

The Development of the Charism Model for Personal Administration of School under the Sisters of Saint Joseph of the Apparition in Thailand to Create Organization Commitment

Nisachon Ngamwong¹, Pimprapa Amornkitpinyo¹ & Taneenart Na-soontorn¹

¹ College of Philosophy and Education, Saint John University, Thailand

Correspondence: Nisachon Ngamwong, College of Philosophy and Education, Saint John University, Thailand.

Received: August 15, 2022

Accepted: September 19, 2022

Online Published: November 26, 2022

doi:10.5539/ies.v16n1p8

URL: <https://doi.org/10.5539/ies.v16n1p8>

Abstract

This research aimed to 1) create a charism model for personnel administration of school under the ‘Sisters of Saint Joseph of the Apparition’ in Thailand, in order to increase the commitment of personnel to the organization, and 2) demonstrate and improve the charism model. The research process was divided into three steps as follows: 1) developing a charism model, 2) demonstrating the model, and 3) enhancing the model. The findings revealed that the charism model for personnel management consisted of two factors. The first factor (charism) included 1) Agape Love, 2) Humility, 3) Altruism, 4) Vision, 5) Trust, 6) Service, and 7) Empowering. The second factor (personnel management) included 1) Planning, Recruitment and Positioning, 2) Promotion, Absence and Evaluation, 3) Performance, 4) Disciplinary Work and History Registration, 5) Code of Professional Ethics, and 6) Other Tasks Assignment. The researcher also developed a charism-based integrated personnel management manual for Saint Emilie school. The demonstration of the results revealed that lecturers and staff were satisfied with personnel management at the highest level. As the researcher considered each variable, the operational aspect had the highest average score, whereas salary, promotion, taking leave and evaluation had the lowest score. The six dimensions of the charism model for improving personnel administration were adjusted accordingly.

Keywords: charism model, organization commitment, personal administration, school

1. Introduction

The Sisters of Saint Joseph of the Apparition is a religious missionary in the Roman Catholic Church that reports directly to the Pope. The institute's charism transformed the congregation into a missionary organization, and a unique missionary community. In order to live in accordance with charism in a way that was in line with the institution's characteristics, the sisters focused on maintaining unity. The charism of Saint Emilie was the universal charism that encouraged sisters to understand the uniqueness and diversity of the characteristics of other members and missions via the works under the charism of religious congregation, and devoted solely to God's service, with self-sacrifice and serving others as though they were siblings (Sisters of Saint Joseph of the Apparition, 1832).

The main mission focused on education by aiming to provide training in secular and ethical knowledge to society. The members included sisters who worked for God by educating children and youth, paying special attention to the poor via the use of gospel charism. The organization also fought against all forms of injustice and poverty. Five continents and 26 nations were included in the ministry of St. Joseph's universal apparitions. All members in the organization took the charism missions, which could be interpreted as all kinds of charity works (Sisters of Saint Joseph of the Apparition, 1832).

The Sisters of Saint Joseph of the Apparition came to Ubon Ratchathani Diocese of Ubon Ratchathani Province on 11th March 1961 by the invitation of Bishop Claudius Bayet. At that time, the head of the Ubon Ratchathani Diocese and the first missionaries began their ministries, consisting of formal and non-formal education work, nursing work, both physical and mental pastoral work, work with the elderly, social work, priest work in the mission, and dormitory service work. However, The Sisters of Saint Joseph of the Apparition in Thailand had recognized important local missions that focused on the educational mission of the members who were currently operating the missions. The Sisters of Saint Joseph of the Apparition in Thailand recognized these essential local missions. Thus, the organization decided to emphasize the formal and informal educational mission of the current members by assigning sisters to manage 1) schools under The Sisters of Saint Joseph of the Apparition in Thailand

(such as Saint Emilie School), and 2) diocese schools; that is, The Holy Infant Jesus Surin School in Surin province, the Thepphitakphittaya School in Prae province, and Ruamruddee Suksa School in Bangkok (Gatt, 1960).

