



# An Analytical Study of Music Education Research in Thailand During 2002-2011

***Prapansak Pum-in***

*PhD Candidate, College of Music, Mahidol University, Nakhonpathom, Thailand*

***Anak Charanyananda***

*College of Music, Mahidol University, Nakhonpathom, Thailand*

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## **Abstract**

The aim of this research was to synthesize the music education research in Thailand during 2002-2011 and present the trend in music education in Thailand by using data from synthesizing research and vision of the researcher. The researcher used the document research method by synthesizing from a 10-year study of the music education research in Thailand, and Focus Group with teachers who teach in the institute where offer a major in music and present the tendency of music education. Analysis revealed as following:

There are 151 studies of the music education research in Thailand during 2002-2011. The most aspect which can synthesize knowledge and research innovation is the aspect of teaching and learning management and music activity which are 52 studies or 34.43 percent, the new innovation, teaching model, instructional media were used for 36 studies or 23.84 percent, the Music education management and Music curriculum were used for 34 studies or 22.51 percent, the new teaching and learning systems, technology and on-line were used for 14 studies which examined at 9.27 percent, the integrated education management was used for 4 studies which examined at 2.64 percent, the less effective aspect is the community cooperation which is used for 1 study or examined at 0.66 percent. It can be summarized the tendency of Music education in Thailand in each aspects as following: (1) the tendency of Music education in Formal Education which are Fundamental Education and Higher Education (2) The tendency of Music education in Non-Formal Education which are Music private school, Music Academic Service Project of higher institute, and the institute for Music examination.

The tendency of Music education when considering from elements of learning were at high level in all aspects. The curriculum was developed to response the needs of learners and Music career. The Music educational staffs have developed their abilities specially. The teaching plan was developed. The instructional media, teaching innovation and modern technology were created. The institute has developed the appropriate environment in music learning. The learners in new generation have opportunity to study in their preferred major of Music.

**Keywords:** The tendency of music education in Thailand, music education research

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## **Introduction**

Music Education in Thailand at the present has been greatly developed. The researchers reviewed from the education programs of formal education,

Non-formal education, and informal education. It is found that the education has been extensively developed especially both in public and private higher institutes. Music education program provides in

bachelor's degree, master's degree, and doctoral degree offering in different major such as; Performance, Classical Music, Jazz Studies, Thai Classical Music, Folk Music, Music Education, Musicology, Music Therapy, Music Business, Music Composition, etc. Referring to different music programs, it shows the variety of music education management in formal education. Regarding to Non-Formal education, it is obviously clear from the expansion of the establishment of music academy and private music academy under the control of Ministry of Education which opened numerously in Bangkok and other provincial part. Besides, there are some academies opened as a project by higher institutes such as Music Campus for General Public by some colleges. Regarding Music informal education, there are some private studios of Music teachers to satisfy the demand of learners in every level not only young people but also adults. Some learners would prefer to test for level examination with some music academies both in Thailand and foreign country. On the other hands, some learners just want to learn as a hobby, or to relieve stress after work. All above mentioned, concerns to the dimension of Music education in Thailand which shows the advancement and the development to meet international standards.

As for Music education in higher education is prepared for formal education which refers to studying with clear details of following aspects: pattern and clear systems of schooling, expected objectives, curriculum, learning and teaching method, measurement and evaluation. When considering the objective of teaching method, it is found that learning music in Formal education focus on academic studies. Therefore, the main mission of teacher who teaches in higher education is to produce a research besides teaching learners. It is very important to produce a research since research is very essential for education development, extension knowledge and to establish new knowledge. Research refers to studying to find the truth with reliable systems or scientific

method. Scientific method leads to the advancement of education for seeking the knowledge and matters of fact known as research base on applying scientific process.

Research is an important tool which leads to the success of Educational Reform. Research is the process of seeking new knowledge which can make benefit to education. According to the National Education Act B.E. 2542 (1999 A.D.), chapter 4 section 24(5) specified that research is a part of learning process and in section 30 specified the teacher to make a research to develop learning process in accordance with learners. ( The Office of the National Education Commission, 1999) Therefore, it is the duty of teachers in nowadays to consider the importance of educational research to help in developing the learners and increase their knowledge of the teaching subject.

