

**EXTRA-CURRICULAR ACTIVITIES ORGANIZING STRATEGY FOR PROMOTING THE
IDENTITY OF POSTGRADUATE USING COMMUNITY-BASED LEARNING, PHAYAO
PROVINCE IN THAILAND**

Kasidit Meeprom

University of Phayao, Thailand

Corresponding Author's Email: krueins@gmail.com

Abstract

This study aimed to examine the priority needs and develop strategies for organizing extracurricular activities to promote the identity of postgraduate students using community-based learning in Phayao Province, Thailand. The sample comprised graduate students from the School of Education, University of Phayao, across all academic years in the Educational Administration, Curriculum and Instruction, STEM Education, and Educational Innovation programs. The sample size was determined using Krejcie and Morgan's (1970) sample size table at a 90% confidence interval, and participants were selected through simple random sampling, resulting in a total of 67 participants. This study employed a mixed-research methodology. The research instruments included questionnaires (quantitative research), interviews (qualitative research), and assessments of suitability and feasibility. Data analysis included descriptive statistics (percentages, means, standard deviations), the Modified Priority Needs Index (PNImodified), and Pearson's Correlation Coefficient between Strengths and Opportunities (SO), Strengths and Threats (ST), Weaknesses and Opportunities (WO), and Weaknesses and Threats (WT). The findings indicated that the overall Modified Priority Needs Index (PNImodified) was 0.188. When ranked from the highest to lowest, the area with the greatest need was Handicrafts/Craftsmanship (PNImodified = 0.226), followed by Food (PNImodified = 0.201), while the area with the lowest need was Customs and Traditions (PNImodified = 0.162). Based on these results, three strategies were developed for extracurricular activity development.

Keywords: Extra-curricular Activities, Strategy, the Identity of Postgraduate, Community-Based Learning, Thailand

1. Introduction

Graduate education in Thailand encompasses learning and instruction beyond the bachelor's degree level, leading to Graduate Certificates, Graduate Diplomas, Master's degrees, and Doctoral degrees (Royal Institute Dictionary, 1999). The objectives of graduate education include achieving academic excellence; demonstrating outstanding performance in specialized fields of study; developing professional expertise and competency in the chosen discipline; fostering originality in thinking and the ability to initiate and implement new ideas as well as creating innovative bodies of knowledge or academic systems that benefit academia, communities, society, and the general public (Damrongsiri et al., 2022; Sutthadaanantaphokin et al., 2025). Essential qualifications for prospective students include holding a bachelor's degree from a government-accredited institution in the desired or related field; being in good health without conditions that impede academic pursuits; demonstrating proficiency in reading and writing foreign languages to access international textbooks and research; and possessing adequate preparation in other areas such as class attendance, time for independent research,

completion of assignments, financial resources for educational expenses, and effective time management skills.

Higher education institutions function as social institutions that play significant roles in national development by fostering societal strength as centers of wisdom and learning grounded in moral values. This has led to the continuous development of Thailand's educational system, including enhanced personal development for competitive positioning in the labor market, prompting higher education institutions to continually improve and refine their curricula (Channuwong et al., 2025; Sumyong, 2016). However, establishing an institutional identity for each higher education institution may require adaptation to rapid global changes. The School of Education, University of Phayao, Thailand, has organized its teaching and learning to align with post-COVID-19 global contexts, particularly emphasizing digitally focused extracurricular activities and increased use of educational technology. Nevertheless, maintaining institutional identity in accordance with the institutional vision remains essential.

Identity does not inherently exist within individuals or objects, nor does it naturally emerge alongside them. Rather, it is constructed and characterized by its continuously dynamic nature. Identity is formed through social processes and, once crystallized, may display stability, undergo modification, or even transform entirely—depending primarily on social relationships. In other words, identity involves understanding and perceiving who we are and who others are; it exists in how we perceive ourselves and how others perceive us, encompassing social processes of identity construction and transmission. Identity exists at both individual and collective levels. At the individual level, a person may possess multiple identities, such as gender, ethnicity, nationality, social class, occupation, and religion (Chimphalee, 2022). The School of Education, University of Phayao, is located in Phayao Province; thus, its learning management should emphasize developing a local identity by adopting a community-based approach. This approach aims to enhance the distinctiveness of the university's graduates through an understanding and appreciation of community identity. This aligns with the view of Ritthikup (2018), who stated that community-based learning activities are designed to promote learning and foster a sense of responsibility as members of the community, both by achieving the objectives of the curriculum and by meeting the goals established by the community itself—thereby contributing to sustainable community empowerment.

