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Participation of Students and Teachers in the Development of Community, Local, and Social Network Activities, Case study in Nakhon Si Thammarat Rajabhat University and Chiangmai Rajabhat University, Thailand

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Abstract

This study examined (1) the initiation of student and teacher participation in the development of community, local, and social network activities, and (2) the extent of their involvement in these initiatives. A mixed-methods approach was employed, integrating both qualitative and quantitative methodologies. The qualitative component involved interviews, observational records, and seminars with 17 key participants, including teachers, students, researchers, and network members. Data were analyzed using descriptive techniques to identify patterns of engagement and collaborative processes. The quantitative component consisted of a survey distributed to 148 teachers and students in the field of Community Development. Responses were analyzed to determine frequencies, percentages, means, and standard deviations. Findings indicate that the initiation of participation was facilitated through collaborative planning with network partners and the joint selection of activities. This process enhanced participants' role awareness and preparedness for organizing initiatives. Engagement promoted knowledge exchange and strengthened academic and professional networks, fostering social awareness and connecting organizations with shareimpd objectives. Active involvement in resources sharing, innovation discussions, skill-based competitions, and participation in monitoring and evaluation—supported by seminars and certificates of appreciation—served to motivate and acknowledge contributions. These efforts significantly influence the equitable distribution of benefits and responsibilities, reinforced community resilience, enhanced learning and skill development, and expanded educational and career opportunities. Regarding the level of participation, results show consistently high engagement across all dimensions ($M = 3.96$, $SD = 0.74$). The highest mean was observed in receiving benefits ($M = 4.11$, $SD = 0.69$), followed by planning ($M = 3.94$, $SD = 0.72$), monitoring and evaluation ($M = 3.92$, $SD = 0.73$), and operational participation at a high level ($M = 3.85$, $SD = 0.78$).

Introduction

Enhancement of educational quality refers to processes or activities aimed at elevating the standards for quality education. It encompasses the application of diverse tools and methodologies to improve various dimensions of the educational sector, including curriculum refinement, the development of contemporary teaching strategies, expansion of educational resources, and the creation of innovative learning environment. These efforts collectively support the advancement of students' knowledge and skills.

The promotion and support of educational research are also essential for deepening understanding of learning processes and evaluating the effectiveness of teaching methodologies (UNESCO, 2015; Fullan, 2007; Darling-Hammond, 2017; Netwong et al., 2023). Universities play a pivotal role by offering high-quality and diverse educational programs tailored to students' needs and capabilities. This includes the implementation of engaging and innovative teaching of high quality and diversity, tailored to the needs and capabilities of students. This includes the introduction of engaging and innovative instructional approaches across various contexts, such as the integration of technology in pedagogy, the cultivation of creative learning environments, and the provision of support for students' academic and emotional development to facilitate progression into careers or higher education (Keengwe & Onchwari, 2009; Dede, 2010).

The adoption of integrated science curricula (Interdisciplinary Studies) and competency-based models (Competency-Based Education) reflects a contemporary educational paradigm. These approaches are valued for their capacity to address local and national human resource development needs by equipping learners with relevant knowledge and skills for societal advancement. Integrated science curricula promote the synthesis of academic disciplines, enabling students to develop broad perspectives and effectively engage with community and societal challenges. They emphasize the connection between classroom learning with practical experiences—such as internships or community service—to cultivate expertise across professional domains and prepare students for real-world employment. Such curricular innovations contribute meaningfully to community development by producing graduates whose competencies align with regional priorities and national development objectives (Spelt et al., 2009; Woods, 2007;

Ceelen et al., 2023; Lindeman, & Sarosi, 2020; Khaenamkhaew et al., 2021; Dulay & Villanca, 2023).

Participatory networks encompass collaborative structures comprising individuals or organizations united by shared goals to exchange information, share knowledge, and engage in joint activities over varying durations. Engagement in such networks strengthens connections among stakeholders with aligned interests, facilitating the innovation, addressing complex challenges, and promoting cooperative initiatives. At both regional and national levels, participatory networks serve as mentoring platforms that enhance problem-solving capacities, foster knowledge-building, and encourage mutual learning. Participation also creates opportunities for collaboration and access to collective expertise, reinforcing positive relationships and building teams with both professional and shared competencies (Provan, & Kenis, 2008; Powell et al., 1996; Hakansson & Snehota, 1995).

The national Community and Social Development (CSD) Relations network exemplifies such an initiative, bringing together educational institutions across Thailand to advance teaching and learning in community development and related social and local initiatives. This project supports the continuous organization of activities focused on enhancing spatial innovation for sustainable development. It provides a platform for academic presentations by teachers and students, as well as exhibitions of student projects, thereby fostering engagement among local and national development networks.

Participation in the Community Development and Social Development Competition of Thailand enables institutions to join the CSD Relations network and exchange insights on exemplary curricula and innovative practices. Curricula that respond to local development needs should be integrated and aligned with national development priorities. As education increasingly intersects with employment, such initiatives contribute to nurturing the competencies of both educators and learners (Community Development Association Local and Social and Faculty of Humanities and Social Sciences Chiang Mai Rajabhat University, 2023).

The Faculty of Humanities and Social Sciences at Nakhon Si Thammarat Rajabhat University actively contributes to Thailand's local and societal development efforts. Through sustained engagement in development networks, the faculty supports the advancement of educators and students in producing scholarly work and

strengthening the national development network (Khaenamkhaew, 2023).

The formation of collaborative networks enables meaningful participation in developmental activities. This study investigates the involvement of students and teachers in the development of community, local, and social network activities, using case studies from Nakhon Si Thammarat Rajabhat University and Chiangmai Rajabhat University, Thailand.

The research objective is to determine both the level and nature of participation in the development of network-based activities, with particular attention to their impact on communities and society. The establishment of cooperative relationships within networks plays a vital role in strengthening social structures. Participatory networks, by fostering partnerships among regions or local organizations, contribute to the expansion of educational and career opportunities.

The exchange of experiences and cultural perspectives among diverse groups promotes mutual understanding, stimulates the generation of new ideas, and supports cultural diversity. In addition, such participation yields economic benefits for communities. The sharing of resources—including knowledge, expertise, and social innovation—can reduce costs and improve operational efficiency, thereby enhancing the effectiveness of network activities targeted at specific groups (Argyris, 1991; Burt, 2000; Putnam, 2000).

Participation also facilitates collective decision-making and helps shape the direction of development. Collaborative efforts to address existing community and societal challenges should be supported by equitable access to essential resources. Building trust and fostering strong relationships among communities empower both government and private organizations to solve complex issues and contribute to the creation of a more resilient and sustainable society. Participants benefit from the exchange of knowledge and experiences and become integral to the process of building high-quality, sustainable communities for the future.