According to data exploration about the study of music education during 2002-2011, it is found that there are 151 researches produced about Music education which made by educational staff; teacher, educator, university students, students in Master degree. The studies are various in different aspects as following: educational policy, teaching technique method development, instructional innovation development, and Music learning activity development. It is belief that studying these researches by synthesis process can be helpful to develop Music education quality and analyze the tendency of Music Education in Thailand in the future. According to these reasons, it is very interested to study about *An Analytical Study of Music Education in Thailand during 2002-2011*. The study was employed both quantitative and qualitative researches to separate and group the studies. Then, it leads to content analysis which is the process to summarize all knowledge occurred during studying. According to the research synthesis and Focus Group with teachers who teach in the higher institutes offering major in music, and the presentation of the vision by the researchers, can review the tendency in Music education development in overall factors of Thailand

in the future.

## Objectives

1. To synthesize the study of music education in Thailand during 2002-2011.
2. To present the tendency of Music education in Thailand by using the data from research synthesis and the presentation of the vision by the researcher.

## Research Question

To find how the study of music education in Thailand during 2002-2011 can help analyze the tendency of music education in Thailand in the future in all aspects; Systems and Curriculum, Teacher or Instructor, Equipments, Teaching Method, Institute and Environment, and Learners both in Formal education which contains with the basic education and higher education, and for Non-Formal education.

## Methodology

1. Survey the study of Music education during 2002-2011 which recorded by Thai Library Integrated System by Commission on Higher Education.
2. Process the research synthesis following the steps by data collecting, data collecting instrument, data collection procedure, and data analysis. The study was synthesized by separate and groups the study of Music education during 2002-2011 both in quantitative and qualitative data by using technical analysis as following:
  - 2.1 Analyzed by statistics, frequency distribution and percentage of year of publication, type of research results, population, research design, research instrument, and statistics in data analysis.
  - 2.2 Analyzed by enumeration and content analysis about the research results which are knowledge based and/or research innovation. The researcher synthesizes the relationship of variables and factors from the research result.
3. Conducting a focus group by inviting the edu-

cational staffs who teach Music in higher education in various institutes to brainstorm the opinions about the way of Music education development in Thailand. In the focus group, the researcher report the analysis result of the study of Music education during 2002-2011 to share in the group and ask opinions through conversations so that it is very helpful to analyze further issues: Music education policy, educational curriculum, personnel, instructional media and innovation, teaching method, institute and environment, learners and opinions for further analysis.

## Result

The research results are summarized as follows:

**1. The Research Synthesis of Music Education during 2002-2011** There was 151 studies. It was found as below:

### 1.1 Fundamental Data

(1) Between 2002-2011, there were 8 studies of Music education in 2002, 8 studies in 2003, 8 studies in 2004, 4 studies in 2005, 2 studies in 2006, 31 studies in 2007, 29 studies in 2008, 35 studies in 2009, 18 studies in 2010 and 8 studies in 2011. All studies were around 151 studies.

(2) In 2009, there were the most number of studies as 35 research studies that were examined at 23.17 percent. In 2007, there were 31 research studies or 20.52 percent. In 2008, there were 29 research studies or 19.20 percent. In 2010, there were 18 research studies or 11.92 percent. In 2002, 2003, 2004 and 2011, the number of research studies is equal as 8 studies which examined at 5.29 percent. In 2005, there were 4 research studies or 2.64 percent. In 2006, the number of research studies is the less as 2 studies which examined at 1.32 percent.

(3) Most of the study was doing by a single researcher which is about 148 research studies or 98.01 percent. There were 3 research studies doing by two researchers which examined at the percentage of 1.98.

(4) Refer to the status of researchers,

most of them are studying in master degree which are doing about 138 research studies or 91.39 percent. The studies doing by instructors in the institute are 13 research studies or 8.60 percent.

