance of broader ideas of autonomy in life to issues of teaching and learning" (p. 16). The concept of autonomy in life or *personal autonomy*, he argued further, is based on the notion of liberal philosophy that we are capable of acting for reasons. We are also capable of reflecting upon the reasons for our actions, so we bear the "value to the free choice of goals and relations as an essential ingredient of individual well-being" (p. 17). The concept of personal autonomy, he concluded, constitutes the fundamental ground for the idea of autonomy in learning.

However, not all learners possess all four components of learner autonomy nor were born with personal autonomy. In fact, very few learners come to the task of language learning as autonomous learners (Nunan, 1997). Therefore, developing autonomy is crucial if learners are to become a successful language user. Nunan (1997) claimed further that there are degrees of autonomy, which can be developed through the use of appropriately designed materials and strategies. He then proposed five levels of implementing learner autonomy (p. 194-195), which are, he added, considerably overlapping and required learners to move back and forth between levels:

- Level 1: Awareness - Learners are made aware of the pedagogical goals, content and strategies underlying the materials;
- Level 2: Involvement - Learners are involved in selecting their own goals from a range of alternatives on offer;
- Level 3: Intervention - Learners intervene in modifying and adapting the goals, content and tasks of the learning programme;
- Level 4: Creation - Learners create their own goals, develop their own content, and create their own learning tasks;

- Level 5: Transcendence – Learners go beyond the classroom and make links between the content of classroom learning and the world beyond. At this stage, learners become teachers and researchers.

During these processes of encouraging learner autonomy, it is unarguable that teachers have a crucial role to play. Although the term “learner autonomy” implies independent learning, learners still need professional guidance of a teacher so that they can develop autonomy in the right direction and acquire the language in the most effective approach.

**2.2 Teacher's role in promoting learner autonomy.** Literature on autonomy in language learning mainly pays more attention to the role of learner than to the role of teacher (Dam, 2003; Lamb, 2008). This is probably due to the preconceived notion that learner autonomy is inevitably the responsibility of the learners themselves. Many teachers also view the development of learner autonomy as a change that will primarily take place within their learner (Dam, 2003). Consequently, studies of teaching methodologies in learner autonomy have not had much attention. However, as Dam (2003) suggested, if autonomy in learning is expected to be successful particularly in classroom context, definitions of learner autonomy have to specify the responsibilities of the teacher as well as the learner.

In line with the suggestion above, Little (1991, p. 3) emphasises the importance of the teacher's role and responsibility in his negative version of the definition of learner autonomy as follows:

- Autonomy is not synonym for self-instruction; in other words, autonomy is not limited to learning without a teacher.
- In the classroom context, autonomy does not entail an abdication of responsibility on the part of the teacher; it is not a matter of letting the learners get on with things as they best can.
- On the other hand, autonomy is not something that teachers do to learners; that is, it is not a teaching method.

The concept of the teacher role in autonomous learning is well captured by McGrath (2000) and Smith and Erdogan (2008). The concept is usually referred to as ‘teacher autonomy’, which is generally understood as “the capacity to promote learner autonomy” (p. 85). However, Smith and Erdogan defined the term ‘teacher autonomy’ as “the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others” (p. 83). Teacher autonomy, according to McGrath (2000), can be viewed from two perspectives: a) teacher autonomy as self-directed professional development, and b) autonomy as freedom from control by others. The former is the *capacity* to self-direct one's teaching, while the latter refers to the *freedom* to self-direct one's teaching. Smith and Erdogan (2008) also added more perspectives on teacher autonomy by suggesting that teacher autonomy as a self-directed professional development can also refer to “the capacity to self-direct one's learning as a teacher” (p. 85), which they termed “teacher-learner autonomy”. To promote learner autonomy, Smith and Erdogan concluded, teachers need to have:

- Teacher autonomy as a *capacity* to self-direct one's teaching;
- Teacher autonomy as *freedom* to self-direct one's teaching; and
- Teacher-learner autonomy as a capacity to self-direct one's *learning as a teacher*.

In addition, Breen and Mann (1997) also proposed three characteristics for teacher who seeks to promote learner autonomy in the classroom:

- Self-awareness as learner;
- Belief and trust in learners' capacity to act autonomously; and
- Genuine desire to foster autonomous development.

In regard to these three characteristics, the teacher has to act correspondingly in six ways (McGrath, 2000, p. 102-103):

- Being a resource, for example, being willing to be responsive, and being able to balance the roles of resource person and guide;
- Decision sharing;
- Facilitating collaborative evaluation;
- Managing the risks, including being able to tolerate the disorienting but developmental phase during which teacher and learners are uncertain and purposes and procedures are seemingly fragmented;
- Being a patient opportunist; and
- Getting support, for example, by enlisting the help of colleagues.

Leaver, Ehrman and Shekhtman (2005) also emphasised that teachers play multiple roles in promoting autonomous learning. For example, teacher has to be a guide, a cheerleader, a role model, and a motivator. However, the most important role is a provider of scaffolding. Leaver et al. stated, "a good teacher provides support as it is needed and lets go when the student is ready to fly solo" (p. 210). In this regard, teachers have to provide enough but not too much support to learners and when learners are well equipped with the capacity to learn autonomously, teachers should be able to give full freedom of learning to their learners.

**2.3 Learner autonomy in Thailand.** The Ministry of Education of Thailand by the 1999 National Education Act outlined new principals of teaching, which included the three notions that 1) each individual learner is different, 2) all learners have capacity to learn, and 3) learning is a life-long process. In line with these notions, learner-centred approaches, learner autonomy, and life-long learning have considerably been promoted in all classrooms in Thailand. Since then, the focus of teaching and learning has moved from the teacher to the learner domains. Both teachers and learners have new roles to play. Teachers have to shift from an authoritative knowledge transmitter to a learning facilitator. Learners are expected to take more responsibility of their own learning. This change may be difficult to implement in the Thai educational context because Thai culture, like many other Asian cultures, places a high value on

the authority of the teacher, on rote learning, on imitation and on closely guided practice (Schmenk, 2005). In addition, characteristics of Thai learners may be obstacles to autonomy development because they are "obedient, uncritical and unwilling to challenge the authority of teachers" (Sanprasert, 2010). In this regard, promoting learner autonomy in EFL classrooms in Thailand can be a great challenge.

Also, the concept of learner autonomy requires learners to take charge of their own learning by independently a) choosing particular aims and purposes; b) choosing materials, methods and tasks; c) exercising choice and purpose in organising and carrying out the tasks; and d) choosing and applying criteria for evaluation (Holec, 1981). These requirements seem almost impossible to apply in the formal school system because in the Thai public schools, for instance, need to follow the curriculum, syllabus, learning areas and objectives, and even evaluation criteria designated by the Basic Education Core Curriculum.

However, to help understand how the concept of learner autonomy can be applicable in the non-individualist cultures such as in Thailand and other Asian countries, Littlewood (1999) proposed that learner autonomy can exist in two distinctive forms: *proactive* and *reactive* autonomy. Proactive autonomy, which is usually the autonomy of the West, refers to autonomy in which learners establish a personal agenda for their own learning, for example, by determining objectives, select methods and techniques and evaluate what has been learned. On the other hand, reactive autonomy, which is considered more applicable to Asian cultures (Littlewood, 1999; Sanprasert, 2009), refers to autonomy in which learners do not establish their own directions, but once a direction has been initiated (e.g. by their teachers), learners are able to organise their resources autonomously in order to reach their goal.

In Thailand, there are a small number of research studies in the area of autonomy in language learning. Sanprasert (2010), for example, investigated the extent to which learner autonomy could be fostered in a blended learning situation involving the integration of a course management system into a traditional face-to-face English class. The study involved 55 Year 1 and Year 2 university students who enrolled on an English foundation course. Questionnaires and student learning journals were the data collection tools, so both qualitative and quantitative methods were used. According to the results, it is suggested that the course management system enhances development of learner autonomy in four aspects: autonomous perception; autonomous behaviour; autonomous strategy; and interdependence. This study helps confirm that learner autonomy can be fostered by applying a systematic intervention in tertiary level in the context of Thailand.

Boonma and Swatevacharkul (2020) examined the effect of autonomous learning process (ALP) on learner autonomy of undergraduate students in English public speaking class. The results showed that learning strategies are fundamentals for learner autonomy. Students' capacity to reflect and their formation of reflective behaviours is linked with the improvement of learner autonomy. Also, it was found that student's positive affect towards learning as well as their construction of identity can lead to the development of learner autonomy.

Another recent study in regards to learner autonomy and language learning strategies among Thai EFL learners was carried out by Iamudom and Tangkiengsirisin (2020). The researchers

investigated the learner autonomy level and observed language learning strategies use of Thai EFL learners comparing international students and Thai public-school students in a tutorial school in Bangkok. The findings revealed that Thai public-school students have higher level of learner autonomy and employed language learning strategies more than the international school students.

In regards to teacher's perspective, Rungwaraphong (2012) carried out a study that investigated the promotion of learner autonomy in Thailand from the perspectives and practices of university language lecturers. The study was conducted in two phases: a quantitative survey followed by qualitative cases studies. The survey questionnaire of the first phase revealed that university language lecturers (297 participants in total) reported strong beliefs in learner autonomy but moderate practices. The lecturers also reported low levels of confidence in their students' ability to be autonomous. In the second phase, five lecturers from the questionnaire responders were interviewed. Data from class observations, follow-up discussions and document analysis were also collected. The results showed that the lecturers promoted learner autonomy in their class through communication strategies, teaching pedagogy and the learning atmosphere.

The inconsistency between teachers' beliefs and practices are also found across other Asian learning contexts. Nakata (2011), for example, explored EFL high school teachers' readiness for promoting learner autonomy in Japan by employing a closed questionnaire and focus group interview. The results show that many Japanese EFL high school teachers perceive learner autonomy to be very important but "are not as yet fully ready for promoting it in their learners and have not achieved the full characteristics of language teacher autonomy to a high degree" (p. 908). It is also revealed that although they recognised the importance of the strategies for promoting learner autonomy, they did not use them as much as they supported.

All research studies exploring learner autonomy in Thai educational context involved mostly adult learners in tertiary level. Also, very few studies looks at the perceptions and practices from the perspectives of teachers in secondary education levels or makes an attempt to investigate contextual factors that influence the challenges of promoting learner autonomy in the EFL classrooms. As a result, the purpose of this study is to explore teachers' perceptions and practices of promoting learner autonomy in EFL classrooms in a secondary school in Thailand. The study will try to address the following questions:

1. How do Thai EFL teachers view the concept of learner autonomy?
2. To what extent do Thai EFL teachers promote learner autonomy in their classrooms?
3. What are the challenges of promoting learner autonomy in EFL classrooms in Thailand?
4. How do teachers need to be supported for the promotion of learner autonomy?

**3. Methodology.** The purpose of this research study is to investigate how EFL teachers in a secondary school in Thailand perceive the concept of learner autonomy and how they promote it in the classrooms. The study focuses on beliefs and practices that are unique to a certain educational context. As a result, the study employed a case study design, which is "an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a 'real

life' context" (Simons, 2009, p. 21). The data was collected through quantitative questionnaire and qualitative interview methods. Although the study used mixed-method approach, the emphasis is placed on the qualitative interview data.

**3.1 Context of the study.** A governmental secondary school on the outskirts of Bangkok is the context of this study. The school was classified as an extra-large school with over 3,200 students and 23 EFL teachers who were of both Thai as well as other nationalities. The school was selected because it could represent a diverse context of EFL teaching in Thailand, i.e. having a large number of students and teaching staff, who came from a variety of social backgrounds. The school provided secondary education to students aged between 13 and 18 years old. English courses taught in this school followed the National Core Curriculum issued by Basic Education Commission, Ministry of Education in 2008. The curriculum designates learning areas for foreign languages, which include four strands: language for communication, language and culture, language and relationship with other learning areas, and language and relationship with community and the world (Ministry of Education, 2008). For each strand, learners' quality and grade level indicators are also specified. EFL teaching in this school also followed these indicators but somehow could adapt to the context. English courses that were taught in this school include Basic English, Listening and Speaking, and Reading and Writing.

**3.2 Participants.** The participants are four Thai teachers (all female) who were at the time teaching English as a foreign language to upper secondary level students (age between 16 and 18 years old). All teachers had a bachelor degree in English language as well as teaching qualifications. Each of them had more than 22 years of EFL teaching experience. All four teachers were responsible for Reading and Writing classes. Two teachers also taught Basic English and one taught Listening and Speaking. All teachers determined their students' English proficiency as between elementary and pre-intermediate levels. Teaching load of the teachers is between 14 and 25 hours per week. In terms of the teaching approaches, grammar-translation and communicative language teaching were the common approaches used by all four teachers. One teacher also used task-based learning and another used content-based learning approach.

