



**The solutions to unemployment of Thai music graduates:  
Educational administration phenomenology**

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**Abstract**

The objective of this research is to explore possible solutions to unemployment of Thai music graduates from various stakeholders' perspectives. This research is conducted by means of qualitative approach, based on the principle of phenomenological study, and interviews of twelve Thai graduates who experienced unemployment. Five stakeholders who are related to this problem were invited to mutually advise and provide solutions. This process was accomplished in a focus group discussion. The findings and solutions proposed by the stakeholders can be classified into three level demonstrated as follows; (1) social level; create social trend directed towards Thai music (2) curriculum level; improve and develop curriculum management to be effective and (3) personal level; the graduates have to adapt themselves. In the development of Thai music education management, the researcher proposes that the government should establish policies and plans for the implementation of Thai music education that give concrete priority and invest more in Thai music education, the curriculum should be in line with the needs of the society with the ten characteristics of desirable graduates, learning processes

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should be focused on personnel management and providing information services that support understanding of the students' careers, and evaluation should be conducted regularly and systematically according to the curriculum's identity and operation.

**Keywords:** unemployment, Thai music graduate, educational administration, phenomenology

### Introduction

Thai music has served Thai society for a thousand years; however, the dynamic in Thai society, rapid flow of foreign culture, and technology and mass media that are wide-spreading at the present – as well as art and culture conservation that are not being given as much importance – are the partial causes of Thai music's deterioration in terms of function. This also causes the decreased popularity of Thai music in society. Today, several institutes in tertiary level provide Thai music courses in their curriculum; however, the present condition of society, economy, and politics result in the unemployment problem of these graduates. The unemployment problem of the graduates is a serious problem: it creates both direct and indirect impact on

society including mental health, debt, poverty, human resource development in the country, and country development problems.

Base on the study of primary sources, the researcher found that the number of graduates oversupplies labor market demands, especially the number of graduates who hold 'Bachelor of Arts', 'Bachelor of Fine Arts', and 'Bachelor of Fine and Applied Arts'. Graduates in these mentioned fields are considered skilled labors in the field of music; however, they face more obstructions and lack job opportunities compared to graduates from other fields. The qualifications of mentioned graduates do not meet the requirement of the sectors, especially in some public sectors with set criteria of entrance examination for work commencement. This



problem is also impacted by the number of graduates that oversupply labor market, and the growth of Thai economic situation which is not fully developed. For those reasons, the artist graduates are unemployed, and those who study Thai music are particularly impacted.

The problem of unemployment should not be refrained from actions to tackle it: though it is difficult to say that unemployment has no impact on the problems in society, it creates direct and indirect effects to jobless people and society in general. The mentioned problems are of numerous types, such as mental problems, disharmony, debt, poverty, youth problems, as well as problems of crime (Supattra Supap, 2011). The above problems happen at individual and household levels, and impacts society, resulting in the depression of a developing nation, particularly in the aspects of economy and public order keeping. Accordingly, Rattana Saikanit (1999) claimed that a high unemployment rate is harmful to a country's national and human resource development.

As mentioned earlier, the researcher - Who is an instructor of Bachelor of Fine and Applied Arts in Thai Music program - recognizes the problem of unemployment of graduates in the field of Thai music, and notes the need to study the unemployment conditions of graduates in the field of Thai music as well as possible solutions to the problems. Thus, the researcher proposes a study of 'The Experiences of Unemployed Graduates in Thai Music: A Phenomenological Approach to Educational Administration'. The arrangement of this article, from the results of the research, is well-intentioned by the researcher to publicize what the researcher has found. Hopefully, the findings will be beneficial to policymakers, and those who can tackle the mentioned problems; it can also be valuable to those who follow the Thai music career path.

### **Research Question**

What are possible solutions of Thai music graduates' unemployment from the stakeholders' perspective?



### Research Method

In this research, qualitative research methodology based on phenomenological principles was applied; this method is utilized to study experiences of informants concerning the issues of interest (Cohen, Kahn, & Steeves, 2000). Accordingly, it is necessary to understand the mentioned experiences through the lens of informants. The informants selected comprise of twelve participants and five stakeholders; the researcher selected the convenient sampling approach based on the set criteria, and attempted to vary the information-rich cases (Patton, 1987).

