

Needs for Teacher Development of the Special Education Bureau Group 1 Based on the Concept of Facilitation Skills

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Abstract

This research aims to study the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills. This is descriptive research. The research population included a group of Special Education Centers subsidiary to the Special Education Bureau. The information source Group 1 included 11 school directors and 16 school deputy directors, 27 in total, with purposive sampling used in the process. This also included 173 teachers with stratified sampling used. The total number of the population was 200. The research instrument used was a questionnaire on current conditions, desirable conditions, and the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills. Statistics used in data analysis were frequency, percentage, arithmetic mean, and standard deviation.

According to the results, it was found that the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills were, in general, at a moderate level ($M = 3.413$, $SD = 0.798$). When considering each aspect of the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills, it was found that empowerment skills were most essential ($PNI_{Modified} = 0.376$), followed by communication and conflict resolution skills ($PNI_{Modified} = 0.371$), management skills ($PNI_{Modified} = 0.360$), skills to create and sustain a participatory environment ($PNI_{Modified} = 0.344$), and interpersonal skills ($PNI_{Modified} = 0.333$).

Keywords: Facilitation Skills for Teachers; Communication and Conflict Resolution Skills, Empowerment Skills, Management Skills, Skills to Create and Sustain a Participatory Environment, Interpersonal Skills

1. Introduction

The world is stepping into a fully limitless world without boundaries to access information. Communication is convenient and fast. Medias of modern technology have roles in conducting life with people for all ages and genders especially among adolescents. There has been fast distribution of various medias and information technologies. There has been sending and receiving messages through using communication equipment such as television, telephone, tablet, computer etc. Using digital technology is part of human behaviours becoming more extensive. This has been influenced by the belief system and valued directions determined by the majority of the society. From the survey results of using technology for education of Basic Education Commission, it was found that technology is a thing which increases educational opportunities to become convenient, fast, equal and thorough in students of all ages and every educational system for formal education, non-formal education and informal education. With correct use and knowing benefits, technology can be used as an efficient instrument to manage teaching and learning and build equality in receiving news conveniently, fast and keeping up with world situations regularly with no limits of learning. Moreover, world citizens under the age of 18 at the present time are born and grow with information technology facilitating life. As a result, conducting life is mostly consistent with the use of information technology a lot such as teaching and learning, communication and good exchanging and services etc. Among these world citizens, they are growing up to be the main power of the future world society which will be disruption society whereby humans try to adapt themselves in the society in which there are drastic changes with traditional beliefs which are declining. The society is facing this in new phenomena resulting from migration, natural disasters, environment, technology, population decrease, economy, politics and epidemic. This is the situation in which human beings will change the form of living in the future. These phenomena make the educational system turn back to revision and prepare students to be ready for any

possibilities in dimensions which will occur to world citizens, namely climatic changes, epidemic situations, AI replacing human resources in the production system or interactions of people which have changed. All of these things will affect people's way of life changing completely in the future (Mangkhang, Kaewpanya, Jansiri, Nuansawan, Srichana, Anukul, & Saaardluan, 2022).

Regarding the Convention on the Rights of persons with Disabilities (CRPD), it is the international human right law that promotes, protect and support the disabled to be protected in terms of basic human rights and freedom with full equity. It also promotes congenial respect for the dignity of the disabled. This convention is the first convention that covers issues regarding the human rights of the disabled in terms of not only citizens but also including economy, society, culture, and family life as well. Thailand became a member of the Convention on the Rights of persons with Disabilities (CRPD) by ratifying it on 29 July 2008, becoming effective for Thailand to comply with regulations in the convention since 28 August 2008. The state must determine agencies responsible for focal points as a mechanism to coordinate with the government sector and to take care of the issues supporting operations in sectors. Moreover, Thailand has determined the Ministry of Human Development and Security to be the focal point agency according to this convention. Moreover, the state must establish an internal structure to promote, protect and monitor compliance with this convention. For example, a committee performing duties related to the convention must be established with components coming from every sector. The state must promote the participation of civil society, especially for the disabled, and organizations of the disabled to fully participate in monitoring the operation. The state must also prepare reports about measures in complying with obligations under the convention within 2 years after the convention becomes effective. After that, it must send subsequent reports at least every 4 years or upon request by the committee (Office of National Empowerment of Persons with Disabilities, 2009; Mangkhang, Muangjai, Jarupongputtana, Kaewpanya, Kaewpa, 2022).