**3.3 Data gathering techniques.** Questionnaires and semi-structured interviews were used as data-collecting tools. First, the questionnaires were sent out to the teachers and then were returned by email. The results of the questionnaires were also used as a basis of the interviews. This helped obtain a clear and inclusive set of data.

**3.3.1 Questionnaire.** The questionnaire was aimed at acquiring factual information about the participants as well as their practices on promoting learner autonomy in their classrooms. It is comprised of two parts: a) their background as an EFL teacher and b) their practices for promoting learner autonomy. The first part was aimed at gaining information about the participants' highest degree, teaching experience, level of students' English proficiency, teaching approaches, for instance. The second part is comprised of a list of ten practices for promoting learner autonomy in EFL classrooms, which is based on Chang's (2007) strategies for promoting learner autonomy, for example, helping students identify their own strengths and weaknesses, giving students chances to offer opinions in their learning,

etc. The participants were asked to rate on the five scales from *Never*, *Rarely*, *Sometimes*, *Often*, to *Always* with regard to how they actually promote learner autonomy in their classrooms (see Appendix A).

**3.3.2 Semi-structured interview.** The interviews were conducted mainly in Thai language through voice calls using application software called Skype. Each interview was sound recorded, which took for about 30–40 minutes. A list of twenty questions, which is in line with the research questions, was used as an outline for the interview (see Appendix C). Each question was presented in English first, and then they were explained in Thai. The interviews then were transcribed and translated into English for the analysis.

**3.4 Data collection procedures.** After contacting the Head of Foreign Language Department and asking for the permission from the School Director to conduct the research project, the teachers' names and email addresses were obtained. The data was then collected from two stages. At the first stage, the questionnaires, along with invitation letters, the Information Sheets and consent forms, were sent out to all the teachers in the department by email. Five teachers of all 14 teachers responded to the invitation. The completed questionnaires were then returned via email. After that, the data from the questionnaires was analysed and the interviews were scheduled.

The second stage involved the semi-structured interviews with the teachers through Skype. However, one teacher dropped out of the interview schedule. As a result there were four teachers formally taking part in this study. Prior to the interviews, the written consent forms were obtained from all the participants. The consent form indicated that the participants had read the Information Sheet, that they had volunteered for the interview, and that they had agreed to the interview being sound recorded. The participants were also advised that they had the right to skip any question or stop the interview at anytime, that their identities would not be revealed, that the data would be confidential and be used for the research purposes only. It was very crucial at this stage to respect the "guarantees of confidentiality and to handle data which the interview provides in a way which is consistent with an ethical research framework" (Atkins & Wallace, 2012, p. 86). Also it was to create a risk-free environment and gain truthful data from the interviewees. Semi-structured interviews also allowed the data collection process to be flexible and to capture a wide range of insightful information that arose.

This research project was peer reviewed and judged to be low risk. All ethical considerations were discussed with the supervisors before the research was conducted. No issues arose.

## 4. RESULTS AND DISCUSSION

### 4.1. Teachers' views on learner autonomy

**Teachers' views on the meaning of learner autonomy.** To understand how teachers view the concept of learner autonomy, it is worthwhile to explore how they understand the term "learner autonomy". In this case study, the teachers gave various definitions for the term. One of the teachers defined it as "a situation in which students study on their own". For example, "students research about a topic that is assigned by their teacher". Another teacher defined it as "a learner's ability to manage his

or her own learning". Other participants defined it as "an independent learning or as a freedom of learning". For example, "learners are able choose what they want to learn in class".

These definitions are closely parallel to the definitions presented by Benson and Voller (1997), who claimed that the term "learner autonomy" could be used in at least five different ways: for situations in which learners study entirely on their own; for a set of skills which can be learned and applied in self-directed learning; for an inborn capacity; for an exercise of learners' responsibility, and for a learner's right to determine the direction of their learning. The difference between the definitions given by the teachers and by Benson and Voller, however, is that the teachers regarded learner autonomy as a practice that is not free from teacher's assistance. As one participant stated: *Learner autonomy occurs when students know how to learn and that is to be taught by their teachers.*

**Teachers' views on their roles in learner's autonomous learning.** The role of teacher in students' development of learner autonomy is very crucial in the teachers' opinions. All teachers agreed that learner autonomy could be developed through learning and practicing with the support from teachers. The role of teacher in this circumstance is consequently more of a facilitator of learning rather than an instructor. This concept is in line with the current teaching practices such as learner-centred and communicative approaches because the focus of teaching and learning is placed on the learner's part as well as individualised learning (Lennon, 2012). In the same vein, Holec (1981) argued that as a facilitator for learning, the teacher has two major roles: one is to help learners acquire the language, and another is to help them become autonomous in language learning. The teachers were well aware of these two roles as one reported:

*Learning in the classroom is not enough. We [teachers] have to make them learn in our class and we have to make them learn outside of the class on their own too.*

**Teachers' view on the significance of learner autonomy.** The teachers perceived learner autonomy as a very crucial component to the success of their students' academic and career life. It has been more important in present days due to the advancement of the Internet and other communication technology. The teachers made a link between learner autonomy and the Internet by explaining that learning nowadays was far more accessible and engaging than in the past. One teacher clarified:

*The main learning resource in the past was teachers, but now there are numerous ways to learn and especially to practice English without teachers. Learners can learn more outside the classroom. They can learn almost anything on the Internet, so they have to make the most of this learning opportunity.*

Learner autonomy is also important to their students due to the need to be ready for the more autonomous learning in tertiary level. The teacher explained that teaching and learning in university level requires learners to study independently and to be able to take responsibility for their own learning. Thus, it is crucial that learners are prepared for such learning situations:

*When they [students] get into the university, they have to study on their own a lot more. Lecturers in university don't discipline their students' learning like teachers in primary or secondary schools. So, students have to learn to manage their own learning before going to university.*

#### 4.2. The extent to which teachers promote learner autonomy

**Questionnaire results.** The data from the questionnaires was used to address the research question 2: To which extent do teachers promote learner autonomy in their EFL classrooms? The questionnaire results (see Table 1) show that the mean scores of each teacher on the extent to which they promote learner autonomy range from 3.1 to 4.8. This means that the teachers promote learner autonomy from moderate to great extent. Also, the mean score of all teachers on the promotion of learner autonomy is 3.775 (M=3.775), which can be interpreted that, generally speaking, the teachers often promote learner autonomy in the classrooms.

Research question 2: To what extent do teachers promote learner autonomy in the classrooms?

Rating scales: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

**Table 1.** Questionnaire results

Respondents	Teacher A	Teacher B	Teacher C	Teacher D	Mean ( $\bar{x}$ )
Mean scores on the extent to which teachers promote learner autonomy in the classrooms	3.1	3.6	3.6	4.8	3.775

In more detail, there are three practices for promoting learner autonomy that were often used: helping students stimulate their own interest in learning English; helping students set up their own learning goals; and helping students discover knowledge in English on their own. Other practices, which are helping student to identify their own strengths and weakness; helping students learn from peers; helping students become more self-directed in learning; giving students chances to offer opinions in their learning; and giving students chances to offer opinions on what to learn in the classroom, were moderately used. The least applied practice, helping students evaluate their own learning and progress, was sometimes used.

**Interview results.** The most common strategy for promoting learner autonomy practiced by the teachers is to help students stimulate their own interest in learning English. According to the interviews, the teachers often discussed the importance of English language with their students. One teacher reported that she often talked about the economic cooperation among the South East Asian countries or ASEAN Economic Community (AEC) in which there will be extensive exchanges of careers and trades and as a result English will be widely used in the region. Other teachers also raised the awareness of the importance of English and independent learning by pointing out the benefits of the Internet as a useful resource for seeking knowledge and experiencing English in an effective and entertaining way.

The teachers also helped their students stimulate their interest in learning English by assigning a variety of topics that are interesting to the students and allow them to choose what they want to learn best. One teacher explained:

*I offer many topics to the students to choose from, for example, music, TV shows, sports or something they may be interested in and then I give assignments according to chosen topic. In this way, the students are more likely to complete the task well. Because if students just learn from the hand-outs, they will feel bored and demotivated to learning.*

Another strategy that the teachers frequently used is to help students set up their own learning goals. According to the interview, the teachers reported that they often discussed about the students' future career or assigned a task that required them to know which career path they can pursue. For example, one teacher had her students researching about occupations that the students were interested in. Another teacher helped her students set up goals for their further education.

*I give them advice about which major in the university they should choose according to their potentials so that they have clear study plan for their future.*

In these respects, the teachers were more likely to help their students set up their general learning goals or career goals rather than giving them an opportunity to create their own learning objectives or learning areas for the lessons. Therefore, the degree to which the teachers can let the students take part in lesson planning can be fairly low. This is because the teachers had to design the course syllabuses that are in line with the national core curriculum.

To help students discover knowledge in English on their own rather than waiting for knowledge from the teacher was also often practiced. The teachers often suggested other learning resources such as the Internet and newspapers to their students for researching a topic or completing a task. One teacher often provided links to websites that explain more about the topic she was teaching. Another teacher gave a task that required the students to interview native speakers of English both in and outside school to help students get used to talking with and gaining from speakers of English rather just learning from teachers. Students were also given a task to collect articles and quotes from websites and magazines to create their own magazines.

To help students identify their own strengths and weaknesses is another strategy used by one of the teachers. The teacher reported that she used pre-test and post-test to help students recognise which skill they needed to improve. The teacher would talk with her students about the results of the tests and asked the students to do more on a particular exercise on their own:

*Test scores are useful in a way that they can help the students be aware of their strengths and weaknesses. Some students are very poor in writing. Some students need to study more on English verb tenses. I ask the students to reflect on their test results and help them identify what they need to improve.*

However, helping students evaluate their own learning and progress is the least popular practice for promoting autonomy among the teachers. One teacher in particular rarely used this strategy:

*I think this strategy is not very effective. The students don't have the capacity to accurately evaluate their learning. They don't take self-assessment seriously.*

This finding is in line with Prapphal's (2008) report on Thai students and self-assessment. The author is concerned that "some students may not be mature enough to self-assess their own learning, especially at the lower levels" (p. 139). Bullock's (2011) study on Ukrainian teachers' attitudes to

students' self-assessment also revealed that teachers agreed with the idea and principles of self-assessment but found it hard to put it into practice.

The extent to which a course book promotes autonomous learning also has an impact on how teachers help their students become autonomous. For example, the teacher who taught reading and writing courses explained that the textbook she was using for the course had a lot of activities that fostered autonomous learning. As a result, she often advised her students to do the activities outside the classroom. On the other hand, the textbook for listening and speaking courses had very few activities that help promote autonomous learning. Consequently, she did not give many tasks that encouraged autonomous learning in her listening and speaking class.

Apart from teaching materials, teaching approaches and levels of students also have an impact on teacher's practices for promoting learner autonomy. According to the interviews, the teacher who identified one of her teaching approaches as 'content-based learning' allowed her students to choose the content or topics that the students wanted to learn in class. Task-based learning is another approach that can promote autonomous learning because, according to Murphy (2003), tasks "involve learners in reflecting on the way in which they carried them out, as well as on the language they used, thereby helping to develop learner autonomy" (p. 354). The teachers also reported that they tended to assign more tasks to older students.

The extent to which the teachers promote learner autonomy can be examined together with the five levels for encouraging learner autonomy proposed by Nunan (1997). According to the questionnaire and the interview results, the teachers mainly encouraged Level 1 of learner autonomy, by making "learners aware of goals, content and strategies underlying the materials they are using" (p. 194), and Level 2, "learners making choices from a range of content and procedural options" (p. 194). The other higher levels, learners modifying and adapting tasks, creating their own tasks, and fostering learners to become teachers and researcher, which are Level 3, 4, and 5 of implementing autonomy respectively, were not regularly encouraged. This is because, according to the teachers, some learners lacked critical skills for effectively adapting or creating a task. Learners need supervision in every process of the task, so having them creating their own tasks might not meet the goals that have been outlined by the curriculum planner. The learner autonomy that the teachers promoted, however, can be regarded as "reactive autonomy" (Littlewood, 1999), which is the kind of learner autonomy where learners go through a task independently after the learning goals have been set. Proactive autonomy, which is when learners create their own learning goals and exercise the tasks entirely independently, was not fostered in the classrooms.

In the present context, which is a formal education in a government school, most of learning areas and goals have to follow the curriculum that has been designed by the National Core Curriculum. Therefore, it can be difficult to implement high levels of learner autonomy in a formal EFL classroom setting or to encourage proactive autonomy where learners have the complete freedom to decide what and how they want to learn.

The effectiveness of the strategies that the teachers used to help their students become autonomous is, according to the interviews, satisfactory to some degree. The main factor that contributes to the success of the strategies is the proficiency levels of the students. Students of high proficiency usually show great development of autonomy while low-level students still struggle with independent learning tasks.