In an advent of fieldwork, the researcher reviewed the concepts, theories, and research related to the topic of this research as the foundation knowledge for data collection. The important topics are unemployment, Thai music, educational administration, and phenomenological study. Furthermore, the researcher created good relationships with the informants, and studied the informants' primary information. The

most important requirement was that the researcher surveyed her own biases and foundation of known knowledge before working in a fieldwork.

In data collection, the most important tool of the study is the researcher. Moreover, there are many electronic tools that facilitated data recording; in addition, there are question guidelines, used for in-depth interviewing, which were created by the researcher. These question guidelines were created according to the research question and objectives, based on the principle of question forming of qualitative research procedure. The quality of question guidelines has been examined by the supervisors. During interviews, the researcher applied the technique of informal interview alongside observations. An interview lasted less than two hours each time; there were both telephone and face-to-face interviews. Regarding to the focus group discussion, the researcher acted as a moderator, arranged questions, and encouraged the stakeholders to mutually respond until the information was



completely collected to be in line with the objective of conference.

After the interviews and discussion, the researcher sought an opportunity to inquire more information, and maintain good relationships with the informants, by means of online media, for example through the use of Line, Facebook, and mobile phones. In regards to voice recording derived from fieldwork data collection, it was systematically filed, and verbatim transcription was applied. The significant statements obtained from this transcription has been classified based on the themes derived by means of deductive thematic analysis concept. In regards to information derived from the stakeholders, the theme was structured based on the concept of inductive thematic analysis (Fereday & Muir-Cochrane, 2006). The researcher read all obtained information again and again; this information is also analyzed without personal bias. Consequently, it was arranged in the form of narrative writing.

Credibility of the studied information is demonstrated as follows; more than one method of data collection was used, vague data of informants was examined and rechecked with the informants for verification and correction, the research was conducted in regular stages, examined by the supervisor at every step. Moreover, dependability is evident in the research methodology and procedure presented, in its entirety, by the researcher; every stage is accountable. In terms of the study's transferability: the study was conducted based on the norms of qualitative research, and it can be said that generalization is not a normality of qualitative research, as it is not interested in representing or making assuming conclusions of the masses. It is because in qualitative research, importance is placed on profoundness of content and comprehension under time, space, and context with specificity. The utilization of the research findings is appropriate with cases which occur in the same or similar areas.



## Results

In regards to the organization of focus group discussion, the search for information rich cases lasted six weeks before the researcher obtained the names of stakeholders who confirmed to participate the project. They include Prof. Tongthong Chandransu, Mr. Chaovalit Soontranon, Mr. Chaiyaporn Tubpawatin, Mr. Kunchit Jitratan, and Mr. Jirasak Konprom. Accordingly, Mr. Soontranon and Mr. Tubpawatin, are representatives of the public sector; the main responsibilities are to control, disseminate, and conserve Thai art and culture. Mr. Jitratan is from a department of art and culture promotion in an academic institute; Mr. Konprom is from a department that is involved in media production in the aspect of art and culture in a private organization. Prof. Chandransu has administration experiences concerning the generation of graduate and regulation of national education policy. Accordingly, each stakeholder is suitable in terms of seniority, qualification, and administration experience

(over 5 years each); they are also explicitly renowned in the field of education and art and culture.

Data were obtained from the conference, and the researcher applied inductive thematic analysis in the process of data classification. Accordingly, the theme was not specified to analysis, based on the theories that were studied in the relevant literature. Correspondingly, the researcher viewed that this was meaningful and important in relation to the objective of the research. Eventually, the solution according to the research are divided three main levels, which are the social level, curriculum level, and personal level.

### Social Level

During the conference to discuss solutions to the unemployment problem in the field of Thai music, Mr. Jitratan proposed his viewpoint based on his experience that this could be operated by disseminating Thai music to be more recognized. This can start from creating a new group of audience who



may not initially be a big fan of classical Thai music. Consequently, convincing them to be interested in Thai music can start from hosting Thai music program that is easy to listen to, for example integrated Thai music, contemporary Thai music, and popular Thai music that is renowned in the social stream on television. When people start to get familiar with Thai music, then the program can gradually augment to more difficult Thai music, along with an explanation to make the audience realize the beauty and value of Thai music. He emphasized that *“do not make the audience feel that it is difficult to reach Thai music”*. Besides, he proposed that to disseminate Thai music at the present necessitates the use of modern online media, for example Line and Facebook, for spreading information and news that are more accessible to audience.

