

A Study of Peace Culture in Opportunity Expansion Schools in Thailand

Patama Tepamat and Dawruwan Thawinkarn*

Abstract--- *This research aim to study components of peace culture in the opportunity expansion schools under the office of the basic education commission, Thailand. Using descriptive research on 2 step are 1) study 13 documents about peace culture for synthesis the components of peace culture, and 2)confirm the components by the 7 experts in education administration. The research found that : The peace culture of the opportunity expansion schools consisted of 4 main components include : 1)Trust consists of 3 sub components are satisfaction, integrity and compassion 2)Share-value consists of 3 sub components are organizational requirements, common practice and common norms 3)Collaborative consists of 3 sub components are teamwork, network building and creating personal relationships 4) Respect consists of 3 sub components are self-respect, accepting others, and appreciation of the environment*

Keywords--- *Peace Culture, Opportunity Expansion Schools.*

I. INTRODUCTION

Socio-economic political transformation domination education and borderless technology can be easily connected by using the Internet, as well as complying with the international administrative guidelines. 4.0. Changes in the way different beliefs and values, and different experiences, are causing conflicts and such issues cause negative changes. A significant increase in conflict and severity. School administrator who are leaders in schools are not able to avoid potential conflicts. Therefore, the school administrator have developed training to keep pace with the changes and comply with the virtue of knowledge and skills. Have an attitude It is a virtuous, capable and skilled in enhancing the peace, culture and conflict resolution. Violence in the school of violence in adolescents, whether the teenager is a victim or an act. It is a problem that is becoming increasingly violent throughout the world. Violence is also taken out in the form of hurting others. Property robbery sexual assault or murder violence in children and youth in many forms is both an act of action and a user. The violent behavior is in everyday life until it is common, and nowadays Thailand is experiencing a type of crime, which is an indicator of the corruption of Thai society. Cultural peace refers to the behavior that illustrates the idea, beliefs, values, and practices that will allow people to live together in peace. Reasons cooperation and generosity and the concept of enhancing the peace of mind in schools that occur in many ways. Most countries around the world are similar. Therefore, peace of culture is essential in the school because it helps to eliminate conflicts and violence in schools and institutions. opportunity expansion schools there was a situation in the management of the principles of governance. Management of individuals, relationships between schools and communities, or even the face of a teacher's stress. The real situation of the problem can not be shared peacefully and lack of peace, culture that uses the process approach and cooperation to deal with the right problems at the high rise.

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It is also a reflection of the problem of sharing and the lack of cooperation in society, where the authorities involved in the management of education and enhancing the peace of culture in the school must be given importance and defined as an efficient and tangible implementation approach.

From the principles and the reasons mentioned above, demonstrate the actual situation of the problem, can not live together peacefully, and lack of a peace-enhancing culture that uses the process approach and cooperation to deal with the right problems increased. For this reason, the researchers are interested in studying the peace culture of opportunity expansion schools, as information to strengthen or develop cultural peace in opportunity expansion schools in Thailand in the future..

II. RESEARCH OBJECTIVE

To study the components of peace culture in opportunity expansion schools under the office of the basic education commission, Thailand.

III. LITERATURES REVIEW

Scope of Research

The scope of this study is as follows:

The population in this research were 6,974 opportunity expansion schools under the office of the basic education of this study is to analyze and synthesize documents and research about peace culture are as follows:

Trust consists of;

- 1) Satisfaction
- 2) Honest
- 3) The Compassion

Shared-values consist of;

- 1) Common requirements of the Organization
- 2) Common Practice
- 3) Common norms Collaborative consists of;
 - 1) Team work
 - 2) Networking
 - 3) Create a personal relationship Respect consists of;
 - 1) Self respect
 - 2) Accepting others
 - 3) environmental value

IV. RESEARCH METHODOLOGY

This research uses the descriptive research methodology to study the components of peace culture in the opportunity expansion schools under the office of the basic education, the implementation of the two-step research, each step has the following:

Step 1 : Study of document to analyze and synthesize components of peace culture from the concept of theory and related research. The following 13 related documents have been studied: Navarro-Castro, L., Nario-Galace, J. (2008) UNESCO's Manifesto (2000), Walai Panich (2005), David Adams. (2005), Stephanie Knox (2010), Vjeran Katunaric (2010), Chaiwat Sathaarnan (2005), UNESCO (2018), Ingeborg Breines (n.d.), Permsak Makarapirom (2012), Pra Paisan Wisalo (2009), Akapan Pintawanich (2008), and Kung (2003). The document analysis as shown in Table 1.

