



Future Scenario for Participatory Management in Vocational Training Centers in the Southern Border Area of Thailand (2018-2027)

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Economic and identity conflicts have long plagued the southern border areas of Thailand. To ease tensions and problems affecting not only the local population but the unity of the nation, it is necessary to introduce measures to develop these areas while preserving their independence and cultural identity. Vocational training centers can help improve livelihood of this community by developing the skills and marketability of the workforce, but their number and the scope remains inadequate. This research uses the Ethnographic Delphi Futures Research technique to study future scenarios of participatory management for vocational training centers in this region. Findings show that collaboration and communication between local and federal agencies, as along with adequate decentralization of authority and responsibilities and inclusive participation in decision-making, are necessary for successful participatory management in vocational training centers in the southern border provinces of Thailand and in turn increase motivation for local stakeholders and establish appropriate and relevant policies.

Key words: *educational administration, participatory management, training centers, vocational education*

1. Introduction

According to Thailand's National Education Plan for 2017-2036, the national education management framework aims to provide education for all Thais to allow them equal access and opportunities in quality education. The state organizes education to development skills, manpower and jobs in line with the needs of the labor market. In the midst of a rapidly changing world in the 21st century, education plays an important role in fostering a nation's ability compete on the world stage. The workforce must have competence to meet the needs of the labor market for economic and social development. The development of the country, according to the 20-year national strategy and the Thailand 4.0 strategy, calls for a higher proportion of vocational learners as well as a higher number of science and technology learners and for the workforce in various fields to be raised to a professional level of qualification. An adequate number of vocational and higher education institutions providing courses for students to develop skills to meet this need, alongside a network of cooperation between states, private institutions professional associations and agencies, is necessary to generate productivity, innovation and economic value in national development.

However, the southern border area of Thailand has been adversely affected by unrest since 2004 to the present, greatly affecting economic, social, and educational stability. A study of the guidelines for the development of governmental agencies tasked with addressing Thai-Muslim youth in the three southernmost provinces of Thailand had 3 urgent recommendations in regard to education:

1. Institutions must develop teachers in public educational institutions to have qualifications and expertise in the fields taught and not have a patronage system.
2. The government must focus on education in response to the labor market and promote knowledge and understanding of youth and their families.
3. The Ministry of Education should dispense with the policy of prohibiting schools from exposing problematic and unruly students and should implement a suspension policy to place such students under the care of their parents until their behavior improves.

To address problems stemming from the unrest in the southern border provinces in the educational dimension, The Ministry of Education and The Vocational Education Commission established district vocational training centers in the area. From the 2010 to the present, a total of 22 such centers were established to cover the special development zone of the southern border provinces in Satun, Pattani, Yala, Narathiwat and the 4 districts of Songkhla Province consisting of Chana, Nathawi, Thepha and Saba Yoi. These centers are to develop vocational education, offer vocational certificates and provide short-term professional training according to local needs in order to generate income for the people in the area, raise the standard of labor skills and to create access and opportunities for young people in these remote areas to



vocational education. Attention is also given to increasing the number of vocational students according to the needs of the labor market in the AEC era.

Creating these opportunities for young people in the southern border provinces, especially giving access to vocational education, is aimed at solving the area's unemployment problem and reducing poverty as steps toward addressing the violence that has plagued this region. The participatory management approach utilized in these district vocational training centers include elements focusing on collaboration, communication, decentralization, motivation and decision making while applying the PDCA Quality Cycle (Plan-Do-Check-Act) in practice to operate in accordance with the objectives of the centers, to enable efficient and effective operations, as well as to foster sustainability by providing opportunities for all stakeholders to express opinions and actively participate (Tague, 2004).

2. Literature Review

2.1 Participatory Management

Participatory management is an administrative process that values common thinking and decisions (Robbins et al., 2013) that utilizes inclusive decision-making within an organization and shares among its members authority and responsibility to make appropriate decisions toward common goal that will benefit the organization (Elliot & Devine, 1994). Opportunities for personnel to participate in decision-making decisions and decentralization lead to the development of more efficient operations and the potential for greater success (Cho & Kim, 2014) and also results in motivation to improve performance. Levin & Schrum (2014) added that school administrations should target implementing decentralized decision-making in order to better meet goals, as it will increase the efficiency of personnel (Somech, 2002). For educational institutions, participatory management fosters administration that is efficient, of high quality and effective, where decentralization allows personnel ranging from directors, heads of departments, teachers and staff to be involved in decision-making together and includes the following components:

2.1.1 Collaboration

In successful operations, individuals must coordinate with one another and share information in order to integrate collaborative goal-setting, planning, decision-making and problem-solving.