Likewise, Mr. Tubpawatin claimed that *“It [dissemination of Thai music] is like radio frequency. After we sent it, if the audiences do not want to receive it, they will turn off the radio”*. Prof. Chandransu added that the

effective dissemination of Thai music should be implemented regularly to raise the social awareness. To the expansion of Thai music popularity in society, he also added other management and operational approaches. In reality, art and culture dissemination is not appropriate with bureaucratic system, because the system’s working procedure is complicated, particularly in terms of budgeting and disbursement. Therefore, in regards to the dissemination of Thai music for the public, cooperation between the private and public sectors should be created to achieve Corporate Social Responsibility (CSR), and this should be a good solution. Similarly, academic institutions can potentially bring this concept of Thai music dissemination to mutually discuss and work together with private sectors.

### Curriculum Level

The stakeholders viewed that, to decrease unemployment of the graduates in Thai music field, curriculum development must comply with today’s social demands, and this can



be another solution. Mr. Jitratan observed that the majority of Thai music curriculum is designed under restricted conceptual framework; therefore, it does not support the graduates to utilize what they study based on the curriculum to apply in their jobs. Likewise, Prof. Chandransu assumed the cause of this issue; this problem stemmed from the idea that the graduates who study Thai music must only work in the field of Thai music. According to this issue, he proposed a solution that *“when the curriculum is being designed, there should be a person who is not a traditional Thai musician in that group. People who do not understand Thai music are probably not able to design a curriculum. Those who are very typically traditional can also change nothing. These two elements should be combined”*.

According to the advice of stakeholders, Thai music curriculum that is appropriate in the present day should be designed by various kinds of people who have open-mindedness. Moreover, this should be a combination

between conservationist concept and the concept that is appropriate to this time and age. For that purpose, Mr. Jitratan proposed some characteristics that today’s graduates in Thai music field should possess, including deep comprehension in their own knowledge, well-roundedness in social context, and an ability of adapt themselves.

According to the issue, Prof. Chandransu added that the graduates in any fields should have extra knowledge and could work in different fields by using knowledge in the field they study as a foundation as he claimed that *“The graduates in Thai music should not know only Thai music because there is no guarantee that they must work only in Thai music field”*. In addition, he proposed the important characters of the graduates in modern age that *“The graduates should be flexible and ready to learn as well as adapt themselves to work, using their known knowledge as a foundation”*.

This previous notion complies with Mr. Tubpawatin’s, who claimed that





*“in today’s society, the graduates in Thai music do various types of work; they must be able to learn and develop to survive”.* Similarly, Mr. Konprom’s notion revealed his experience from when he worked with artists in entertainment field: *“those who survive from unemployed situations must have passion to use in their jobs; multi-skills and creativities are also required...they must be a hawk, but work like a duck”.* He also reflects that today, the people wanted by the entertainment field are the ones who are skillful in their professions and keen on their communication, with good knowledge, good attitude, self-confidence, and most importantly they must be able to work in various fields.

In regards to the structure and content of curriculum suggested by the stakeholders, Prof. Chandransu proposed that two third of total subjects should relate to music, and one third should relate to other fields. Moreover, apprenticeship should expand students’ vision to a new world, as he explained that *“it is not necessary to apprentice in Thai music since*

*students already know how to use music as a foundation of their work”.* Mr. Jitratan agreed with this notion and raised the example of skills that are currently in demand, such as English language and soundtrack producing. Likewise, Mr. Tubpawatin added that students in Thai music field should study other subjects that can be integrated with Thai music. They ought to practice other types of musical instruments that are not their major.

Aside from guidelines for curriculum development, some stakeholders discussed the issue concerning curriculum management. As Prof. Chandransu viewed that there should be a teacher whose qualification complied with the unique identity of the designed curriculum. In addition, he observed that sometimes education guidance for high school students who are about to enter university lack actual information or facts. As a result, some students study in the a faculty that is ‘wrong’ for them, only to realize it later when they are about to graduate. Therefore, education guidance is a very important issue which



needs to be controlled and improved. Besides, academic institutes ought to provide the applicants with facts, and inform them of types of profession they would be able to do after they graduate.

Another issue associated with education management is regulating of quantity and quality of curriculums, as Mr. Soontranon suggested that questions such as *“whether the curriculums in operation should be controlled, whether the curriculums are up to standards of quality, what kinds of graduates will be produced, and what level of quality would the artist graduates be at”*, should be raised. Meanwhile, Prof. Chandransu placed an importance on curriculum review and improvement, which should be consistently operated.

