



The Management of Hong Hiang Inherits Lanna Wisdom in Chiang Mai, Thailand

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Abstract

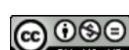
Background and Aims: Hong Hiang Inherits Lanna Wisdom in Chiang Mai is a private educational institution established in 1997 to preserve Lanna's wisdom and cultural knowledge. The objective of this study is to investigate the development and management principles of the Lanna Wisdom School in Chiang Mai, Thailand.

Methodology: This qualitative research involved collecting data from documents and conducting interviews with 12 participants, including 1 administrator, 1 teacher, 5 students, and 5 parents. Interviews were used as the primary data collection tool, and data were analyzed using descriptive analysis to provide a clear overview of the school's management and development.

Results: Hong Hiang Inherits Lanna Wisdom is a well-maintained school that offers a diverse curriculum covering various Lanna cultural subjects. Based on the 4P theory, the school's management principles focus on curriculum development, tuition fees, facility management, and promotion, ensuring it meets community needs and attracts students through effective word-of-mouth and social media efforts.

Conclusion: Hong Hiang Inherits Lanna Wisdom's management effectively addresses community needs through curriculum development, tuition fees, facility management, and diverse promotion, utilizing the 4P theory. Recommendations include curriculum development, fee adjustments, facility improvements, and further socio-economic studies.

Keywords: Lanna Wisdom; Hoeng Hian; Management; Curriculum Development; Cultural Transmission





Introduction

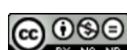
Chiang Mai Province is located in the northern region of Thailand, covering an extensive area of 12,569,100 rai. It shares borders with Laos, China, and Myanmar. As the province with the most diverse ethnic groups in Thailand (Mahaviro, 2018), Chiang Mai is a cultural hub rich in diverse traditions and local wisdom. This includes housing, food, visual arts, performing arts, and music. These forms of wisdom have been transmitted and preserved for centuries through the community's traditions and way of life (Angkurawacharapan & Saowapawong, 2023; Chinachan et al., 2023).

Hong Hiang Inherits Lanna Wisdom in Chiang Mai is a private educational institution founded in 1997. As of 2023, it has been operating for 26 years. The school's primary objective is to continue the knowledge and cultural traditions of Lanna's wisdom. It began as a small group focused on teaching Lanna wisdom and has since grown into a significant educational institution. "Hong Hiang" is a local northern Thai term equivalent to "school," thus, Hong Hiang Inherits Lanna Wisdom in Chiang Mai is a place dedicated to continuing Lanna's cultural wisdom. It offers basic and advanced curricula and organizes camps for children and youth interested in learning (Saiphan et al., 2022).

The school's teaching activities cover various subjects, such as Lanna history, the Lanna language, folk music, performing arts, traditional dance, sword dance, Jeng dance, handicrafts, weaving, lantern making, and flag making. Over 26 years, Hong Hiang Inherits Lanna Wisdom has continuously developed its teaching, guided by a clear governance structure to ensure sustainability. Additionally, the school has adapted and evolved in response to societal changes and the needs of the people. However, it has maintained its central role in teaching Lanna arts and culture. It remains the first private school in the northern region focusing on Lanna arts and culture education (Danprasertchai et al., 2022).

The study of the management of Hong Hiang inherits Lanna's wisdom in Chiang Mai, Thailand, and aims to gather information on the management system from its inception to the present. This serves as knowledge for the administration of private institutions focused on cultural arts education. The study emphasizes analyzing the development and management principles of the school and collecting data from administrators, music teachers, parents, and students to gain a comprehensive view of the school's operations and successes. The findings are intended to guide education and management development in other institutions with similar goals of preserving and continuing cultural heritage.

This study is highly significant in disseminating knowledge about the management and development of Hong Hiang Inherits Lanna Wisdom. The information and analysis presented in the research will be valuable for those interested in preserving and transmitting local culture and individuals working in educational institutions and related organizations. The study provides a comprehensive overview of the management and development of the school from various





perspectives, including education, culture, and administration, leading to improvements in the management of other educational institutions.