Objectives

This study aims to:

- 1) Examine the processes involved in initiating student and teacher participation in the development of community, local, and social network activities.
- 2) Assess the level of student and teacher participation in these activities, with attention to the dimensions and extent of their engagement.

Literature Review and Conceptual Framework Concepts and Theories of Participation

Participation is a dynamic process that not only enhances engagement but also grants individuals the right to contribute to decision-making in community activities or projects, including planning, implementation, and operational practices. It enables individuals to express their views and influence the outcomes and success of initiatives (Arnstein, 1969; Pretty, 1995).

Participation plays a crucial role in societal development by facilitating inclusive decision-making, promoting strategic planning, and fostering an understanding of roles that contribute to community strengthening (Pretty, 2003; Hickey & Mohan, 2005). For participation to be meaningful, individuals must have access to relevant and reliable information, enabling informed decision-making and effective communication in the execution of the activities. (Cornwall, & Brock, 2005). Key dimensions of participation include involvement in planning, monitoring and evaluation, and the equitable sharing of benefits and responsibilities for outcomes (Sudthaluang et al., 2017; Cohen & Uphoff, 1980). Pricklek et al. (2022) further delineate participation as a series of steps: identifying and presenting problems, planning operations, and following up on activity development. These stages are essential for promoting experiential learning and fostering the acquisition of knowledge and skills (Pretty & Ward, 2001; Uphoff, 1992).

Network Concepts

A network refers to a system of interconnected individuals or organizations that maintain interdependent and mutually supportive relationships. These entities collaborate by exchanging resources to achieve shared missions, particularly in the development of cooperative and learning networks. Such collaboration involves collective problem-solving to address community needs and goals in a manner that avoids conflict and promotes public benefit.

Networks operate through practical, step-by-step actions that leverage shared knowledge to support community self-reliance. The formation of cooperative and learning networks enables the exchange ideas, experiences, and expertise within communities, fostering sustainable development and collective growth (Chopyot et al., 2020; Muhamad et al., 2022)

Community Development Network Context:
Local and Societal Engagement in Thailand

The project aims to establish a collaborative platform for educational institutions across Thailand to convene, support, and advance community and social development at both local and national levels. Operating on a continuous basis, the initiative is supported by a consortium of institutions committed to fostering innovation and promoting sustainable local development.

Core activities include academic seminars, scholarly presentations, competitions, and the development of innovations designed to drive change and progress. These events provide opportunities for participants to showcase ideas and projects with the potential to contribute meaningfully to local and societal advancement.

Participation in the CSD Relations project highlights the significant capacity of educational institutions to cultivate trust and resilience within communities. Their involvement reinforces institutional roles in strengthening both local and national de (Community Development Association Local and Social and Faculty of Humanities and Social Sciences Chiang Mai Rajabhat University, 2023).

Conceptual Framework

The researcher studies the concepts and theories of Cohen & Uphoff (1980) and Sudthaluang et al. (2017).

The research concept framework is as follows:

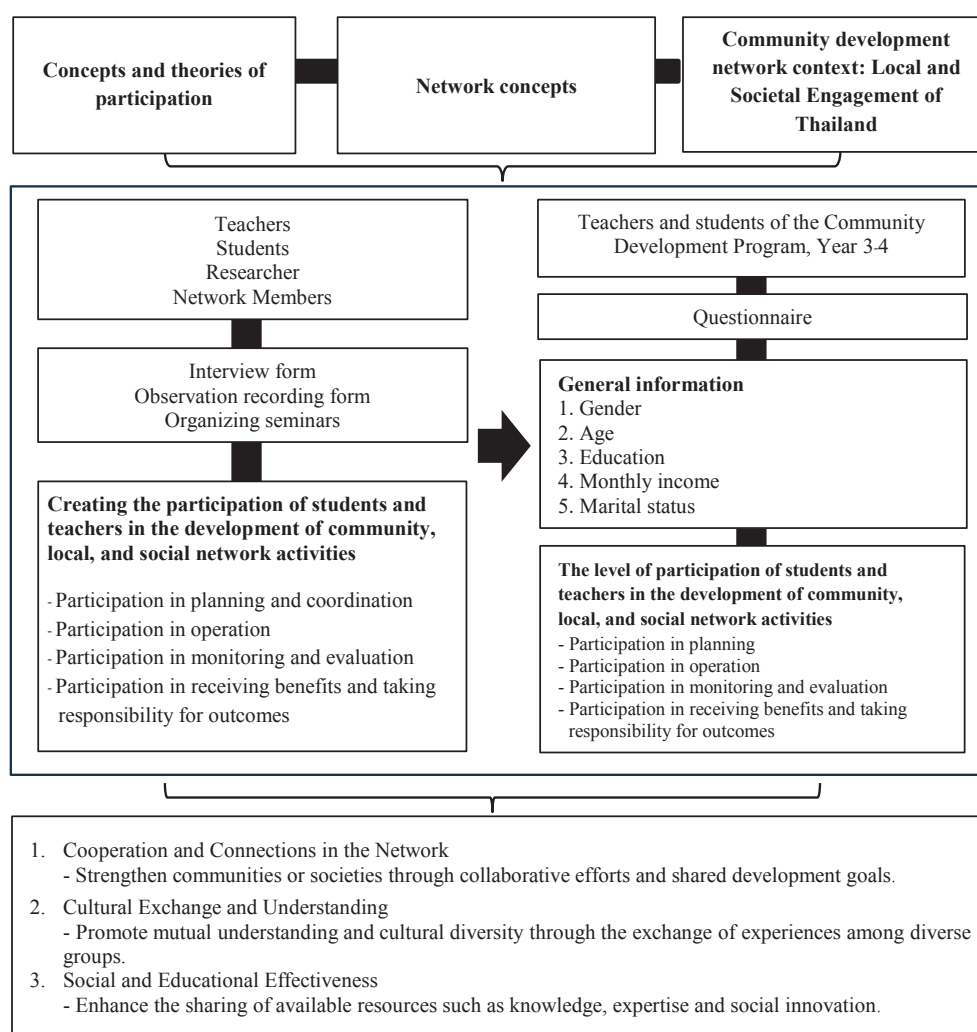


Figure 1 Conceptual Framework

Research Methodology

1. Research Type

This study investigates the participation of students and teachers in the development of community, local, and social network activities, using a case study approach at Nakhon Si Thammarat Rajabhat University and Chiangmai Rajabhat University, Thailand. It employs a mixed method design, integrating both quantitative and qualitative methodologies and was conducted between November 2023 and April 2024.