However, the extent to which the students had become autonomous was never formally evaluated. The teachers reported that they did not often help students evaluate their learning and progress. Although many scholars (e.g. Holec, 1980; Oscarson, 2009; Brown, Dewey and Cox, 2014) claim that self-assessment is crucial for the development of learner autonomy because it fosters learners to make a judgment on their learning strategies, some teachers still find it difficult to put it into practice. According to the teachers, self-assessment is not suitable in the Thai context because learners fail to make a truthful judgment about their learning due to fear and shame of obtaining bad grades, which greatly matters for the Thai students.

**4.3. The challenges of promoting learner autonomy in the EFL classrooms.** All four teachers agreed that learner autonomy is greatly beneficial to language learning and it is applicable to the Thai context to some extent. However, there are a number of challenges of promoting learner autonomy in their EFL classrooms. There are three major challenges revealed in this study: the readiness of teachers to promote learner autonomy, the readiness of learners to develop learner autonomy, and the readiness of school to support autonomous classrooms.

**The readiness of teachers to promote autonomy.** All the teachers regarded themselves as an autonomous learner. According to them, being a teacher means they have to be autonomous in learning. One teacher stated,

*Teachers must act as the role model of autonomy for their students. Students look up to their teachers. So, whatever we teach, we have to be able to practice accordingly.*

This statement implies teacher autonomy as well. McGrath (2000) maintained that teacher autonomy, or self-directed professional development, is inevitably important to the promotion of learner autonomy. However, Nakata (2011) added that not all teachers who are autonomous in learning can teach their students to become autonomous. In this regard, the teachers still need to be equipped with strategies and skills for promoting autonomous classroom.

However, it is not simple to explicitly train the students to become autonomous. The teachers stated that they still lacked practical approaches to create an autonomous classroom. As a consequence, they could only motivate and give some guidance to learners for their autonomous learning. Also, they claimed that learners should be the ones who take responsibility for their own learning. So, after giving some guidance about how they should learn independently, the learners will have to take control of their learning. Likewise, there was no follow-up activity in which the progress of how the learners could learn independently was assessed.

**The readiness of learners to develop autonomy.** To understand what can be the challenges of promoting learner autonomy in terms of the readiness of learners, the teachers were asked to give the description of autonomous learners' characteristics. According to the teachers, there are three

common characteristics that every autonomous learner should have; first and foremost, learners need to be able to regulate their own learning and responsibilities. The teachers explained that learners have to recognise their main responsibility, which is to study and to learn:

*The most important quality for learner autonomy is that learners have to know what they should be doing. They should be able to prioritise their responsibilities. And of course, learning has to be their priority.*

Secondly, learners must be self-motivated and enthusiastic in learning. The teachers emphasised the intrinsic motivation, which is a self-desire to learn new things and take up new challenge (Ryan & Deci, 2000), as a crucial characteristic for an autonomous learner:

*Autonomous learners should have a lot of questions in their head. They are curious about various issues and they are eager to know the answers. And so, they always want to know more about what they just learned.*

In line with the statement, a number of research studies have confirmed that motivation is crucial to learners' autonomous learning (Gao & Lamp, 2011; Reinders & Lazarou, 2011). In fact, self-motivation needs to be developed alongside learner autonomy (Ushioda, 1997). Also, Porto's (2007) study suggested that in order to keep autonomous learners motivated, learners have to perceive their tasks as achievable otherwise they are likely to feel demotivated.

The third characteristic for an autonomous learner is self-discipline. According to the teachers, learning can be very challenging and it requires a lot of hard work. As a result, autonomous learners need to have the ability to manage their learning and make themselves learn in various negative circumstances:

*Learning isn't always easy and fun. Some tasks are difficult and boring, but learners need to be able to make themselves learn even though they feel bored or feel like they want to do something else. Therefore, autonomous learners must have self-discipline.*

Apart from self-regulation, self-motivation, and self-discipline, the teachers also pointed out that cognitive abilities are vital to the development of learner autonomy as well:

*Autonomous learners have critical thinking skills. They have good memory as well as a problem-solving skill. I think they need to be trained to have these skills. They can't just memorise what they learn but they have to analyse and apply their knowledge in real life.*

This result is in line with Lennon's (2012) argument in which he highlighted the significance of cognitive strategies in autonomy-based approaches to language teaching. He argues that students need to develop appropriate cognitive strategies to become a successful autonomous learner. Learners need to incorporate their existing knowledge with the new language features they are learning. In addition, they are required to develop metacognitive strategies to enable them to select from available cognitive strategies according to specific task.

In this study, the teachers reported that some of their students were lacking these necessary qualities for developing autonomy in learning. Some students could not regulate their learning. Some were not hard working and gave up easily on challenging tasks. One teacher claimed,

*Some students don't take learning seriously, whether in English or in any subject at all. After school or when there is no class, they just want to hang around and play games or chat on their phones.*

Most of the teachers also reported on the lack of motivation for learning English. Some learners were more interested in learning other subjects. Some learners thought that learning in the classroom was sufficient to become a good language user. Some learners also thought of themselves as a weak language learner and as a consequence they lacked self-confidence to improve or independently learn English. One teacher made a distinction between how boys and girls are motivated in language learning. She reported that boys were normally less interested in language learning than girls.

*Most boys aren't very fond of learning a language. They are more interested in maths and PE.*

Another significant factor for the challenge of promoting learning autonomy reported by the teachers is the lack of study skills necessary for being an autonomous learner. Some learners do not know adequate learning strategies and then fail at learning effectively. The teachers in present context view this issue as a result of the lack of autonomous learning habits since learners were young. Therefore, it is very difficult to promote learner autonomy when in higher levels.

*I don't think the students were given enough support for learning strategies and autonomous learning when they were in primary schools. This makes them depend on teachers too much.*

Also, most Thai learners seem to have misleading attitudes to language learning. This is very likely a result from the education system that encourages learners to pay attention to the test-taking skills rather than communicative skills:

*The Thai education regards students with good grades as smart students, so everyone focuses on the test scores rather than what they can actually learn.*

In the same vein, the teachers also reported that most learners prefer going to after school tuition schools rather than to study on their own. They seem not to be aware that they can also learn English independently.

*They spend so much time and money on tuition hoping to be proficient in the language and all they do is just sitting there listen to how to best select the right answer in the multiple-choice test.*

Interestingly, one teacher reported on a downside of the use of technology. She claimed that technology could make learners use fewer cognitive skills for learning and less critical thinking for problem-solving development. She explained further that, with the help from the Internet, learners did not have to try hard to think about the solutions:

*When they wanted to get an answer for something, they don't have to think. They can just type a few words on Google and they copy everything from there.*

**The readiness of school to promote learner autonomy.** The readiness of the school to promote learner autonomy is another significant challenge. Although the school was aware of the importance of learner autonomy, there are many factors that prevent autonomous learning become achievable. First, the resources that the school has were not always available to autonomous learning. There were reading materials in the libraries but they are not always accessible to every student due to

some school policies. For example, some English books were restricted and not allowed to be borrowed. Not every school computer was for independent use. School Wi-Fi was limited to only two hours per each student per day. One teacher reported,

*The school has enough learning resources but they seem to be wasting because both students and teachers do not take the most of the available resources.*

The study timetable is not contributing to autonomous learning also. The teachers reported that students had to study many subjects and take many tests as well as do many assignments in a week. Consequently, the students had very little free time to learn what they really want to learn.

*The students have to study too many subjects in a week. And the science teachers always give a lot of assignments and projects that the students barely have time to study anything else. Maths teachers give a lot of tests too.*

#### **4.4. How teachers need to be supported for the promotion of learner autonomy.** The

teachers were asked to suggest the kind of support that they considered necessary for the promotion of learner autonomy in their context. From the interviews, all teachers agreed that professional development programmes aiming at enhancing a deeper understanding of the concept and principles of learner autonomy could be very useful.

*Learner autonomy is a good concept but I need to understand more. There may be other varieties of autonomy. I'd like to know more strategies to promote it too.*

A clearer understanding of the National Core Curriculum and the extent to which the teachers have freedom to design course syllabuses and materials to promote learner autonomy in the classrooms is a worthwhile topic for teacher conferences or seminar:

*Honestly, I still have to look more at the Core Curriculum to see how teachers can foster an autonomous classroom according to the curriculum.*

*We can have a seminar for this kind of issues.*

These demands for teacher professional development and concerns about how teachers are allowed to create an autonomous classroom are in line with the framework put forward by Smith and Erdoğan (2008). According to Smith and Erdoğan, "in order to promote learner autonomy, teachers may need to have: *teacher autonomy* as capacity to self-direct one's teaching; *teacher autonomy* as freedom to self-direct one's teaching; and *teacher-learner autonomy* as capacity to self-direct one's learning as a teacher" (p. 85).

Students need to be provided with more opportunities to exercise autonomous learning in various situations. The teachers suggested extra-curricular activities that require students to seek for knowledge from multiple sources:

*There can be field trips to a museum, local tourist centre, for instance. They should get a chance to learn outside, not just from their teachers.*

Extra-curricular activities that focus on helping students become self-motivated or self-regulated in learning English can be very beneficial:

*English camp, skits, sing contests, ... can motivate autonomous learning.*

For the learning resources in school, there should be more reading materials in English for students. Most of the books in the library were in Thai. The teacher suggested having more magazines and graded readers for students in various corners in the buildings too.

Also, computer rooms and libraries should be more available to students. School Wi-Fi should be more stable and should not be limited.

*Students need to be able to use computers and Wi-Fi during lunchtime. The libraries should give friendly environment to students.*

The interviews also revealed an interesting finding about parental roles in students' learner autonomy. The teachers claimed that autonomous learning begins at home. For example,

*Children look up to their parents: how they behave, how they learn. Reading habits are usually fostered by the parents.*

As a result, parents play an important part in students' autonomy. Teachers suggested that parents needed to encourage autonomous learning from home by offering guidance and motivation to their children.

**5. Conclusion.** This research project has identified four issues concerning teachers' perceptions of learner autonomy in EFL classrooms in Thailand. First, the research addressed teachers' views on the concept of learner autonomy. The interview results reveal that teachers perceive learner autonomy as an effective practice for language learning and teaching due to the need to make use of the accessibility of the technological learning resources such the Internet, which makes independent learning become more engaging and achievable. Learner autonomy is also crucial because learners need to be prepared for higher degree of autonomy if they are to succeed in tertiary education.

The questionnaire results as well as the interviews show that teachers promote learner autonomy in the classrooms from moderate to great extent. However, by comparing the findings with Nunan's (1997) five levels of implementing learner autonomy, it has revealed that teachers mainly foster low levels of autonomous learning, which are Level 1, "learners are made aware of the goals, content and strategies underlying the materials they are using" (p. 194), and Level 2, learners are involved in their learning "by making choices from a range of content and procedural options" (p. 194). Higher levels of autonomy, for example, "learners create their own tasks", "learners become teachers and researchers" (p 195), were not frequently fostered. The findings are in line with research studies in other learning contexts (Feryok, 2013; Nakata, 2011; Smith et al, 2018), which reveal that although most teachers recognised the significance of the strategies for promoting learner autonomy, they did not use them as much as they supported them. The results also show that teachers did not regularly use students' self-evaluation as a strategy for promoting autonomous learning and considered it unsuitable to their context.

The third research question seeks to identify the challenges of promoting learning autonomy in EFL classrooms. According to the interviewees, there are three major challenges: first, teachers were not fully ready for the promotion of learner autonomy due to the lack of clear understanding of its concept as well as its practical strategies; second, some learners lacked essential qualities to develop autonomy,

which are self-regulation, self-motivation, self-discipline, and metacognitive skills; and third, learning resources in school were not constantly available or sufficient to all learners.

The results of the final research question suggest a number of supports for the promotion of learner autonomy in the present context. First, the teachers demanded professional development programmes to help them develop "teacher autonomy" and/or "teacher-learner autonomy" (Smith & Erdoğan, 2008). Teachers need to have clear understanding of the theory and principles as well as to realise a variety of practices for promoting autonomous learning in their EFL classrooms. Swatevacharkul and Boonma's (2020) agree that teachers' guide and direction related to learner autonomy are necessary especially for the very early stage of language teacher education. Training teachers to promote language learning strategies are essential to learner autonomy too. Shi and Han (2019) also agree that learner autonomy is intricately intertwined with the language teacher's professional understanding of his/her role and task. Second, learners need support for their autonomy development in various contexts, not just from the teachers in the classrooms. Teachers suggested extra curricular activities and training that help learners recognise necessary learning strategies for their autonomous learning development. Schools can provide a variety of learning experiences to students, for example, field trips to a museum, local tourist centre, etc. This can help students recognise the learning resources outside the classroom, which contribute to their autonomous learning. Learning resources in school also need to be constantly available to all learners. Sufficient computers and the Internet, as well as more reading materials in English are needed. Finally, autonomous learning begins at home. Therefore parents need to encourage autonomous learning by providing motivation and guidance, for instance, to their children too.