Music education at Hong Hiang Inherits Lanna Wisdom in Chiang Mai holds special importance as music is a key part of Lanna's culture and wisdom that must be preserved and passed on. Effective music education fosters students' understanding and connection to their culture. However, the school faces several challenges, such as modernizing the curriculum to meet student needs, setting appropriate tuition fees, maintaining and improving facilities, and implementing effective community outreach. This study helps identify these issues and proposes solutions to improve the school's management and ensure its success.

Research Objectives

To investigate the development and management of Hong Hiang Inherits Lanna Wisdom in Chiang Mai, Thailand.

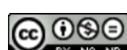
Literature Review

Principles of Music Teaching

Music education in Thailand focuses on fostering positive feelings and emotions toward music. It begins with familiarizing students with musical sounds through listening and imitation, followed by learning musical notation. Music teaching should consider individual differences and provide opportunities for students to engage in hands-on activities. A well-designed curriculum should align with the learner's development, starting from what the child already knows and gradually introducing more complex content. The goal of music education is for students to be able to read musical notation, sing songs, play instruments, and understand the subject matter. Curriculum development should begin by establishing a musical philosophy (Banjongsin, 2015; Kasemsuk, 2012; Nakwong, 2010; Sutthachit, 2012).

Music education in Thailand aims to equip students with musical knowledge, basic skills, and the ability to apply their knowledge and skills in everyday life. The teaching process should be sequential, starting with identifying concepts for students to learn, followed by imparting skills to help them understand these concepts. Finally, when selecting musical literature, consideration should be given to its musical value and cultural significance (Banjongsin, 2015).

Internationally, music teaching approaches vary. For example, Dalcroze's method emphasizes rhythmics, where students listen to and freely respond to music. Orff's approach encourages the exploration of sound and creative expression, with students learning through singing and playing instruments. Kodaly's method focuses on singing, using folk music as it is considered the learner's "musical mother tongue." Suzuki's approach emphasizes rigorous practice from an early age, believing that children are ready to learn music from birth (Nakwong, 2010; Sutthachit, 2012).





Music education abroad also highlights the importance of students taking on the roles of listeners, performers, and creators to gain both musical content and processes. Allowing students to discover things on their own fosters a deep understanding of music and creative thinking, which can be applied to other aspects of musical learning (Sutthachit, 2012).

Management Theory

The management of Hong Hiang Inherits Lanna Wisdom can effectively apply the 4 P management theory (Product, Price, Place, Promotion) for analysis and improvement (Noramart, 2018). The 4P strategy consists of:

1. Product: Refers to the curriculum offered by Hong Hiang Inherits Lanna Wisdom, ranging from basic to advanced levels, and activities related to Lanna Wisdom.
2. Price: Involves setting appropriate and accessible tuition fees for all students, promoting education and learning within the community.
3. Place: Refers to the school's location, which is convenient and conducive to learning, and manages the environment to support teaching and learning.
4. Promotion: Involves publicizing and promoting the teaching of Lanna's wisdom to generate interest and attract students and the community.

Educational System in Thailand

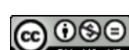
Thailand's education system is divided into formal, non-formal, and informal. Formal education includes basic education and higher education. Basic education is further divided into pre-primary, primary, and secondary levels. Higher education is divided into undergraduate and postgraduate levels. Compulsory education is nine years, covering children aged seven to sixteen (Wattanaboonya, 2019).

The Thai education system emphasizes developing students' skills and knowledge in all areas, using a learner-centered approach and integrating various skills. It also focuses on preserving and transmitting local culture through teaching. The system covers all aspects of education, aiming to build skills and knowledge that students can apply in daily life and foster creativity and collaboration (Wattanaboonya, 2019).