The research was situated within the contexts of the two universities and involved collaboration with local community development networks. Student and teacher participation encompassed a range of social network activities, including the creation of short video clips, cognitive mapping exercises, and the preparation of exhibitions.

2. Population, Sample Group, and Key Informants

The population comprised 11 teachers and 229 students enrolled in the Community Development Program, Years 3–4, totaling 240 individuals (Khaenamkhaew, & Muhamad, 2023). The sample group was determined using a 95% confidence level and a 5% error margin, resulting in a total of 148 participants—teachers and students from the same program and academic years. (Krejcie & Morgan, 1970).

A non-probability sampling method was employed, targeting individuals with characteristics aligned to the research focus. This technique does not only rely on the principles of random selection but instead identifies participants based on predefined criteria relevant to the study (Bunmak, 2021). In addition to the survey sample, the study included 17 key informants selected for their direct involvement in community development network activities. These informants consisted of: (1) six teachers, selected based on their participation in community development network projects within Thai localities and society at least three occasions; (2) seven students, chosen for their attendance at academic seminars organized by the Community Development Network, Local and Society of Thailand, during the year 2024 only; (3) two researchers who participated in an academic seminar of the Community Development Network, Local and Society of Thailand, in 2024; and (4) two network members, selected for their participation in academic seminars of the Community Development Network on least three occasions (Khaenamkhaew, 2023).

years and voluntarily agreed to participate in the research. All participants were aged between 18 and 60

3. Research Instruments

The tools used in this mixed-methods study were designed to support both qualitative and quantitative data collection, focusing on the participation of students and teachers in the development of network activities. These include the following:

(1) Interview form

The researcher conducted in-depth interviews with key informants to explore the participation of students and teachers in developing network activities. The interview form was constructed through a qualitative research process, beginning with a review of concepts and theories related to participation from books, academic documents, and prior research. The sources guided the development of a conceptual framework that guided the content and objectives of the instrument.

The interview form was structured into three parts. Part 1 gathered general information about the interviewees. Part 2 focused on participation in network activities, including planning, operation, monitoring and evaluation, and receiving benefits and taking responsibility for outcomes. Part 3 addressed problems encountered and suggestions for improvement. The interviewer used a pre-designed interview form and applied the questions flexibly to facilitate effective data collection and analysis. To ensure the quality of the instrument, expert consultation was sought. The tool was reviewed and revised based on feedback from completed interview with key informant to ensure its appropriateness for use.

(2) Observation Recording Form

The researcher employed both participant and non-participant observation methods. In participant observation, the researcher actively engaged in the group's activities, immersing themselves in the environment while simultaneously observing behaviors and interactions. This approach provided deeper insight into the group dynamics from an insider's perspective. In contrast, non-participant observation involved observing the group externally, without engagement, allowing the researcher to maintain objectivity and avoid influencing participants' behavior.

(3) Seminar in CSD Conference

To further enrich the qualitative data, the researcher attended the CSD National Community and Social Development Network Academic Conference. This seminar focused on the participation of students and teachers in developing network activities and offered

valuable insights from a collective and academic perspective. The researcher observed group interactions and discussions, maintaining objectivity throughout the process.

The quantitative component of the study utilized a structured questionnaire to assess the level of student and teacher participation in the network development activities. The questionnaire was developed through document analysis and a review of related research, following a systematic process. Concepts and theories of participation were first examined to establish a conceptual framework to inform the content and structure of the instrument.

The questionnaire consisted of three parts: Part 1 collected demographic information, including gender, age, education level, monthly income, and marital status. Part 2 assessed the level of participation in community and social development network activities, based on a case study of Nakhon Si Thammarat Rajabhat University and Chiangmai Rajabhat University. A five-point Numerical Rating Scale was used, along with criteria for interpreting the average participation levels (Bunmak, 2021). Part 3 included open-ended questions regarding problems and suggestions.

Upon completion, the questionnaire was reviewed by five experts to evaluate its content and structure. Items with an Index of Item-Objective Congruence (IOC) ranging from 0.80 to 1.00 were selected for pilot testing with a group of 32 individuals who shared characteristics with the research sample but were not part of the final sample. The reliability of the instrument was assessed using the Cronbach's alpha coefficient method (Cronbach, 1990), yielding a value of 0.887. Following this validation, the questionnaire was finalized and prepared for official distribution. The data should be disseminated to sample groups in future research studies.

4. Data Collection

Step 1: Qualitative Research to Increase the Participation of Students and Teachers in Developing Network Activities.

The details of the data collection are as follows: (1) The researcher initially contacted the participants directly to explain the purpose and anticipated benefits of the study. Participants were informed of the various stages of the research process to encourage cooperation. Preparatory documents were provided in advance, including information to support interview readiness and scheduling details regarding the date, time, and location of the interviews; (2) The researcher submitted an

official request for permission to collect research data from Nakhon Si Thammarat Rajabhat University and sought approval to engage with key informants. Prior to conducting interviews, the researcher reviewed the interview questions and prepared necessary equipment including a voice recorder, notepad and other materials essential for data collection; (3) Data collection was conducted according to the scheduled date, time, and location, using a structured interview form with key informants. Interviews lasted between one and four hours and were scheduled on holidays, Saturdays, Sundays, or during event days, typically between 1:00 and 6:00 p.m. Interviews took place at the residences or activity venues of the informants and followed the predetermined format for in-depth inquiry; (4) Additional data were collected through participation in the 22nd National Local Community and Social Development Network CSD Relations Academic Conference, themed "*Upgrading Spatial Innovation towards Sustainable Development*," held at Chiang Mai Rajabhat University (Mae Rim Center) from 31 January to 4 February 2024 (Major of Community Development, Nakhon Si Thammarat Rajabhat University, 2024).

To ensure the integrity of the research process, participant cooperation and informed consent were obtained. The researcher confirmed participants' understanding of the study and requested permission to record video and audio during interviews. It was clearly communicated that all collected data—images and recordings—would be kept confidential. Any information that participants preferred not to be recorded was respected and excluded. Key informants were asked to adhere strictly to the researcher's instructions and to report any discomfort or unusual symptoms experienced during their participation.

Step 2: Quantitative Research to Study the Participation of Students and Teachers in Developing Network Activities.

(1) The researcher initially contacted participants directly to explain the purpose and anticipated benefits of the study. Preliminary steps were outlined to encourage cooperation, and questionnaire documents were provided in advance to help participants prepare before completing the survey.