(5) Most of studies during 2002-2011 for 51 studies or 33.77 percent did by Mahidol University, 23 studies or 15.23 percent by Mahasarakham University, 12 studies or 7.94 percent by Chulalongkorn University, 10 studies or 6.62 percent by Srinakharinwirot University, and the rest by institutes where do not provide Music Education Curriculum for master degree.

### 1.2 Research Methodology

(1) Regarding the research design, it is found that the most design used for 78 studies in the study from all of 151 studies of Music education is an experimental design or examined at 51.60 percent, the survey design used for 61 research studies or 40.39 percent, the interrelationship studies used in 9 research studies or 5.96 percent and the developmental research used for 3 studies in which examined at 1.98 percent.

(2) Regarding population and samples group, it is found that samples group were used for 117 research studies from the total of 151 Music Education research studies which examined at 77.48 percent. Then, population were used for 34 research studies or at 22.51 percent.

(3) Regarding the research equipment for all of 151 research studies, there are 228 equipments used for the research. The most and the main equipment is questionnaire which are 87 studies or 38.15 percent, the test used for 39 studies or examined at 17.10 percent, the interview used for 38 studies or 16.66 percent and the document research used as an equipment for 8 studies which examined at 3.50 percent.

(4) Refer to statistics used for all of 151 research studies, there are 308 kinds of statistics used for the research. Percentage is the most type of statistics used for the research which are used for 144 studies or 46.75 percent, Mean/ Standard Deviation (S.D.)

used for 98 studies or 31.81 percent, T - test used for 54 studies or 17.53 percent, and the other types of statistics used for 12 studies or 3.98 percent.

### 1.3 Knowledge and Innovation from research

It can be summarized that from the 151 research studies, the most aspect which can synthesize knowledge and research innovation is the aspect of teaching and learning management and music activity which are 52 studies or 34.43 percent, the new innovation, teaching model, instructional media were used for 36 studies or 23.84 percent, the Music education management and Music curriculum were used for 34 studies or 22.51 percent, the new teaching and learning systems, technology and on-line were used for 14 studies which examined at 9.27 percent, the integrated education management was used for 4 studies which examined at 2.64 percent, the less effective aspect is the community cooperation which is used for 1 study or examined at 0.66 percent.

## 2. Conclusion from Focus Group

**2.1 Contents in the educational systems and curriculum:** Music educational curriculum has been changed in accordance with the advancement of technology and manpower of graduated students in music major.

**2.2 Teacher or Instructors:** A number of graduated Music students in abroad in doctoral degree have increased. Moreover, the foreign teachers are hired to work for full-time and part-time. It can be found that the number of teacher is increasing and they are very expert.

**2.3 Educational Media and Equipment:** The advancement of technology in the present is quite high. The communication speed and equipments of computer and the internet are important educational media and equipment for all education levels.

**2.4 Teaching and Learning systems:** The teaching and learning systems in the present have been changed in accordance with the advancement of technology such as e-learning which learners can learn

the lesson on-line via the internet. However, a teacher is still important for consulting and preparing for teaching plan.

**2.5 Institute and Environment:** The learner has opportunity to learn in the preferable institute. Each institute is unique and attractive for examples; curriculum and environment preparation. However, every institute should work to decrease the difference of each institution.

**2.6 Learners:** The admission in higher education at the present should provide intensive examination especially for basic knowledge in their chosen course. Moreover, learners would be trained the thinking process in accordance to education level.

### 3. The Summary of the Study of the Tendency of Music Education in Thailand

#### 3.1 Formal Education

##### 3.1.1 Music Education for Formal Education in Fundamental Education

**(1) The Tendency of Teaching Music for Informal Education:** To emphasize the learners to practice their preferred Music instruments by studying from Non-Formal Education.

**(2) The Tendency of the Pattern of Music Development Center and Community Learning Centre:** To increase the number of outside learning resources and response to the needs in instrumental practice, and producing the folk music curriculum.

**(3) The Tendency of the Development of Music Extracurricular Activities:** To consider the result of students who join Music activities such as Music bands.