Table 1: Synthesis of the elements of the peaceful culture of scholars and research

Navarro-Castro, L., Nario-Galace, J. (2008) UNESCO's Manifesto (2000) and Walai Panich (2005)	David Adams (2005)	Stephanie Knox (2010)	Vjeran Katunaric (2010)	Chaiwat Sathaarnan (2005)	UNESCO (2018)	Ingeborg Breines (n.d.)	Permsak Makarapirom (2012)	Pra Paisan Wisalo (2009)	Akapan Pintawanich (2008)	Hans Kung (2003)	Synthesis of researchers
Respect for life and respect for human rights	human rights	respect for human rights	respect for human rights		human rights	Respect for all life		Respect for dignity	Acceptance of the rights of others	Respect for the value of life	Respect
Rejection of violence	Weapon reduction	Removal of violence									Rejection of violence
To be generous to others											To be generous
Listening to others is understood	Endurance and Unity	Women's participation	Engaging communication			Participation positive			The open mind, recognize and understand the difference	Interaction with other people	Collaborative
Promoting responsible behaviour			Each other is accepted		Social interaction		Interaction Behavioral Beliefs		Attitudes and standards together		Share-Value
Solidarity		Solidarity	Solidarity			Solidarity	Solidarity			The reciprocal kindness	Trust
	Education and Culture for Peace										Education and Culture for Peace
	sustainable development			Care							sustainable development
	equality in women and men		Gender equality								Gender equality
			reducing inequality								reducing inequality
				Provide the right information							Provide the right information
					freedom, justice						freedom, justice

Table 2: Analyzing the components of the peace of culture from the perspective and research of various scholars

Name list	Navarro-Castro, L., Nario-Galace, J. (2008) UNESCO's anifesto (2000) and Walai Panich (2005)	David Adams (2005)	Stephanie Knox (2010)	Vjeran Katunaric (2010)	Chaiwat Sathaarnan (2005)	UNESCO (2018)	Ingeborg Breines (n.d.)	Permsak Makarapirom (2012)	Pra Paisan Wisalo (2009)	Akapan Pintawanich (2008)	Hans Kung (2003)	Include
Respect	√	√	√	√		√	√		√	√	√	9
Rejection of violence	√	√	√									3
The generous	√											1
Collaborative	√	√		√			√			√	√	6
shared-values	√			√		√		√		√		5
Trust	√		√	√			√	√			√	6
Education and Culture for Peace		√										1
sustainable development		√			√							2
Gender equality		√		√								2
reducing inequality				√								1
Provide the right information					√							1
freedom, justice						√						1

From table 2, the researchers analyzed the components of the peace culture, according to the concept of Navarro- Castro, L., Nario-Galace, J. (2008) UNESCO's Manifesto (2000) and the Walai Panich (2005), David Adams. (2005), Stephanie Knox (2010), Vjeran Katunaric (2010), Chaiwat Sathaarnan (2005), UNESCO (2018), Ingeborg Breines (n.d.), Permsak Makarapirom (2012), Pra Paisan Wisalo (2009), Kung (2003). The researchers have used the criteria to determine the elements that correspond to the sample context and have a frequency of 5 or more. The composition of the Peace of culture The number of 4 elements is 1) Trust 2) Shared-values 3) Collaborative 4) Respect which researchers have taken the analysis components in step 1, this is a qualified qualification to confirm the element in step 2.

Step 2 : To confirm the peace culture components in school, opportunity expansion schools under the office of the basic education, which is appropriate to the context in the opportunity expansion schools of 5 people, who are the school management specialists education management experience in educational management and research on peace culture to confirm the components of the peace culture as the researchers analyzed step 1 by using the evaluation tool to confirm it as an inspection assessment and an open-ended query to suggest additional ideas.