(2) A specific date, time, and location were scheduled for data collection.

(3) The researcher submitted an official letter requesting permission to collect data from the sample group.

(4) Data collection was conducted according to the scheduled appointment, lasting approximately 10-15 minutes per respondent, between 1:00 p.m. and 6:00 p.m., at the respondent's place of residence. Prior to administering the questionnaire, the researcher obtained informed consent and encourage participants to complete the survey independently.

(5) The accuracy of the responses was carefully verified, and any information the participants chose not to disclose was respected in strict adherence with ethical guidelines. Participants were instructed to notify the researcher of any discomfort or unusual symptoms experienced during their participation.

(6) The researcher distributed questionnaires to a sample of 148 individuals and successfully retrieved completed forms, achieving a 100% response rate. The collected data were subsequently reviewed to ensure accuracy and completeness.

5. Data Analysis

The qualitative component aimed to increase the participation of students and teachers in developing community development network activities. The study focused on local and societal contexts of Thailand, examining participation across for dimensions: planning, operation, monitoring and evaluation, and receiving benefits and taking responsibility for outcomes. Data was collected through in-depth interviews and seminars with key informants. The primary objective was to identify and summarize key issues and present findings through descriptive content analysis.

The quantitative component examined the level of participation of students and teachers in developing network activities. Data analysis included general demographic information from Part 1 of the questionnaire, such as gender, age, education level, monthly income, occupation, and marital status. These data were analyzed using statistical software to generate frequencies and percentages.

In Part 2 of the questionnaire, data related to the level of participation were analyzed using measures of central tendency and dispersion, specifically the mean and standard deviation. All statistical analyses were conducted using computer-based statistical packages to ensure accuracy and reliability.

Results

1. Creating the Participation of Students and Teachers in the Development of Community, Local, and Social Network Activities:

Participation in Planning

The Local Community and Social Development Association (NHPC) convened its second meeting of 2023 on December 14 to advance the academic and operational planning efforts of the association. Chaired by the President of the Association and attended by its advisor, subject-matter experts, and directors in an online format, the meeting aimed to strengthen cooperation across multiple levels.

Key agenda items included preparations for co-hosting a national academic conference on local community and social development (CSD relations), financial status reporting and budget approval for organizing the event. Following this, a planning and follow-up meeting was held between the Local Community and Social Development Association and the Faculty of Humanities and Social Sciences at Chiang Mai Rajabhat University. This online session, also led by the Association's President, focused on organizing the national-level academic meeting for the local community and social development network at the national level (CSD relations).

The meeting addressed detailed planning for activities, presentation formats, preparation of academic reports or proceedings, and the arrangement of exhibition booths by participating networks and affiliated agencies. The Association's advisor provided recommendations, emphasizing the importance of publicity and encouraging university participation in the event.

In the field of community development, Nakhon Si Thammarat Rajabhat University conducted a planning meeting to promote student and teacher involvement in the development of local community and social development networks. This initiative, part of a case study involving both Nakhon Si Thammarat Rajabhat University and Chiangmai Rajabhat University, focused on collaborative participation in activity design and implementation.

(1) Creation Of A Short Video Clip. Preparation for the short film involved collaborative scripting and wording. Equipment was organized in advance, and coordination was carried out with team members and local villagers to ensure readiness for filming on the designated date, time, and location. The short clip, titled "*Bananas*" received support from the community

development alumni network, which assisted in reviewing the footage. Considerations for lighting, filming techniques, and editing were discussed, including the proposal to include subtitles. The final version, edited down to five minutes based on collective input, was uploaded to YouTube to encourage participation among students and teachers.

(2) Cognitive Mapping. Preparation included gathering various materials such as paper, paint, pens, pencils, erasers, and other necessary supplies. The process followed a structured three-step rehearsal method:

(2.1) Explanation and demonstration of mind mapping, using examples from the previous year to provide a comprehensive overview of operations.

(2.2) Review and summarization of content from YouTube videos featuring short clip creation, followed by collaboratively development of a mind map with color coding, completed within a 30-minute timeframe.

(2.3) Presentation of the mind map, including a five-minute explanation to assess clarity and narrative coherence.

(2.4) Suggestions and improvements were offered based on identified strengths and areas for enhancement.

This process reflected a collective approach to conceptualization, planning, rehearsal, and feedback integration, demonstrating shared responsibility in evaluation and refinement.

(3) Exhibition Preparation. A preparatory meeting was held to discuss exhibition logistics and organize display items, including three-flavored banana chips, banana flour, and banana crackers, all packaged in plastic containers to ensure hygiene. Additional preparations involved assembling tools for weaving banana mats. The efforts were consolidated into vinyl signage for presentation at the event.

Participation in Operation

A significant gathering occurred at the academic conference for the Local Community Development Network and National Society, CSD Relations, held at Chiang Mai Rajabhat University (Mae Rim Center). The event focused on advancing spatial innovation for sustainable development and served as a platform for presenting scholarly work, exchanging knowledge, and strengthening academic and professional networks in the fields of local community and social development.

The conference aimed to raise social awareness of pressing national and international issues and to

prepare community developers for future challenges. A keynote lecture on spatial innovation and sustainable development was delivered by the Vice President of the University and the Society Mission Relations Association. Discussions were organized into four thematic sub-sessions, including:

1) Startup Innovation - Innovations in the management of agricultural and food enterprises;

2) Upstream, Midstream, Downstream - Innovation addressing air quality challenges;

3) Healthy Aging Innovation - Innovations promoting health and well-being, particularly for the elderly; and

4) Social Impact Startups - Business innovations designed to generate positive societal outcomes.

The event also featured best practice showcases, academic skills competitions, and oral presentations of research articles at the graduate level. Professors, academics and undergraduate students actively participated under the overarching theme of *spatial innovation toward sustainable development*. The conference drew more than 1,000 attendees from 39 educational institutions across Thailand, reflecting broad engagement and institutional commitment to community and social development.

Students and teachers from the Community Development Department actively contributed to the enhancement of network activities through various contests and participatory events, including the following:

(1) Short Film Clip Competition on Local Development Innovation. Students submitted short clips—such as one titled “*Bananas*”—to showcase community development concepts. These videos were uploaded to YouTube as a means of demonstrating and communicating ideas related to local development innovation.

(2) Mind Mapping Skills Competition. Participants engaged in discussions across four breakout rooms, each focusing on different aspects of community development. The outcomes of these discussions were synthesized into a collective mind map, reflecting shared insights and collaborative thinking.

(3) Living Exhibition Contest. This contest involved a structured planning process that included preparing equipment, raw materials, and exhibition space. The displays illustrated practical applications of community development theories, offering tangible examples of student and teacher engagement.