Therefore, fostering graduate students' development of institutional identity—as envisioned by each higher education institution—requires strategic development of extracurricular activities that support institutional missions and objectives. Strategy planning and formulation is primarily for organizations' survival, the implementation of the strategy is very critical as it requires the engagement (Wheelen & Hunger, 2012; Katangchol et al., 2023). This involves the use of SWOT analysis, which examines key strengths, weaknesses, opportunities, and threats (Louharungpisit & Panyasiri, 2023), as well as the application of TOWS Matrix for analyzing and formulating appropriate strategies (Siribanpitak, 2009). The researcher is interested in studying strategies for organizing extracurricular activities that enhance graduate student identity through community-based learning in Phayao Province. This approach enables the School of Education and collaborating faculties to design extracurricular activities that promote a clearer institutional identity among University of Phayao graduate students, aligned more closely with Phayao Province communities in Thailand.

2. Objective

1) To study the priority needs of extra-curricular activities organizing for promoting the identity of postgraduate using community-based learning, Phayao Province in Thailand

2) To study extra-curricular activities organizing strategy for promoting the Identity of postgraduate students using community-based learning in Phayao Province, Thailand

3. Methodology

This study employed a mixed-research methodology with the following details:

Phase 1: The population consisted of graduate students currently enrolled in the School of Education, University of Phayao, including 167 master's degree students and 50 doctoral degree students, totaling 217 students.

The sample comprised graduate students from the School of Education, University of Phayao, across all academic years in the Educational Administration, Curriculum and Instruction, STEM Education, and Educational Innovation programs. The sample size was determined using Krejcie and Morgan's (1970) sample size table at a 90% confidence interval, and participants were selected through simple random sampling, resulting in a total of 67 participants.

The research instrument was a questionnaire divided into three parts:

Part 1: General information of the respondents, using a checklist format.

Part 2: Current and desirable states of organizing extra-curricular activities to promote postgraduate identity through community-based learning in Phayao Province, Thailand, using a five-point rating scale.

Part 3: Additional suggestions, presented as open-ended questions.

The research instrument was developed to ensure quality and consistency with the study objectives, as follows:

1. Review relevant theoretical concepts, literature, and research studies, and collect information from nine communities in Phayao Province: Mueang Phayao, Chun, Chiang Kham, Chiang Muan, Dok Kham Tai, Pong, Mae Chai, Phu Sang, and Phu Kamyao Districts.

2. The questionnaire was designed in alignment with internal and external factors according to the operational definitions, using a five-point rating scale format.

3. Structural and content validity were analyzed to determine item-objective congruence (IOC) by having three experts assess the instrument. The results showed that all 130 items had IOC values of 0.67 or higher.

4. The questionnaire's reliability was tested using Cronbach's Alpha Coefficient for the entire instrument, yielding a reliability coefficient of 0.991. Ethical approval for research involving human participants was obtained from University of Phayao Human Ethics Committee.

The researcher analyzed and presented the data as follows:

1. The general information of the respondents was analyzed using frequency distribution and percentage.
2. The current and desirable states of organizing extracurricular activities to promote postgraduate identity through community-based learning in Phayao Province were analyzed using the mean and standard deviation.
3. The Priority Needs Index (PNI) was calculated and arranged in descending order based on the current and desirable states using the Modified Priority Needs Index (PNI_{modified}) (Wongwanich, 2019). The assessment results were analyzed for mean ($\bar{x}$) and standard deviation (S.D.) values, and the priority needs for organizing extracurricular activities to promote postgraduate identity through community-based learning in Phayao Province, Thailand, were ranked from highest to lowest to determine the mid-range of needs.
4. Internal factors were analyzed using the 7S McKinsey Model, comprising Strategy, Structure, Systems, Staff, Skills, Style, and Shared Values. The mid-range of the PNI_{modified} was 0.196; values above the mid-range were defined as weaknesses, whereas values below the mid-range were defined as strengths.
5. External factors were analyzed using the PEST Analysis, comprising Political, Economic, Social, and Technological factors. The mid-range of the PNI_{modified} was 0.197; values above the mid-range were defined as threats, whereas values below the mid-range were defined as opportunities.
6. All data were analyzed using the TOWS Matrix. Pearson's correlation coefficients were calculated among Strengths and Opportunities (SO), Strengths and Threats (ST), Weaknesses and Opportunities (WO), and Weaknesses and Threats (WT), with variance significance at the 0.05 level. Statistically significant correlations were then used to formulate development strategies.