D'Amour, et al. (2005, pp. 118-119) proposed the following elements as core to the concept of collaboration:

1. Sharing of values, information, responsibilities and decision-making
2. Partnership which includes recognition of both the needs of the job and of other people

3. Interdependence which will benefit the entire organization rather than only its individual segments
4. Power distribution based on knowledge and experience rather than duties or positions
5. Dynamic processes such as negotiation and compromise

Furthermore, positive interdependence, face to face interaction, individual accountability, social skills and group work are also key to successful collaboration (Johnson, Johnson & Stanne, 2012). Basically, collaboration is the idea of people working together with mutual purposes and goals in mind with a common vision for the success of the organization.

2.1.2 Communication

Communication is an important social process for human beings and is used in different ways. It is the process of conveying a message from a sender to a recipient (Rogers & Shoemaker, 1971), a common understanding of information (Surason, 1998) a process by which one person uses stimuli, typically spoken or written but also implied, to change the behavior of another person (Hovland et al., 1953) and also a means by which humans connect thoughts and feelings to one another in order to create interdependent responses (Kaewchampa, 2004).

Wirach Sanguanwongwan (2004) defined communication as a transfer and understanding of meaning successful only when it can affect the recipient's understanding. Communication can be of an interpersonal, group or corporate nature.

According to Thitipop Chayathawat (2005), communication is the delivery of information and the transmission of meaning from one party to another through the use of mutually acceptable symbols through various means of delivery.

In addition to this, Wanchai Meechat (2005) concluded that communication is a process of transferring knowledge, thoughts, understanding and feelings between individuals.

Therefore, communication can be concluded to be a broadcast of information using symbols which are passed on through a medium that connects two or more parties to one another to achieve mutual understanding.

2.1.3. Decentralization

It is important for governing parties to delegate authority to local agencies in order for communities to make decisions and act for themselves. Decentralization refers to the distribution of responsibilities from a central government to other organizations to provide public services with reasonable autonomy. Decentralization can occur in different ways, be it by territory, services or administrative powers but it is important to remember that it is a delegation of authority rather than full independence from the supervision of the central government (Kanjanaadul, 1995).

Decentralization gives various localities the power to manage many aspects of their own affairs, as opposed to giving powers solely to the federal government. Local administrations maintain the right to manage sectors specific to their communities at large, including public utilities, education, the environment, arts and culture while the federal government maintains authority over national affairs such as the military and foreign relations (Chareonmuang, 1993).

Decentralization is a cornerstone of democracy, where participation not only gives people a stake in government but also facilitates education in political affairs and democratic principles while keeping in mind local interests. It can give people knowledge and skills pertaining to self-management and lessens dependence upon a centralized government alone to institute and enact policies affecting local communities.

In this manner, decentralization also lightens the burden of governance from the federal government, delegating powers and responsibilities specific to local issues to local governments to handle. As such, decentralization is important especially in rural development and encourages participation in self-government while allowing communities to preserve their distinct identities and independence.

2.1.4 Motivation

Motivation is a very common term, but it is sometimes not used precisely. The word "motivation" comes from the Latin verb "movere," which corresponds to the English word "move" and refers to something that influences or induces a person to an action (Kidd, 1973: 101), to meet certain needs (Lovell, 1980). It may also serve to enhance behaviors needed to achieve a desired goal (Domjan, 1996).

Simply put, motivation is a deliberate stimulus or process by which a one is compelled to act or struggle toward a certain purpose and naturally is an area of interest in management. Motivation and subsequent behaviors can result from a number of factors. The desire to meet certain needs clearly serves to motivate behaviors and actions necessary to achieve such needs. The expression of needs of course varies in different societies according to the customs, traditions and culture and people within the same society may also demonstrate different behaviors as a result of their own personal learning and experience. A second consideration is interests. If one is interested in something, one will choose to exercise behaviors to achieve satisfaction or to produce results. Also affecting behavior are values, be they economic, social, beauty, ethical, academic or otherwise, which act as driving forces for conforming behavior. Different levels of expectations cause different levels of impulses, and people who set their expectations high will put forth more effort than others. Attitudes, perceptions and prejudices also have effects on behavior, especially affecting positivity and dedication. Therefore, behavior can result from many driving forces at once, for example concentrating on work to both raise one's salary and also to gain prestige, admiration and acceptance from others.