The Sisters of Saint Joseph of the Apparition had a ‘provincial’ who was responsible for assigning sisters to administrate and manage the previously mentioned school (Gatt, 1960) according to the vow of obedience and conventionality of every religious congregation. Since schools were considered as the crucial preaching fields, there was also a particular preparation for educational credentials and a degree in educational administration was required of priests who would work in administrative roles and were assigned from the people with higher authority to serve as school administrators. Moreover, the persons assigned had to rotate to run schools and instruct in them.

In the past, when the semester had already begun, the school experienced some teacher resignations. Since instructors were only hired to work at government schools in July, the school was short of instructors during the semester of instruction. Furthermore, the school had to spend more budget on new instructor recruitment and development to replace the old ones, and the students had to spend more time to adapt themselves with new instructor. This caused the lack of teaching continuity, which resulted in the reduction of teaching quality.

The instructors were a vital factor in this case, because instructors provided education to others. In order to raise the efficiency and quality of the performance of instructors and staff, the teaching and learning management of the instructors should put a strong emphasis on each dimension. An instructor with knowledge alone is not enough. The instructor must also have other appropriate characteristics – the right attitude, charism, teaching spirit, morality, compassion, faith, commitment and satisfaction – to perform their duties. Buchanan (1974) explained that commitment to an organization was very important in making employees feel like they were owners and contributors to the well-being of an organization.

Judging by the study of the problems over the past five years, instructors resigned every year to take an exam and earn recruitment to other schools. The reason was that the personnel management at Saint Emilie school did not integrate charism into the management system. This resulted in the lack of instructor’s commitment, inspiration and teaching spirit. Moreover, the instructor did not see the value and stability of being a teacher in a private school (Saint Emilie School, 2020).

As a leader and administrator of an educational institution, the researcher recognized the importance of the integration and adaptation of charism in personnel management, in order to create faith in performing missionary works with compassion and altruistic love, and doing good deeds. As Saint Emilie proposes ‘Do all the good you can’ (Sisters of Saint Joseph of the Apparition, 1832), the researcher would like to construct a charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in order to create organizational commitment, and to set the guidelines both for efficient personnel management and for directors, priests and those involved in the educational field.

2. Research Objectives

The study of the development of the charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand, in order to create organization commitment. There were three research objectives as follows:

- 1) To create a charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand to create organization commitment.
- 2) To demonstrate a charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand to create organization commitment.
- 3) To improve a charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand to create organization commitment.

3. Research Framework

The development of the charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand to create organization commitment by adapting the charism concept of the statute of The Sisters of Saint Joseph of the Apparition in Thailand (1832) and personnel management. The education management of Thai Catholic schools according to Catholic education identity (Surin, 2013) resulted in the research framework, as shown in Figure 1.

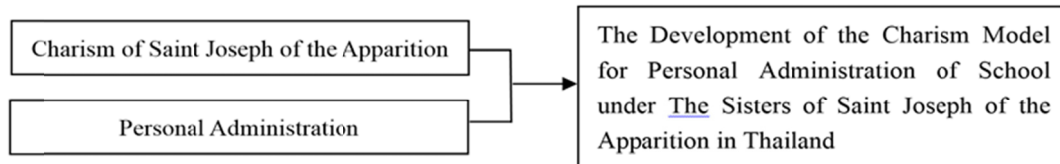


Figure 1. Conceptual framework

4. Research Methods

There were three steps in the research and development, as follows:

Step 1: Developing a charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand.

The research procedure for developing a charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand was as follows:

- 1) Study related research documents.
- 2) Drafting a charism model for personnel administration of a school under the Sisters of Saint Joseph of the Apparition in Thailand.
- 3) Discussing a charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand by the implementation of a focus group and creating a charism manual for personnel management.

Step 2: The demonstration of a charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand.

A charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand was demonstrated at Saint Emilie school from 20th June 2021 to 30th August 2021. The procedures were as follows:

- 1) A meeting was held to explain how to apply charism in people management to executives, lecturers and other staff members, and a guidebook for doing so was distributed.
- 2) A questionnaire was conducted to test the satisfaction with applying charism in people management after the demonstration.
- 3) The results of the demonstration were summarized.

Step 3: The improvement of a charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand.

The researcher used the demonstration results from step 2 to complete the charism model for personnel administration of a school under the Sisters of Saint Joseph of the Apparition in Thailand.