Phase 2: Development of Extra-Curricular Activity Organization Strategies for Promoting the Identity of Postgraduate Students Using Community-Based Learning in Phayao Province, Thailand

Key informants were selected through group interviews. The researcher established criteria for selecting 16 informants: 4 lecturers from the School of Education, 4 support staff members, 4 postgraduate students, and 4 cultural experts from Phayao Province.

The results derived from the TOWS Matrix were used to analyze the situation and serve as a guideline for developing strategies for organizing extra-curricular activities to promote the identity of postgraduate through community-based learning in Phayao Province, Thailand, using group interviews.

The suitability and feasibility of the strategies for organizing extra-curricular activities to promote the identity of postgraduate using community-based learning in Phayao Province were assessed using the mean scores. Strategies with the mean between 4.50 and 5.00 were considered highly appropriate for formulation.

4. Results

General Status of the Respondents

A total of 67 individuals participated in the survey. Among them, 43 were female (64.18%) and 24 were male (35.82%). In terms of age, 47 respondents (70.15%) were between

21 and 37 years old, while 20 respondents (29.85%) were between 38 and 53 years old. Regarding their field of study, 48 respondents (71.64%) were enrolled in a master's degree program in Educational Administration, 5 respondents (7.46%) in Curriculum and Instruction, and 1 respondent (1.49%) in STEM Education. At the doctoral level, 10 respondents (14.93%) were pursuing a Ph.D. in Educational Administration, and 3 respondents (4.48%) were enrolled in Curriculum and Instruction.

The priority needs of extra-curricular activities organizing for promoting the identity of postgraduate using community-based learning, Phayao Province in Thailand.

Table 1: Mean, Standard Deviation, and Modified Priority Needs Index (PNI_{modified}) of Extra-Curricular Activities Organizing for Promoting the Identity of Postgraduate Using Community-Based Learning in Phayao Province, Thailand (Overall)

Extra-curricular Activities Organizing for Promoting the Identity of Postgraduate Students Using Community-Based Learning in Phayao Province, Thailand	PNI modified (n=67)	priority
1. Handicrafts/Craftsmanship	0.226	1
2. Food	0.201	2
3. Customs and Traditions	0.162	5
4. Performing Arts and Music	0.174	4
5. Tourist Sites with Historical Monuments and Artifacts	0.181	3
Overall	0.188	

As shown in Table 1, the overall Modified Priority Needs Index (PNI_{modified}) was 0.188. When ranked from highest to lowest, the area with the greatest need was Handicrafts/Craftsmanship (PNI_{modified} = 0.226), followed by Food (PNI_{modified} = 0.201). The area with the lowest need was Customs and Traditions (PNI_{modified} = 0.162). The mid-range value of the PNI_{modified} was 0.194.

Results of Internal and External Factor Analysis for Organizing Extra-curricular Activities that Enhance Graduate Student Identity Using Phayao Province Communities as a Learning Base

Internal Factor Analysis by Individual Items: This analysis comprised Strengths (S) and Weaknesses (W). Based on the PNI_{modified} mid-range of 0.196, values above the mid-range represent weaknesses, while values below the mid-range represent strengths. When analyzed by individual items, 11 strengths were identified. The three strengths with the lowest PNI_{modified} were as follows: Instilling in all learners an adherence to the real environmental conditions of Phayao's communities through collaborative teaching and learning practices (S1 = 0.167). Having faculty members and staff who contribute to the development of students' knowledge and skills in alignment with the community context of Phayao Province (S2 = 0.169). The capacity of administrators, faculty members, and staff to facilitate students' understanding of the unique characteristics of Phayao's communities through enhanced direct experiential learning in authentic settings (S3 = 0.172).

A total of 7 weaknesses were identified. The three weaknesses with the highest PNI_{modified} were as follows: Supporting coordination with local agencies and communities in Phayao Province to create opportunities for graduates to participate in addressing community needs ($W1 = 0.226$). Establishing relationships with local agencies and communities in Phayao Province through learning models that enable learners to engage directly with real-life community environments ($W2 = 0.214$). Supporting collaboration with local agencies and communities in Phayao Province to create opportunities for graduates to enhance their direct experiential learning ($W3 = 0.213$).