Motivation can have both intrinsic and extrinsic characteristics. Intrinsic motives are the impulses from within a person, such as attitudes, thoughts, interests, intentions, personal satisfaction and personal needs. For example, workers who view an organization as an essential and beneficial part of life for both themselves and their families will be loyal to that organization. In some of these instances where the organizations find themselves operating at a loss, it is possible to reduce compensation, which in this case is not a primary motivation, and ask employees to play a part in reducing expenses. Extrinsic motives are the external impulses that induce a behavior perhaps a reward. This incentive, such as fame, rewards or praise, is not permanent and people who act in response to such incentives do so only in the pursuit of measures of compensation.

Motivation may result from desires, drives, stimuli, expectations or even suppression, of which is the subject may be either aware or unaware. Due to the complexity of human behavior, this inducement of behavior has no fixed rules and the same motives can lead to different behaviors while different motives can result in the same behavior.

A need or desire occurs when one is imbalanced, resulting in impulses that drives one to act to balance themselves, for example, when one feels tired one may lie down or sit back. Needs and desires also have a large influence on behavior and motivate people to act to achieve their intended purpose. Different types of needs and desires that can cause either physical motivation, centered around the need for food, water, rest, protection, safety, enjoyment and the like or the more complex social motivation, which is based on the need to coexist as desired with others as influenced by environment and culture. These motivations are geared toward the attainment of various desired outcomes, which themselves are determined by factors such as drive, incentives, arousal, expectations and goals.

Drives are influenced by both physical demands and internal stimuli often go hand in hand. With demand. For example, if the attendees in a meeting are hungry and tired, this might impact the effectiveness of the meeting, as there may be conflicts of interest or a rush to adjournment. Incentives are external and induce one to act on a specific purpose. For example, employee attendance and performance may be incentivized by awards or recognition. Arousal is a condition of alertness and readiness to act, resulting in better outcomes. Expectations also influence motivation. For example, an employee's expectation of a bonus may influence performance. However, if an expected outcome is not delivered, it may lead to dissatisfaction and frustration in the workplace and negatively impact morale. Living up to agreed-upon conditions and expectations is a driving force behind behavior and benefits both the employee and the organization.

2.1.5 Decision Making

There are many views and theories pertaining to decision-making.

The Rational Comprehensive Theory is based on economists' conceptions regarding the rationale behind individual decisions and theories of rationalization as developed by mathematicians, psychologists and other social scientists. Decision makers must be able to distinguish between different problems and have a good understanding of relevant goals, values, or objectives while also clearly prioritizing between them and considering various troubleshooting options. Results, costs, benefits, advantages and disadvantages possibly incurred from these decisions must also be examined in order to will most effectively serve an organization's goals, values or objectives. Practical realities impact decision-making, such as constraints resulting from time, availability of accurate and reliable information and the complexity of forecasting future conditions. Decision makers may also be faced with lack of consensus or conflict between individual and organizational values, making it difficult to consider alternatives. Additionally, investments from past policies or projects may have to be abandoned, resulting in considerable losses. There may also be a lack of cohesion among decision makers themselves, a natural product of different opinions and values among people. These limitations and obstacles must be clearly understood and considered (Thanyawong, 1997).

The Incremental Theory a decision theory aimed at avoiding specific problems arising from governmental decision-making processes. Decision makers will only consider three to four important options to address a problem, and only important outcomes are considered while assessing these alternatives. Decision makers must continually redefine the problems and Incremental Theory allows a more streamlined and feasible approach problem solving but is sometimes criticized as being only an immediate solution and failing to address the root causes of problems.

The Mixed Scanning Theory allows decision makers to take advantage of many theories based on the needs of different situations as differing problems may require a combination of problem-solving methods (Etzioni, 1967).

The Policy Decision-Making Model for Thai Socio-Political Context is a model used in the analysis of policy decisions by Thai scholars. In this model, decision makers must first consider the conditions within which a problem occurs, such as current economic or societal situations, and then determine the root cause of said problem. Some problems may have a multitude of causes in which case they will need to be determined which will need to be prioritized. After this determination is made, decision makers must then consider the laws, policies and measures available under the state to address the problem as well as the associated costs and time that will be necessary to solve the problem. If acceptable measures are already available, it serves as a basis for making better decisions. Decision makers can then determine desirable objectives

and appropriate actions to take to solve the problem while at the same time considering supporting factors and obstacles to such a proposal as well as analyzing the impact of social, economic and political patterns potentially impacting the proposed solution.