In addition, professors from the Community Development Department played a key role in supporting network activities. They served as experts during the presentation of academic articles and acted as judges in both the mind mapping and short film clip competitions, providing valuable feedback and professional insight.

contributions and dedication. These certificates not only served as evidence of achievement but also inspired continued involvement in future activities. The outcomes from the competitions were as follows:

(1) Short Film Clip Competition on Local Development Innovation - recognized with a “Good” award



Figure 2 Participation in Operation: (1) Short Film Clip Competition on Local Development Innovation, (2) Mind Mapping Skills Competition, (3) Living Exhibition Contest.

This involvement of students and teachers in network activities underscores a strong readiness to collaborate, fostering an environment conducive to the exchange of ideas and experiences that support sustainable community development. Such participation facilitates:

(1) Learning through Practice Enhances understanding of community challenges and needs, enabling the application of theoretical knowledge to real-world contexts.

(2) Networking with Stakeholders Promotes collaboration with communities, governmental agencies, and private sector entities, providing access to resources and shared expertise.

(3) Skill Development Supports the acquisition of essential skills, including communication, project management, teamwork, and creative problem-solving abilities.

(4) Multicultural Understanding and Participation Strengthens multicultural awareness and cultivates a deeper sense of community engagement.

Participation in Monitoring and Evaluation

Participation in monitoring and evaluation revealed the strength and impact of collaborative engagement. This was evident in joint activities such as seminars organized for students and teachers within the network, where participants were invited to share opinions and propose solutions for the development of future initiatives. These shared activities fostered a sense of collective responsibility and boosted morale among participants.

To reinforces motivation and pride, certificates were awarded as formal recognition of participants’

(2) Mind Mapping Skills Competition - Also received a “Good” award

(3) Living Exhibition Contest - Awarded for its excellent level of presentation

These accomplishments were featured in the *Thai Post* newspaper on February 6, 2024, highlighting key insights from the academic conference of the National Local Community and Social Development Network (CSD Relations).

Participation in Receiving Benefits and Taking Responsibility for Outcomes

Following the academic conference, the research revealed an expansion of outcomes through continued network participation. The information gathered on fostering student and teacher engagement in network activities was formally recognized during the Rajabhat Academic and Honorary Ceremony. Award plaques were presented on February 14, 2024, at the main auditorium of Nakhon Si Thammarat Rajabhat University serving both as a source of motivation and professional affirmation and as a role model of dedication to community development work.

The researcher further utilized this information to facilitate knowledge exchange between the Community Development discipline at Nakhon Si Thammarat Rajabhat University and the Department of Community Administration and Development at Thaksin University, Songkhla Campus. This exchange took place on February 18, 2024, at the Royal Science Operations Learning Center for Local Development, under the theme “1 Rai of Poverty for Rajabhat People.”

Efforts to expand the network continued with participation in the public relations network in Nakhon Si Thammarat Province. This included a radio broadcast to raise awareness and promote participation, aired on February 19, 2024, at the regional MCOT Radio Nakhon Si Thammarat radio station. Additionally, the researcher facilitated cross-disciplinary integration between social sciences and sciences by promoting knowledge exchange between the Community Development discipline at Nakhon Si Thammarat Rajabhat University and the Science and Technology Network at the Southern Institute of Higher Education. This collaboration took place on February 22–23, 2024, at the Faculty of Science and Technology, Rajamangala University of Technology Srivijaya. These initiatives underscore the importance of creating participation among students and teachers in network activities as a key driver for sustainable development. Such engagement contributes meaningfully to the strengthening of communities and society at large.

Therefore, the participation of students and teachers in developing network activities encompasses engagement in planning, monitoring and evaluation, receiving benefits and taking responsibility for outcomes. Based on these findings, the author proposes a new body of knowledge referred to as “SAN”, which includes the following components:

(1) Sharing (S) The process involves the exchange of existing resources—such as knowledge, social expertise, and innovation—to promote sustainable development and collective learning. Sharing is particularly significant within the context of the social landscape and local knowledge, as it recognizes and utilizes valuable resources to address community challenges and meet local needs. Systematic knowledge sharing and social innovation require effective communication and networking among diverse stakeholders, including students, professors, researchers, entrepreneurs, community developers, and local residents. Such collaboration is essential for strengthening communities.

(2) Accept (A) Acceptance of diversity through the exchange of experiences and cultures within a multicultural context is an important process for promoting understanding and appreciation of cultural differences. This is particularly evident in areas such as traditional dress, food culture, and community adaptation, which offer opportunities for network participants to engage with and understand one another’s cultural background.

This inclusive approach presents culture from

multiple perspectives and highlights the significance of values and life experiences unique to each group. Such engagement contributes to breaking down prejudices and building bridges between cultures. Adaptation and cultural awareness form a foundational basis for cultivating a society that is open, inclusive, and accepting of diversity.

(3) Network (N) This refers to a cooperative network established across different regions to promote and develop communities through the strategic use of new media and innovation. Collaboration within this network provides opportunities for students, teachers, and community members to exchange knowledge and skills. It creates platforms for showcasing and expanding community products, thereby adding value and increasing market opportunities.

Media and innovation serve as essential tools for raising awareness and reaching consumers, particularly in the digital age. These tools enhance the visibility and narrative of community products, contributing to the preservation and promotion of local culture, traditions, and uniqueness. Such efforts generate income and improve the quality of life within communities.

The knowledge derived from *The Participation of Students and Teachers in the Development of Community, Local, and Social Network Activities: A Case Study in Nakhon Si Thammarat Rajabhat University and Chiang Mai Rajabhat University, Thailand*, which reflects the transformative potential of regional cooperation and innovation-driven development, is presented as follows:

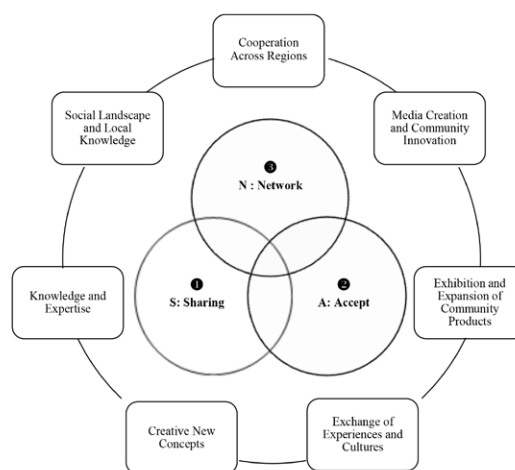


Figure 3 Knowledge Derived from ‘The Participation of Students and Teachers in the Development of Community, Local, and Social Network Activities: A Case Study in Nakhon Si Thammarat Rajabhat University and Chiangmai Rajabhat University, Thailand’