V. RESEARCH RESULT

A study of the components of peace culture in opportunity expansion schools under the office of the basic education, found that there are four main components:

1. Trust consists of 3 sub components are satisfaction, **integrity and** compassion.

2. Share-value consists of 3 sub components are organizational requirements, common practice and common norms
3. Collaborative consists of 3 sub components are teamwork, network building and creating personal relationships
- 4) Respect consists of 3 sub components are self-respect, accepting others, and appreciation of the environment. Accepting others and appreciating the environment in which the researchers have synthesized the components of peace culture and indications of peace culture with the synthesis of the documents as follows: Table 3

Table 3: Results of the synthesis of components and indicators of peace culture in the opportunity expansion schools under the office of the basic education commission

components	Sub components	Indicator
1. Trust	1.1 Satisfaction	1) Survey of Attitude, awareness and Assessmen
		2) Maintaining the relationship between co-worker
	1.2 Honest	3) The idea Action quotes are consistent
		4) Follow the contract
	1.3 The Compassion	5) An opinion between the teacher and the teacher
		6) An opinion between a teacher and an executive
2. Share-Value	2.1 Common requirements of the Organization	7) Defining the standard behavior to be expressed
		8) Defining a definition or definition
		9) Defining the organization's behavior
		10) Organization Agreement
	2.2 common practice	11) work together and behave in the same way
		12) Act according to the values of the Organization's beliefs
		13) The Code of conduct in accordance with the corporate values
	2.3 common norms	14) Behavior that is caused by the social definition
		15) A sense of behavior that everyone understands
16) In strict compliance with the social member plan		
3. Collaborative	3.1 teamwork	17) There are personal goals and corresponding team target
		18) The role of team leaders and the best leaders
		19) It has a good working process. Regulation
		20) Strengthening power
	3.2 Networking	21) Have the same awareness and views
		22) Interest or share of interests
		23) Participation of all members on the network
		24) Are strengthened To lend a favor to each other
		25) communication
		26) There are links in team
4. Respect	4.1 self respect	27) The love of generosity
		28) Good listener
		29) Feeling self-pride
		30) Live a valuable lifestyle and self-dignity
	4.2 accepting others	31) It has good behavior to avoid self-blame
		32) Avoid anything harmful to health
		33) See the value and human dignity of others
		34) Accept the difference of others
	4.3 environmental value	35) Respect the rights and opinions of others
		36) Praise for the beauty of others
		37) The value of the environment is everything alive and alive
		38) Value of resource
		39) Respecting Society's Rules/regulations

From table 3, the components of the peace culture as shown in figure 1.