5. Results

In this research, there were three research findings as follows:

- 1) The details of development results of a charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand to create organization commitment are shown in Table 1.

Table 1. The development results of a charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand.

Personnel	Charism
1. Planning, Recruitment and Positioning	<p>- Vision</p> <p>In order to manage the school's human resources, the executives together with the management team analyzed the plan for the next 5-10 years for the recruitment of new school staff to see the direction of the world development trend and how the school could adapt to support the changes in the world trends. Thus, this step helped the school to complete the long-term plan to find the best way to recruit and maintain professional staff for a long time in order to increase the potential of school management.</p> <p>- Planning</p> <p>- Recruitment</p> <p>The school management team searched for staff who had the characteristics, educational qualifications, experiences and skills according to the school's requirements, in order to recruit good staff. The school executives did MOU with Ubon Ratchathani Rajabhat University to seek talented employees who could meet the school standards.</p> <p>- Delegation of Authority</p> <p>- Positioning</p> <p>The school provided opportunities to staff to use their talents, skills, God-given gifts, experience and expertise through the principles of competence and morality to build knowledge together, which led to teamwork encouragement based on recognition and equality among staff in school.</p>
2. Raise the salary, Taking day off, and Evaluation	<p>- Altruism</p> <p>The raise in salary was based on performance and dedication evaluations. Every school member must be encouraged to improve themselves, sacrifice themselves to others and make a contribution to the school, both in extracurricular and indoor school activities, although they may not get any benefit back.</p> <p>- Altruistic Love</p> <p>- Taking day off</p> <p>All school members were given opportunities and rights according to the school's regulations. School executives and the board of directors listened to their individual needs and wants. Moreover, the top management tried to understand with compassion the reasons for employees quitting.</p> <p>- Evaluation</p> <p>- Altruistic Love</p> <p>The top management judged the potential and talents of each individual without bias, evaluating the performance of lecturers with honesty, listening to their different opinions, understanding the errors made and advising them on how to solve problems and improve themselves.</p>
3. Operation	<p>- Serving</p> <p>All staff was made aware of their roles and responsibilities. They were encouraged to separate their personal interests from their duties, respect the organization, learn to give academic, ethical and spiritual knowledge, and support other staff to use their talents creatively, in order to increase the potential and pride of everybody in the school.</p>
4. Disciplinary and Registration History Record	<p>- Altruistic Love</p> <p>- Discipline</p> <p>The top management constructed the school regulations clearly to inform all staff and enable them to perform their duties according to the policy, to create the school's culture and discipline. Every lecturer must be punctual. The academy executives worked as role models, supported unity, and encouraged school members to love their jobs, be happy, and perform their duties with dedication.</p> <p>- Altruism</p> <p>- Registration History Record</p> <p>The top management encouraged staff to focus on updating their data and records, making data and records available to be checked at any time, and developing themselves continuously to support each other.</p>
5. Code of Professional Ethics	<p>- Humility</p> <p>The board of directors was willing to devote themselves to serving the spirit of the organization as both priests and school administrators by respecting the value of every school member as a role model for compassion, honesty and ethical leadership.</p>

6. Other Assigned Task	<p>- Altruism As tasks that were assigned both during and after operation hours were essential, the top management, verbally and in writing, instructed the staff clearly before assigning them to responsible tasks. The executives decided to assign tasks to each individual ethically, according to their skills. Moreover, the top management co-worked with lecturers and school staff in all activities, respecting them, giving them the opportunity to fix any problems that might occur, guiding, helping them to solve problems, and motivating them.</p> <p>- Trust The top management has trust in the potential of every lecturer. Thus, the executives could give a vital assignment and duty to the lecturer who could solve the situation. This helped to develop and enhance the leadership skills of the lecturer.</p>
------------------------	---

2) The demonstration of the results of using a charism model for personnel administration of a school under the Sisters of Saint Joseph of the Apparition in Thailand revealed that the satisfaction of school lecturers and staff with the personnel management was at the highest level ($\mu = 4.68$, $\sigma = 0.59$). The operation of this demonstration had the highest average ($\mu = 4.74$, $\sigma = 0.49$), and the variable of 'raise the salary, taking days off, and evaluation' was ranked as the lowest ($\mu = 4.57$, $\sigma = 0.67$).

