

# The Development of Administrators Affiliated with the Office of Non-Formal and Informal Education (NFE)

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## Abstract

This study has the following objectives: 1. Develop a manual for training; 2. Evaluate knowledge and understanding before and after training; and 3. Study the relationship between personal factors and satisfaction towards training according to the intensive preparation and development curriculum for assistant teachers under the Office of the Non-Formal and Informal Education. The research sample consisted of 208 teacher public servants and educational personnel under the Office of the Non-Formal and Informal Education. This study utilized a consistency evaluation form of the Office of the Non-Formal and Informal Education professional teacher manual which is evaluated by experts. The consistency is 0.80 -1.00. The reliability of satisfaction evaluation form towards orientation and training activities according to the intensive preparation and development curriculum for assistant teachers under the Office of the Non-Formal and Informal Education is .9433. Data analysis was performed using statistical software. The study results indicate that: 1. The evaluation of professional teachers of the Office of the Non-Formal and Informal Education manual is consistent in all aspects consisting of 1) national strategy, 2) philosophy and objectives and criteria defined by the Office of the Non-Formal and Informal Education, 3) goal of the orientation, 4) orientation activity structure, 5) content and activities of the orientation, 6) form of orientation activity organizing, and 7) value-added and worthiness of orientation activities when the consistencies range from 0.8 to 1.00 which meet the defined criteria; 2. Assistant teachers have more knowledge and better understand practice and operations after attending training; and 3. Personal factors in terms of age are significantly related to satisfaction towards the training activity organizing at a statistical significance level of .05.

## Keywords

Development, Administrators, Training, NFE

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## Introduction

To develop quality-of-life, the economy, society, and the country, people in the country must be taught to possess good qualities, values, knowledge, and skills in order to think, adapt and solve problems. However, citizen development relies on effective knowledge management for preparing them to be productive human beings. In every era, the government sets out the educational policy as a part of human potential development. The policy is implemented through the mechanism of a good management process, and educational administrators are responsible for the supervision and follow-up of school operations. According to Tong-in Wangsotorn and Titirat Visalvethaya (1994: 141), the United States specifies the qualifications of educational administrators, including 1) having an administrators' license, 2) graduated with a master's degree or higher, 3) having teaching experience, and 4) having experience as an assistant administrator. These qualifications are adjusted in accordance with the government agencies in Thailand, particularly the Ministry of Education. The Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC) is responsible for setting the qualifications, criteria, and methods for selection and development to put in the positions in the direction for new public management. OTEPC designs the personnel management system used for promoting government officers with a focus on efficiency, effectiveness, performance, governance in decision-making, society, and people-centeredness. In personnel development, training and seminars are used as instruments for human resource development to gain the knowledge, skills, and positive attitudes necessary for work operation. An administrator is an important factor for applying knowledge and experience to work as well as in transferring knowledge and experience to subordinates in order to create continuous learning cultures and to develop the organization with sustainability. Training is commonly used for increasing personnel competency to learn about their jobs, and lecturers are responsible for developing government officers and personnel to gain knowledge and specialization in their jobs by pointing out what to do and how to work, as well as giving suggestions, following up, and improving work for optimum efficiency and effectiveness. Personnel performance development is essential for every organization to implement (Narongwit Saentong, 2004: 89). To manage work smoothly and effectively according to the official mission and policy, the administrators should have wide knowledge and competency in general principles, administration, regulations, related laws, and government policies. They should learn and keep up with technology used as instruments for knowledge seeking and information management. It is necessary to continuously develop administrators in various aspects because administration knowledge evolves according to social contexts (Priyaphorn Wonganutararot, 2006: 54). The purpose of this research was to develop the framework of curriculum development for the administrators affiliated with Non-formal and Informal Education (NFL). Curriculum development was based on the concept of Saylor, J. G., W. M. Alexander, and Arthur J. L. (1981), using a process consisting of 4 steps: 1) goals, objectives, and domains; 2) curriculum design; 3) curriculum implementation, and 4) curriculum evaluation. As the researcher works in education, it is believed this developed curriculum will help develop administrators to gain knowledge and skills with good attitudes, morality, ethics, and professional conduct suitable for performing work responsibilities with efficiency, effectiveness, and advancement of educational personnel.