There are 77 Special Education Centers around Thailand. All of them are responsible for 8 roles as follows 1) to organize, promote, and support education in the form of help centers in early intervention: EI, and have people with disabilities ready to go to a child development center, preschool, inclusive school, school for children with special needs, a learning center for children with special needs, and any institutions related. 2) to develop and train caretakers and personnel involved in organizing education for people with disabilities. 3) to organize, promote, and support the Individualized Education Program: IEP, including facilities, media, and services, as well as providing other educational support for people with disabilities. 4) to organize transitional services. 5) to provide services that rehabilitate people with disabilities by their family and community through the educational process. 6) to be data centers that organize an educational information system for people with disabilities. 7) to organize and support an inclusive learning system and cooperate on providing education for people with disabilities in the province. 8) to be responsible for any duties assigned or required by law (Punnoy, 2021) Moreover, there is information exchange within and with external organizations about development management and learning management via a professional learning community (PLC). Special education teachers will cooperate with multidisciplinary workers and form multidisciplinary teams to be able to provide services in early intervention and to be of the utmost effectiveness for the learners.

To turn schools into learning organizations, education personnel in schools need to be developed and become lifelong learners. This is one of many skills required in development to create a safe space that allows teachers and students to exchange their knowledge and bring out their true potential, called facilitation skills. (Clarke, Blackman, & Carter, 2004).

Facilitation skills were discovered recently but have been developed constantly. These skills are important to the process that yields results according to the contexts. Facilitative leaders play an important role in designing the process or process orders, which affect the quality of data delivery, data management, creativity, decision making, or elucidation and widespread use in different contexts, for example, education, business, and community development.

Therefore, the researchers of this paper had an interest in studying guidelines for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills. The aim is to study the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills and provide suggestions for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills.

2. Method

Step 1 Research form

This is descriptive research. A quantitative data collection method was used to study current conditions, desirable

conditions, and the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills, with details as follows.

Step 2 Population and samples in the research

The population was a group of Special Education Centers Group 1 subsidiary to Special Education Bureau. The information source included 11 school directors and 16 school deputy directors, 27 in total, with purposive sampling used in the process. This also included 173 teachers with stratified sampling used. The sample size was designed using the Yamane formula (Yamane, 1973). Deviations were allowed as $(E) \pm 5\%$. The total number of the population was 200.

Step 3 The instruments used in the study

The research instruments used were a questionnaire on current conditions and desirable conditions for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills. The questionnaire was divided into three parts. Part 1 was about the information on respondents' general status in the form of a four-item checklist. In Part 2, respondents were to give their opinions on current conditions and desirable conditions for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills. A five-point rating scale was applied to the questionnaire which consisted of 25 items. In Part 3, respondents were to give their additional suggestions. This part consisted of 1 item. In total, there were 30 items in the questionnaire.

In the process of creating research instruments and inspecting the quality of those, the researchers of this paper studied concept papers and theories related to facilitation skills for teachers, established a conceptual framework for the research, drafted items in the questionnaire according to the diagram of the research instrument structure, designed and created a checklist form to examine construct validity and content validity, defined construct validity and content validity between the questions and the definition of the terms, had 3 experts verify content validity. It was found that there was an IOC score between 0.80-1.00 for every item. Then the researchers followed instructions from the experts and improved the items in the questionnaire before printing out the completed version.