3) After the demonstration of using a charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand, there were six improvements that could be made, as follows:

1st Dimension: Planning, Recruitment and Positioning

The top management had to work together to plan for the recruitment process. There should be an emotional maturity assessment at every step of recruitment.

2nd Dimension: Salary promotion, Taking days off and Evaluation

The top management had to join the evaluation process at least once a year.

3rd Dimension: Operation

School lecturers and staff had to join the evaluation process at least once a semester (twice a year).

4th Dimension: Disciplinary and Registration History Record

The school should integrate communication technology into the registration records.

5th Dimension: Code of Professional Ethics

School lecturers and staff must be disciplined, especially in terms of honesty and respecting the value of others. They should also act as ethical role models.

6th Dimension: Other assigned tasks

School lecturers and staff should willingly and with dedication join with each other in tasks after the operation hours.

6. Discussion

From the research findings on the development of a charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand in order to create organization commitment, the details to be discussed were as follows:

1) The charism model for personnel administration of a school under the Sisters of Saint Joseph of the Apparition in Thailand.

1st Dimension: Planning, Recruitment and Positioning

There were three tasks in this dimension: planning and recruitment, charism utilization, and having vision. These three tasks were considered the most critical points in the management process. Executives and the management team analyzed planning and recruitment for the next 5-10 years to create a long-term plan for the acquisition of qualified and talented people, as well as to find a way to keep staff with the organization as long as possible and increase the school's potential. This statement was consistent with the research of Srijarin et al. (2016), which proposed that the administrators have a vision of how to develop the school, adapting to change and improving the quality of the school's management to achieve an international standard.

Using charism for recruitment and positioning of staff: The duties of appointing and positioning staff, according to the charism model for the human resource administration of a school under the sisters of Saint Joseph of the

Apparition, were different from general duties. In other words, priests who were in the top management, or the ordination team that came from the priesthood, were empowered by the executive team or the head of the secular department to take part in the duty of appointing and positioning staff based on their experience, talents and equality. This was relevant to the study of Somyot (2001), who stated that the personnel management policy consisted of an equality principle. On the other hand, if the staff would like to work in any agency, those who met the same credentials might have similar privileges and opportunities, depending on the specified standards. Furthermore, every staff member must be treated equally according to the constructed policies, such as positioning policy, merit consideration policy, promotion policy, disciplinary action policy, etc.

2nd Dimension: Raise the salary, Taking day off and Evaluation

There were three parts to this dimension. The raise in salary utilized charism in altruistic love which was different from the ordinary salary promotion, because salary promotion in a charism model for human resources administration was evaluated from performing duties with dedication, for both extracurricular and ordinary classes. This part was based on how the Sisters of Saint Joseph of the Apparition lived, according to the organization's motto, "Devotedness unto death", which was consistent with the constitution (Sisters of Saint Joseph of the Apparition, 1832) regarding the simple devotion, altruistic love, taking days off, and the use of sublimely loving charism. The top management team met each individual to discuss their reasons for requesting leave by considering righteousness, love and kindness. The executives used charism and altruistic love in their evaluation, because the executives could see the actual potential and skill of each staff member without using their experience to judge their subordinates. This was related to the research of Amporn (2010), which proposed that the determination of a lecturer's merits should be included in the teacher salary guidelines, whereas awarding lecturers according to their merits should be clear, trustworthy and analyzable without interference, in order to let lecturers realize their job stability.

3rd Dimension: Operation

Service mind was considered as an essential step of operation. The mindset of the staff was shaped to have faith in their duties, share responsibility in the organization, and have the heart of an academic, spiritual and ethical knowledge provider. Following the example of Jesus Christ, the members of the priesthood were remarkable in their love of service of their brothers and sisters, and performed their duty with devotion in every dimension. This was consistent with the organization's constitution (Sisters of Saint Joseph of the Apparition, 1832). God has appointed all sisters to share the gospel of his influence. Thus, the sisters surrendered themselves to God by serving their fellow humans according to the special blessing of the organization

4th Dimension: Disciplinary and Registration History Record

Implementing the charism of sublime love in a disciplinary sense included clear definitions of discipline policy in order to inform every staff member of how to follow and create the discipline culture for the school. Saint Emilie school was a catholic educational institution that focused on discipline. The previous statement was mentioned in the research of Butsarin (2005), which studied human resource management in Catholic schools in Chanthaburi in its disciplinary aspects. The findings of this research revealed that the human resource management in Catholic schools in Chanthaburi was largely based on the opinions of executives and lecturers.