Basic Information About the Respondents

The majority of the respondents were female students between the ages of 18 and 30 years. Most were single and either currently pursuing a bachelor’s degree or had graduated from the Community Development program. Their monthly income was generally less than 5,000 baht. The income earned during their studies reflected active engagement in both work and extracurricular activities, demonstrating efforts to build a career and cultivate participatory learning. The details are illustrated as follows:

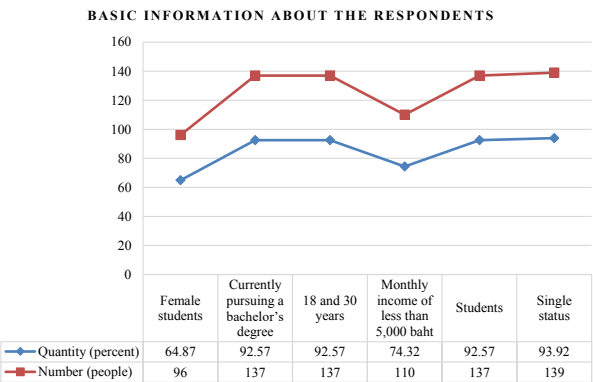


Figure 4 Basic Information About the Respondents

2. The Level of Participation of Students and Teachers in the Development of Community, Local, and Social Network Activities

Participation in Planning

The sample group demonstrated a high overall level of participation in planning activities ($M = 3.94$, $SD = 0.72$). Among individual items, the highest average score was for *setting goals and deciding together to plan development* ($M = 4.04$, $SD = 0.68$). This was followed by *deciding on appropriate activities and approaches* ($M = 4.01$, $SD = 0.65$), *decision making by meeting and discussions* ($M = 3.98$, $SD = 0.77$), and *defining project objectives and methods collaboratively* ($M = 3.86$, $SD = 0.80$). The item with the lowest average was *finding operational guidelines and determining shared resources* ($M = 3.82$, $SD = 0.66$).

Participation in the Operation

Overall participation in operational activities was also high ($M = 3.85$, $SD = 0.78$). The highest average was for *coordination and cooperation in organizing the project* ($M = 3.99$, $SD = 0.80$), followed by *joint assistance with funding, materials, equipment and labor* ($M = 3.95$, $SD = 0.76$), *participation in project management*

($M = 3.93$, $SD = 0.62$), and *resource support within the project* ($M = 3.89$, $SD = 0.73$). The item with the lowest average was *seeking external assistance*, which was rated at a moderate level, $M = 3.50$, $SD = 0.86$.

Participation in Monitoring and Evaluation

The sample group’s overall participation in monitoring and evaluation was high, $M = 3.92$, $SD = 0.73$. The highest average score was for *achieving success according to set objectives* ($M = 4.07$, $SD = 0.71$). Followed by *continuous follow-up on project implementation* ($M = 3.91$, $SD = 0.74$), *participation in monitoring and evaluating the results according to the procedures* ($M = 3.89$, $SD = 0.81$), and *evaluation of project implementation* ($M = 3.88$, $SD = 0.66$). The item with the lowest average was *participation in monitoring and evaluation from the beginning of the project* ($M = 3.87$, $SD = 0.70$).

Participation in Receiving Benefits and Taking Responsibility for Outcomes

This dimension showed the highest overall level of participation among the sample group, $M = 4.11$, $SD = 0.69$. The highest average score was *having a network capable of coordination and cooperation* ($M = 4.15$, $SD = 0.61$) followed by *receiving benefits from development toward community advancement* ($M = 4.14$, $SD = 0.64$), *receiving personal benefits for self-improvement* ($M = 4.11$, $SD = 0.70$), and *receiving social and network benefits* ($M = 4.09$, $SD = 0.71$). The item with the lowest average is *receiving benefits from activities or projects undertaken*, which remained at a high level, $M = 4.08$, $SD = 0.78$.

Overall Participation

The sample group’s overall participation across all dimensions, as shown in Table 1, was rated at a high level, $M = 3.96$, $SD = 0.74$. The highest average was observed in participation in receiving benefits and taking responsibility for outcomes ($M = 4.11$, $SD = 0.69$), followed by participation in planning ($M = 3.94$, $SD = 0.72$), participation in monitoring and evaluation ($M = 3.92$, $SD = 0.73$), and *participation in operation*, which had the lowest average but still reflected a high level, $M = 3.85$, $SD = 0.78$.

Discussion

1. Creating the participation of students and teachers in the development of community, local, and social network activities

This objective aligns with established theories of participation (Cohen & Uphoff, 1980; Sudthaluang et al., 2017) and is reflected through engagement in

Table 1 Level of Participation of Students and Teachers in the Development of Community, Local, and Social Network Activities

Participation of students and teachers in the development of community, local, and social network activities	Level		
	M	SD	Interpreting the average
Participation in planning			
- Setting goals, and deciding together to plan development	4.04	0.68	High
- Deciding on appropriate activities and approaches	4.01	0.65	High
- Decision making by meeting and discussions	3.98	0.77	High
- Defining project objectives and methods collaboratively	3.86	0.80	High
- Finding operational guidelines and determining shared resources	3.82	0.66	High
Overall	3.94	0.72	High
Participation in the operation			
- Coordination and cooperation in organizing the project	3.99	0.80	High
- Joint assistance with funding, materials, equipment and labor	3.95	0.76	High
- Participation in project management	3.93	0.62	High
- Resource support within the project	3.89	0.73	High
- Seeking external assistance	3.50	0.86	Moderate
Overall	3.85	0.78	High
Participation in monitoring and evaluation			
- Achieving success according to the set objectives	4.07	0.71	High
- Continuous follow-up on project implementation	3.91	0.74	High
- Participation in monitoring and evaluating the results according to the procedures	3.89	0.81	High
- Evaluation of project implementation	3.88	0.66	High
- Participation in monitoring and evaluating the results from the beginning of the project	3.87	0.70	High
Overall	3.92	0.73	High
Participation in receiving benefits and taking responsibility for outcomes			
- Having a network capable of coordination and cooperation	4.15	0.61	High
- Benefits from development toward community development are received	4.14	0.64	High
- Received personal benefits for self-improvement	4.11	0.70	High
- Received social and network benefits	4.09	0.71	High
- Received benefits from activities or projects undertaken	4.08	0.78	High
Overall	4.11	0.69	High
Overall participation	3.96	0.74	High

planning, operation, monitoring and evaluation, and receiving benefits and taking responsibility for outcomes (Hirankham, 2015). Participation in planning was found to support the involvement of students and teachers in driving academic initiatives and operational strategies in collaboration with network partners at various levels. These partners are aware of their roles and actively participate in each stage of the process (Hongsihong, 2023).