Several scholars have divided the decision-making process in different ways.

Arphorn Phanjansawang (1982) summarized decision-making in 4 steps:

1. Consider what the actual problem is exactly
2. Consider options for making decisions
3. Evaluate which option is the best choice
4. Decide on alternatives to be utilized

Chamnong Prai Yamkae (1986) proposes the following steps to be incorporated into the decision-making process:

1. Gather as much appropriate information as possible
2. Evaluate and compare data in order to separate truths from points of view until real causes can be clearly seen
3. Set options and solutions for situations and problems
4. Establish the criteria for selecting the best approach or alternative
5. Determine objectives and goals
6. Carefully plan processes and operations
7. Execute measures until desired results are achieved

According to Herbert Simon (1965), the decision-making process incorporates four steps:

1. Search for news, information and details
2. Design activities and establish options
3. Decide on a specific path from the various choices
4. Evaluate and review the options that have been selected

Similarly, Flippo's decision-making process (Parinusorn, 2000) also outlines four steps:

1. Investigate the facts and determine the issues that need to be decided and determine how they impact the organization while narrowing down the scope of the problem and the way in which it can be diagnosed
2. Devise possible solutions and select best alternatives from the final considerations
3. Analyze the selected alternatives
4. Consider the benefits and disadvantages of the alternatives and choose the method that is best

Furthermore, Arun Raktham (1991) outlines the rational process of decision-making as having the following components:

1. Understanding the issue
2. Determining and finding solutions to problems
3. Analysis of alternatives
4. Comparison of each option
5. Choosing the solution that best solves the problem

Put simply, the decision-making process should consist of 4 steps: identification of the actual problem, gathering information and supporting reasons, evaluation of options and decision-making based on the most feasible options. Determining what is the real problem and related contexts is the first thing that needs to happen. Following that determination, decision makers must search for alternatives and consider possible solutions. Once these alternatives are established, they must be evaluated in order to ascertain the best and most appropriate method based on information gathered and careful judgment. From these alternatives, the choice must be made as to which alternative best addresses the problem while also prioritizing other options (Yusook, 1994).

Gathering intelligence and problem identification builds certainty and gives insight and understanding toward the actual causes of the problem in order to determine adequate solutions. This acquired information needs to be evaluated for relevance, correctness and accuracy.

The subsequent determination of alternatives should attempt to cover a number of ways to solve the problem in that every choice may help us to resolve the issue with differing specific advantages and disadvantages. From this determination, a sound decision on the best alternative can be made (Chamnong, 1982).

Decisions can also be divided into different types. A decision with a known outcome can be considered a “decision with certainty” while a decision with a calculated risk can be considered a “decision with measured risk.” Decisions where the results are not known or more difficult to calculate should be considered as “decisions with uncertainty.” These degrees of differing certainties impact the establishment of differing strategies (Paorohit, 1985).

It can be concluded that a decision-making is a process or a step starting from considering what is the problem and involves gathering information, evaluating the alternatives and choosing from alternatives to implement in solutions.

2.1.6 The Deming Cycle

The Deming, or PDCA, Cycle is a philosophy developed by Dr. William Edwards Deming based on concepts of Dr. WA Shewhart which has 4 steps: Planning, Doing, Checking, and



Action (Lertthaitrakul, 2011) and also referred to alternatively as the PDSA (Plan-Do-Study-Act) Cycle or the Shewhart Cycle (Tague, 2004).

The concept of the Deming Cycle as a quality control process to be applied in management has been popularly adopted by many organizations (Pietrzak & Paliszkiewicz, 2014). The clear establishment of a plan, implementation of said plan according to the established steps, evaluation or checking of policies and measures to assess the adequate achievement of objectives and continual development and correction give clear guidelines in how to administer processes within an organization, reflect on performance, achieve sustainability and meet objectives (Moen & Norman, 2010; Maruta, 2012).