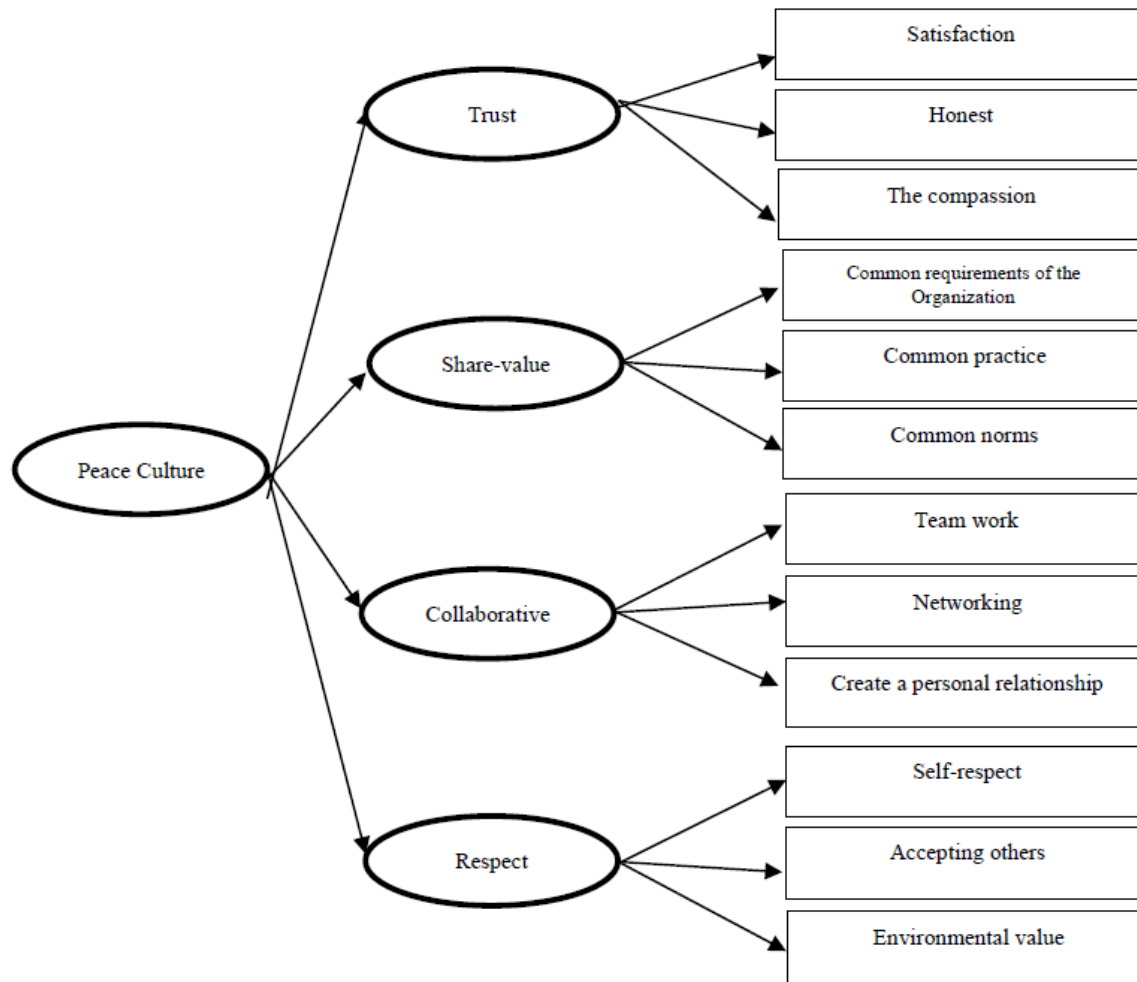


Figure 1: Model of peace culture in the opportunity expansion schools under the office of the basic education

VI. CONCLUSION

The study component of peace cultural in opportunity expansion schools under the office of the basic education from the synthesis and analysis of relevant documents and research, and a qualified interview to get the components and indications of the peaceful culture. found that there are four main components and 12 sub components are: 1) Trust consists of 3 sub components are satisfaction, integrity and compassion 2) Share-value consists of 3 sub components are organizational requirements, common practice and common norms 3) Collaborative consists of 3 sub components are teamwork, network building and creating personal relationships 4) Respect consists of 3 sub components are self-respect, accepting others, and appreciation of the environment.

VII. DISCUSSION

The components and indications of the peaceful culture. found that there are four main components and 12 sub components are: 1) Trust consists of 3 sub components are satisfaction, integrity and compassion 2) Share-value

consists of 3 sub components are organizational requirements, common practice and common norms 3) Collaborative consists of 3 sub components are teamwork, network building and creating personal relationships 4) Respect consists of 3 sub components are self-respect, accepting others, and appreciation of the environment.

The result of this study is that researchers have studied the relevant concepts and theories. The diversity and intensity of culture enable researchers to identify the main factors. Indicator child components the purpose of this study is to determine through expert interviews. Experts have confirmed the components of a peace culture derived from the synthesis of literature. Synthesis and analysis details of some indicators more clearly. Therefore, the purpose of this study is to identify factors and cultural peace indicators. Consistent with the concept of Navarro-Castro, L., Nario-Galace, J. (2008) UNESCO's Manifesto (2000) and Walai Panich (2005) summarized the elements of the culture of peace into five components are: 1) respect for life. 2) To reject violence 3) charity with others. 4) Listen to others to understand. 5) encourage behavior that shows responsibility. In accordance with the concept of David Adams (2005), the project element 8 of the peace culture was described in the preliminary agreements that UNESCO made to the United Nations, namely 1) education for peace and culture 2) understanding endurance and unity 3) the participation of democracy 4) data circulation and knowledge free 5) weapon reduction 6) human rights 7) sustainable development 8) equality of women and men. According to Vjerran Katunaric (2010) sex education is an important part of Asian cultural peace "Mutual acceptance is a way of changing conflicts.". And complies with UNESCO (2018) that says that the culture, natural resources and human resources of Africa are three key elements to promote holistic and holistic approaches for peace of culture, including cultural and resource sources. Natural sources and resources and human resources.

Recommendations

Recommendation for implementation

1. School administrator with similar context can bring the peaceful elements of the culture of this study to a guide to enhancing the peace of culture in schools.
2. The district office, the education area, or the affiliated agency with respect to the strengthening of the culture in the school, can take the elements of this study, to define strategic policies to implement the performance of a set goal.

Recommendation for next research

1. The study should be studied for the need to reinforce the peace of mind in the school, according to the composition of this study, as information that can be used to enhance the peace of culture in the opportunity expansion schools under the office of the basic education.
2. There should be a study and development of peaceful cultural form considering the specific identifiers with the context and condition in which the opportunity expansion schools.

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