**(4) The Tendency of using Music Instruction Media in Accordance with Modern Technology:** The teacher in new generation should have ability to use and produce instruction media with modern technology.

##### 3.1.2 Music Education for Formal Education in Higher Education

###### (1) The Tendency of Music Educa-

**tional Quality Assurance in Higher Education:** The Music Education Council should be established in higher education to set a plan for educational quality assessment directly for Music educational measurement and evaluation with the office for National Education Standards and Quality Assessment (ONESQA).

**(2) The Tendency of Music Evaluation by Training to Develop the Learners in Higher Education:** A learner in Music major should have professional experience training for effective measurement and evaluation.

**(3) The Tendency of Producing the New Generation of Music Teacher to Support Music Careers:** The institutes should provide learning centre which is connecting to others. The seminar both in Thailand and abroad should be hold to exchange knowledge. Otherwise, the Music Educators Association in higher education should have been specially established.

#### 3.2 Non-Formal Education

**(1) The Tendency of Private Music Academy in the Future:** Teachers in each academy will improve the update curriculum related to their abilities and the learners' needs.

**(2) The Tendency of Providing Academic Service Project of Higher Institute:** The school will affect to the education besides learning from general school. Learning Music from Non-Formal education is very effective and also connects to support Music education in Formal education.

**(3) The Tendency of Music Examination in Thailand:** The number of higher institutes with music program tends to increasingly hold some Music examination.

## Discussion

### 1. The Tendency of Music study in fundamental education system.

(1) The contents of Formal Education. It was discovered that the first formal education curriculum in B.E. 2438 (A.D.1895) to the Basic Education Core

Curriculum B.E. 2551 (A.D. 2008) are given the importance of music education courses more respectively. This curriculum clearly indicates that what each year of students would study music theory, music history, type of music, musical culture, the benefits of music and musical practice. These contents reflected that the tendency of music study in fundamental education system should be developing the contents more.

Though, the high school that have music program or focused on the production personnel in music professional who have education levels lower than bachelor's degree is still have tendency of developing music education for the Music program in the high school. This tendency can be judging by the involvement of higher education institutions that teach music majors. Thus, the course of education is likely to be updated for students who study music in the future.

Apart from the tendency of developing music study in core curriculum courses, it also has a tendency of developing local music curriculum. As far as we known, the contents in the local music curriculum is unique and cannot replicate to other local practices so the content should managed in each local area directly. It was discover in the research *Formulating music curriculum at the local level* by Pimpan Chanrurong (B.E.2554) that the contents about the brass Band in local music culture made up with the appropriate state and local requirements, as well as the research *The Northeast Folk Music Through the Local Wisdom at Khoklamwittaya School, Amphur Muang in Kalasin Province.* by Tarntip Kuana (2008). The researcher develops the form of local music study in to 3 activities which are Pong lang, Harp lore and Khaen blowing. The result of the study made students more understand the local music and can playing songs perfectly and effectively.

However, results from the above research showing that the good management of curriculum can encourage young people playing music more effectively.

(2) Teacher or instructors. The study shows that

instructors improved their teaching methods by doing the study in their classes. The research content is consistent with music teaching methods in the class which later causes the knowledge, skills, abilities in teaching more respectively. Furthermore, there is the tendency of getting more capable teachers in high school that have music program or focused on the production personnel in music professional who have education levels lower than bachelor's degree. The schools are consider more about hiring people that have specialist in each instruments so that the future instructors would be the person who have a great talented.

(3) Materials and equipment for education. There are many studies in the classes about the teaching materials for education which is most developed by the instructors who going to study the bachelor's degree. Teachers should apply the instruction media to comply with the change of time and technologies as refer to the "Roles of development and the modern society in music education from 20th century" by Phillip M Huds (2011) which said music influence human's life.

Music curriculum and teaching methods should have a variety of formats and be a tool which helping improve student's skills especially in present curriculum that give the opportunities for teacher to use the local knowledge as one of teaching method. However, it is important that teacher should create their own instruction media.