The planning phase of the Deming Cycle devises a framework for what needs to be changed or developed in order to solve operational problems and considers what information is needed for such solutions. Following that, measures according to the plan are implemented and evaluated or checked. This process is crucial and must be given adequate attention, as audits increase awareness of the practices and their effectiveness in achieving the goals or objectives set. It must be determined what precisely will be examined and how often so that the information gathered can be useful for actions which will affect development and continuity. The investigation should reveal whether results are as planned not so that guidelines and practices can be standardized (Thiensutta, 2008).

All these viewpoints concur that the steps of the Deming Cycle are basically “planning” (P), which means the definition of objectives and methods to be implemented in order to achieve specific goals, “doing” (D), which means the implementation of the process according to the plan, “checking” (C), which means examining and evaluating the results of the process implementation and “action” (A), which means taking appropriate action to improve systems and methods for efficient management and continuous development.

3. Background

Principles and rationale for establishing a district vocational training center in the southern border provinces.

In the southern border provinces of Thailand, a large number of people are impoverished, unemployed, and lack access to services. There exist only 18 vocational education centers to provide vocational education, much less than the number needed to service to population of the area. In remote districts, this lack of adequate attention, exacerbated by the inconvenience posed by limited transportation options has fostered the belief among the populace that they have been neglected by the government, a situation that has led to much misunderstanding. It is necessary for the state to increase attention to and expand services for people in remote districts, especially access to adequate vocational education as it will help people find employment and ease the strife caused by bitterness and poverty. Opportunities can be given

to those living in districts bordering neighboring countries through improved education, as Thai workers traveling to work in those countries can upgrade their professional and language skills and be more competitive. Therefore, the establishment of professional learning center in these areas are of clear benefit.

3.1 Administrative Structure of District Vocational Training Centers

It is the responsibility of the executive committee of the district vocational training centers in the southern border provinces of Thailand to set goals, policies and strategies for the development of district vocational training centers, consider and approve the development plan for district vocational training centers, allocate personnel for such centers, set plans admissions and curricula expansion corresponding to local and community needs, supervise and monitor the performance of district vocational training centers, seeking cooperation and funding, consult on the administration of such centers and attend to other pertinent matters in the southern border provinces.

Administration of the district vocational training centers in the southern border provinces of Thailand involves appointing a district professional training center management committee, implementing district vocational training centers in these provinces as well as disseminating knowledge and information about possible career paths to interested people, establishing work plans, calendars or events, project proposals and performance reports, overseeing budget disbursement, monitoring, supervising, and evaluating performance of the training centers, organizing and coordinating educational initiatives with the local community, seeking financial and human resources and providing advice and clarification pertaining to policies and processes to district personnel. The District Vocational Training Center are to be looked upon as institutions for self-study and professional service to the community which promote local religion, art, culture, values and traditions and bolstering workforce skills and employability through business networking and educational management.

As such, the general goals of the district vocational training centers in the southern border provinces are to create educational opportunities for the local population, contribute to the economic development of the area, expand services to remote areas and develop careers for local workers to be on par with the standard of neighboring countries.

4. Objective

The objective of this study is to study the future scenario for participatory administration of district vocational training centers in the southern border provinces for the next decade (2018-2027).

5. Methodology & Materials

The methodology applied for this study was the conducting of a future study into district vocational training centers in the southern border provinces for 2018 to 2027 using the EDFR (Ethnographic Delphi Futures Research) technique in the following steps:

1. Form a panel by selecting from a group of experts possessing knowledge, skills and expertise in administering vocational training centers in the southern border provinces using purposive sampling, resulting in a sample group totaling 17 people
2. Determine trends and create tools for research using structured interviews and data synthesis via content analysis and questionnaires
3. Conduct the first round of EDFR with experts utilizing interviews or sent questionnaires
4. Collect and analyze the information obtained in the first round.
5. Conduct the second round of EDFR giving each expert statistical feedback from the collective group including percentage, median and interquartile range. The group's interquartile range was appended to original answers and subsequent request for each expert to reconsider
6. Conduct the third round of EDFR
7. Reach conclusions by presenting trends within the consensus based on established criteria and discuss research findings

The research instrument utilized was a semi-structured interview form about the future scenarios of participatory management of district vocational training centers in the southern border provinces in the next decade (2018-2027) to allow experts to freely respond and express their opinions and for the researcher to analyze and synthesize data to create a tool for the Delphi technique. The researchers set the framework for the interview to focus on collaboration, communication, decentralization, motivation and decision-making aspects of participatory management, with questionnaires using the Likert scale. Responses received from experts in the data collection process were analyzed in respect to future scenarios of participatory management of the district vocational training centers in the southern border provinces of Thailand in the next decade (2018-2027).