## Objectives of the Research

1. To create a curriculum for the development of administrators affiliated with Non-formal and Informal Education
2. To study the results of curriculum implementation on the development of administrators affiliated with Non-formal and Informal Education

## Scope of the Research

### Study Population

The population in the study included 43 government teachers and educational personnel with qualifications to apply and pass selection for being administrators affiliated with the Office of Non-formal and Informal Education. These personnel were prepared to be put in the positions and appointed to be educational administrators, i.e. 26 directors of Provincial NFL / Bangkok NFL, and



## Curriculum Contents

In this study, the curriculum was created for the development of the administrators of Provincial NFL / Bangkok NFL. The curriculum included 6 learning units: 1) being academic leadership, 2) being a strategic management officer, 3) being a learning person, 4) network building and development in educational management, 5) development of disciplines, morality, ethics, and professional conducts, and 6) NFL development to support the policies and future development direction. Learning activities and internships were arranged in real situations, and the results of such activities and internships were reported and presented by trainees. The study period of the curriculum implementation with performance developmental activities was not less than 29 days for a director position and not less than 26 days for an assistant director position.

## Data Analysis

Curriculum efficiency for the development of administrators in Provincial NFL / Bangkok NFL was calculated as follows.

1. The mean score of each unit during the development was compared with the mean score after completing the developmental activities. The results were calculated to identify the curriculum efficiency according to the relationship criteria at not lower than 80/80 (E1/E2) (Orapan Pornsema, 1994: 130 – 131).

$$E1 = X \times 100 / A$$

Where E1 is the efficiency value of the development  
 X is the mean testing score of each learning unit  
 A is the full testing score of each unit

$$E2 = F \times 100 / P$$

Where E2 is the efficiency value after the development  
 F is the total testing score after the development  
 P is the full testing score after the development

2. The criteria for determining the curriculum efficiency were in comparison with the mean testing scores of the learning units, before and after the activity implementation, by using the value of E1/E2 with the criteria not lower than 80/80, as described below.

- a. E1/E2 refers to the components and difficulty of the course contents and the criteria of 80/80 used in the study.
- b. Definitions of E1/E2

E1 is the process efficiency (The process in this study referred to the development process with activities in each learning unit). The number 80 refers to 80% of the sub-testing mean score calculated from the sum of scores divided by the number of trainees, multiplied by 100, and then divided by the sum of full scores from all tests.

E2 is the outcome efficiency (The outcome in this study referred to learning achievement after the development). The number 80 refers to 80% of the post-test score calculated from the sum of scores divided by the number of trainees, multiplied by 100, and divided by the sum of full scores from all tests. In the study, the results were interpreted so that the more E1/E2 approached 100, the better the efficiency of the developed curriculum.

## Results of the Study

The results of the study are presented as follows.

### Results of Curriculum Creation for Administrator Development

#### Determination of the curriculum description

The basic information necessary and demanded in the curriculum development was based on the study from documents and research related to educational administrator development and curriculum components. The collected data were analyzed, synthesized, and concluded to serve as the basic information for curriculum development according to the set criteria and methods. The curriculum contents were divided into 6 learning units: 1) being in academic leadership, 2) being a strategic management officer, 3) being a learning person, 4) network building and development in educational management, 5) development of disciplines, morality, ethics, and professional conducts, and 6) NFL development to support the policies and future development direction. In addition, internships were arranged in real situations, and trainees were assigned to report and present their internship results.

#### The Results on Curriculum Design

The curriculum was designed in 3 steps: 1) forming an outline of the training curriculum, 2) validating the training curriculum outlined by the experts, and 3) improving the training curriculum outline according to the experts' suggestions. The duration of the curriculum implementation was not less than 29 days for a director position and not less than 26 days for an assistant director position. Descriptions of curriculum design results are as follows.

Phase 1: Activities for enhancing the performance of a director position in 6 learning units Unit 1 was concerned with being in academic leadership (not less than 18 hours for a director position, and not less than 21 hours for an assistant director position). This unit consisted of 6 lessons: 1) vision in educational management to keep up with changes; 2) academic leadership and personnel promotion to possess leadership; 3) philosophies, concepts, and ideals of lifelong education; 4) movement on upgrading the quality of non-formal and informal education; 5) quality insurance and standards of non-formal and informal education; 6) promotion and support in school curriculum management.

Unit 2 was concerned with being a strategic management officer (not less than 24 hours for a director position, and not less than 45 hours for an assistant director position). This unit included 8 lessons: 1) contexts and trend in international educational management; 2) development and promotion of strength in management; 3) strategic planning and movement to practice; 4) management in information and communication technology; 5) change management based on governance; 7) new public management of NFL; 7) risk management; 8) NFL administrative management in finance, accounting, supplies, and assets.