This literature review focuses on the principles of music education in Thailand and abroad, the 4P management theory, and the Thai education system. This information will analyze and apply management practices in Hong Hiang Inherits Lanna Wisdom, providing a comprehensive overview of the school's operations and success. The findings will help to adapt these principles to developing education and management in other institutions to preserve and transmit local culture.

Research Conceptual Framework

The research conceptual framework will help structure the study systematically, covering all critical aspects of managing Hong Hiang Inherits Lanna Wisdom. Dividing the factors into three main areas will facilitate systematic analysis and data collection, allowing for effective alignment





with the research objectives. This will provide an in-depth, comprehensive understanding of the management and development processes and will enable the application of the research findings to improve other educational initiatives. The key areas are as follows:

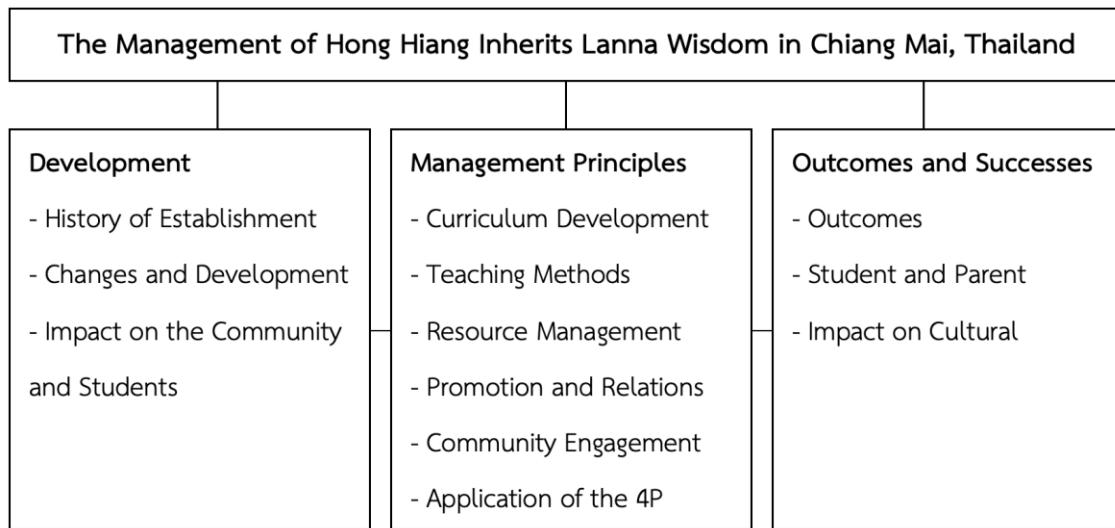


Figure 1 Research Conceptual Framework

Research Methodology

This study employs qualitative research methods (Post, 2013; Bresler & Stake, 2017) to gather detailed and in-depth data, which will help provide a comprehensive and clear understanding of the development and management principles of Hong Hiang Inherits Lanna Wisdom. The research methodology includes the following steps:

1. Scope of the Research

1.1 Content Scope: The study covers the history of Hong Hiang Inherits Lanna Wisdom and its management system, focusing on music teaching principles, resource management, and promotion strategies.

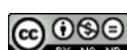
1.2 Geographical Scope: The research focuses on Hong Hiang Inherits Lanna Wisdom in Chiang Mai, as it is the first and only institution in Chiang Mai that continuously teaches Lanna wisdom and music.

2. Research Steps

2.1 Selection of Informants: Three groups of informants were selected:

2.1.1 School Administrator: One individual, specifically the founder and chairman of the Hong Hiang Inherits Lanna Wisdom Foundation, was selected purposively.

2.1.2 Music Teacher: One music teacher with at least three years of teaching experience as the school adjusts its teaching staff based on student needs and teacher availability.





2.1.3 Students and Parents: Five current students and five parents were selected, comprising 10 participants.

2.2 Research Tools: The primary tool used for data collection was an interview guide. Questions were designed based on the research objectives and were reviewed and revised by the research advisor before being applied in the field.