The registration history records the integrated charism of altruistic love. The executives raised awareness among all staff members of the importance of collecting data and up-to-date information in a rapidly changing world. Thus, the integration of technology into the record system could ensure accurate and current data that could be analyzed, as shown in the research of Pongsak (2010), which stated that technology could facilitate, service and support the accessibility of education.

5th Dimension: Code of Professional Ethics

The charism of humility was integrated as the top management are dedicated to serving the charism of the organization, as both priests and administrators, by respecting the value of staff, being honest, and providing an ethical model, the same as the members of St. Joseph Apparitions (Sisters of Saint Joseph of the Apparition, 1832). Therefore, the school staff strives to be role models for love and modesty, which leads to trust and being loved. This was referred to in the study by Pinitjanart (2009), which mentioned that if the school top management conduct themselves in accordance with the Code of Professional Ethics, the teachers' performance will be positively impacted.

6th Dimension: Other Assigned Task

The charism of altruistic love can be integrated into other important assigned tasks, both during and outside working hours. Thus, before assigning any task, the executives give clear verbal instructions, or send a task

appointment letter to the responsible persons, as Saint Emilie once said “Go with what you have and do the best you can” (Sisters of Saint Joseph of the Apparition, 1832). This resulted in an increase of staff morale and a willingness to perform their duties with love and sacrifice.

2) The demonstration results of a charism model for personnel administration of school under the Sisters of Saint Joseph of the Apparition in Thailand were as follows:

The factor with the highest average satisfaction score was ‘operation’. This is due to the fact that the early missionaries' lifestyles were models of commitment with a whole heart, reliance on belief in God, and clinging to the organization's charism despite the overwhelming hurdles (Gatt, 1960). This led to the encouragement of the importance of educational management for school staff, students, and students' guardians. Hence, teachers and other employees of the school experienced passion and dedication in performing their duties, and were encouraged to absorb the charism. The previous statement was also presented in the research of Amnat (2008), which emphasized the charism of the school administrator as role model. The research findings showed that the characteristics and charism level of the administrator's compassion, best wishes and passion were ranked on a high level, as stated in the study of Bancha and Mitparnee (2020) about the management of schools under the LaSalle organization in Thailand, which indicated that the satisfaction score of overall images of the management of schools under LaSalle organization in Thailand was ranked at a high level.

The factor that had the lowest average score was ‘taking days off’. The reasons behind this were the meticulousness of the required staff conditions and policy to take day off that only focused on the regulations and methods, and the top management was not open enough to listening to their subordinates. The previous statement was similar to the research of Henry (2004), which studied the task of personnel management in a Missouri elementary school. The research results posited that the duties and responsibilities of the elementary school in personnel management included school staff development, compensation, negotiation, security, continuity, and information delivery. This was also relevant to the research of Brown (2003) concerning “Employees' Organizational commitment and Their Perceptions of Supervisors Relations-Oriented and Task-Oriented Leadership Behaviors”. Brown's research findings revealed that the human-oriented behaviour had the greatest compatibility in the feeling aspect of organization commitment, whereas lower variance was a normal aspect of organizational commitment. The human-oriented behavior did not have the variance towards organization commitment.

7. Recommendations

- 1) Planning, Recruitment and Positioning: there should always be recommendations and suggestions for the top management in planning, recruiting and positioning each individual. There should be an emotional maturity assessment as part of the recruitment process.
- 2) Salary Promotion, Taking days off and Evaluation: there should always be suggestions and recommendations for the top management to evaluate all the points in this topic at least once a year.
- 3) Operation: there should be suggestions and recommendations for lecturers and staff that they should join the operation evaluation at least once a semester (twice a year).
- 4) Disciplinary and Registration History Record: there should be suggestions and recommendations regarding the registration history record, which the data was not updated. Therefore, the school should employ a communication technology system in recording registration history.
- 5) Code of Professional Ethics: after the demonstration, the findings showed that staff members were still considered selfish and lacking in honesty and punctuality, and did not complete their tasks with eagerness due to the lack of clear instructions. Therefore, the manual should present transparent standards and systems.
- 6) Other Assigned Task: it was revealed that both lecturers and staff were not united and did not help each other in doing the assigned tasks. Hence, the school should set up a training course or retreat, including pray and thoughts on the manual, and let the lecturers and staff become more united and complete their tasks with dedication.