Unit 3 was concerned with being a learning person (not less than 9 hours for a director position, and not less than 9 hours for an assistant director position). This unit included 2 lessons: 1) self-development for being a learning person, and 2) building a learning organization.

Unit 4 was concerned with network building and development in educational management (not less than 6 hours for a director position, and not less than 9 hours for an assistant director position). This unit included 2 lessons: 1) building, managing, and developing educational management networks, and 2) community-based non-formal and informal education.

Unit 5 was concerned with the development of disciplines, morality, ethics, and professional conduct (not less than 30 hours for a director position, and not less than 30 hours for an assistant director position). This unit included 6 lessons: 1) development of morality, ethics, and professional conducts; 2) development of disciplines and use of authority; 3) mental development; 4) physical development; 5) leadership personality development; 6) management in related NFL rules and regulations.

Unit 6 was concerned with NFL development to support policies and future development direction (not less than 12 hours for a director position, and not less than 12 hours for an assistant director position). This unit included 2 lessons: 1) seminars on NFL development to support policies and future development direction, and 2) promotion of the new management paradigm.

## Results on Creating the Administrator Curriculum

The developed curriculum consisted of the following components.

- 1) Curriculum description, objectives, structures, developmental activities, developmental media, and testing and evaluation for development
- 2) Training handouts of Units 1 – 6: 1) being in academic leadership, 2) being a strategic management officer,
- 3) being a learning person, 4) network building and development in educational management,
- 5) development of disciplines, morality, ethics, and professional conduct, and 6) NFL development to support the policies and future development direction. Each unit included lesson descriptions, objectives, contents, developmental activities, developmental media, and testing and evaluation on the development.

**Table 1.**

Comparison of means and efficiency criteria for the curriculum in the development of administrators affiliated with Provincial NFL / Bangkok NFL

Curriculum Efficiency	Full Scores	Mean Scores	Criteria	Interpretation
1. During development	200	161.30 (80.65)	E1 = 80	Above criteria
2. At the end of development	100	85.21 (85.21)	E2 = 80	Above criteria

According to Table 1, the mean score at the end of the administrator development was higher in all 6 learning units than the mean score during the development. In comparison with E1/E2 (80/80) criteria, the result was found at E1/E2 (80.65/85.21). This means that the curriculum efficiency was higher and above the criteria.

## Analyzing the Results on the Implementation of the Administrator Development Curriculum

### Analysis of Results on Satisfaction in Lecturers

The data about satisfaction in the lecture were from 27 participants. The data were analyzed in means ( $\mu$ ) and standard deviation ( $\sigma$ ), and the analyzed results were interpreted according to the criteria shown in Table 2.

**Table 2.**

Means and standard deviation of participants' satisfaction in lecturers

List of Satisfaction Evaluation (n = 43)	$\mu$	$\sigma$	Interpretation
1. Appeal of the contents	4.96	0.194	Most
2. Congruence of the contents and topics	4.98	0.151	Most
3. Suitability of the contents and duration	4.95	0.227	Most
4. Clarity in communication and contents presentation	4.92	0.296	Most
5. Relation of the contents and real situations	4.97	0.174	Most
6. Opportunities for participation in knowledge sharing	4.93	0.256	Most
7. Suitability of media uses	4.90	0.302	Most
8. Clarity and ease for understanding the training handouts	4.82	0.507	Most
9. Applicability of the contents in work operation	4.97	0.174	Most
10. Overview of activity arrangement	4.95	0.211	Most
Mean Total	4.93	0.154	Most

According to Table 2, the overall satisfaction in lecturers was at the 'most' level for all aspects ( $\mu = 4.93$ ,  $\sigma = 0.154$ ). The most satisfaction was on the congruence of the contents and the topics ( $\mu = 4.98$ ,  $\sigma = 0.151$ ), followed by the relation of the contents and real situations from 9 items ( $\mu = 4.97$ ,  $\sigma$

= 0.174), applicability of the contents in work operation ( $\mu = 4.97$ ,  $\sigma = 0.174$ ), interestingness of the contents ( $\mu = 4.96$ ,  $\sigma = 0.194$ ), suitability of the contents and duration ( $\mu = 4.95$ ,  $\sigma = 0.227$ ), the overview of activity arrangement ( $\mu = 4.95$ ,  $\sigma = 0.211$ ), opportunities for participation in knowledge sharing ( $\mu = 4.93$ ,  $\sigma = 0.256$ ), clarity in communication and contents presentation ( $\mu = 4.92$ ,  $\sigma = 0.296$ ), suitability of media uses ( $\mu = 4.90$ ,  $\sigma = 0.302$ ), and clarity and ease for understanding the training handouts ( $\mu = 4.82$ ,  $\sigma = 0.507$ ), respectively.