Step 4 Data collection

The researchers delivered and retrieved the questionnaire by themselves. 30 days were spent on data collection. All 200 respondents completed the questionnaire, equivalent to 100%

Step 5 Data analysis

Data was analyzed using SPSS. Information on respondents' status was statistically analyzed with frequency and percentage. Current conditions, desirable conditions, and the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills were statistically analyzed with mean, standard deviation, and modified priority needs index: PNI_{Modified}. Data analysis is presented in the tables with descriptions.

3. Results

The results of the study of current conditions, desirable conditions, and the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills were divided into two parts as follows:

Part 1: Respondents' general status

For respondents' general status, it shows that most of the respondents were female, 128 in total or equivalent to 64% of all the respondents. The respondents were between 25-34, 126 in total or equivalent to 63%. It was found that most of the respondents were graduates who had taken Special Education courses, 63 in total or equivalent to 36.50%. For work experience in educational institutions subsidiary to Special Education Bureau, most of the respondents had 5-15 years of experience, 74 in total or equivalent to 50%.

Part 2: current conditions, desirable conditions, and the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills.

For current conditions, desirable conditions, and the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills, 5 elements, which were management skills, communication and conflict resolution skills, interpersonal skills, empowerment skills, and skills to create and sustain a participatory environment, were used in the analysis. The details of the research are shown in the tables as follows:

Table 1. Shows the results of current conditions, desirable conditions, and the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills

No.	Facilitation Skills	Current Conditions (D)			Desirable Conditions (I)			$PNI_{Modified}$	Rank
		\bar{X}	SD	Result	\bar{X}	SD	Result		
1	Management Skills	3.413	0.731	Mode-rate	4.640	0.408	Highest	0.360	3
2	Communication and Conflict Resolution Skills	3.326	0.805	Mode-rate	4.560	0.541	Highest	0.371	2
3	Interpersonal Skills	3.500	0.897	Mode-rate	4.666	0.528	Highest	0.333	5
4	Empowerment Skills	3.333	0.675	Mode-rate	4.586	0.567	Highest	0.376	1
5	Skills to Create and Sustain a Participatory Environment	3.493	0.886	Mode-rate	4.693	0.451	Highest	0.344	4
Total		3.413	0.798	Mode-rate	4.629	0.499	Highest	0.356	

Source: Taniw & Petpon (2023)

According to Table 1, the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills, shows that empowerment skills were the most essential ($PNI_{Modified}=0.376$), followed by communication and conflict resolution skills ($PNI_{Modified}=0.371$), management skills ($PNI_{Modified}=0.360$), skills to create and sustain a participatory environment ($PNI_{Modified}=0.344$), and interpersonal skills ($PNI_{Modified}=0.333$).

Table 2. Shows the results of current conditions, desirable conditions, and the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills in the aspect of management skills

Management Skills	Current Conditions (D)			Desirable Conditions (I)			$PNI_{Modified}$	Rank
	\bar{X}	SD	Result	\bar{X}	SD	Result		
You can make a decision based on the information you have.	3.30	0.877	Moderate	4.67	0.479	Highest	0.415	2
You can search for additional information as part of decision-making.	3.57	0.971	High	4.67	0.479	Highest	0.308	5
You can manage your team and achieve goals.	3.43	1.165	Moderate	4.60	0.498	Highest	0.341	3
You can utilize things or events that occur in the group, including politics, as a way to make the group achieve goals.	3.30	0.988	Moderate	4.67	0.479	Highest	0.415	1
You know how, when, and with whom to achieve your intended goals.	3.47	1.042	Moderate	4.60	0.724	Highest	0.326	4
Total	3.414	1.008	Moderate	4.642	0.531	Highest	0.361	

Source: Taniw & Petpon (2023)

According to Table 2, for the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills, shows that utilizing things or events that occur in the group, including politics, as a way to make the group achieve goals is the most essential ($PNI_{Modified}=0.415$) while searching for additional information as part of decision-making is the least essential ($PNI_{Modified}=0.308$).