This research project has made an attempt to understand the teachers' perceptions of learner autonomy as well as how they promote it in the EFL classrooms. The results have provided some useful insights and guidance of how the promotion of learner autonomy can be achieved in the context of a secondary school in Thailand. However, this research project has a number of limitations. First, the quantitative questionnaire results are not generalisable due to the small number of participants. Second, the qualitative interview process by using Skype may fail to capture some elements such as body language or facial expressions, which can be useful for the negotiation for meanings and the interpretation of data (Atkins & Wallace, 2012).

Consequently, there are a number of implications for future research directions. For the quantitative data collecting process, a larger number of participants are suggested. This will provide more distributed data and more generalisable results. Therefore, the results of the questionnaire can represent wider population. For the qualitative data collecting process, data should be collected from different perspectives. Classroom observations, student interviews, document analysis such as textbooks, worksheets, for instance, can give more complete and clearer understanding of the case. So, for the future research, more data collecting tools are required. Accordingly, longer time frame is also needed. The data collecting process may take one or two school terms. In addition, in parallel with this research project, it is worthwhile to explore how autonomous learning of secondary school students can be

developed. This can provide more perspectives as well as practical considerations to how learner autonomy can be promoted.

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## **Spatial development: crisis, visions and strategies**

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### **ABSTRACT**

The article deals with the problem of theoretical understanding of spatial development, as well as the author's concept of its study and approach to the formation of relevant policies.

The author proposes to distinguish between "developed" societies, capable of purposefully shaping their own space, and "undeveloped" ones, capable only of adapting to spontaneous changes in their own space.

The article highlights two strategies for spatial development – revolutionary and evolutionary. According to the author's approach, it is necessary to study the socio-cultural environment in a particular territory as a unique composition of social practices, historically self-reproducing on the basis of typological cultural patterns – traditional, modern, communicative.

The author comes to the conclusion that spatial development strategies focused only on one of the cultural patterns lead to the fact that part of the population perceives the policy of implementing spatial development programs as alien to itself, and this creates additional tension in the processes of transformation of societies. Therefore, in the process of forming spatial development projects, along with economic studies of the characteristics of social space, it is necessary to conduct studies of the cultural patterns that are inherent in the people who form it.

The author believes that the harmonization of social practices that are formed on the basis of and within the framework of various cultural patterns is one of the tasks of the policy of spatial development and a factor in the sustainability of society. Therefore, cultural policy should imply comprehensive support for the development of all cultural patterns on the basis of a dialogue of cultures. Regulators from different modes provide social communication and exchange on the scale of family and tribal, communal integrity, the nation state and on the scale of global communities.

**KEYWORDS:** social theory, spatial development, cultural patterns, globalization, cultural policy

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**1. Introduction.** One of the acquisitions of social transformations of the last quarter of the twentieth century was the trend of globalization (Modelski, Devezas, Thompson, 2007). Globalization meant an increase in the homogeneity of the economic world order, the likely result of which in the distant future was to be the transformation of the world economy into a system with uniform economic conditions. In the process of theoretical reflection of globalization as a historical phenomenon, various conceptual approaches have developed (Stanford Encyclopedia, 2023).

Economists (Ambrosius, 2013) have focused on the formation of global markets, supranational financial and economic institutions, the free movement of capital and labour outside national borders. Sociologists have associated the emergence of globalization with the emergence and evolution of capitalism and its immanent processes of modernization (Harvey, 1989), and have also drawn attention to other aspects of this process (Giddens, 1990)

Political scientists have described globalization as a process of qualitative change in the nature of international relations, world politics, where, along with nation-states, new subjects of interaction have emerged. At the same time, in general, the process called globalization has formed a sense of a new community of space in which humanity lives. Along with the image of a common physical space familiar to the mass consciousness for several centuries, images of the same common economic, political and cultural spaces arose.

This period lasted for more than 30 years and ended in a crisis in the mid-twenties – we see how the previously created structures of international and intra-national communication are disintegrating, many countries are locked in their own agendas for further development, the opportunities for free travel and change of residence are curtailed for the masses. Globalization of the second half – the end of the 20<sup>th</sup> century. are beginning to be interpreted as a passed stage, after which the prospect of a “new autarkization” arose. For example, experts at the Davos Forum in 2022 assessed the current state of affairs as a period of crisis for the traditional driving forces of globalization and the beginning of a new phase of the structural reset of the global system.

They presented four scenarios for the further development of globalization: globalization 5.0: reunification; analogue networks: virtual nationalism; digital dominance: flexible platforms and an autarkic world: systemic fragmentation (Four Futures, 2022). All of these scenarios involve changes in the social space. The international division of labor and globalized trade made it possible to produce the livelihoods of the planet’s growing population – despite the fact that even in these conditions, hunger and poverty remained recognized as global problems. The prospect of the collapse of global production chains and their closure on the human and natural resource base of national and bloc communities leads to a decrease in the level of productivity and related shocks. At the same time, the global pandemic became a catalyst for these processes and very quickly showed that the path to the “pre-global” state of closed societies is the path of decline.

The crisis of spatial development lies in the fact that the trends of its change, which are taking shape both at the international and national levels, contradict the objectively existing needs of the spatial interaction of countries and peoples, which were formed in the conditions of the development achieved in the second half of the 20<sup>th</sup> century. international level of the division of labour and kept the quality of life based on its level of productivity.

The notion of a common fate in a common civilizational space is being critically rethought. In the practices of public life, a request for a vision of the further existence (new security) and development (new economy) of existing societies objectively arises (Arezki, 2022).

All this, in particular, actualizes the problem of the spatial development of societies in the new socio-historical conditions. What approaches can be taken to understand the already ongoing transformations of the social space and on what theoretical basis to develop policies for the development of societies in connection with this?

The emerging disintegration of the global space is leading to a crisis of all local societies in the form in which they have developed, since their effectiveness was determined to a large extent by the participation of the most demanded clusters of national economies in the system of international division of labor historically established by the end of the 20<sup>th</sup> century. However, it was on this basis that the changes generated by the stage of globalization in the world economy, people's ways of life, new communication environments and technologies arose. As before in history, the new system gave birth to a new reality, which became the basis for its transformation.

It is in the context of globalization that the world's population has reached 8 billion people (UN, 2023) and it is becoming increasingly difficult to meet their diverse needs within the framework of the previous model of the world order. Since 2008, we have been witnessing the unfolding of the economic, political, military phases of the crisis of this model of the world order. At the same time, the deepening of the phases of the crisis gives rise in some minds to the idea of the possibility of solving at the former local, country level, many of those problems that have not been solved at the global level. In turn, as a reaction to this idea, the idea that the state as a form of social organization should become a thing of the past and a new world of united humanity should also develop. All this significantly affects the ideological landscape of modernity.

In the context of growing contradictions, new solutions are needed – answers to how, after a period of decline in the global space, the crisis of the structures of global social (economic, political, cultural) communication created in the 20<sup>th</sup> century, societies can continue to exist and develop, the needs and productive forces of which were formed in the conditions of the former globalization. In particular, this implies a rethinking of the previous ones, the development of new theoretical ideas about spatial development and the creation of spatial development practices on their basis.

In the proposed article, we will consider some aspects of understanding spatial development, a possible approach to its study and the formation of appropriate policies based on the author's concept of cultural patterns. In the process of data collection, the method of describing and analyzing political, cultural, sociological theoretical concepts, which are set out in the scientific literature, was used. The methods of generalization and typification, as well as the method of hypotheses were also used in the work.

## **2. How to understand spatial development?**

The level and quality of human life that are possible in a society depend on what kind of processes of joint activity of the people that form it are able to provide. Societies differ in the historical character of culture and lifestyles formed in them; quality of management; human potential, which they are able to unite due to their structure; on the natural resources to which they create access in order to satisfy the vital needs of the people who form them.

All these components have a spatial definition of society – a social space that can be studied and changed through the implementation of appropriate policies.

Spatial development is one of the factors in the formation of society – the more developed its space, the more attractive it is for life in it and the more stable it is. Concrete natural conditions "contain" society in themselves – since it arises from nature and exists in it as its component. Mankind, in the course of its progress, has become one of the forces that create nature; it does not exist in our time outside of its activity. This position is conceived by us as a paradox – society contains nature, which contains society. Going formally beyond this paradox, we find ourselves in an insurmountable situation – it is impossible to connect what is initially understood as separate. The way out of this paradox is to look at society and nature procedurally, as different sides of the same process of historical development of the practices of human life. The universal categories of space and time simultaneously characterize both nature and society in their development – just as there is no "space" outside of society, so society does not exist outside of its specific space.

Policies of conscious spatial development are the most important component of social development, transitions to new political, technological and socio-cultural forms of life. When we talk about the "development of society", we mean the development (qualitative change) of social space – that special kind of reality in which a person becomes a person (socializes) and lives, realizes himself in this capacity. This reality is always changing, because the processes of interaction between people that form it change. This interaction includes everything that does not belong to human nature, which has a socio-natural character. The practical question is what are the boundaries, direction and effectiveness of these changes, as well as how exactly people act on them according to the needs of their lives.

### 3. How to study spatial development?

In sociology, there are several typological approaches to the concept of "spatial development" – it is understood as a characteristic of the system, the processes of structuring activities, and also as a characteristic of interaction flows.

The idea of the possibility and necessity to represent the whole variety of processes and phenomena occurring in society placed in a special, social space was first expressed in the 20s of the 20<sup>th</sup> century P. Sorokin (Sorokin, 2000). From his point of view, the peculiarity of this space is that it is fundamentally different from the geometric one. This space is a set of social relations (connections) that any individual enters into with other individuals, groups and society as a whole. The social coordinates of such a space are set by social groups and nothing else, and the social position is revealed through the totality of social ties with all groups, it reflects the population, not statuses. In the work "Social stratification and mobility" he defines space as "the population of the Earth" (Sorokin, 1992, pp. 297-299), but another definition in the context of the idea of "social space is more important: population groups, within each of these groups, i.e. with its members" (Sorokin, 1992, p. 299). In this case, we are talking about space as an order of social positions. It is relatively stable in time, hierarchical and can be graphically depicted. Each individual can be defined as a point having a certain distance from another individual in this diagram. Representatives of the Chicago School approach the study of space with a traditional emphasis on empirical research for this school. In the spatial distribution of the population (primarily urban), they see a material expression, an indicator of social trends, structures, and relationships. Regularities and interrelations of changes in the spatial and social characteristics of human settlement are being studied. The dramatic approach of I. Gofman (Gofman, 2000), which is closely related to the structuring of the space of social practices with the allocation of the proscenium and the backstage zone of interaction, has become widely known. P. Bourdieu uses this concept to designate an abstract space that is created by an ensemble of subspaces or fields that arise in the processes of structuring the unequal distribution of certain types of capital. From this point of view, the space (including the physical one) in which we live is socially designated and constructed, it is a social structure in an objectified state, an objectification of past and present social relations. Geographical and social spaces never completely coincide, however, as the scientist notes, the effects characteristic of the former, for example, the allocation of the centre and the periphery, can indeed be called distance in social space, since this is due to the difference in the distribution of various types of capital. In addition, Bourdieu speaks of space as a status structure, emphasizing that any society is inevitably hierarchical, which leads to reflection in physical space: "Social space is not physical space, but it tends to be realized in it more or less completely and accurately" (Bourdieu, 2007, p. 35).

M. Castells, proceeds from the fact that in the process of development of society, "places" have changed their meaning in sociality. He analyzes the "space of flows" as a combination of three layers of material support: 1) a chain of electronic impulses that form the material basis of communication, creating opportunities for flows, exchanges; 2) nodes and communication centers; 3) the spatial organization of

the dominant elites that perform managerial functions, around which an organized space is built (Castells, 2000).

Society as a developing socio-natural unity historically develops and updates the regulators of relations that correspond to these qualitative aspects of reality in the form of culture – value ideas, norms, organizational practices. This complex is acquired by a separate person (individual – “indivisible”), who is in the specific conditions of his life, in the process of life and to some extent changes – where such a change is possible and necessary. (This process is commonly referred to as socialization.) Changing the social space as one of the aspects of their life is the subject of activity of many people. This activity can be different in content, it can be organized in various forms and degrees, aimed at pursuing goals that are perceived in a certain way.

According to this criterion, it is possible to distinguish between “developed” societies, capable of purposefully shaping their own space, and “undeveloped” ones, capable only of adapting to the spontaneous changes that occur with their spaces. This is a relative characteristic, since all social systems change spatially – only in different ways and with different results for the people who form them. The boundaries and qualitative content of changes in the social space are determined by many factors – natural processes, the objective nature of the era (the problems that are solved in it) and its subjective “spirit” (the existing cultural and ideological ideas). This space can expand and contract depending on the processes of social life, which leads to qualitative changes in it. The activity of people to reproduce and change the quantitative and qualitative characteristics of society is directly organized under the influence of political institutions and finds its expression in the policies of spatial development. In different eras, these policies were different, but any organized society developed them and the peoples supported them or hindered these policies.