External Factor Analysis by Individual Items: This analysis comprised Opportunities (O) and Threats (T). Based on the PNI_{modified} mid-range of 0.197, values above the mid-range represent threats, while values below the mid-range represent opportunities.

When analyzed by individual items, 4 opportunities were identified. The three opportunities with the lowest PNI_{modified} were as follows: Technology plays a role in promoting research and learner development at the School of Education, enhancing students' awareness of participation in addressing the needs and problems of communities in Phayao Province ($O1 = 0.155$). Technology plays a role in promoting research and learner development at the School of Education by providing opportunities for direct experience in real community environments in Phayao Province ($O2 = 0.156$). The culture and traditions of Phayao Province align with the learning management models of the School of Education, allowing learners to engage with authentic community environments ($O3 = 0.156$).

A total of four threats were identified. The three threats with the highest PNI_{modified} were as follows: Economic and financial limitations in providing scholarship support for School of Education students to develop skills and attitudes through learning from real community environments in Phayao Province ($T1 = 0.239$). Government policy and governance play a supportive role in enabling the School of Education to design and implement instructional models that engage students in solving problems based on community needs ($T2 = 0.213$). Economic and financial limitations in providing scholarship support for School of Education students to participate in addressing community needs in Phayao Province ($T3 = 0.212$).

Table 2: Correlation Coefficients between Strengths and Opportunities (SO), Strengths and Threats (ST), Weaknesses and Opportunities (WO), and Weaknesses and Threats (WT)

Correlation Coefficients		Strengths (S)	Weakness (W)
Opportunity (O)	Pearson Correlation	.838	-.553
	Sig. (2-tailed)	.162	.447
	N	4	4
Threat (T)	Pearson Correlation	-.985*	.971*
	Sig. (2-tailed)	.015	.029
	N	4	4

*Correlation is significant at the 0.05 level (2-tailed).

As presented in Table 2, there is a statistically significant negative correlation between Strengths (S) and Threats (T), as well as between Weaknesses (W) and Threats (T). In contrast,

the correlations with Opportunities (O) are not statistically significant. Based on these results, the researcher formulated ST strategies by analyzing the correlations between internal strengths and external threats. Similarly, WT strategies were developed through the analysis of internal weaknesses and external threats. Therefore, the draft strategic plan consists of 18 main strategies.

The assessment results of the suitability and feasibility of the Extra-Curricular Activities Organizing Strategy for Promoting the Identity of Postgraduate Students Using Community-Based Learning in Phayao Province, Thailand

Overall, the suitability of the Extra-Curricular Activities Organizing Strategy for Promoting the Identity of Postgraduate Students Using Community-Based Learning in Phayao Province was at a high level (Mean = 4.360, S.D. = 0.643). The feasibility of the strategy was at the highest level (Mean = 4.559, S.D. = 0.854). Therefore, the completed strategic plan consists of three main strategies.

5. Discussion

Strategy 1: Strengthen the institution's credibility and legitimacy through strategic partnerships with external organizations to enhance academic excellence and foster recognition of educational quality. The focus is on community-engaged learning, with an emphasis on traditional handicrafts, craftsmanship, and food.

Accordingly, the School of Education, University of Phayao, should adopt the following guidelines: establish an Academic Co-Creation Committee comprising faculty members, students, community representatives, local wisdom keepers, and representatives from local government and the private sector. The committee should collaboratively define a code of ethics and develop a mutual agreement for joint operations. This collaboration aims to integrate community knowledge into the curriculum through Community-Based Learning (CBL) approaches. Elective courses should be developed in connection with local wisdom and practices, focusing on areas such as product development, branding, and online marketing. Examples include: wood carving from Mueang Phayao District, water hyacinth crafts from Mueang Phayao District, Tai Lue handwoven textiles from Phu Sang District, bamboo weaving and fermented fish (Pla Som) from Mueang Phayao District, traditional Kalamae (Thai-style sticky coconut toffee) from Ban Yuan, Chiang Kham District, Acharra-brand Kaep Moo (Northern Thai-style crispy pork rinds) from Dok Khamtai District, crispy bananas from Mae Chai District, and stuffed deep-fried Cavendish bananas from Chun District (Phayao Provincial Administrative Organization, 2024) (Praditsathaporn et al., 2017).