### **Evaluation of Results on the Congruence of the Administrator Development Curriculum**

According to the validation results from 5 experts, the outline of the administrator development curriculum is congruent in all aspects in terms of 1) the curriculum development criteria and methods set by OTEPC; 2) NFL philosophies and objectives; 3) curriculum objectives; 4) curriculum structure; 5) contents and developmental activities; 6) curriculum model; 7) extracurricular activities; and 8) value-added and worthiness of the curriculum. The index of congruence was at a high level between 0.8 – 1.00 and passed the criteria.

### **Evaluation of Results on the Efficiency of the Administrator Development Curriculum**

According to the comparison of the mean score and efficiency criteria, the mean score at the end of the administrator development was higher in all 6 learning units than the mean score during the development. In the comparison of E1/E2 (80/80) criteria, the result was found at E1/E2 (80.65/85.21). This means that the curriculum efficiency was higher and above the criteria.

## **Results of Curriculum Implementation**

Regarding the evaluation on satisfaction in lecturers, the overall satisfaction mean was at the 'most' level in all aspects. The most satisfaction was on the congruence of the contents and the topics, followed by the relation of the contents and real situations, applicability of the contents in work operation, appeal of the contents, suitability of the contents and duration, the overview of the activity arrangement, opportunities for participation in knowledge sharing, clarity in communication and contents presentation, suitability of media uses, and clarity and ease for understanding the training handouts, respectively. In terms of the evaluation results on satisfaction in the project, the overall satisfaction in the project of the participants was at the 'most' level. Nearly all aspects were at the 'most' level. The most satisfaction was on the contents and curriculum, followed by the knowledge transfer process, an internship in a model school, evaluation and development, implementation of the training organizers, and lecturers, respectively. Only 1 aspect was at the 'much' satisfaction level, i.e. places, duration, and meals. Results on the participants' opinions about the contents and curricular activities are summarized as follows.

- The contents of all 6 learning units were compliant with the set criteria and methods, and the activities were implemented with clarity.
- The curricular contents were provided with sources and references. The focus was on developing the participants to gain competency in being administrators and educational leaders, which is applicable for effective work.
- This developmental project effectively promoted building paradigm and planning work operation.
- The contents of each learning unit were varied to provide complete knowledge. The contents were organized well and the activities complied with the curricular contents.
- This activity arrangement was successful due to the readiness of different factors such as materials and equipment, curriculum documents, working team, lecturers, and training locations.



## Discussion

From the curriculum implementation, the study results are discussed as follows.

1. The curriculum for the development of the administrators affiliated with Provincial NFL / Bangkok NFL was created with 6 learning units: 1) being in academic leadership, 2) being a strategic management officer, 3) being a learning person, 4) network building and development in educational management, 5) development of disciplines, morality, ethics, and professional conduct, and 6) NFL development to support the policies and future development direction. The curriculum was congruent with the principles, guidelines, criteria, and methods for non-formal and informal education management. This is because the curriculum was designed based on the administrators' success in the integration of knowledge, skills, attitudes, and concepts. In addition, consideration focused on the work scope of the administrators, guidelines for development, various training techniques, and media, and guidelines for evaluation with validity and reliability. The purposes were to develop holistic position-based competency to integrate knowledge ready for work as well as for self-study and learning from real situations. As a result, the participants gained more knowledge and skills in managing non-formal and informal education with good attitudes, discipline, morality, ethics, and professional conduct. They could transfer the organizational strategies and focuses to practice in order to operate work with efficiency and effectiveness. Beane et al. (1986: 356-357) stated that the curriculum is a guideline for setting learning conditions in terms of content objectives, learning activities, resources, evaluation method, timetables, facilities, and supporting matters etc. in order for the trainees to understand easily and practice according to the curriculum. This result is consistent with the study results of Kanlyani Jitkarun et al. (2003) on the development of the training curriculum for administrators in the Ministry of Education. Their study revealed 5 desirable characteristics for educational administrators: 1) having general management knowledge, work skills, and management capability; 2) having vision and leadership to make decisions based on accurate and up-to-date information, and having thinking skills to cope with changes; 3) having interpersonal skills, human relationships, work with other people creatively, promotion of community strength, and preservation of art and culture, natural resources, and environment; 4) having morality, ethics, and good attitudes towards work; 5) having a good personality and behavior as a good administrative model.