The study "A study of music management in the student activity period in secondary schools, Roi-et province, Thailand." by Noppadon Thiammuangphaen (1994) discovered that there are few of expert teachers and budgets, supporting the activities for music education, is not enough. The other problem is that the readiness of students. In order to study music efficiently, the students should have their own instruments that appropriate to them. However, students are unable to choose the instruments as they like because they can't afford the price of it.

(4) Form and method of teaching. The study finds that there is the tendency of developing teaching methods in many researches in the practical classes. There are many forms of teaching methods as well as the successful basic study of teaching methods. In high schools that majoring in music program, they are more focusing on development of excellence in music by cooperation with the university that have music major. This cooperation is supporting high school to have the same music curriculum as the university.

(5) Institutes and environment at the primary and secondary schools in fundamental education. The study discovered that the music subject is second to other subjects and the plan of developing the education curriculum in formal education schools which made them have unclearly point of development. In the other hand, the high schools which are majoring in music program or Music College have more potential place and environment to supporting music study. They have appropriate rooms for music practice, good budget management and instructors who are competent to teach the music directly which respond learner's needs than others.

(6) Learners. The study discovered that the fundamental education have more music contents as well as teacher using teaching methods that match with the learners. This situation made learners study music better. However, the fundamental education cannot supported the learners to study music in the higher education so they choose to study in the institute that have majoring in music such as the Diploma of dance in College of Dramatic Arts, Young Artists Program (Pre-College) College of Music of Mahidol university.

## **2. The Tendency of Music Education in Higher Education of Thailand.**

(1) Contents in formal education have managing and separating the curriculum according to the professional demands of the market. For example, jazz music, music contemporary, Music compositions,

local music and the related field such as music technology, music therapy, Music for Business Management, etc. The study "Trend in higher education in music in Thailand" by Wathit Suwansomboon (1994) finds that music curriculum would be developing varied in the future due to time and society demands.

The present music education in Higher education in Thailand still in the changing time and the curriculum is become more suitable with the present career. As refer in saying of Pavich Tongroach that higher education or universities have a great role as change agent of the society so the curriculum that corresponds to people's needs would be accepted in society. As the result, we can would see the developing the music curriculum in the future.

(2) Teachers or instructors. In the music study in higher education research by the instructors in the higher education still have a few as Piyapun Santaveesuk said in his study, Strategic management of music education in higher education institutions in Thailand (2007), that there are a few of teacher in Higher Education Institutions doing the research as well as creative works of music. However, institutes are needed to encourage teachers doing more research in order to correspond with the national education act that specify the quality of teacher in higher education that they have a great role to improve the teaching methods proper for students.

(3) Materials and equipment for music education. The study finds that there are many researchers study the practical classes by using the instruction media to the students. It can be said there is the tendency of more using the technology media such as computer and internet to help in teaching. In order to use the media, teacher or instructors should know how to use the internet and can indicate the learners to understand learning objectives as refer in the "Conditions and Guideline for Development of Classroom Research Conducted" by Angkana Nutiyakul and Khanittha Palmoke (2011) that said the university should support the development of knowledge, re-

search and time allocation and bring the knowledge to adapt in teaching methods.

(4) Form and teaching methods. Although music subject is focus on practicing, teacher still adapt other knowledge to improve the teaching methods. There is the tendency of developing the teaching method along with doing the research in the classes. Additionally, higher education Institutions is defining the primary mission for teacher to doing the study in the classes. It shows that there is the tendency in of cognitive development into music teaching methods in the future.

(5) Institutes and environment. The study finds that new music academy would be more ready than the old ones. Referring to the Strategic management of music education in higher education institutions in Thailand by Piyapun Santaveesuk, it was said that one of the problem in present music teaching is classroom management. The room is not feeling private and the room is not large enough for practice the music band. It would be good that the administrator should plan the budget for decorated the place.

However, the new open music college seems to have a great environment and full of potential instructors and budget. There are have updated curriculum. The better environment created the trends that in the future the university would open the new way of teaching music in form of Music College directly than branch or department.