6. Results

The results of the study into future scenarios of participatory management in district vocational training centers in the southern border provinces of Thailand in the next decade (2018 - 2027) are as follows:

In terms of collaboration in future scenarios of participatory management, research results showed that experts were in agreement at the highest level regarding participation in operational development ($M_d = 5.0$, $IR = 0$), participation in planning, media, materials and

equipment (Md = 5.0 IR = 1), participation in planning and assigning teacher qualifications (Md = 5.0, IR = 1), participation in curriculum development (Md = 5.0, IR = 1), participation in teacher selection (Md = 5.0, IR = 1) and participation in facilities management (Md = 4.0, IR = 1).

In terms of communication in future scenarios of participatory management, research results showed that experts were in agreement at the highest level regarding presentation of evaluation results for performance verification (Md = 5.0, IR = 1), expressing opinions pertaining to operations (Md = 5.0, IR = 1), planning and scheduling the use of media, materials and equipment (Md = 5.0, IR = 1), defining teacher qualifications (Md = 5.0, IR = 1) and at a high level regarding the development of the center (Md = 4.0, IR = 1) and setting guidelines for the selection of teachers (Md = 4.0, IR = 1).

In terms of decentralization in future scenarios of participatory management, research results showed that experts were in agreement at the highest level regarding decentralization and delegation of responsibilities in policy-making (Md = 5.0, IR = 1), development (Md = 5.0, IR = 1), evaluation of work (Md = 5.0, IR = 1) and use of materials and equipment (Md = 5.0, IR = 1) while agreeing at a high level in regard to participation in facility management (Md = 4.0, IR = 1) and resource and media procurement (Md = 4.0, IR = 1).

In terms of motivation, in future scenarios of participatory management, research results showed that experts were in agreement at the highest level regarding completion of course evaluation (Md = 5.0, IR = 0), development (Md = 5.0, IR = 0) setting the direction of work (Md = 5.0, IR = 0) and implementation of the curriculum as planned (Md = 5.0 IR = 1) while agreeing at a high on curriculum management (Md = 4.0 IR = 0) and facility management (Md = 4.0 IR = 1).

In terms of decision making (Decision), research results showed that experts were in agreement at the highest level regarding proposing guidelines for planning and setting vocational training courses (Md = 5.0, IR = 1), establishing vocational training center courses (Md = 5.0, IR = 1), considering the purchase of media and equipment (Md = 5.0, IR = 1), considering the method of evaluation of vocational training courses (Md = 5.0, IR = 1), making recommendations to procure and develop media, materials and equipment (Md = 5.0, IR = 1), advocating policies (Md = 5.0, IR = 1) and making operational considerations (Md = 5.0, IR = 1), while agreeing on a high level regarding work evaluation (Md = 4.0, IR = 1).

7. Discussion and Conclusion

From the results, it is clear that collaboration and communication between local and federal agencies, as well as adequate decentralization, are essential for participatory management in district vocational training centers in the southern border provinces of Thailand. This, in



addition to allowing active participation in the decision-making process will increase motivation for local stakeholders and make policies appropriate and relevant.

Collaboration begins at the planning stage through execution, assessment and amendment, pertaining to myriad issues such as personnel, resources and infrastructure. Specific to education, this involves not only the hiring of qualified teachers and curriculum development, but also ancillary issues such as facility management and maintenance.

Clear communication will facilitate this active participation in the centers' operations, allowing stakeholders at all levels to take part in planning, setting of guidelines, scheduling, hiring, marketing and resource allocation, as well as freely and safely expressing opinions on policies and operations.

Decentralization allows for independence and autonomy to allow local agencies to be effective without too many bureaucratic constraints and would foster more responsibility and sense of ownership on the local level as affected parties will feel that they have direct control over issues affecting their communities and will spur development.

This will in turn motivate more active participation in the governing and development of local communities and address the societal ills that have resulted from disenfranchisement. Furthermore, encouraging local stakeholders to have active participation in decision-making processes that affect their livelihoods, especially in educational initiatives, will have positive impact on the socio-economic conditions affecting the southern border areas, helping to ease them by making the population more skilled and employable.

The establishment of vocational training centers and the implementation of participatory management therein will only benefit the southern border provinces of Thailand into the next decade.



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