2.3 Data Collection: Two methods were used for data collection:

2.3.1 Document Collection: This included gathering historical information, school funding details, and management practices.

2.3.2 Interviews: Both formal and informal interviews were conducted. Formal interviews involved the foundation chairman and music teacher, with questions addressing key topics such as the school's history, challenges, and management strategies. Informal interviews were conducted with teachers, students, and parents, using open-ended questions about teaching and management practices.

2.4 Data Management: Once the data were collected from documents, they were categorized according to the research objectives. The interview data were transcribed and similarly categorized for further analysis.

2.5 Data Analysis: The researcher applied descriptive analysis, focusing on the research objectives to address the key issues outlined in the study. The analysis aimed to provide the most comprehensive answers based on the data collected from documents and fieldwork.

2.6 Data Validation: Data accuracy was verified through triangulation with the informants, alongside a review of related literature, to ensure the reliability and validity of the information collected.

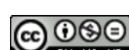
Results

1. Development of Hong Hiang Inherits Lanna Wisdom

1.1 History of Establishment

The establishment of Hong Hiang Inherits Lanna Wisdom stemmed from the collaboration of local cultural groups, NGOs, academic institutions, and community organizations. It began with an annual event called "Sueb San Lanna," held each April from 1996 to 2000. This event aimed to promote and disseminate knowledge of Lanna wisdom across various fields such as natural resource management, traditional food, local agriculture, healthcare, and arts, including the Lanna language, Lanna attire, traditional Lanna music, and handicrafts.

In 1998, participants expressed interest in continuing their learning about Lanna's wisdom after the third event, sparking the idea to create a learning institution. 30 master artisans and scholars volunteered to pass on their knowledge to the youth and those interested. From an interview with Mr. Chatchawan Thongdeelert, several key factors contributed to the school's founding:



- Community Development Foundation: In the early stages of rural development, activities focused on bringing new knowledge, tools, and technologies to the community, sometimes leading to reluctance or resistance. The approach evolved to emphasize studying local history and traditional wisdom, leading to the collection of knowledge ready to be shared.

- Chiang Mai's 700th Anniversary Celebration: In 1996, the 700th anniversary of Chiang Mai was celebrated with involvement from local businesses, academics, and cultural leaders. The event highlighted Lanna's rich history, lifestyle, traditions, and wisdom, allowing the public to reconnect with their cultural heritage. The annual "Sueb San Lanna" event continued for five years. In 2000, Hong Hiang Inherited Lanna Wisdom was officially established to teach this wisdom to youth and those interested.

- Economic Crisis (Asian Financial Crisis): The 1997 financial crisis, known as the "bubble burst," made society question the sustainability of following capitalist systems. The influx of external cultures impacted the Lanna way of life, causing ongoing cultural changes. Interest in Lanna's wisdom decreased, especially among younger generations who became enamored with foreign cultures, limiting the transmission of traditional knowledge from older scholars to the community.

Based on the above findings, the establishment of Hong Hiang Inherits Lanna Wisdom was driven by three main reasons: 1) The collection and preservation of traditional knowledge, 2) the celebration of Chiang Mai's 700th anniversary, and 3) the economic crisis, which influenced the need to protect local wisdom and resist the over-reliance on external cultures. The goal was to pass on this knowledge to younger generations to prevent the loss of Lanna culture.



Figure 2 Promotional flyer illustrating the collaboration between Hong Hiang Inherits Lanna Wisdom and various organizations

Source: <https://www.facebook.com/profile.php?id=100070376644434>



1.2 Changes and Development

1.2.1 Curriculum

The curriculum offered at Hong Hiang Inherits Lanna Wisdom consists of 17 courses, including traditional Lanna lantern making, folk dance, Lanna-style drawing and sketching, clay sculpture, weaving, Lanna language and literature, Lanna music, rice weaving, sword and Jeng dance, lacquerware crafting, wood carving, metal embossing, fabric weaving, blacksmithing, ritual object making, Lanna cuisine, and herbal medicine and Lanna healing practices.