(6) Learners. Students have the opportunity to learn music in their own right and they can work in the job that related to their study fields. This is because the curriculum is developing in order to correspond to the need of markets such as music editor, mixing engineer, music composer, etc. It can be said the quality of the music students in higher education will become more proficient in their profession.

### **3. The Tendency of Non- Formal music educations.**

(1) Content in the non-formal educations. The study discovered that the curriculum is answer the

learner's needs and parents who supporting their children to study music. The contents find in music private school, music academy, music studio, and private teacher shows the tendency of developing the curriculum for matching with the need of learners.

(2) Teachers or instructors. There are a few practical researches in formal education. This shows that the teachers are focus only in practical teaching and the career market in the formal education is very wide. There are many Music College, studio, music academy and even private teacher which is the reason of the tendency of new graduates that have a good talent in music program would work there more than in the formal education institutes.

(3) Materials and equipment for education. The study finds that there are a few of research that develop the instruction media compare to the education management in fundamental education schools. Because of focusing in music practical, the course would target the techniques as the priority. The materials books and equipments would publish from other country. The agents that managing the formal education curriculum should have an education policy supporting the music instruction media more and encourage to doing more research about the materials and equipments for education in order to improve the learning skills.

(4) Form and method of teaching. The study discovered that many people who involve in doing the research are success from the non-formal education; however, they still lack of practical research. Moreover, there still have the tendency of improve the teaching method which can be seen in many universities that have many related project for people who interested in music study. All projects are also doing research for help improve the teaching methods.

(5) Institutes and environments such as classroom, music instruments, and equipment for education are the important factor for selecting to study music in non-formal education. The business related with the music academy can manage the properly course



matching the needs of students. We can see many music private schools in the department store which is the place that many people go. The place looks modern and have attractive atmosphere to students. This reflected that private music schools would be likely more attractive than the formal schools.

(6) Learners. Nowadays, there are more students that capable of performing music judging by faster edited curriculum and consistent with the learners needs than in the formal education institutes. There use modern knowledge that integrate for elementary education. The teachers have the knowledge and expertise to perform the instrument directly and there are supporting from the music college to give the examination for evaluation the learners. This is all indicating that there would be more learners who success in music practical than the learners in who study in the formal educational institutes where no focusing in music study directly.

### **Recommendations**

There are interesting studies that suggested for developing the future study;

(1) The study "Study the needs of the instructors in High schools which have music major." is for supporting teachers doing more research.

(2) The study "Further Innovation development in Music Education from the knowledge base through previous research." is for integrate traditional knowledge in order to create new innovative formats.

(3) The study "Music Education policy complies with the National Economic and Social Development Plan." is for manage the study of music in accordance with the national development plan.

(4) The study "Performance of music graduates from the Music curriculum in Thailand" is for showing the successful management of education and develops the programs properly.

(5) The study "Development of non-formal learning in music education in Thailand" is for the great efficiency and to convey the teaching and learn-

ing in to tangible things.

(6) The study "Forms of musical development centre for gifted children." is for supporting talented children and created new plan of education.

(7) The study "Factors that supporting the music education in Thailand." findings factors that can be used to extend the important factors in the development of both deeply policy and practice.

(8) The study "Guidelines of working creatively in music for Academic Position in higher education." is for support professional instructors can do more creative research.

### **General suggestions**

(1) Future researchers should expand the scope of the Research Methodology by using varied research techniques to ensure that they achieve the guidelines for the research.

(2) Further research should study the education curriculum in each school in order to find the important of curriculum, similarities and differences because it can help improve the education in Thailand.

(3) It should have the cooperation among school that have the similarly educational curriculum. Meanwhile, cooperation with the international music academy can improves their music education such as seminar for exchange musical knowledge.

The educational network will help reduce the problem of disparity of knowledge in management education and have the academic partners to help creation of music education.

(4) Every school that related to music education should plan the budget policy carefully because quality music education is subject to investment. In order to get success, schools should manage the proper course for students because the dimensional of music education is vast and need to be planning by the specialist. However, cooperation between institutions is another way to manage the process effectively and good management of the course is the most important in music study.

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