Social space is associated with specific activities – in one respect it can be developed, in another – not. The development of the social space of a particular society is its characteristic in terms of the possibility of realizing a certain type of civilizational development in it. An “undeveloped” society in one respect may look like a “developed” society in another, and vice versa.

In the political sense, the task of spatial development is to form, through a complex impact on society, stable systemic integral formations of joint life activity. In the modern world, these formations must comply with the logics of the implementation of national projects for the development of human capital, a comfortable environment for life and economic growth, linking the country into a single whole socio-cultural space, where the historically formed civilizational foundations of the life of the people are realized. Accordingly, “undeveloped” space is understood as one where the conditions for the full life support of a person belonging to a certain civilizational whole have not been formed. The policy of spatial development thus defines the horizon of possible social practices – their quantitative and qualitative characteristics.

The task of spatial development is solved simultaneously in two paradigms: as the creation of new socio-natural complexes of life support and as the re-development of the former in new historical

conditions. Accordingly, various goals are also formed – from gaining access to new resources to updating the system resources available to people for arranging life.

In addition, two strategies can be used in spatial development – revolutionary (to go “through” creating new socio–natural environments) and evolutionary, socio–ecological (to connect all historically formed components at a new level of complexity by introducing a new technological, organizational and cultural basis of life). The first path gives quick results, but it is traumatic, in the long term it produces the energy of the opposite effect, this is the path of tactical decisions. The second path is strategic, it is aimed at cultivating a new socio–natural space capable of sustainable self–reproduction in accordance with the characteristics of a new level of socio–natural development.

In all cases of development, there are natural, technological, social, cultural components that must be studied and changed in accordance with the logic and objectives of deploying spatial development projects in a particular area. To do this, it is necessary to proceed from the nature and scale of the project – in their physical and human quantitative and qualitative dimensions.

#### **4. Problems of spatial development in the paradigm of cultural multiple structure**

In order for the tasks of spatial development not to be empty dreams (or a cover for state corruption), but to be practically realizable, it is important to take into account the characteristics of the existing socio–cultural environments that are the object of the projects. On this basis, it is possible to develop operational approaches to seeing how these environments (created by people in their activities) correlate with the tasks of territorial development projects – which existing components should be developed and supported, which ones should be changed and supplemented.

For example, the concept of “support frame” is relevant in solving the problem of rational use of the economic potential of large cities. In this case, the mechanism for regulating the growth of a large centre can have different options: the formation of agglomerations; directed development; priority development of the “second” city; development of selected (limited number) cities – “balances”; development of subdistrict centres; activation of small and medium–sized cities (outside the agglomeration) (Uchida, Nelson, 2010; Shibusawa, 1999; OECD, 2016). However, this approach does not take into account the structure of the socio–cultural space. To take into account this most important aspect of development, an appropriate conceptual and instrumental base is needed for conducting research on social processes and phenomena. These tools should be sensitive to various socio–cultural aspects of the social environments of spatial development. The knowledge obtained in this way can serve as one of the bases for the development and implementation of cultural policies at the regional level, taking into account exactly how the population understands spatial development.

This will create additional potential for legitimation and energy to support projects in the mass consciousness of the inhabitants of a particular region. Without this, any project will generate rejection and the potential for political tension in society. Along with existing approaches, the concept of the cultural

diversity of society can be used as a tool for analyzing socio-cultural environments (Shcherbyna, 2019). This approach involves the study of the socio-cultural environment in a particular territory as a unique composition of social practices, historically self-reproducing on the basis of typological cultural patterns – traditional, modern, communicative. Each society and its spatial characteristics have dimensions in the horizons of these cultural structures, contain the practices of social communication corresponding to them.

From this point of view, social spaces are historically emerging dynamic constructs that are characterized by a certain composition of features of various cultural patterns in the physical, socio-organizational and spiritual-practical dimensions.

The cultural patterns (structure) in this concept is a historically developed stable type of the organization and implementation of social activities, the content of the normative value constructs inherent in social groups and individuals in the process of ensuring their life. Sociology can use this concept as an ideal type that allows one to study the specific features that influence the ways in which individuals master the elements of the living environment and how they construct social space. All this is understood and perceived differently in the optics of different ways, despite the fact that objectively individuals are in a single process of social life. Various types of social activity imply a “generalizing” orientation of the individual towards one or another cultural structure, however, this realization in life practices does not always occur, which leads to contradictions in mutual understanding and even conflicts.

The traditional cultural way is characterized by a distinguished system of value ideas, which is isolated in the array of culture as a special out-of-position component. This system is presented in the form of “external” mythological constructs containing the structure of the subjective determination of social interactions in an abstract personal and group form. Society is understood as a self-existing, eternal, special reality – an order of relations between people created by an external force in relation to a person, a “cathedral of unity” of all people. The social system and processes of social interaction are understood as existing independently and originating outside of man – in God, the Cosmos, the laws of nature. The system of normative-value regulators, formed within the framework of the traditional way of life, makes it possible to effectively streamline social communication within the framework of communities of tribal and communal scale and quality of life.

The modern (industrial) cultural structure is characterized by social interaction mediated by joint production activities, including the rational production of generally significant value constructs and joint rule-making. Society is understood here as a unifying situation of joint activity, as a necessary means produced by people themselves in the context of satisfying their needs and realizing their essential properties. To do this, they need to change the natural and social conditions of life, including spatial ones. The social system is understood as developing historically in this context. The system of normative value regulators, formed within the framework of the traditional way of life, makes it possible to effectively streamline social communication within the framework of communities of a generic national state scale and quality of life.

The communicative cultural structure is characterized by social interaction based on open communication (creation of common spaces) in a network form, the absence of an institutionalized system of value-normative regulation, self-referential communities formed on the basis of individualized symbolic self-identification. Culture and society are understood in this optics as a space of interpersonal communication, the purpose and meaning of which is the self-realization of the individual in the process of communication as a game.

Social institutions are seen within the framework of this mode as forms of communication flows formed by people, and the content of social life is game interaction in which individuals actualize and realize themselves in the context of the emerging "games of life creation". The system of normative-value regulators, formed within the framework of the traditional way of life, makes it possible to effectively streamline social communication within communities of a transnational, global scale and quality of life.

Cultural patterns are interconnected and interdependent, in their unity they represent a specific historically formed society, their specific combinations determine the emerging types of personality, social roles, the nature and boundaries of social interaction, including spatial.

Individuals socialize in different environments where one or another cultural mode dominates, "reading" and mastering all social ideas and components of the socio-natural conditions of their lives in a manner appropriate to this mode.

On this basis, in society, groups and strata can be distinguished that are focused on social activity in accordance with the specifics of various ways, therefore they perceive the same cultural phenomena and processes in different senses and scales. According to these meanings and scales, both social attitudes, social activities of various individuals united in groups, and expectations from it are formed. Depending on the various tasks of spatial development, in a particular case, either a monopoly implementation in the system of organizing the social environment of one of them, the creation of a social environment with the dominance of one mode, or their harmonious combination can be assumed. This is a view from the point of view of the task – in reality, all modes are always present, the only question is in what specific combination.

According to the ways of social practices based on them, they suggest various subjectively understood ways (modalities) of perceiving space, operating and interacting with it.

Each cultural structure creates opportunities for the realization of a certain type of social integrity – both in qualitative and quantitative terms. Thus, the forms of association that exist with a dominant traditional way of life are significantly inferior in terms of quantitative (population) and qualitative (types of activity) characteristics to the forms of association based on the modern way of life. Policies of spatial development, formed within the horizons of the traditional way of life, where the basic structure of social life is understood as a tribal and local settlement community, contradict the processes of life support for the number of population corresponding to the scale of the national state formation, nepotism and corruption flourishes on the basis of community ties. In turn, the absence of a policy of spatial

development of the modern type, where the industrial and production community acts as the basic structure, sets restrictions on the scale of the association and the set of activities possible in it, the economy degrades in qualitative and quantitative terms, archaic types of economic activity arise and are associated with socio-political interests, there is a technological decline in the life support environment.

By studying the modalities of understanding and perception of space inherent in different cultural patterns, as well as the meanings and methods of its development associated with them, it is possible to form socio-cultural policies for influencing the process of adoption by the population of development programs so that spatial development is the most sustainable and holistic.

Along with purposeful processes, the development of social space also has dynamics that does not depend on the needs and efforts of a person – socio-natural processes are historical, associated with circumstances that are objective for the current generation of people, independent of their desires and intentions. Among these circumstances is the dynamics of changes in the phases of the development of social space.

In accordance with our hypothesis, this dynamics has a dual character. Formally, it represents a change of four phases, in which different cultural structures dominate in the life of society – the phase of holding space forms, the phase of their destruction, the phase of the emergence of new ones, the phase of their total development, followed again by the phase of holding forms. In terms of content, it represents a change in the processes of social (socio-natural) life support of various types, based on the dominance of a certain way of life.

Accordingly, at the phase of retention of forms, the traditional way of life dominates, at the phase of breaking – communicative, at the phases of emergence and development – modern.

Within the framework of the traditional way of life, spatial development is understood as an expansion of physical space containing various kinds of resources – natural and human. The category of “social space” in the classical sociological theory is taken as close as possible to the physical meaning – as the location of social groups and socially significant events (Djurkheim, 1995). Therefore, spatial development as the goal of social development is conceived here in the form of territorial expansion, control and retention of space in its “physical”, natural sense. Here space is a place of stay, the attitude towards it is the protection of one’s territory from strangers. By means of sociology, it is possible, by defining this group, to study what kind of territory those oriented towards this way of life consider theirs, who are strangers (social distances, the image of “alien” – a non-Christian, a different citizenship, a generation, etc.), what exactly they see as the means and effectiveness of such protection (administrative arrangement, borders, etc.).

Within the framework of the modern way of life, space is a prospect for the development of certain types of life activity, changes in living conditions in accordance with changing needs. The concept of social space is associated with the socio-political characteristics of society. The development of space is understood as a transition to such a social organization that allows more people to interact with a greater

qualitative diversity of their life activity. Sociology can study what objects and resources are considered in a given society as a means of development, what are the ideas about the horizons and qualitative measurement of development results for the population of a given territory.

Within the framework of the communicative way of life, space is seen as a conditional, situationally determined characteristic of significant choices that affect the outcome of social interaction with open ambiguous results. The development of space here is conceived as a process of expanding the possibilities of choice. The space here is a matrix of alternative values in which the player feels the opportunity to make a choice, and this choice affects the outcome of the game. It is the space of possible alternatives that have meaning. In order to create a choice, you need to create an alternative that also has a value.

The communicative mode dominates in the transitional phases of social systems, in the transitions from one era to another, because of this, its dominance has a dual direction. On the one hand, spatial development is conceived as new options for using the existing potential – playing around with new options for the same thing, “playing with the past.” On the other hand, it is conceived as a search for qualitatively new socio-natural foundations – “playing with the future”. Within the framework of this way of life, there is a denial of past forms of organization of public space. This is not a “pure negation”, but a negation of a certain content and it bears its imprint – therefore it does not have a creative character. Actually, the creativity of the new begins at the next stage, when the modern way of life dominates.

The disintegration of social space is a reaction to unsolvable problems; it does not in itself solve the problems that give rise to it. However, new integration and spatial development require their own positive object, they cannot occur on the basis of reaction. Spatial development policies do not require approaches to “remove restrictions”, but approaches to the formation of new life support resources – technological, organizational, spiritual and moral.

**5. CONCLUSIONS.**1). Spatial development is one of the urgent tasks of the formation of a modern sustainable and productive society. It arose in the process of the unfolding crisis of the global world order and requires a new agenda for the further development of societies changed by globalization. The practical complexity of spatial development policies lies in the need to create conditions for the simultaneous implementation of different types of needs associated with differences in ideas about spatial development that are formed within different cultural patterns. Spatial development strategies focused exclusively on one of the cultural patterns lead to the fact that part of the population perceives the policy of implementing spatial development programs as alien to itself. This complements the tensions arising in the process of changes in the social structure that impede its implementation.

2). In the process of forming spatial development projects, one should take into account its qualitative socio-cultural characteristics. For this, along with economic studies of the characteristics of social space, it is also necessary to study the cultural patterns that are inherent in the people who form it. The type of social space produced determines the quality of social connections possible in it, respectively the quality and standard of living in a particular society and, ultimately, the attractiveness of the social order.

3). Harmonization of social practices that are formed on the basis of and within the framework of various cultural patterns is one of the tasks of the policy of spatial development and a factor in the sustainability of society. In this vein, the tasks of cultural policy can be formed in the direction of creating by the state a comprehensive support for the development processes in society of elements of traditional, modern and communicative cultural patterns on the basis of a political platform for the dialogue of cultures.