8. Recommendations for Further Study

The researcher would like to suggest the following subjects for further investigation based on the findings of this study:

- 1) The study of an integrated model using charism in the personnel administration of priests and monks.
- 2) The study should focus on a charism model in other fields of management, such as academic management, financial management and miscellaneous management.

- 3) The study should emphasize factors that affect human resource management in schools when there is a Covid-19 crisis. Schools must adapt and adjust their organizational charts, their operation process and their management systems to support the global trends, because all assignments, organizations and institutes have a critical need to adjust themselves. With this in mind, a 'working from home' system has been created for a changing world.

References

- Amnat, Y. (2008). *The Spirit of Administrators in Schools, Model School Administrators* (Doctoral thesis, Wongchawalitkul University).
- Amporn, P. (2010). *Personnel Administration Procedures of Basic Education School Administrators According to the Viewpoints of Teachers as Heads of Personnel Administration Divisions under Yala Educational Service Area Office* (Master thesis, Yala Rajabhat University).
- Bancha, P., & Mitparnee, P. (2020). Administration Guidelines for School under La Salle Foundation of Thailand. *Journal of Humanities and Social Sciences Uttaradit Rajabhat University*, 7(1), 120-133.
- Brown, B. B. (2003). *Employees Organizational commitment and Their Perceptions of Supervisors Relations-Oriented and Task-Oriented Leadership Behaviors* (Doctor thesis, Virginia Polytechnic Institute and State University). Retrieved from [https://vtechworks.lib.vt.edu/bitstream/handle/10919/26676//Barbara Brown-4-22-03.pdf?sequence=1&isAllowed=y](https://vtechworks.lib.vt.edu/bitstream/handle/10919/26676//Barbara%20Brown-4-22-03.pdf?sequence=1&isAllowed=y)
- Buchanan, B. (1974). Building Organization Commitment: The Socialization of Managers in Work Organizations. *Administrative Science Quarterly*, 19(4), 533-543. <https://doi.org/10.2307/2391809>
- Butsarin, J. (2005). *Personnel Administration in Educational Section of Chanthaburi Diocese* (Master thesis, Rajabhat Rajanagarindra University).
- Gatt, C. (1960). *The History of the house of SJA Sisters*.
- Henry, D. (2004). A profile on personnel administrators of public school system in the state of Missouri. *Dissertation Abstract International*, 40(4).
- Pinitjanart, L. (2009). *The Relationship between the Practice of Professional Ethics of Educational institute Administrators According to the Perceptions of Teachers and Satisfaction with the Performance of Teachers under the Ayutthaya Educational Service Area Office I* (Master thesis, Phranakhon Si Ayutthaya Rajabhat University).
- Pongsak, P. (2010). *The Proposed Policy for the Effectiveness of Inclusive Schools in Khon Kaen Province* (Doctor thesis, Khon Kaen University). Retrieved from http://phd.mbuisc.ac.th/KKU_Thesis/A_Pongsak.pdf
- Saint Emilie School. (2020). *Saint Emilie School's action plan*.
- Sisters of Saint Joseph of the Apparition. (1832). *The Constitution of the Sisters of Saint Joseph of the Apparition*. SJA Rome, Italy.
- Srijarin, S., Somchai, T., Rachan, B., & Kanjana, S. (2016). The Development of Quality Change Management Model in Catholic Schools. *SWU Educational Administration*, 13(24), 1-13 Retrieved from <http://ejournals.swu.ac.th/index.php/EAJ/article/view/7839/7071>
- Surin, C. (2013). *Management of Catholic School in Thailand Beyond Catholic School Identity* (Doctor thesis, Silpakorn University). Retrieved from http://www.thapra.lib.su.ac.th/thesis/showthesis_th.asp?id=0000009706

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).