### **Personal Level**

Regarding to the solutions for unemployment at the personal level, the stakeholders viewed that unemployed graduates should start from adjusting their viewpoint and

opening their minds widely. Consequently, they do not have to work in the field of Thai music even if they graduated in this mentioned field. The new graduates ought not to be overly selective of jobs. *“If people are not selective of jobs, there are several job vacancies available in private sector”*, Mr. Soontranon suggested. *“Do not be overly selective of jobs. It is a best idea for the new graduates...you are not in a position to be selective”*, Prof. Chandransu expressed. Moreover, Mr. Tubpawatin said *“If you can get a job right after graduation, take it. Do anything you can to make a living. After that, if you find a way out, take the [government] examination again”*. In other words, he suggested that new graduates should take any job they can get for a while, before finding new ones when the opportunity comes.

*“Efficiency of adaptability is the success of life”* Prof. Chandransu stated. He proposed that having a capability in other fields that graduate did not study and graduate in is also important, as he stated that *“for those*



*who study Thai music, all 100 graduates are the same and they are difficult to select [for a job]. You have to find yourself a 'plus'...each person has to know their own potential; then you will have advantage over others".* This previous notion complies with Mr. Konprom's; he claimed that having knowledge or skill outside of what the graduate has learned at university is very important; this gives the graduate an advantage over other people. Accordingly, Mr. Tubpawatin praised certain staffs that used to work with him about their wide variety of capabilities: *"my subordinates do not only know how to sing, but they can read the news, arrange programs, compose lyrics, and do all kinds of works"*. This reflects that today, society needs people who have various types of capabilities for working. Moreover, Mr. Konprom proposed that graduates must adapt themselves to catch up with today's social stream in the digital age. Artist graduates must know how to present themselves; they must know how to

make use of today's modern media to gain more jobs.

In conclusion, in terms of possible solutions to the unemployment problem of graduates in the field of Thai music, the researcher classified these opinions based on their utilization into three levels: social, curriculum, and personal levels. At the social level, to solve this problem, the stakeholders proposed that we have to create a popular trend of Thai music in society toward, and transform it to become a good value to listen to Thai music. To achieve the goal, marketing strategies and dissemination plans for Thai music must be implemented. There should be a study of audiences' demand, the adjustment of presentation that fit the audience, and the use of electronic media for public relations, spreading of information and news. Likewise, the management of consistent dissemination of news to raise the awareness of society, and establishment of cooperation with the private sector to disseminate Thai music, should also be implemented.



At the curriculum level, the stakeholders also proposed the approach to curriculum management concerning Thai music curriculum design and management which will comply more with the demands of the current labor market and society. The important issue concerning education management includes curriculums designers; they should have an expanded and modern vision. In regards to curriculum regulation, the job framework for graduates must not be excessively restricted. Furthermore, the qualifications of the graduates produced should comply with the demands of today's labor market. Moreover, the structure and content of curriculum must serve the changing trend of society; however, the unique identity of each curriculum must be maintained. In addition, management approaches which include application procedure, quality control, curriculum revision and improvement should be updated regularly.

In regards to the personal level, the stakeholders viewed that unemployed graduates should adapt themselves to be ready to tackle

the modern world. This can start from thinking adjustment, by widely opening and accepting that to work in the field that they studied is not the only option. New graduates should not be overly selective of jobs. Furthermore, the stakeholders all agreed that graduates should have special abilities beyond the knowledge obtained from the classroom. It would be better if the graduates have various skills for working, and if they can adapt themselves well to different situations, as this means they will have an advantage over others.

### **Discussion**

In regards to the finding, the researcher has taken the results derived from the section on the focus group discussion, and integrated it with the discussion on educational administration based on the knowledge obtained from literature reviews. Consequently, the discussion that the researcher has composed can be classified into four aspects, demonstrated as the following.



### **National Policy Aspect**

According to education management problems in an aspect of art and culture, for instance unemployment, quality of graduates, and budget deficiency, the researcher views that this concerns national policy. The National Economic and Social Development Plan No. 12 (Office of the National Economic and Social Development Council, 2019) has specified to form nation stability by means of developing all people to be a good, intellectual, and creative person, full of potential. Nevertheless, the actual phenomenon taking place in educational administration of Thai academic institutes is that they still do not have substantial or concrete support from the public sector. As Prof. Tongthong Chandransu mentioned in a focus group discussion, the government still lacked the manpower and budget for educational administration; the government placed the importance of art and culture as the last priority. As a result, the researcher views that Thai music education management needs to be better systematized.