Table 3. Shows the results of current conditions, desirable conditions, and the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills in the aspect of communication and conflict resolution skills

Item No.	Communication and Conflict Resolution Skills	Current Conditions (D)			Desirable Conditions (I)			$PNI_{Modified}$	Rank
		\bar{X}	SD	Result	\bar{X}	SD	Result		
1	You can easily understand others, review, reflect, and summarize the message the speaker intends to say.	3.37	1.033	Moderate	4.53	0.507	Highest	0.344	4
2	You can ask straight forward questions.	3.33	0.802	Moderate	4.47	0.819	High	0.342	5
3	You can make a conclusion, check if the group has the same understanding, and give useful feedbacks.	3.23	0.971	Moderate	4.53	0.629	Highest	0.402	1
4	You can peacefully resolve conflicts among the group.	3.37	0.964	Moderate	4.60	0.498	Highest	0.365	3
5	You can observe and correctly understand what others think or feel.	3.33	0.959	Moderate	4.67	0.479	Highest	0.402	2
Total		3.326	0.945	Moderate	4.56	0.586	Highest	0.371	

Source: Taniw & Petpon (2023)

According to Table 3, the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills in the aspect of communication and conflict resolution skills, shows that making a conclusion, checking if the group has the same understanding, and giving useful feedbacks was the most essential ($PNI_{Modified}=0.402$) while asking straight forward questions was the least essential ($PNI_{Modified}=0.342$).

Table 4. Shows the results of current conditions, desirable conditions, and the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills in the aspect of interpersonal skills

Item No.	Interpersonal Skills	Current Conditions (D)			Desirable Conditions (I)			$PNI_{Modified}$	Rank
		\bar{X}	SD	Result	\bar{X}	SD	Result		
1	You are emotionally stable.	3.30	1.022	Moderate	4.60	0.621	Highest	0.415	1
2	You have a good interpersonal relationship with your co-workers.	3.57	0.935	High	4.67	0.606	Highest	0.308	4
3	You can adapt yourself to changes.	3.57	0.898	High	4.60	0.724	Highest	0.289	5
4	You can work as a team and possess the ability to communicate with others	3.60	0.894	High	4.80	0.407	Highest	0.333	3
5	You accept criticism.	3.47	1.106	Moderate	4.67	0.479	Highest	0.346	2
Total		3.502	0.971	High	4.668	0.567	Highest	0.338	

Source: Taniw & Petpon (2023)

According to Table 4, the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills in the aspect of interpersonal skills, shows that emotional stability was the most essential ($PNI_{Modified}=0.415$) while adapting to changes was the least essential ($PNI_{Modified}=0.289$).

Table 5. Shows the results of current conditions, desirable conditions, and the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills in the aspect of empowerment skills

Item No.	Empowerment Skills	Current Conditions (D)			Desirable Conditions (I)			$PNI_{Modified}$	Rank
		\bar{X}	SD	Result	\bar{X}	SD	Result		
1	You can reflect what others are feeling to your group.	3.370	0.889	Moderate	4.666	0.606	Highest	0.385	3
2	You can ask questions that make others evaluate their own strengths.	3.530	1.041	High	4.666	0.606	Highest	0.322	5
3	You can help others to evaluate their own strengths by making them review their actions, thoughts, and feelings in the past that they are proud of.	3.170	0.647	Moderate	4.533	0.730	Highest	0.430	1
4	You can make others proud of themselves when they express their opinions.	3.200	0.664	Moderate	4.466	0.628	High	0.396	2
5	You can create the atmosphere that makes others feel confident to think and act.	3.400	0.813		4.600	0.621		0.353	4
Total		3.334	0.810	Moderate	4.586	0.638	Highest	0.377	

Source: Taniw & Petpon (2023)

According to Table 5, the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills in the aspect of empowerment skills, shows that helping others to evaluate their own strengths by making them review their actions, thoughts, and feelings in the past that they are proud of was the most essential ($PNI_{Modified}=0.430$) while asking questions that make others evaluate their own strengths was the least essential ($PNI_{Modified}=0.322$).