Key discussion points and preparatory efforts included organizing activities, defining formats for article presentations, preparing academic conference reports or proceedings, and arranging exhibition booths for affiliated networks and agencies. These efforts represent the introduction of policies and plans aimed at dissemination and public awareness (Tawila et al., 2010), underscoring the critical role of participation in building a sustainable and strong society.

Empowering all participants to engage in decision-making and planning—while recognizing their roles and establishing clear expectations—is essential to reinforcing participatory process (Pretty, 2003; Hickey & Mohan, 2005). In the context of community development, Nakhon Si Thammarat Rajabhat University convened meetings to collaboratively plan the creation of short film clips for dissemination within the network, develop cognitive maps for presentation and collective refinement, and prepare exhibitions for public display. This participatory approach supports informed decision-making.

Effective communication is vital to ensuring shared understanding and integration among all participants and agencies involved in the activities (Cornwall & Brock, 2005). Participation in decision-making is clearly emphasized through meetings and the selection of appropriate activities or strategies. These collaborative efforts contribute to the development of policies, objectives, and methodologies, and resource allocation for organizing community development initiatives (Cohen & Uphoff, 1980).

Engagement in these processes revealed that organizing activities serves as a platform for presenting work, exchanging knowledge, and strengthening networks of academic and professional cooperation in the domains of local community and social development. These efforts aim to elevate social consciousness regarding significant national and international issues, acting as a bridge among groups and organizations with shared goals and interdependent, mutually supportive relationships. Resource exchange facilitates collaborative operations and enhances understanding of network-related issue (Chopyot et al., 2020; Muhamad et al., 2022).

Such initiatives also prepare community developers for the challenges of the new millennium by incorporating discussions on innovation within the community. Academic skills competition under the theme of *spatial innovation toward sustainable development*, reflect active

participation in operations and resource support, as well as coordinated collaboration (Cohen & Uphoff, 1980). Students engaged in activities such as short-film clip contest, mind mapping skills competition, and living exhibition contest. Community development professors participated as experts, offering guidance during article presentations, the mind map contest, and short clip contest. These contributions, grounded in shared ideas and suggestions, help guide activities in a constructive direction. This inclusive process fosters a sense of ownership among participants, promoting engagement in both the outcomes and overall success of the activities. (Arnstein, 1969; Pretty, 1995). Through experiential learning and active participation, networks cultivate academic and professional competencies (Pricklek et al., 2022) as a pathway to sustainable community development.

In addition, seminars on monitoring and evaluation were organized for students and teachers within the network to facilitate the exchange of opinions and propose solutions for improving activities. Certificates were awarded to boost morale and foster a sense of pride among participants. This recognition served as a gesture of appreciation for their efforts and dedication, helping to sustain motivation and encourage continued participation in future initiatives.

Students from the Community Development program received awards at a commendable level. The short film clip and mind mapping contest were recognized with “Good” awards, while the living exhibition competition received an “Excellent” award. These achievements reflect the extraction of lessons learned and the synthesis of key knowledge gained from participation in academic meetings of the Local Community and Social Development Network. Such efforts align with the core principles of evaluation, emphasizing reflection, feedback, and continuous improvement (Khanong et al., 2016). This process demonstrates active involvement in monitoring and evaluation, whether through direct action or mass communication. It represents a critical stage in which participants collaboratively express opinions, identify problems, and offer suggestions for future development (Cohen & Uphoff, 1980; Sutheethorn, 2017).

Engagement in activities that result in receiving benefits and taking responsibility for outcomes demonstrates that work is conducted through collaborative efforts within the network. This includes supporting and highlighting the significance of alumni network activities for community development, which

serve both as a source of motivation and professional affirmation and as models of professional ethics. Participation extends to knowledge sharing within the field of Community Administration and Development at Thaksin University, Songkhla Campus; involvement in the public relations network of Nakhon Si Thammarat Province; and facilitating knowledge exchange between students, teachers, and the Science and Technology Network at the Southern Institute of Higher Education.

Such participation yields both social and individual benefits, reflecting the value of development outcomes and the recognition of contribution arising from collective efforts (Cohen & Uphoff, 1980). This approach is a key driver for sustainable development and embodies the goal of participatory engagement—to strengthen communities and society (Pricklek et al., 2022; Pretty & Ward, 2001; Uphoff, 1992). The advantage of participation lies in fostering community cohesion and building meaningful connections among network members. It promotes experiential learning and personal growth, enabling participants to acquire diverse skills and opening avenues for educational and career advancement.

2. The Level of Participation of Students and Teachers in the Development of Community, Local, and Social Network Activities

Participation in planning, monitoring and evaluation, and receiving benefits and taking responsibility for outcomes, were found to be high, $M = 3.96$, $SD = 0.74$, consistent with the findings of Rojanasang (2013). Overall participation with network partners also demonstrated a high level of engagement, aligning with the research of Ariyarojkul et al. (2013), which emphasized the importance of collective participation within network groups. However, these findings differ from those of Sangjan et al. (2019), whose study reported lower levels of network engagement.

Network participation encompasses development planning, operation, control, and evaluation, all of which are shown to be highly beneficial. Therefore, it is essential to provide opportunities for individuals or groups to engage in work—either directly or indirectly—through processes of shared understanding, collaborative thinking, joint decision-making, and collective evaluation. This inclusive approach ensures that all parties are aware of their roles and responsibilities. When responsibility is shared, it fosters ownership and contributes significantly to the success of community development projects.

The dimension with the highest average participation was receiving benefits and taking responsibility for outcomes, which was rated at a high level, $M = 4.11$, $SD = 0.69$. This finding aligns with the research of Suebkeaw (2021), which reported that collaborative effort led to mutual benefits at a similarly high level. Such outcomes are attributed to the value of enabling network partners to understand relevant policy and engage in joint analysis and policy formulation. This collaborative approach fosters shared ownership, strengthens inter-organizational relationships, and enhances the effectiveness of community development initiatives.

Moreover, participation in planning was found to be at a high level, $M = 3.94$, $SD = 0.72$. This finding aligns with the research of Lomnaimuang et al. (2009), which emphasized that planning and determining development methods through awareness and shared understanding fosters cooperation. It is also consistent with the study by Promnil & Khositditsayan (2021), which found that collaborative planning and engagement with community promote learning and strengthen network-based development efforts.