Initially, teaching was informal, led by volunteer master artisans who each followed their methods, adapting to the learners' knowledge or interests. Over time, the curriculum was formalized into three levels:

- Basic Level: Focuses on "doing" – learning the fundamentals through observation, listening, touching, experimenting, and practicing basic skills.

- Intermediate Level: Emphasizes "self-sufficiency" and turning knowledge into a profession. This stage involves mastering the art and knowledge of various wisdom fields, enabling learners to create their works through practice and creativity.

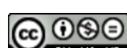
- Advanced Level: Focuses on "transmitting" – honing skills to the level where students can teach and guide others. This level helps learners develop practical skills and critical thinking, allowing them to organize and lead learning processes independently.

The continuous development of the curriculum has enabled *Hong Hiang* to meet the evolving needs of learners and raise their proficiency levels. In addition, learners interested in specialized fields are sometimes sent for one-on-one instruction with master artisans or senior teachers in their homes, ensuring the deep and effective transmission of specialized knowledge.

1.2.2 Role and Functions of Hong Hiang Inherits Lanna Wisdom

Since its establishment in 2001, Hong Hiang has played a key role as a center for activities related to preserving Lanna's wisdom and teaching various traditional knowledge areas. It has also partnered with governmental and private organizations to organize training camps and projects related to Lanna's wisdom transmission. Moreover, Hong Hiang has hosted performances to promote Lanna's arts and culture.

Based on the collected data, Hong Hiang has continually expanded its role since its founding, evolving from a center of Lanna's wisdom learning to collaborating with various organizations on activities and projects to preserve and promote Lanna's culture, as shown in Table 1.



**Table 1** Development of Hong Hiang Inherits Lanna Wisdom in Chiang Mai Province

Topic	Development	Remarks
Location	Uses the temple's premises; no construction or demolition allowed, only maintenance and adjustments.	
Curriculum	Focuses on traditional wisdom, with the development of teaching methods and changes in instructors.	Instructors are replaced when they are unable to continue teaching or pass away.
Tuition Fees	Initially charged 500 Baht; currently increased to 3,000 Baht.	
Promotion	Previously relied on word-of-mouth	
Methods	promotion, now incorporates technology and social media.	
Role and Functions of the School	Originally a knowledge center, developed into a place for preservation and dissemination, coordinating with various agencies for cultural preservation.	

2. Principles Management of Hong Hiang Inherits Lanna Wisdom

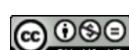
This study applies the 4P theory as the foundation for analyzing the management of Hong Hiang Inherits Lanna Wisdom, focusing on Product (curriculum), Price (tuition fees), Place (location), and Promotion (marketing and public relations).

2.1 Curriculum (Product)

Hong Hiang Inherits Lanna Wisdom offers 17 subjects, including traditional Lanna lantern making, folk dance, Lanna-style drawing and sketching, clay sculpture, weaving, Lanna language and literature, Lanna music, rice weaving, sword and Jeng dance, lacquerware crafting, wood carving, metal embossing, fabric weaving or Tung weaving, blacksmithing, ritual object making, Lanna cuisine, and Lanna herbal medicine and healing practices.

The curriculum is designed based on instructors' and learners' availability and readiness. Most courses are offered during school holidays, allowing youth and the general public to acquire knowledge and skills. The school also serves as a platform for knowledge exchange and organizes activities within the Lanna cultural framework, often in collaboration with universities and cultural institutions.

From the analysis of the Lanna music course, it was found that the curriculum is well-suited to the age and capabilities of the students. Most parents and students believe that the





curriculum is high quality and offers diverse learning opportunities about Lanna culture, as shown in Table 2.