It also requires better personnel support and adequate budget allocation.

Thongchai Somboon's SIAM Model, which focuses on students receiving education which will lead them to a flourishing and happy life (Thongchai Somboon, 2018), is one approach that the researcher proposes could lead to a solution for education management in the field of Thai music, and a basis to reform education by controlling government policies to support the long-term stability of education management. Furthermore, a vision for human capital development in Thai society is also needed. It is necessary to allow people to realize their, and other people's, self-value; they should have good attitude and be eager to obtain knowledge. Similarly, they need lifelong development. This will also help them have immunity to eliminate external risk which stem from a transformation of society and environment. For that purpose, every policy regulated by the government should be driven and substantially assessed. Moreover, policy and short-term plans should be regularly



improved to keep abreast of problems and rapid changes. Apart from regulating clear policy and promoting stability of human development in the society to support Thai music education, the government ought to place an importance on Thai music education investment – that it should not be less than investments in other aspects such as infrastructure, economy, and national security.

#### **Curriculum Development Aspect**

On the topic of the improvement and development of Thai music curriculum, the stakeholders proposed the solutions as the following. First, the curriculum should be improved and designed to comply with social demands, as well as expanded to give graduates more opportunities for their career paths. Second, there should be a unique identity that serves the need of today's social trends, which applies to the objectives and content of the curriculum. Moreover, based on Tyler's (1949) statement about behavioral objectives for student regulation, the researcher considers

that this is important in terms of controlling the characteristics in graduates' production of the curriculum.

According to the stakeholders' opinion towards the graduates' characteristics that is needed for today's Thai society, it can be concluded that ten desirable characteristics of graduates in the field of Thai music include (1) being skillful in their profession, (2) being able to apply Thai music knowledge in their jobs, (3) being creative, (4) being well-rounded and understanding of today's social context, (5) having supportive skills and capabilities to take on various jobs, (6) having good communication skill, (7) being able to learn and to develop themselves, (8) being flexible and adjustable, (9) having a good personality and attitude, and finally (10) having self-confidence. These required qualifications of graduates comply with the principles of 21st century student outcome, based on Partner of 21st Century Skills (Kay, 2010), Future Work Skills in 2020 theorized by Gardner (2006), and Emotional Intelligence



theorized by Sommart Wongwantanee (2001). All three principles suggested the necessary characteristics of humans that are important competencies in the world's labor market of the 21st century.

### **Learning Process Aspect**

The stakeholders reflected that one problem which stemmed from curriculum administration is that there is an enrollment of students whose basic skills are lower than the criteria standard; as a result, the graduates possess low qualifications. There is also a lack of lecturers who have expertise in specific fields; therefore, the graduates cannot fully develop their abilities. Moreover, they do not receive sufficient and clear information related to the professions they can potentially have after graduation. To solve this problem, the researcher proposes that people who are responsible for curriculum administration should administrate Thai music curriculums with the awareness of factors concerning the control and regulation of the curriculum and

education management's quality, which are demonstrated as follows;

1. There should be skillful committees who are in line with the identity of the curriculum. These personnel should have an open attitude and be flexible; they should be knowingly aware of the changes in today's society.

2. The control of graduates' qualification should be based on the objectives and identity of the curriculum. For that purpose, the objective and identity of the curriculum can potentially be developed via brainstorming by the curriculum committees. If possible, they should survey the needs and opinions of relevant people, for example CEOs, students' parents, students, people in a community, and employers.

3. When there are no lecturers who is an expert on special field in the curriculum, this can affect the quality of the graduates. Suitable lecturers from outside the institution should be provided; full-time lecturers for the curriculum should be encouraged to learn and develop



themselves at the same time as the students.

4. There should be print or electronic media that interested people can access and learn by themselves; a contact channel for inquiries, that is suitable for the group of interested people, should be provided. Additionally, understanding in the content of the curriculum should be created, and the possibilities of career paths should be understood by all the personnel working in and with the curriculum.

5. Career information should be systematically provided to the graduates after graduation; this can be done by surveying the graduates' knowledge and support needs prior to their graduation. Accordingly, they can set learning activities related to career and job finding for the graduates; this can solve the problem more directly.