4). The qualitative level of development of social space determines the possibility of including communities of various scales and types of activity, the depth of the division of labor into a single process of social life. Regulators of the traditional way of life ensure social communication and exchange of activities on the scale of family, tribal and communal integrity, modern – of the national state, communicative – on the scale of global communities. All these types of communication are necessary for the self-reproduction of society as an integral and original system of people's lives. The degradation of the quality of social space leads to the inability of the system to provide communication related to vital needs

and leads to degradation of the integrity of the social system.

The prospect of further research involves a theoretical study of the specifics of the relationship between the types of cultural space that is produced and the types of religious ideas and scientific worldview.

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## Innovation in educational administration towards excellence

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### ABSTRACT

Since the National Education Act B.E. 2542 and its amendments (No. 2) B.E. 2002 became law, Section 47 says that there should be an insurance system for educational quality assurance to improve the standards and quality of education at all levels. Internal quality and external quality assurance system, which focuses on making students smart and happy in order to get quality learners according to national educational standards. Administrators of various educational institutions' education has been managed to be more efficient. However, from the follow-up and evaluation, it was found that there are still many issues that have problems that need to be accelerated, improved, and expanded. Especially in the quality of learners, teachers, faculty, and educational personnel.

Because it was found that there are many educational institutions where the quality of students is not up to standard, students have low achievement. Lack of desired characteristics Both aspects of analytical thinking are eagerness to learn and continuously seeking knowledge, which is the system of criteria and methods for ensuring educational quality Section 48 of the Ministerial Regulations says that the parent agency and educational institution must set up a quality assurance system within the educational institution. Internal quality assurance is an important part of running an educational institution and must be done all the time. An annual report is prepared and submitted to the parent agency. They provided agencies and disclosures to the public to lead to the development of educational quality and standards and to support external quality assurance. In line with the government's policy, it has expressed its intention to reform education to develop society To be a learning society To lead to the development of the economic system so that all Thai people have equal opportunities to learn and continuously improve the quality of life throughout life This is in line with educational reform in the second decade (2009–2018) and the importance of focusing on providing Thai people with quality lifelong learning. At present, education management has fully entered the 21st century. For at least 15 years, principles, concepts, theories, and research related to educational administration in the 21st century have played an important role in educational administration. It reflects the trend that modern people will face rapid changes in this new century.

**KEYWORDS:** innovation, educational administration, excellence

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### **Educational administration towards excellence**

In the current condition It is essential that each country prepares a new generation of people with the skills and The ability to adapt to have important characteristics for living in the modern world knowingly, peacefully, happily, and having a good quality of life. Sufficient Educational institution administration must have a curriculum and teaching that is dynamic and keeps pace with rapidly changing social conditions. These things push for increasing the potential of education management in every area levels to be ready for competition on the world stage in the 21st century . Criteria for evaluating educational outcomes for excellence were therefore created to be in line with the creation of a quality assurance system study and is consistent with educational management in the 21st century

Currently, there are criteria for evaluating excellence that are widely accepted, including the Malcolm Baldrige National Quality Award (MBNQA), which is a national award in the United States. Apply the concept of Total Quality Management (TQM) to evaluate organizations and award awards, which are national quality awards similar to the Deming Awards of Japan. The government of the United States enacted it into law on August 20, 1987 and is given to organizations that have achieved outstanding results according to various criteria that have been established each year with the goal of promoting and enhance management ability which leads to creating satisfaction for customers and for the eventual effect on the organization Kasetsiri (2014)

MBNQA's key role is threefold: 1) helping to improve how we deliver acceptable capabilities and results; In particular, it will create real concrete development. 2) Stimulate communication and exchange of information on how to achieve excellence between organizations. 3) It is a tool that can be used to manage performance of the organization Including using it as a guideline for planning and increasing learning opportunities.

National Institute of Standards and Technology, The United States (National Institute of Standards and Technology: NIST), the agency that runs the National Quality Program, has set criteria for excellence in educational operations. To provide a framework that promotes the integration of quality system principles with implementation Real practice in educational institutions this causes improvements in both the quality and productivity of the entire educational institution and can enhance their own competitiveness. It has 3 important objectives:

- 1) To deliver constantly updated value to the recipients of education.
- 2) To improve the efficiency and ability of the entire educational institution.
- 3) Collaborative learning between educational institutions and individuals

Criteria for excellence in educational operations derived from the principles and concepts of leading an organization with vision. strategic planning Customer Focus, Measurement, Evaluation, and Organizational Learning Giving importance to personnel Future focus Management for innovation Management using real data public responsibility Focusing on results and creating value and integrating

a systems perspective Under the mindset that focuses on results to create the basis for work and providing feedback on criteria of excellence in educational operations(Satthasen & Usaho ,2015)

Therefore, the educational institution management process must be adjusted and developed to be consistent with the situation. Educational institution administrators therefore need to be interested in knowledge and continuously develop yourself all the time in order to manage educational institutions to survive and operate according to the objectives of educational reform to develop Thai people to be complete human beings, good people, intelligent, happy, and have the potential to compete and cooperate creatively on the world stage. By emphasizing having Effectiveness is important. Every educational institution needs to provide education in response to various educational policies or management in accordance with the National Education Act

Administering an educational institution towards excellence according to the standards of Malcolm Baldrige has many elements that will be used in successful administration. It depends on the management of the organization and systematic organizational management with goals and continuous development in 7 areas as follows:

- 1) Organizational leadership (Leadership)
- 2) Strategic planning (Strategic Planning)
- 3) Focus on students and parents (Customer Focus)
- 4) Measurement, analysis and knowledge management (Measurement, Analysis and Knowledge Management)
- 5) Teacher Personnel Focus (Workforce Focus)
- 6) Operation Focus (Operation Focus)
- 7) Results (Results)

By the present Office of the Higher Education Commission Benchmarks for excellence in higher education institutions have been established as standards of excellence in educational administration based on the ideas of Malcolm Baldrige. If there is still a lack of promoting the use of innovation and information technology in educational administration. The researcher is therefore interested in studying innovation and information technology in educational administration towards excellence. To study the direction of using innovation and information technology in educational administration towards excellence. In order to use the results of the study to promote and continue to develop educational institution management towards excellence

### **Appropriate innovation in educational administration towards excellence**

The study of appropriate innovation in educational administration towards excellence has 7 elements according to the Malcolm standard criteria. Baldrige (Malcolm Baldrige) as follows:

- 1) Leading the organization (Leadership)
- 2) Strategic Planning (Strategic Planning)
- 3) Focus on students and parents (Customer Focus)

- 4) Measurement, analysis, and knowledge management ( Measurement, Analysis and Knowledge Management)
- 5) Focus on teaching personnel (Workforce Focus)
- 6) Focus on support personnel (Operation Focus)
- 7) Results of educational administration (Results)

Principles of educational institution administration educational institutions are the most important operational educational agencies. Having rights, duties or authority responsibility and the scope of the establishment's objectives specified in the law is to be a government agency with the status of a juristic person according to law. Concerning government administration regulations, Ministry of Education under the Office of the Basic Education Commission Its purpose is to Develop Thai people for Be a complete human being with body, mind, intellect, knowledge, morality, and culture in life. Able to live together with others similarly, educational institutions are not legal entities. The additional powers and duties as a legal entity are specified in Section 59 of the National Education Act B.E. 2542 and the amended (No. 2) B.E. 2002 which stipulates to educational institutions of the state which is a juristic person Has the power to govern, maintain, use and seek benefits from educational institution property that is state property in accordance with the law on state property and royal property other assets Including generating income from the administration of educational institutions and collect educational institution fees that are not contrary to or inconsistent with the policy The objectives and missions of educational institutions, therefore, what the results of educational provision will be, depends on the administration of educational institutions. Which educational institutions have the mission scope of administration and education as specified in the management of basic educational institutions that are juristic persons, there are 4 areas, (Charoenkham,2009) as follows:

#### 1) Academic administration

Academic work is the main work or main mission of educational institutions as defined by the National Education Act B.E. 1999 and the additional amendments (Edition 2) of the year 2002 aim to decentralize management to educational institutions as much as possible. with intent That will allow educational institutions to operate independently, flexibly, and quickly, in line with the needs of students, educational institutions, communities, localities, and participation from all stakeholders. This will be an important factor that makes educational institutions strong in administration and management. Able to develop curriculum and learning processes as well as measurement, evaluation, and measurement of supporting factors. Developing the quality of students, communities, and local areas with quality and efficiency

##### 1.1 Objectives

1) To allow educational institutions to manage academic affairs independently and flexibly. Fast and consistent with the needs of students Community and local educational institutions

2) To ensure that the educational administration and management of educational institutions meet standards and are of quality.

Consistent with the educational quality assurance system Internal quality assessment for development yourself and quality assessment from outside agencies

3) To allow educational institutions to develop curricula and learning processes as well as provide factors to support learning development that meet the needs of learners, communities, and localities, with learners as the main focus with quality and efficiency

4) To allow educational institutions to coordinate and cooperate in developing the quality of education. Educational institutions and individuals cooperate family other agencies and institutions widely

2 The mission scope is as follows.

1) Development of school curriculum

2) Development of the learning process

3) Measurement, evaluation, and transfer of academic results

4) Research to improve the quality of education

5) Development of media, innovation, and technology for education

6) Development of learning resources

7) Educational supervision

8) Educational guidance

9) Development of quality assurance systems within educational institutions.

10) Promoting academic knowledge to the community

11) Coordination in academic development with other educational institutions.

12) Promotion and support of academic work for individuals families, organizations, agencies and other institutions that provide education

2) Budget management

Budget management of educational institutions focus on independence in management it is flexible, transparent, and auditable, adhering to the principles of results-oriented management and results-oriented budget management to ensure that benefits are sought from the educational institution's assets. Including sourcing income from services to use in management for the benefit of education resulting in better quality for students.

2.1 Objectives

1) To allow educational institutions to manage their budgets independently, agile, transparent, and verifiable.

2) To get productivity the results are in accordance with the service agreement.

3) To be able to manage the resources adequately and efficiently.

2.2 The mission scope is as follows:

1) Preparation and presentation of the budget Analysis and development of educational policy create a strategic plan or educational development plan. Analyze the suitability of budget proposals

2) Budget allocation Budget approval disbursement Transfer of budget funds in educational institution

3) Inspection, monitoring, evaluation, and reporting on the use of funds.

4) Resource mobilization, resource acquisition and investment for the study of income generation and loan fund benefits educational welfare

5) Financial management Withdrawal of money from the treasury preservation of payment money sending money, setting aside money for disbursement across years

6) Accounting management, financial accounting Report preparation finance prepared and provided registered account and report forms

7) Supplies and assets management, creation of an educational institution's asset database system. Procurement of supplies, determination of item formats or specifications and procurement. Controlling, maintaining and selling supplies

### 3) Human resource management

Personnel management in educational institutions It is an important mission aimed at promoting educational institutions to be able to perform their duties. To meet the mission of the educational institution To carry out personnel management to be flexible. Freedom under the law and regulations It is in accordance with the principles of good governance for teachers and educational personnel. Developed with knowledge, abilities, and morale, praised honor has stability and progress in the profession. This will significantly affect the development of the quality of education for students.

#### 3.1 Objectives

1) To carry out personnel management operations correctly, quickly and in accordance with the principles good governance

2) To promote personnel to have knowledge ability and awareness in performing missions responsible for success According to the results-oriented principle

3) To encourage teachers and educational personnel Perform work to the fullest potential by adhering to discipline, ethics with professional standards

4) To enable teachers and educational personnel who perform their work according to professional standards to be promoted honor and honor stability and advancement in the profession, which will affect development. The quality of students' education is important.

#### 3.2 The mission scope is as follows:

1) Manpower planning, position determination, manpower planning analysis, request promotion of educational personnel and academic status of teachers

2) Recruitment and appointment carry out recruitment to hire individuals. Entering the civil service as a teacher and educational personnel in educational institutions in the case of receiving authority from the Teachers' Council of Thailand area education, hiring of permanent and temporary employees,

appointment, transfer of civil servant teachers and educational personnel to be reinstated into government service and acting in position

3) Strengthening efficiency in government service, developing teachers and personnel. Education: salary increase for teachers and educational personnel wage increase, permanent and temporary employees, accounting operations, salary payments, and academic funds other status and compensation Registration of the history of royal decorations, requesting an identity card, government official certificate requests, and requesting permission to go on official duty abroad farewell to ordination, requesting royal cremation study leave for further recognition and to receive money for welfare provision.

4) Discipline and maintaining discipline In the case of non-serious disciplinary offenses, serious disciplinary offenses, appeals complaint, promotion and prevention of disciplinary offenses

5) Job leaving government service to be released from government service in cases where the government service probation period has not passed or has not undergone rigorous preparation and development below the TSC criteria. Specifying the retirement from government service in the case of lack of general qualifications Resignation from government service first Retirement from government service due to long service or substitute cause in the case of taint and impurity, in the case of receiving a prison sentence by order of the court or receive imprisonment by a final judgment for an offense committed through negligence or a petty offence.