Table 2 Analysis of Feedback on the Curriculum

Informant	Feedback
Parent 1	The course content is well-balanced, neither too much nor too little.
Parent 2	The school preserves Lanna arts and culture effectively and offers a variety of traditional performances.
Parent 3	The curriculum is appropriate and can be applied in various performances.
Parent 4	The teaching methods are easy to understand, allowing children to grasp the content well.
Parent 5	The teaching is good, but it needs to be more organized and thorough.

2.2 Tuition Fees (Price)

The analysis of the appropriateness of tuition fees reveals that the fees charged by the school are considered satisfactory by most parents and students. They feel the fees are not too high and can be paid in installments. The tuition fees are also utilized to improve activities and ensure high-quality teaching. Currently, the tuition is charged as a package, such as 3,000 Baht for a 15-hour course, with classes held 1-2 days per week. Completing 15 hours marks the end of the course, as shown in Table 3.

Table 3 Analysis of Opinions on Tuition Fees

Informant	Feedback
Parent 1	The tuition fees are not expensive and can ease the financial burden on parents.
Parent 2	The tuition fees are reasonable for the courses offered by the school.
Parent 3	The tuition fees are appropriate and not too expensive.
Parent 4	There should not be excessive fees, considering the school's focus on cultural preservation.
Parent 5	Fees should not be charged because the school aims to preserve culture.

2.3 Location (Place)

The current location of Hong Hiang Inherits Lanna Wisdom is at 35 Rattanakosin Road, Wat Ket Subdistrict, Mueang Chiang Mai District. A temple has generously provided the space for



educational purposes. Although the building is old, being one that is offered for use, it is regularly maintained and renovated as needed, as shown in Figure 3, and Figure 4.



Figure 3 Entrance to Hong Hiang

Source: Zhengqin Pang, from fieldwork in August 2023



Figure 4 Main Building of Hong Hiang

Source: Zhengqin Pang, from fieldwork in August 2023

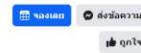
2.4 Promotion (Promotion)

In the past, Hong Hiang Inherits Lanna Wisdom relied on word-of-mouth and events such as Lanna's cultural activities, training programs, and collaborations with various organizations for promotion. Nowadays, social media platforms such as Facebook are used to promote the school's curriculum, successfully attracting the community's attention and interested individuals, as shown in Figure 5, and Figure 6.



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Figure 5 Hong Hiang's Facebook Page

Source: <https://www.facebook.com/profile.php?id=100070376644434>



Figure 6 Various Activities at Hong Hiang

Source: <https://www.facebook.com/profile.php?id=100070376644434>

The management of Hong Hiang Inherits Lanna Wisdom, through applying the 4P theory (Product, Price, Place, Promotion), demonstrates the school's efforts in preserving and promoting Lanna's culture. The school's curriculum is designed with attention to the appropriateness and needs of students and parents. The tuition fees are reasonable, the location is well-maintained despite age, and diverse promotional methods are used to engage the community and the general public.

This analysis shows that Hong Hiang Inherits Lanna Wisdom has an effective management system in offering diverse, high-quality educational programs, setting appropriate tuition fees,



maintaining a conducive learning environment, and using varied promotional strategies to disseminate Lanna Wisdom and foster community interest in its curriculum. The school's role has expanded from a training center for Lanna wisdom preservation to becoming a hub for knowledge dissemination and collaboration with various agencies to continue developing and promoting Lanna wisdom.

Discussion

The development of Hong Hiang Inherits Lanna Wisdom since its founding in 2000 reflects continuous adaptation and progress to meet community needs and respond to societal changes. From its early beginnings as a small group focused on teaching Lanna wisdom, the institution has expanded to become a significant educational establishment (Danprasertchai et al., 2022). The curriculum's progression from basic to advanced levels addresses the diverse needs of learners, aligning with the integrated educational model that emphasizes the development of various skills in students (Sutthachit, 2012).