In addition, a shared knowledge base should be developed to ensure the sustainability of local wisdom by collecting and organizing academic information related to traditional handicrafts, craftsmanship, and food for community feedback and reflection (Mohammed Nasir Salihu, 2025).

Strategy 2: Develop a skill exchange and peer-support system among students under the supervision of faculty members. This initiative aims to promote mutual assistance, reduce reliance on external experts, and lower associated costs—particularly in areas related to traditional handicrafts, craftsmanship, and food.

Accordingly, the School of Education, University of Phayao, should adopt the following guidelines: A structured Skill Exchange System should be developed to foster communication, collaboration, and volunteerism among learners, particularly in the domains of handicrafts and culinary arts. The platform may be implemented as a website, a private

Facebook group, a LINE Official Account (OA), or a proprietary internal application. Core functions of the system include user profiling for skills offered and skills sought, scheduling and appointment features for skill exchange sessions, and an attendance confirmation system that records volunteer hours. Learners should also be given the opportunity to present their handcrafted or culinary products through a Pitch Showcase, serving as a platform to demonstrate the outcomes of their skill exchange experiences. This showcase could be conducted before faculty members acting as facilitators or integrated as a component of professional practicum courses in field experience. This aligns with Hui et al. (2023), who stated that the experiential learning method can significantly enhance students' production abilities. The empirical data on students' learning achievement and production performance confirmed the research hypothesis.

Strategy 3: Reduce the frequency of high-cost physical showcase events and transition to online presentation platforms, while maintaining a continued focus on handicrafts, craftsmanship, and food.

Accordingly, the School of Education, University of Phayao, should adopt the following guidelines: Traditional craftsmanship skills and local foods specific to Phayao Province should be presented through an online exhibition model. Instead of confining such engagement to formal coursework or end-of-program ceremonies, monthly online discussion forums should be introduced as a continuous platform for dialogue, reflection, and knowledge exchange. These activities are designed to highlight the integration of local cultural identity into students' professional and creative expressions. To ensure accessibility and ease of participation, user-friendly platforms such as Facebook Pages, YouTube, the faculty's official website, and Google Sites should be utilized. Each session should be organized around a thematic focus, allowing for in-depth discussion and continuity of learning over time. In parallel, students should participate in capacity-building workshops on culturally sensitive digital media production. To evaluate the quality and impact of student work, an online assessment system should be developed. Evaluation criteria should focus on creativity, community impact, and value creation—particularly on how student projects contribute to local identity, cultural preservation, and sustainable community development (Chen et al., 2021). This approach not only enables more meaningful assessments but also positions students as active agents in the co-creation of cultural and social capital within their communities (Smeda et al., 2014).

6. Conclusion

The formulation of strategies based on the analysis of strengths, weaknesses, opportunities, and threats, followed by the application of the TOWS matrix using statistically significant Pearson's correlation coefficients, produces strategic outcomes that enhance the School of Education, University of Phayao. These outcomes enable the school to develop outstanding potential and advance toward becoming a leading educational institution with active community engagement, capable of systematically integrating local wisdom with academic excellence through well-defined strategic directions. The three proposed strategies collectively aim to strengthen institutional credibility, foster sustainable partnerships, and empower students through experiential learning. First, by establishing an Academic Co-creation Committee; Second, through the development of a Skill Exchange and Peer-Support System; and third, by transitioning from costly physical exhibitions to sustainable digital platforms that emphasize creativity, cultural value, and community impact in the areas of traditional handicrafts, craftsmanship, and food.

7. Recommendation

Future studies should explore models of extra-curricular activity organization for promoting the identity of undergraduate students through community-based learning in Phayao Province. It is also recommended that comparative studies be conducted across different regions to enhance the identity of postgraduate students through community-based learning in Thailand.

7. Acknowledgment

This research was funded by the School of Education, University of Phayao Revenue Budget, in the Year 2023. This research was approved by Human Ethics Committee.