Table 6. Shows the results of current conditions, desirable conditions, and the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills in the aspect of skills to create and sustain a participatory environment

Item No.	Skills to Create and Sustain a Participatory Environment	Current Conditions (D)			Desirable Conditions (I)			$PNI_{Modified}$	Rank
		\bar{X}	SD	Result	\bar{X}	SD	Result		
1	You can motivate your group to work together.	3.53	0.973	High	4.60	0.621	Highest	0.303	5
2	You do not judge others.	3.30	1.055	Moderate	4.53	0.730	Highest	0.373	1
3	You avoid reproaching or verbally assaulting other members.	3.60	1.003	High	4.87	0.346	Highest	0.353	2
4	You can make every member willingly stick with the group.	3.53	0.937	High	4.73	0.450	Highest	0.340	4
5	You know to make every member feel safe when they express their opinions.	3.50	0.974	Moderate	4.73	0.583	Highest	0.351	3
Total		3.492	0.988	Moderate	4.692	0.546	Highest	0.344	

Source: Taniw & Petpon (2023)

According to Table 6, the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills in the aspect of skills to create and sustain a participatory environment, shows that not judging others was the most essential ($PNI_{Modified}=0.373$) while motivating the group to work together was the least essential ($PNI_{Modified}=0.303$).

4. Discussion

The results of the needs for teacher development of the Special Education Bureau Group 1 are based on the concept of facilitation skills. According to the study, it was found that when analyzing each aspect of the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills, empowerment skills were most essential, followed by communication and conflict resolution skills, management skills, and skills to create and sustain a participatory environment, while interpersonal skills were showed to be the least essential, respectively.

Empowerment skills being the most essential reflects that teachers in Special Education Centers Group 1 subsidiary to Special Education Bureau needed the development of empowerment skills since empowerment is a psychological technique that helps learners acknowledge their strengths and offer positive effects on class participation. All learners should be given compliments when they participate in class activities, and be encouraged to share goals, success, and solutions to problems. Therefore, empowerment is possibly a way that allows teachers to simultaneously use multiple psychological methods to teach learners who had a cognitive function for perceiving and understanding information, experience, thoughts, and feelings. Cognitive function is the ability related to numerous brain functions such as perception, attention, memory, imagination, thinking, interpretation, problem-solving, and decision-making (Office of the Royal Society, 2013). Hence, Special Education Centers are public educational institutions that organize lifelong non-formal education or lifelong informal education for people with disabilities who were born disabled or have become disabled. Moreover, there are educational programs that target elderlies, people with disabilities, teachers, personnel, and the community, including organizing media, technology, facilities, services, and other supports, as well as any operation required in the Announcement of the Ministry (Ministry of Education, 2008). Their responsibilities are to organize, promote, and support education in the form of help centers in early intervention: EI, and have people with disabilities ready for higher education or any institutions related. There are 9 types of people with disabilities, which are people with visual impairment, people with hearing impairment, people with intellectual disability, people with physical disability, people with learning disabilities, people with speech disorders, people with mental disorders, people with Autism spectrum disorders, people with multiple disabilities. From the report that classified the disabled according to their disabilities, issued by Special Education Bureau in 2022, it was found that, with all types of disabilities, there were 3,593 learners. All learners were provided with an Individualized Education Program that varied according to their different features in complex learning. Therefore, Special Education Centers subsidiary to Special Education Bureau provide their diverse learners with education, utilizing facilitation skills in their class, especially in the aspect of empowerment skills. Hence, empowerment skills need to be developed for learners according to individual and potential as in the research of Hunt, et al. (2019) which focused on the empowerment of people with learning disabilities who had difficulties understanding fractions. According to Jim's concept, it was found that there were cognitive symptoms among children with different brain functions at a high level of education. Jim participated in 7 teaching activities designed to promote the concept of fractions. From the results, it shows that Jim improved their reasoning skills which resulted in the ability to link the lesson to background knowledge in Mathematics, and how the teachers responded affected Jim's reasoning skills as Snedaker (2015) stated. According to the statement, students need