The curriculum at Hong Hiang Inherits Lanna Wisdom encompasses various subjects related to Lanna culture and wisdom, such as Lanna lantern making, folk dance, and Lanna music, aligning with the integrated educational model that fosters diverse skill development in students (Sutthachit, 2012). The teaching approach, which focuses on student needs and interests, is widely accepted in education (Bresler & Stake, 2017). Parents and students have provided positive feedback, noting that the curriculum is appropriate and high-quality, reflecting the institution's success in aligning its courses with learner needs.

The study reveals that the tuition fees charged by Hong Hiang are appropriate and accepted by parents and students. The fees enhance activities and teaching quality, aligning with financial management principles prioritizing transparency and fairness in using funds (Wattanaboonya, 2019). The fair tuition fees have enabled the school to attract more students and create learning opportunities for all.

Hong Hiang operates from a location provided by a temple, with the school buildings, although old, being well-maintained and improved as needed (Pathira Danprasertchai et al., 2022). The environment is conducive to learning and activities, which aligns with educational management theories that emphasize creating a positive learning atmosphere (Nakwong, 2010). Maintaining cleanliness and caring for learning equipment has received attention from parents and students, reflecting the importance of ongoing maintenance and improvements in learning environments.

The promotion strategies of Hong Hiang include word-of-mouth, collaborations with various organizations, and the use of social media platforms such as Facebook (Danprasertchai et al., 2022). This approach has successfully attracted the interest of the community and the general public, aligning with the marketing principles of the 4P theory, which emphasizes the use of



diverse media to reach target audiences (Post, 2013). Using social media as a promotional tool has allowed Hong Hiang to reach a wider audience effectively.

The management principles at Hong Hiang Inherits Lanna Wisdom are based on the 4P theory, which serves as a framework for analyzing and improving the school's management. The focus is on curriculum development, setting appropriate tuition fees, maintaining a conducive learning environment, and using diverse promotional methods to attract community interest and participants (Bresler & Stake, 2017; Post, 2013). The research findings demonstrate that Hong Hiang effectively meets community needs and has successfully increased student enrollment.

To further enhance the effectiveness of Hong Hiang Inherits Lanna Wisdom, the researcher has developed a new management model applicable to the context of education and cultural preservation. This model consists of four key components: curriculum development, tuition fee determination, location management, and promotion, as shown in Figure 7.



Figure 7 Management Model of Hong Hiang Inherits Lanna Wisdom

Suggestions



1. Suggestions for Applying the Research Findings

1.1 Curriculum Development: The research findings regarding parent and student satisfaction should be used to improve and update the curriculum to meet learners' needs better. Specifically, for Lanna's music courses, new subjects or activities that develop skills relevant to today's society could be introduced to make the curriculum more engaging and attract more students.

1.2 Tuition Fee Setting: The current tuition fees are deemed appropriate. Hong Hiang should maintain these reasonable fees while ensuring funds are transparently and efficiently used to enhance activities and teaching. Additionally, communication should be improved to inform parents and students about how funds are allocated to various activities, building greater trust in the institution.

1.3 Facility and Equipment Improvements: Feedback from parents and students regarding the learning environment and equipment should be incorporated into plans to improve facilities and make the spaces more suitable for learning. Up-to-date, high-quality learning materials and equipment should also be provided to enhance students' learning experiences.

2. Suggestions for Future Research

2.1 In-depth Study on Teaching Methods: Future research should focus on a deeper investigation into the teaching methods and techniques used at Hong Hiang, including evaluating student performance in each subject. This detailed information could be used to refine further and improve the teaching effectiveness of the curriculum.

2.2 Study on Economic and Social Impacts: Future research should explore the economic and social impacts of Hong Hiang on the community to understand its broader contribution to community development and Lanna cultural preservation. Studying these impacts could also aid in planning future operations to maximize the institution's effectiveness.

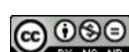
2.3 Research on Technology Integration in Teaching: Future studies should investigate how technology and innovation can be integrated into teaching methods to help Hong Hiang adapt to societal changes and meet the needs of learners in the digital age. Using technology in teaching could enhance student engagement and improve learning.

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