References

1. Aromkliang, T., & Chatraphorn, S. (2014). Sustainability of local wisdom transferring on Lanna Food. *Kasetsart Journal of Social Sciences*, 35(2), 189–205. retrieved from <https://so04.tci-thaijo.org/index.php/kjss/article/view/247233>
2. Certo, S. C., Peter, J. P., & Ottensmeyer, E. J. (1995). *Strategic management: Concepts and applications* (3rd ed.). Austin, TX: Austen Press.
3. Channuwong, S., Tongvijit, M., Wisedchai, A., Dejnaron, A., & Sergey, L. (2025).
 - a. Total quality management influencing sustainable organization development
 - b. of Thai universities. *TPM-Testing, Psychometrics, Methodology in Applied Psychology*, 32(R2), 615-613.
4. Chen, T.-L., Lai, W.-C., & Yu, T.-K. (2021). Participating in online museum communities: An empirical study of Taiwan's undergraduate students. *Frontiers in Psychology*, 11, Article 565075. <https://doi.org/10.3389/fpsyg.2020.565075>
5. Chimphalee, S. (2022). *Cultural identity of old market communities: A case study of Talad Noi community, Bangkok* (Master's thesis). Thammasat University.
6. Damrongsiri, T., Harnphanich, B., Snongtaweepon, T., Channuwong, S.,
 - a. Benjawatanapon, B., Raktakanishtha, P., Vongsurakrai, S., Siribensanont, C.
 - b. (2022). Leadership of administrators for improving mission implementation of
 - c. Thai private higher education institutions. *Journal of Positive School Psychology*, 6(9), 2558-2568.
7. Hui, W., Nilnopkoon, P., & Klangphahol, K. (2023). Effect of learning management using experiential learning method on the students' production ability of purple clay teapot. *International Journal of Sociologies and Anthropologies Science Reviews (IJSASR)*, 3(2), 187–196. <https://doi.org/10.14456/jsasr.2023.27>
8. Katangchol, S., Channuwong, S., & Snongtaweepon, T. (2023). The model of human resource management for organizational sustainability in the new normal age. *International Journal of Advanced Research*, 11(3), 156-166.
9. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607–610. <https://doi.org/10.1177/001316447003000308>
10. Louharungpisit, A., & Panyasiri, C. (2023). Swot analysis and Tows Matrix for formulation strategy of Thai Orchid Export under The Non-Tariff Trade Barriers

- (NTBS). *Research Community and Social Development Journal*, 17(1), 69–83. <https://doi.org/10.14456/nrru-rdi.2023.6>
11. Phayao Provincial Administrative Organization. (2024). *Phayao Arts & Creative Festival 2024*, Phayao Province.
 12. Praditsathaporn, C., Duangtip, E., Ittiin, N., Pinphu, M., & Wongkhinee, W. (2017). *Phayao local food recipes: Transmission of local wisdom and nutritional values*. *Area Based Development Research Journal*, 9(4), 297–313. Retrieved from <https://so01.tci-thaijo.org/index.php/abcjournal/article/view/106383>
 13. Ritthikup, W. (2018). Community-based learning: Effective pedagogy strategies for teachers in the 21st century. *Graduate Journal, Chiang Rai Rajabhat University*, 11(3), 179–190.
 14. Salihu, M. N. (2025). Knowledge management in the digital era: Leveraging technology for effective organizational performance. In *Proceedings of MakeLearn 2025: Accelerated innovation (AI); sustainability for better humanity* (pp. 21–24). International School for Social and Business Studies. <https://doi.org/10.14456/makelearn.2025.49>
 15. Siribanpitak, P. (2009). *Educational administration and management for a small world: Concepts and principles of strategic planning*. Bangkok, Thailand:
 16. Prikwan Graphic Co., Ltd.
 18. Smeda, N., Dakich, E., & Sharda, N. (2014). The effectiveness of digital storytelling in the classrooms: A comprehensive study. *Smart Learning Environments*, 1, Article 6. <https://doi.org/10.1186/s40561-014-0006-3>
 19. Sumyong, N. (2016). *A study of graduate quality according to the national higher education qualification framework and the identity of graduates: Phibulsongkram Rajabhat University, academic year 2015* (Master's thesis). Phibulsongkram Rajabhat University, Thailand.
 20. Sutthadaanantaphokin, K., Channuwong, S., Moolngearn, P., Luangsmarnkul, P., &
 21. Wang, S. (2025). Transformational leadership influencing mission
 22. implementation of Thai Universities. *Sciences of Conservation and*
 23. *Archaeology*, 37(3), 58-67. <https://doi.org/10.48141/sci-arch-37.3.25.7>
 24. Wheelen, T. L., & Hunger, J. D. (2012). *Strategic management and business policy: Toward global sustainability (13th ed.)*. London: Pearson.
 25. Wongwanich, S. (2019). *The development of needs assessment*. Bangkok: Chulalongkorn University Press.