#### 4) General administration

General administration it is work related to organization management system. Providing other administrative services Achieve standard results Quality and goals set its main role is in coordinating, promoting, supporting and facilitating. Various conveniences in providing all forms of educational services Aiming at developing educational institutions to use innovation and technology effectively appropriately promote the administration and education of educational institutions. According to management principles that focus primarily on the results of work with emphasis on transparency Verifiable responsibility as well as the participation of individuals, communities, and related organizations to make education management efficient and effective.

##### 4.1 Objectives

1) To provide services, support, promote, coordinate and direct provide performance the educational institution is in order. Efficient and effective

2) To publicize Publish information the work of educational institutions to the public will It creates knowledge, understanding, and good and respectful attitudes. Believe and support the organization study

##### 4.2 The mission scope is as follows:

1) Administrative operations

2) Secretary work for the educational institution committee

3) Development of information systems and networks

4) Coordination and development of information networks

- 5) Organizational management and development system
- 6) Information technology work
- 7) Promotion and support of academics, budget, personnel, and general administration.
- 8) Caring for buildings and surroundings
- 9) Preparing a student census
- 10) Student admissions
- 11) Promotion and coordination of formal, non-formal and informal education.
- 12) Mobilizing resources for education
- 13) Promotion of student affairs
- 14) Publicizing educational events
- 15) Promoting, supporting and coordinating the provision of education for individuals, communities and organizations agencies and other social institutions that provide education
- 16) Government coordination with educational areas and other agencies
- 17) Organization of control systems within the agency
- 18) Public service work
- 19) Work not specified in other work

Educational institutions are another element that is important in developing people to have knowledge and abilities in various fields. It can be considered a source of learning for the people. Educational institution administrators must have sufficient ability to manage the educational institution to be a source of learning that is effective for the people as well educational institution administration is an activity in which administrators at various levels follow the policies of each educational institution to achieve goals and objectives. Education as specified in the National Education Act B.E. 1999 Amendment (No. 2) B.E. 2002 Section 4 defines educational institution as "educational institution" means early childhood development center, school, learning center, college, institute, university, educational agency or other government or private agencies that has authority or has the purpose of organizing education Rakliang (2013)

Educational institution administration there are important elements that are interrelated which affect each other and result in development towards a better way. There are 5 elements as follows:

1. The context that drives change includes the quantity and quality of the population, the overall condition of natural resources, the environment, and pollution. Progress in science, technology and information technology economic conditions the severity of social problems, the severity of morality, ethics and values of the people, care and promotion of the underprivileged and people with special abilities Quality and service for recreation democracy and corruption, quality and thoroughness of educational services.

2. Laws regarding education and administration of related educational institutions, including the Constitution of the Kingdom of Thailand B.E. 2540 (1997), the National Education Act B.E. 1999 and the additional amendments (No. 2) B.E. 2002, Teachers and Educational Personnel Council Act

B.E. 2003, Government Administration Act Ministry of Education 2003 Regulations of the Ministry of Education on the management and scope of duties of basic educational institutions that are juristic persons. Under the jurisdiction of the educational area 2003

3. Educational institution administration department includes the educational institution director and Deputy Director of Educational Institutions

4. Educational institution administration model using school as a base

5. Personnel within the educational institution include teachers, lecturers, teaching support personnel. Learners, janitors, guards, and business operators within the school. Educational institution administrators must study 5 important elements of educational institution administration. To clearly understand the details with care, caution, determination, and deliberation with cause and effect in order to use it as a guideline for administration and development of educational institutions in normal times and make decisions to make corrections. Problems that can occur in educational institutions during times of crisis from the concept of educational administration academics It has been said before. In conclusion, the concept of educational administration helps organize education according to the objectives and goals that aim to develop people completely in every aspect along with educational administration There are activities to check operations to be in accordance with academic principles. In addition, the role and duties of administrators are important in the administration of educational institutions. Must adhere to or be trained to understand and apply principles of educational administration to operations at the educational institution level. in management to help executives and Those involved have understanding. Able to apply principles of educational administration that are up to date with the current era to use in managing the administration efficiently.

### **Management for Excellence according to the Malcolm Baldrige Standards**

Many countries around the world has paid attention to developing the quality of education to reach excellence, such as the National Quality Award of the United States. Currently, there are criteria for evaluating excellence that are widely accepted, including the Malcolm Baldrige National Quality Award (MBNQA), an American national award that introduces the concept of Total Quality Management (TQM) is used to evaluate various organizations and

The award, which is a national quality award, has 7 components as follows: 1. Organizational leadership (Leadership) 2. Strategic planning (Strategic Planning) 3. Focus on students and parents (Customer Focus) 4. Measurement and analysis and knowledge management (Measurement, Analysis and Knowledge Management) 5. Focus on teaching personnel (Workforce Focus) 6. Operation Focus (Operation Focus) and 7. Results (Results)Ballard (2013)

Decided to improve work performance management of relations between the school and the community

- 1) Providing services to the community in various fields that the school can do
- 2) Responsible for organizing various activities within the scope of work as well as participating in community activities.( Faulkner,2002)

In conclusion, it can be concluded that the administration of educational institutions in order to aim for excellence can be achieved by means of Integrated management at every step and everyone must be involved. The indicator or measurement lies with administrators, who have the highest role in organizing the educational system in educational institutions. Therefore, educational institution administrators must be knowledgeable. Understanding of educational administration and having a broad vision to set goals set concrete strategies for organizing education. And there is a possibility and most importantly, educational institution administrators must know and understand the mission. As well as the scope of work that is clearly responsible, namely academic work, which has the scope of work regarding setting the curriculum, teaching media. Teaching materials measurement and evaluation work,

Personnel work has a scope of work regarding Arrangement of personnel to work Personnel development work Personnel maintenance work discipline maintenance work and personnel performance evaluation work, general management work Scope of work regarding buildings, environment, community relations Student assistance system services and community services, and finally, budget work. There is a framework for managing finances, supplies, and assets of educational institutions in procuring, maintaining, and selling according to the regulations of the Ministry of Interior.

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## รายนามผู้ทรงคุณวุฒิพิจารณาบทความ (Peer Review)

Professor . Dr. Valentin Yakushik . (Ukrainian Institute of Politics – think tank) Ukraine (Kyiv,Ukraine)

Associate Professor.Ganna Duginets ,PhD Kyiv National University of Trades and Economics (Kyiv ,Ukraine)

Associate Professor .Katerina Veljanovska Blazhevka ,PhD MIT University (Skopje,North Macedonia)

Assistant Professor .Ivan Savchuk ,PhD (National Defense University of Ukraine name after Ivan Cherniakhovskiy)Ukraine

Sofiia Dombrovska ,PhD .Odesa National Economic University (Odesa, Ukraine)

Maksym Voichuk, PhD. Lutsk National Technical University (Lutsk, Ukraine )

ผู้ช่วยศาสตราจารย์ ดร.อุราเพ็ญ ยัมประเสริฐ มหาวิทยาลัยสยาม

ดร.กรรณิกา เซาว์วัฒนกุล เครื่องเจริญโกคกัณฑ์

บทความทุกเรื่องที่ดีพิมพ์เผยแพร่ได้ผ่านการพิจารณาทางวิชาการโดยผู้ทรงคุณวุฒิในสาขาวิชา (Peer review) ในรูปแบบไม่มีชื่อผู้เขียน (Double-blind peer review) 3ท่าน บทความที่ดีพิมพ์เป็นข้อค้นพบ ข้อคิดเห็นและความรับผิดชอบของผู้เขียนเจ้าของผลงานและผู้เขียนเจ้าของผลงาน ต้องรับผิดชอบต่อผลที่อาจเกิดขึ้นจากบทความและงานวิจัยนั้นต้นฉบับที่ดีพิมพ์ได้ผ่านการตรวจสอบคำพิมพ์และเครื่องหมายต่าง ๆ โดยผู้เขียนเจ้าของบทความก่อนการรวมเล่ม

**Title**

*Name1*

*E-mail*

*Name or Academic position, Institute, Address*

*Name2*

*E-mail*

*Name or Academic position, Institute, Address*

*Name3*

*E-mail*

*Name or Academic position, Institute, Address*

**ABSTRACT**

Abstract is a summary of a research work in which each of its component must be briefly. The contents of an abstract are extracted from the main research work. The components of the abstract in order are 1) Statement of problem 2) Aim / Objective of the study 3) scientific novelty 4) Results . In all abstract could contains 250 words

**KEYWORDS:**geopolitic,geoeconomic,innovation 3-5words

**(Introduction)**(Text).....

.....

**(Literature Review )**( Text).....

.....

**(Methodology )**( Text).....

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**(Results)** ( Text).....

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**(Discussion)**( Text).....

.....

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APA uses an author-date citation system in the body of the paper. Provide the author last name or the group name, plus the year (Name, year).

For a direct quotation, include the page number (Name, year, p. 5) or the page range if it continues onto a second page (Name, year, pp. 55-56). If there are no page numbers, cite the paragraph number (Name, year, para. 2)

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<b>Source with three or more authors</b>	Held, D., McGrew, A. G., Goldblatt, D., & Perraton, J. (2000) <i>Global transformations: politics, economics and culture</i> . Cambridge; Oxford: Polity Press.
<b>With a URL</b>	Jason, L. A., Glantsman, O., O’Brien, J. F., & Ramlan, K. N. (Eds.). (2019). <i>Introduction to community psychology: Becoming an agent of change</i> . Rebus Community. <a href="https://press.rebus.community/introductiontocommunitypsychology/">https://press.rebus.community/introductiontocommunitypsychology/</a>