Participation in monitoring and evaluation was similarly high, $M = 3.92$, $SD = 0.73$. This corresponds with the findings of Chatchaidet et al. (2019), who reported that the overall evaluation of management and the quality of practical training were rated highly. These results suggest that participation in knowledge analysis and management can be effectively cultivated, particularly when emphasizing human resource development and process-oriented activity planning.

Although participation in operation had the lowest average among the four dimensions, it still reflected a high level, $M = 3.85$, $SD = 0.78$. This is consistent with the research of Saensuk et al. (2014), which found that promoting participation in organizing activities was supported through resources, such as funding, materials, equipment, labor, and cooperative management. However, this finding contrasts with the study by of Noomkham et al. (2016), which reported that operational concepts and behaviors received the highest level of agreement, suggesting that collaborative work is more effective than competitive approaches. Their findings also emphasized the ability to work across cultures and to appreciate the outcomes of shared activities with mutual respect and enthusiasm.

Conclusion

The overall level of participation among students and teachers in the development of community, local, and social network activities was found to be high, $M = 3.96$, $SD = 0.74$. The dimension with the highest average was participation in receiving benefits and taking responsibility for outcomes ($M = 4.11$, $SD = 0.69$), reflecting strong engagement in outcomes and mutual accountability. This was followed by participation in planning ($M = 3.94$, $SD = 0.72$), and participation in monitoring and evaluation ($M = 3.92$, $SD = 0.73$), both of which also demonstrated high levels of involvement. Although participation in operation had the lowest average among the four dimensions, it still reflected a high level of engagement ($M = 3.85$, $SD = 0.78$).

The involvement of students and teachers in developing network activities encompasses four key dimensions that collectively contribute to sustainable community development:

(1) Participation in planning, which involves collaborative engagement with network partners across various levels, where stakeholders recognize and understand the significance of their roles. Through discussions and preparatory efforts, participants contribute to the organization of activities, serving as an initial step in introducing policies and plans for broad dissemination. Emphasis is placed on participatory decision-making, with meetings held to select the most appropriate activities or approaches. This process supports the development of policies, objectives, methods, and resource allocation for effective implementation.

(2) Participation in operation, which provides a platform for showcasing work, exchanging knowledge, and strengthening networks of academic and professional networks in the domains of local community and social development. These activities foster social awareness of key national and international issues and promote inter-organizational collaboration based on mutual support and shared goals. Resource exchange enhances cooperation and understanding of network-related challenges, while discussions on community innovations academic competitions—such as those focused on spatial innovation for sustainable development—highlight the importance of coordination and idea-driven activity design. This inclusive approach ensures participants feel integral to the process, contributing meaningfully through experiential learning and skill development.

(3) Participation in Monitoring and Evaluation, which includes seminars for students and teachers

within the network to gather feedback and propose improvements to ongoing activities. The awarding of certificates serves as a gesture of recognition, boosting morale and encouraging continued engagement. Reflective learning is further supported through the extraction of lessons and synthesis of key insights, often communicated through mass media or institutional channels. These practices reinforce the value of evaluation as a tool for continuous improvement and shared accountability; and

(4) Participation in receiving benefits and taking responsibility for outcomes, which involves promoting network activities as sources of moral and exemplary conduct. This dimension acts as a catalyst for sustainable development. It strengthens community and societal bonds, fosters meaningful connections among network members, and enhances opportunities for learning and experiential opportunities. Participants develop a diverse range of skills, and gain access to educational and career pathways, reinforcing the long-term impact of participatory engagement.

Recommendations

Policy

To strengthen participation in community, local and social network activities, the following policy recommendations are proposed:

Support for Participation in Operation. Although overall participation levels are high, involvement in the operation remains the lowest among the four dimensions. This highlights the need for increased resource support and cross-sector cooperation, including capital, materials, equipment, and labor. Joint management of activities should be prioritized to enhance diversity and inclusivity in collaborative efforts.

Learning through Practice. The Office of the Ministry of Higher Education, Science, Research, and Innovation should promote policies that encourage experiential learning. Students should be provided with opportunities to engage in community development projects, enabling them to develop practical skills and deepen their understanding of societal issues.

Networking Support. The National Community and Social Development Network (CSD Relations) and affiliated organizations should facilitate stronger connections between universities and local communities. These networks should offer students and teachers meaningful participation opportunities that enrich learning and foster cross-sector collaboration.

Funding for Community Development Projects.

Institutions like the National Research Council of Thailand and university-based research and development centers should allocate funding for network development initiatives. These projects should emphasize community engagement and be led or actively supported by students and teachers.

Curriculum Development. Universities, including Nakhon Si Thammarat Rajabhat University, should design curricula that integrate academic learning with community engagement. This approach enables students to acquire knowledge and skills relevant to addressing real-world community and societal issues, fostering both academic and civic development.

Action Recommendations

To enhance the effectiveness and inclusivity of student and teacher participation, the following action-oriented recommendations are proposed:

Online Platform Development. Develop a dedicated online platform or application to facilitate the exchange of knowledge, experiences, and resources among students, teachers, and community members. This platform should go beyond existing social media channels like LINE and Facebook, offering structured tools for collaboration, documentation, and real-time engagement to support ongoing network development.

Network and Skill Development Programs. Implement targeted programs that focus on building networks and cultivating continuous community development skills. These programs should serve as a framework for planning and executing future network activities, equipping participants with the competencies needed to lead and sustain collaborative initiatives.

Budget Policies for Student Participation. Establish budget allocations or institutional policies that actively encourage student involvement in network activities. This may include reducing or waiving registration fees for events, providing financial support for travel and materials, and recognizing participation through academic credit or certification. Such measures can lower barriers to entry and promote broader engagement.

Suggestions

To build upon the findings of this study and further advance the field of community development and participatory education, the following research directions are suggested:

Impact Study

Conduct in-depth investigations into the effects of student and teacher participation on local communities, with particular attention to economic, social, and environmental outcomes. Such studies can provide empirical evidence of the long-term benefits and challenges associated with participatory engagement.

Participation Factors

Explore factors that facilitate or hinder the involvement of students and teachers in local community and social development network activities. This includes examining institutional support, cultural dynamics, motivational drivers, and logistical barriers that influence participation levels.

Evaluation of Student Learning Outcomes

Assess the learning outcomes derived from student participation in community development activities. Key areas of focus should include teamwork, problem-solving skills, and civic engagement, and understanding of complex social issues. These evaluations can inform curriculum design and experiential learning strategies that align with real-world development needs.

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