teachers who believe in them and empower them to discover and follow their dreams. They need teachers who can see beyond grades and unlock the potential of the whole child. They also need teachers who care about them as individuals and inspire them to grow. Furthermore, it was also found that today's students require educators who will guide them to think critically, grow in character, and value relationships. These students become empowered to change their world and overcome social and racial oppression disability and marginalization. Empowered students are those who attain skills and knowledge with their teachers, and become equipped and motivated to question the dynamics of reality around them, in order to transform and improve society. Problem-posing and dialogue-based education also empowers students to examine their knowledge and the world they live in, and train students with a voice to be heard and a perspective to share. Schroeder (2014) as in Indrianti, Y. et al. (2017) studied the analysis of Student Empowerment Role in forming Student Wellbeing. It was found that there is a positive influence of student empowerment on student well-being significantly on $\alpha < 0.01$, there are differences in the case of elementary students who feel have been in teacher empowerment if differentiated education level with F of 5.475 is significant at $\alpha < 0.05$. It turns out that fourth-grade elementary school students feel more in teacher empowerment than 5th-grade students with a significance value of 0.012 are significant at $\alpha < 0.05$. The sixth-grade students felt more in the empowerment of teachers than the 5th-grade elementary students with a significance value of 0.012 is significant at $\alpha < 0.05$. Student empowerment has been shown to influence student well-being although differences in outcomes are found to be related to gender, educational level and impacts on empowering programs that teachers have undertaken. Student well-being needs to be a focus on psychological intervention where the intervention seeks to explore positive aspects so that students show more proactive behavior than aggressive behavior. Therefore, teachers in Special Education Centers Group 1 subsidiary to Special Education Bureau is not able to empower their learners at the level that they can perceive because of their limitations.

5. Conclusion

The researchers of this paper had an interest in studying the current states, desirable states, and Priority Needs of teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills. The aim is to study the needs for teacher development of the Special Education Bureau Group 1 based on the concept of facilitation skills and provide suggestions for teacher of the Special Education Bureau Group 1 based on the concept of facilitation skills

6. Suggestions from the Research

6.1 Suggestions for Implementing Research Results

1. Directors of Special Education Centers Group 1 subsidiary to Special Education Bureau should focus on teacher development and encourage teachers to improve facilitation skills in the aspect of empowerment skills first. As a result, it will be beneficial to learners. There should be policies in which the results can be followed up and concretely assessed. Those policies should encourage teachers to apply psychological techniques that help learners to acknowledge their strengths and offer positive effects on class participation, including giving compliments to learners when they participate in class activities, as well as encouraging learners to share goals, success, and solutions to problems. According to the results, it shows that empowered learners had the ability to change our world for the better and overcome racial and social discrimination, and ableism. Therefore, empowered learners can learn skills and knowledge from their teachers.

2. Teachers should improve themselves with facilitation skills in the aspect of empowerment skills. And empowerment skills are to be applied to learners with individual. The purposes are to develop the management of teaching and learning and design classrooms that support diversity. From the study, it was found that learners' levels of education were different. As a result, their perception of empowerment was also different.

6.2 Suggestions for Next Research

1. Studies on students' perception of empowerment should be conducted according to their levels of education, age, or gender. There are obstacles to facilitation skills in each aspect.
2. Studies on the comparison of facilitation skills among teachers from different affiliations should be conducted. Then factors that cause differences in facilitation skills among affiliations should be analyzed.

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