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<b>Report by a government agency or other organization</b>	Department of Energy, USA. (2017). <i>U.S. Energy and Jobs Report</i> <a href="https://www.energy.gov/sites/prod/files/2017/01/f34/2017%20US%20Energy%20and%20Jobs%20Report_0.pdf">https://www.energy.gov/sites/prod/files/2017/01/f34/2017%20US%20Energy%20and%20Jobs%20Report_0.pdf</a>
<b>Institute</b>	Russtrat Institute (2020, November 2) <i>The strategic survival of the Russian economy will ensure the creation of a closed</i> <a href="https://zen.yandex.ru/media/russtrat/strategicheskoe-vyjivanie-rossiiskoi-ekonomiki-obespechit-sozdanie-zakrytogo-klastera-5f9fa45fb09e797cebbd07de">https://zen.yandex.ru/media/russtrat/strategicheskoe-vyjivanie-rossiiskoi-ekonomiki-obespechit-sozdanie-zakrytogo-klastera-5f9fa45fb09e797cebbd07de</a>
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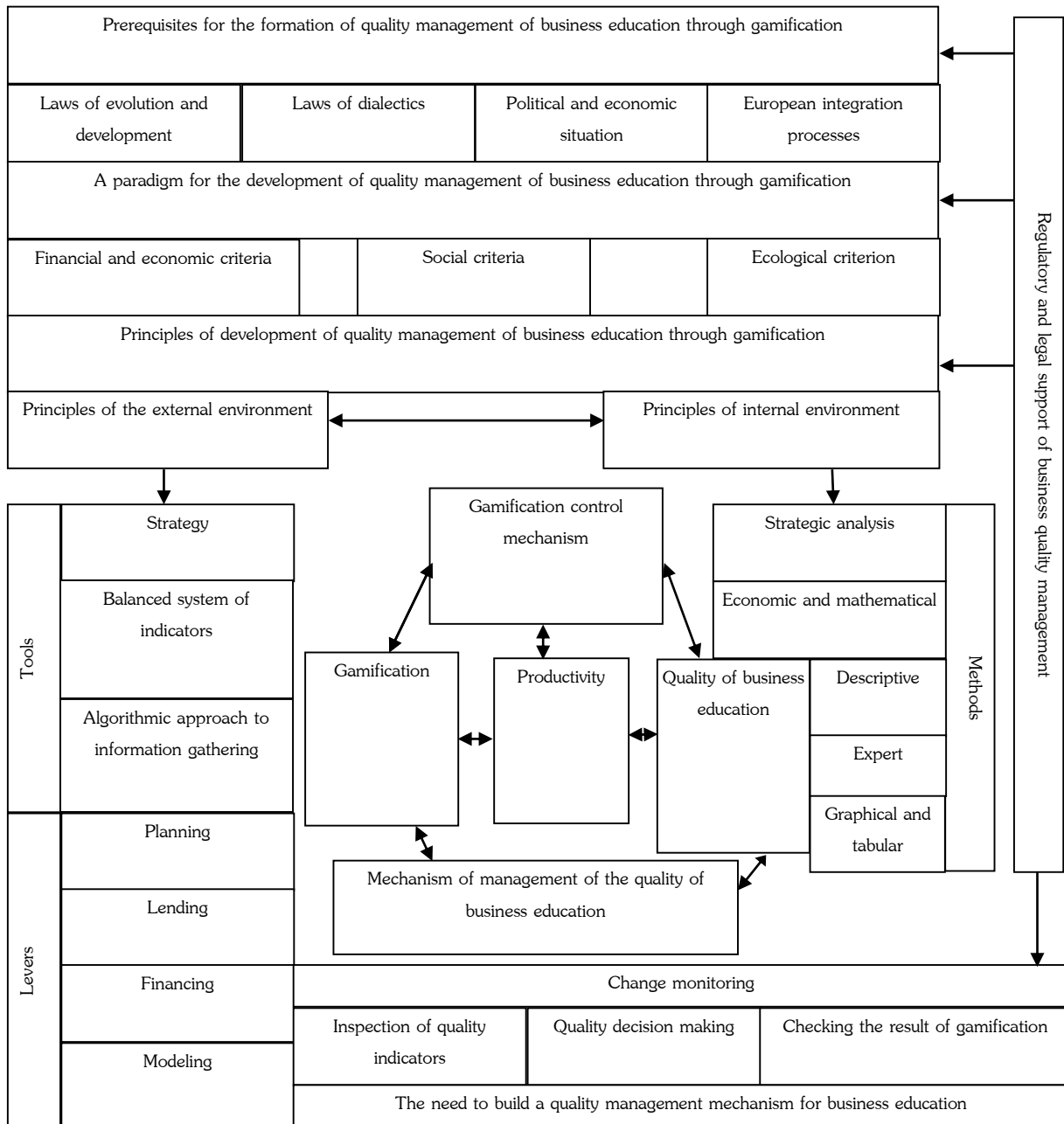
<b>Magazine article online</b>	<p>Author Surname, Initial. (Year, Month Date). Article title. Magazine title, volume number(issue number). URL</p> <p>O'Connor, T. (2021, September 16). <i>China, Russia bring Iran, Pakistan into the fold to face the Afghanistan crisis jointly</i>. <i>Newsweek</i>.  <a href="https://www.newsweek.com/china-russia-bring-iran-pakistan-fold-face-afghanistan-1629992">https://www.newsweek.com/china-russia-bring-iran-pakistan-fold-face-afghanistan-1629992</a></p>
<b>Facebook post</b>	<p>Author, A. (Year, Month Day). Text of post [Status Update]. Facebook. URL</p> <p>Gaiman, N. (2018, March 22). <i>100,000+ Rohingya refugees could be at serious risk during Bangladesh's monsoon season. My fellow UNHCR Goodwill Ambassador Cate Blanchett is [image attached]</i> [Status Update]. Facebook. <a href="http://bit.ly/2JQzPAD">http://bit.ly/2JQzPAD</a></p>
<b>Dissertation</b>	<p>Author, A. (Year). Title [Type of Publication, Name of Institution]. Database/Archive. DOI/URL</p>
<b>Thesis</b>	<p>Asawai, S. (1978) <i>The development of irrigation systems in Thailand from 1888 to 1950</i>. [Master's thesis Chulalongkorn University] Chulalongkorn University.</p> <p>Hollander, M. (2017). <i>Resistance to authority: Methodological innovations and new lessons from the Milgram experiment</i> (Publication No. 10289373) [Doctoral dissertation, University of Wisconsin-Madison]. ProQuest Dissertations and Theses Global</p>
<b>Thesis Database/Online</b>	<p>Albor, C. (2011). <i>Are poor people healthier in rich or poor areas?: The psychosocial effects of socioeconomic incongruity in the neighbourhood</i> [PhD thesis, University of York].  <a href="http://etheses.whiterose.ac.uk/1595/">http://etheses.whiterose.ac.uk/1595/</a></p> <p>Hutcheson, V. H. (2012). <i>Dealing with dual differences: Social coping strategies of gifted and lesbian, gay, bisexual, transgender, and queer adolescents</i> [Master's Thesis, The College of William &amp; Mary]. William &amp; Mary Digital Archive.  <a href="https://digitalarchive.wm.edu/bitstream/handle/10288/16594/HutchesonVirginia2012.pdf">https://digitalarchive.wm.edu/bitstream/handle/10288/16594/HutchesonVirginia2012.pdf</a></p>
<b>Conference papers</b>	<p>Author, A. (Year, Month Date Range). Title [Paper Presentation]. Conference Name, City, State, Country.</p>
	<p>Haji-Yousefi, A. M. (2010, June 2-3) <i>Iran's Foreign Policy during Ahmadinejad: From Confrontation to Accommodation</i>. [Paper Presentation] the Annual Conference of the Canadian Political Science Association June 2-3, 2010, Concordia University, Montreal, Canada.</p>

**Example figure**



Figure 1. Figure title

**large chart (JasmineUPC 12) medium chart (JasmineUPC 14)**



**Fig. 2.** Mechanism of quality management of business education through gamification (Polinkevych & Kuzmak, 2023, p. 35).

**Table 1.** Table name. *large table(JasmineUPC 12) ,medium table(JasmineUPC 16)*

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**Writing formulas**

The formulas used in this article should be either MathType or Microsoft Equation objects. They are JusmineUPC 14 in size. All formulas must be numbered in parentheses, right-aligned, and One line should be left before and after the formula

$$a = b + c \qquad (1)$$

To describe the variables specified in the equation, use the JusmineUPC character size 14.

a means ....., b means ..... and c means .... .....

**Instructions for Writing and Typing**

**General Instructions:** g

Articles must be 7–20 A4 pages long, printed with Microsoft Word for Windows page settings, and have 2.5 cm top and bottom borders, 2.5 cm on the left and right, and 1 cm between. About 7 letters, then type the 8th character (1.52 cm) in the order of the topics. The first topic in the writing should be the opening, and if there are subtopics, they should be named using the decimal method.

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*E-mail*

*Name or Academic position, Institute, Address*

*Name2*

*E-mail*

*Name or Academic position, Institute, Address*

*Name3*

*E-mail*

*Name or Academic position, Institute, Address*

**ABSTRACT**

The study's aims and objectives. The main novelty of the concepts the author suggests

**KEYWORDS:**geopolitic,geoeconomic,innovation

3-5words

**(Introduction)**(Text).....

.....

**(Main part )**( Text).....

.....

**(last part )**( Text).....

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**(Conclusion and Discussion)**( Text).....

.....

## References

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	OECD. (2020, April 1) Policy Responses to Coronavirus (COVID-19): Women at the core of the fight against COVID-19 [Online]. Available: <a href="https://www.oecd.org/coronavirus/policy-responses/women-at-the-core-of-the-fight-against-covid-19-crisis-553a8269/">https://www.oecd.org/coronavirus/policy-responses/women-at-the-core-of-the-fight-against-covid-19-crisis-553a8269/</a>
<b>Magazine article online</b>	Author Surname, Initial. (Year, Month Date). Article title. Magazine title, volume number(issue number). URL
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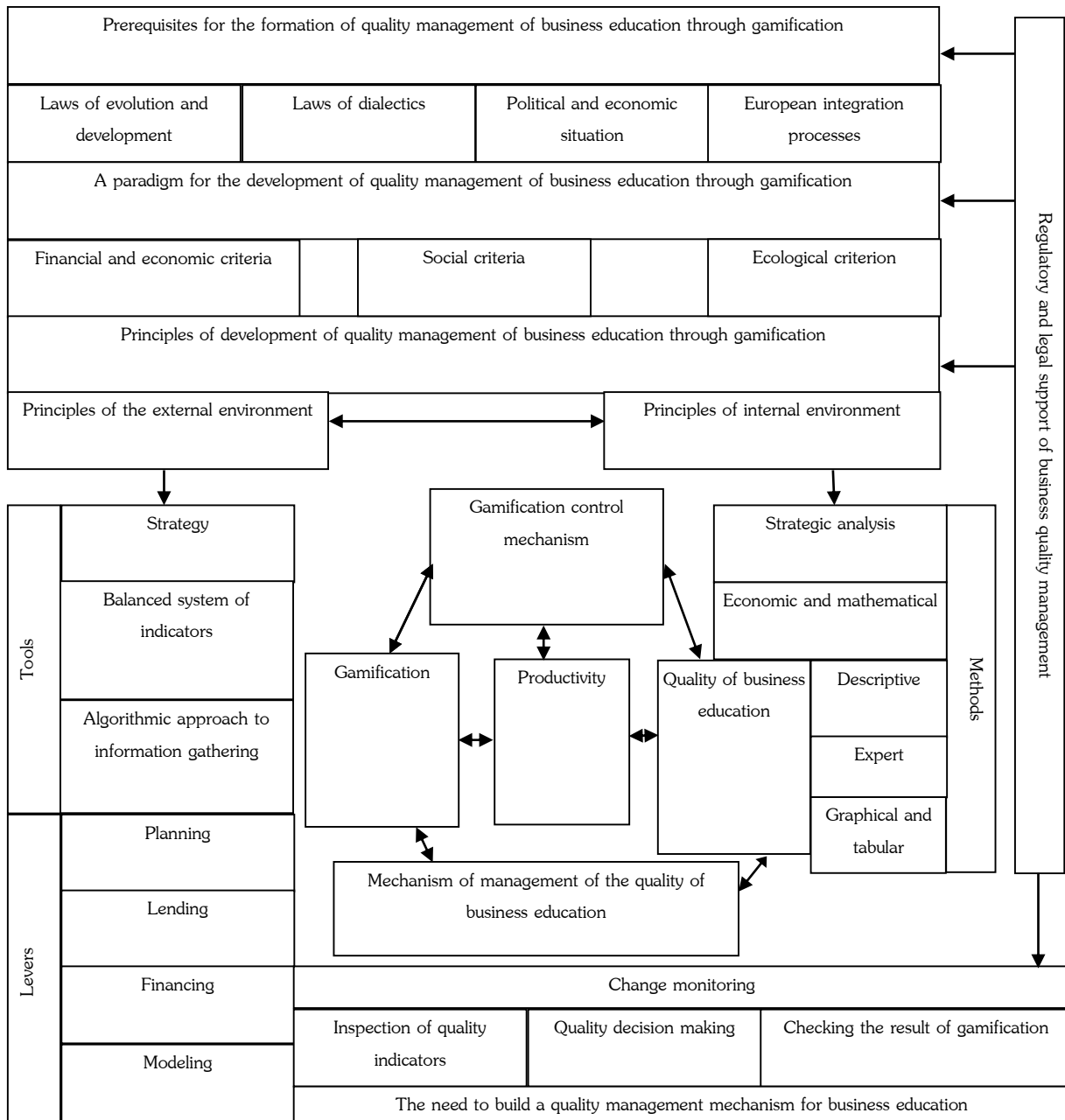
	<a href="https://www.newsweek.com/china-russia-bring-iran-pakistan-fold-face-afghanistan-1629992">https://www.newsweek.com/china-russia-bring-iran-pakistan-fold-face-afghanistan-1629992</a>
<b>Facebook post</b>	Author, A. (Year, Month Day). Text of post [Status Update]. Facebook. URL
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<b>Dissertation</b>	Author, A. (Year). Title [Type of Publication, Name of Institution]. Database/Archive. DOI/URL
<b>Thesis</b>	Asawai ,S.(1978) <i>The development of irrigation systems in Thailand from 1888 to 1950.</i> [ Master's thesis Chulalongkorn University] Chulalongkorn University.
	Hollander, M. (2017). <i>Resistance to authority: Methodological innovations and new lessons from the Milgram experiment</i> (Publication No. 10289373) [Doctoral dissertation, University of Wisconsin-Madison].ProQuest Dissertations and Theses Global
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<b>Conference papers</b>	Author, A. (Year, Month Date Range). Title [Paper Presentation]. Conference Name, City, State, Country.
	Haji-Yousefi, A. M.(2010, June2-3) <i>Iran's Foreign Policy during Ahmadinejad: From Confrontation to Accommodation.</i> [Paper Presentation ] the Annual Conference of the Canadian Political Science Association June 2-3, 2010, Concordia University, Montreal, Canada.

### Example figure



Figure 1. Figure title

large chart (JasmineUPC 12) medium chart (JasmineUPC 14)



**Fig. 2.** Mechanism of quality management of business education through gamification (Polinkevych & Kuzmak, 2023, p. 35).

**Table 1.** Table name. *large table(JasmineUPC 12) ,medium table(JasmineUPC 16)*

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### Writing formulas

The formulas used in this article should be either MathType or Microsoft Equation objects. They are JusmineUPC 14 in size. All formulas must be numbered in parentheses, right-aligned, and One line should be left before and after the formula

$$a = b + c \tag{1}$$

To describe the variables specified in the equation, use the JusmineUPC character size 14.

a means ....., b means ..... and c means .... .....

## **Instructions for Writing and Typing**

### **General Instructions:** g

Articles must be 7–20 A4 pages long, printed with Microsoft Word for Windows page settings, and have 2.5 cm top and bottom borders, 2.5 cm on the left and right, and 1 cm between. About 7 letters, then type the 8th character (1.52 cm) in the order of the topics. The first topic in the writing should be the opening, and if there are subtopics, they should be named using the decimal method.