Accordingly, the researcher views that current learning management should be focused on skill development and experience coaching which will support living and profession. This should be operated together

with critical thinking development, as well as cultivating good conscience of being a good citizen. In creating a good method for education implementation in Thai society, the culture of educational competition should be abolished, as it creates problems of inequality for disadvantaged students. On the contrary, it should place an importance on education which focuses more on student-centered learning; it should also put emphasis on cultivating good citizens who know their rights and duty. Furthermore, it should lay emphasis on supporting learners to realize that they are a part of the society, and they should be awakened to be global citizens who conserve the environment.

### **Evaluation Aspect**

The Deming Cycle: PDCA (Deming, 2000) quality control process composes of four stages: plan, do, check, and act. According to the process of evaluation that of 'check' and 'act', the researcher proposes that curriculum improvement should be regularly operated,





and this should originate from a foundation of thought which stem from systematic study and research. Moreover, there should be an evaluation principle for assessment which complies with the identity and actual condition for each curriculum. In this case, with over ten years working experience in an academic institute, the researcher disagrees with controlling and sustaining system of education quality through the use of one single evaluation criteria being applied for all fields when assessment are being operated. In truth, each curriculum is unique and composes of specific objectives related to the production of graduates, identity, environment, and elements of instruction management. On top of that, using same evaluation criteria also leads to the majority of curriculums copying from others, which results in the loss of identity and deficiency of academic freedom.

In addition, the concept of education management in the field of arts are different to other fields. Accordingly, Pichit Chaiseree (personal communication, January 16, 2019)

mentioned that “*when Master Silpa Bhirasri (Corrado Feroci) recruited student to enroll at Silpakorn University... those who answered that they studied because they wanted to get a job would fail. Art for art’s sake*”. This notion reflects that one dimension of art study is not for utilization or making a living; however, the actual objective of learning art is to only learn ‘art’. This emphasizes the researcher to view that there should be special criteria particularly created for the process of quality control which is applied for arts education. Moreover, an evaluation principle for quality assurance should be flexible, and it should be able to regulate indicators that is suitable for the identity of each curriculum.

In summary, the study of stakeholders’ experiences in terms of educational administration concludes that possible solutions to Thai music graduate’s unemployment in the current educational phenomenon should proceed as follows;

1. National policy: the policy of Thai music education provision regulated by the



government should be driven and assessed substantially. Moreover, policy and short-term plans should be regularly improved to keep abreast of current problems and rapid changes. This should include a focus of investments in Thai music education, and Thai music should be supported by more manpower and budget than it is today.

2. Curriculum development: Thai music curriculums should be improved and designed to comply with social demands. The ten qualifications of Thai music graduates that the researcher has proposed can be used as a guideline for determining the direction of curriculum development.

3. Learning process: administrators and educators in the curriculum should focus on effective course management. The five guidelines proposed by the researcher can be used to set its direction. One important thing is administrators and educators should help create educational values that reduce inequality and raise students' awareness of their rights and duties, pride of being a part of society,

and alertness to be a global citizen.

4. Evaluation: course management should provide regular and systematic evaluation of curriculum and operation. There should be an evaluation principle for assessment which comply with the identity and actual conditions of each curriculum when operating, controlling, and sustaining the quality of education.

The management of Thai music curriculum, as previously mentioned, cannot be accomplished without the important factor for education management which is the adaptation of academic institute and personnel. As Paitoon Sinlarat (2013) states that in the midst of changing social trend, academic institutes and personnel must adapt themselves to keep abreast with the transformation. Apart from that notion, Narut Suthajit (2012) proposed the adaptation guidelines for Thai music management in 21st century that the balance between Thai music and Western music learning should be created. To explain, Thai people should have an opportunity to learn both Thai and Western music. In addition,



they will acknowledge the value of their own culture to be as equal as the international one. Correspondingly, Phraya Anuman Rajadhon (1964) mentioned the words stated by Prof. Silpa Bhirasri (Mr. Corrado Feroci, Italian professor and artist) as “art is meaningful that can lift us higher to reach the standard that equals to other civilized nations. Hence, we can firmly stand shoulder to shoulder in the same level as others”.

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### **Recommendation for Further Research**

The phenomenon of value and culture for Thai music study is an issue of interest for the researcher; it can be the main objective for any study or research. Another subject of interest would be challenging issue of developing the guidelines for quality assessment that is suitable for Thai music study: a system of quality assurance in special education to serve the character of music study. Moreover, the guidelines for the organization of Thai music learning and experience which will be suitable to changes in today’s society also needs to be developed. The researcher views that if someone develops solutions for these issues, it would be incredibly useful for the field of Thai music study.

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