2. According to the study results, the congruence index from the expert's validation showed congruence in all aspects: 1) the curriculum development criteria and methods set by OTEPC; 2) NFL philosophies and objectives; 3) curriculum objectives; 4) curriculum structure; 5) contents and developmental activities; 6) curriculum model; 7) extracurricular activities; and 8) value-added and worthiness of the curriculum. The index of congruence was at the high level between 0.8 – 1.00 and passed the criteria. These results might be because the curriculum was determined in congruence with the conditions and limitations of the mission of the NFL educational administrators. Consideration was on the desirable characteristics for administrators and the future vision scenarios. The curriculum structure was clear without overlapping with other courses, and the contents consisted of complete components according to the necessary characteristics of educational administrators at the provincial level. The course contents included complete components of desirable characteristics of the administrators at the provincial level, and the focus was on developing the participants to gain knowledge, skills, good attitudes, and concepts as well as fostering leadership with morality and ethics. Meanwhile, the training models and techniques were wide-ranging to promote knowledge and internship in the model organization. The evaluation guidelines were clear by using various measuring instruments with accuracy in real situations. In addition, the desirable behaviors during the development were evaluated to shape the participants' personality for being professional administrators in the future. Chantaratsamee Siriwan (2016) developed the training curriculum on servant leadership for the administrators in private schools in Chonburi Province. Her study showed that the servant leadership training curriculum consisted of the problems and needs for training, curriculum principles, curriculum objectives, curriculum contents, training guidelines, training process, training duration, training media, and training evaluation. In her study, the curriculum contents were suitable, congruent, and effective.

3. The efficiency value of the developmental curriculum was higher at E1/E2) 94.78/83.00 (above the criteria of E1/E2) 80/80(. This is because the curriculum and training handouts were implemented in real situations with 3 considerations on facilitating the participants to gain more knowledge, to participate in the learning process, and to evaluate the training activities during

and after the training as well as to rate their satisfaction. The results will be improved for further implementation of the curriculum. The curriculum includes the contents necessary for learning and changing the participants desirably, and they are applicable in real practice. In the study, there was a lecture team for training, coaching, and supervising the participants to be specialized through real experience, as well as to have skills in communication and knowledge transfer. Moreover, another success factor was good cooperation between the participants, training organizers, and NFL support. According to a study by Chaiyong Brahmawong (2013), the development of a prototype or workpiece should be studied before being used in real situations. The prototype was evaluated on the quality control and insurance through the efficiency test with the efficiency criteria E1/E2 (80/80). The criteria are commonly used in testing the efficiency of curriculum, media, and teaching handouts.

4. Regarding the participants' overall satisfaction in lecturers and the project, their satisfaction was at the 'most' level in all aspects, and all the participants passed the criteria of the developmental curriculum. In the training, the participants participated in various activities such as seminars, group discussions, meetings, brainstorming, role plays, discussions, case studies, questions and answers, knowledge sharing, workshops, and educational visits. These activities can shape behaviors to work together well, and they gained more leadership after the training sessions. The activities broadened their vision and knowledge in related laws and work regulations, and the activities also enhanced their personality, mental health, and physical health for being proper NFL educational administrators. Goldsein (1993, cited in Amara Kiewrugsa, 2548: 15-16) states that training is a systematic process for learning arrangement to increase knowledge, skills, ability, and attitudes in order to increase work effectiveness. Training helps change behaviors into the behaviors necessary for work operation. This is consistent with Koh's (1991) study on transformational leadership in Singapore. The study found that transformational leadership and transactional leadership could predict the organizational citizenship behaviors and satisfaction on the overall organizational performance with statistical significance.

## Suggestions

### Suggestions for Using the Research Results

Administrator development is important for training participants to seek knowledge on their own as much as possible and to get the motivation to work as educational administrators and educational leaders. Activity arrangement should be planned in the form of knowledge sharing in an encouraging atmosphere as the training duration is long. At the end of development, the participants should receive follow-up by the lecturing advisors to encourage them to work actively and to give them advice, if needed.

### Suggestions for Policies

The Office of Non-formal and Informal Education should use this curriculum for enlightening the administrators in Provincial NFL / Bangkok NFL. Government agencies and other agencies may use this curriculum as a guideline for administrator development by integrating their related contents to the developmental activities in a more effective way. The training duration may be reduced to accommodate time constraints but should maintain effectiveness.

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