

Welfare School Academic Management Strategies Based on the Concept of Multiple Intelligences and Future Careers in Thailand

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ABSTRACT

The research objective was to develop academic management strategies of Welfare school based on the concept of Multiple Intelligences and Future Careers. This study applied multiphase mixed method research, including quantitative data collection and qualitative data collection. The population was Welfare school. The samples were 49 schools. The study informants consisted of 363 out of 490 directors, deputy directors, heads of teaching groups, and guidance teachers from Welfare school. The research instruments were conceptual framework evaluation form, questionnaires, and strategic evaluation form to study the feasibility and appropriateness of the strategies. The data were analyzed by frequency, percentage, mean, standard deviation PNIModified, and content analysis.

The results were as follows: Academic administration of the Welfare school based on the concept of Multiple Intelligence and Future careers indicated in 3 aspects: curriculum development, instruction, and measurement and evaluation. Logical/Mathematical Intelligence and the Medical and Health Sciences had the highest need of all three aspects of academic administration consisting of 6 main strategies and 11 sub-strategies. Main strategies: (1) Reform school curriculum to strengthen the future career capacity of students and improve the quality of life (2) Develop the school curriculum to strengthen the student's Multiple Intelligences. (3) Transform learning activities and guidance In order to strengthen future career abilities and improve the quality of life (4) Drive learning activities and guidance to strengthen student's Multiple Intelligences (5) Strengthen authentic assessment in order to enhance future career abilities of the student and improve the quality of life (6) Develop the effectiveness of authentic assessment in order to strengthen Multiple Intelligences of each student individually.

Keywords: multiple Intelligences, future careers, the needs, academic management strategies, welfare school

Thailand's 2017 Development Plan for Welfare Education has given importance to both formal education and alternative education because the plan was proposed to improve quality of the underprivileged student to have new knowledge and skills that can be used in a variety of careers according to future employment trends, welfare schools in Thailand which is under the Supervision of the Office of Special Education Administration Office of the Basic Education Commission, Ministry of Education, has been established with regard to equality and fairness to assist disadvantaged children such as neglected or orphaned children, minority children, children affected by AIDS or severe contagious disease that is socially shunned, street children, children abused, children with drug problems, children in juvenile detention and protection facilities, children in the trafficking industry or prostitution, children forced to sell labor or child labor and poor children (extraordinarily). At present, there are 51 schools of welfare education, 50 of which are boarding schools, with educational arrangements as appropriate by focusing on education for occupation and living happily such as Home Economics (Food and Nutrition), Agricultural Occupation, Industrial Occupation, Commercial, and Service Occupation etc.

However, the world is changing rapidly. Professions that have existed since ancient times had to be replaced by technology and modernity. Some careers have disappeared and new ones will appear. The big changes due to digital technology have had significance. Thai children have to adapt to learn practical skills that could be used for their future careers in order to survive in a rapidly changing society that is difficult to predict. Future careers that have already emerged include applied engineering, high-speed train driver, application developer, programmer, you tuber, game streamer, product reviewer. It is believed that there will be new fields emerged in 21st century (Chaemchoy & Usaho, 2012).

Welfare schools should set a goal to achievement of academic administration. In addition, academic administration is important for school and educational institutions in arranging lesson plans and implementing them as well as measurement to monitor teaching and learning of teachers and students. This is to ensure with the objectives and individual potential of student including supporting teaching materials and building a network which could provide teachers with opportunities to exchange knowledge with their colleagues (Fuengsila, 2015).

Academic administration including curriculum development, instruction, measurement and evaluation which is appropriate to encourage underprivileged students, students in need of special care to be healed of their missing lives and to develop their professional competence to have a stable career, sustainable income, break out of the cycle of poverty cycle of offense, cycle of violence. This would help underprivileged students to be a good person of society and the nation. Therefore, the researchers are interested in researching welfare school academic management strategies based on the concept of multiple intelligence and future careers that will lead to the further development of Thailand.

Objective

The objective of this study was to develop academic management strategies of Welfare school based on the concept of Multiple Intelligences and Future Careers

LITERATURE REVIEW

As the study of papers and research related to Welfare School Academic Management Strategies

Based on the Concept of Multiple Intelligence and Future Careers

Strategy

Strategy refers to processes and methods that focus on the competitive challenges facing organizations (Raymond et al., 2006) and the methods that the organization will proceed towards the set objectives (Peter Boxall and John Purcell, 2008). In this way, strategy can be defined as a proactive approach that leads to future organizational success.

However, strategy requires planning, which is an important process in education administration and management in the present (Maneelek, 2006) because it can help schools to know, what direction do you want to go and how can reach that point. By utilizing environment analysis, with internal factors of, "Strength and Weakness" and external factors of "Opportunity and Threats" (SWOT) the achievement of success according to the objectives of the organization both as a factor in the past period and as a condition in the future can be measured (Certo & Peter, 1991).

TOWS Matrix is used to analyze situations to formulate strategies. Strategies based on analysis of strength, weakness, opportunity and threat can be divided into 4 types: 1) Strengths and opportunities are formulated an attacking strategy (SO strategy). 2) Strengths and obstacles are formulated as a defensive strategy (ST strategy). 3) Weaknesses and opportunities are formulated as a remediation strategy (WO strategy). 4) WT Weaknesses and obstacles are formulated as a protection strategy (Siribunphithak, 2009).

Academic Administration

Academic administration refers to the organization of teaching programs and the implementation of the program. It is used to measure the results of teaching and learning of teachers and students, especially in teaching services (Fuengsila, 2015; Sirathanakul et al., 2023). Administration and management are able to develop curriculum, instruction and measurement, evaluation including measuring the factors that support to development quality of students (Wahachat, 2007).

Academic administration is a necessity of school because it helps a school to achieve its goals and focus on the benefits that will occur to the learners as important in the field of curriculum development, instruction, measurement, and evaluation. Therefore, directors and teachers need to focus on academic development to be efficient and effective.

Multiple Intelligences and Future Careers

Multiple intelligences are widely applied in promoting learning and choosing a career which emphasizes that each person has been promoted in the field of intelligence including all-round abilities and evaluation by a variety of methods to cover each type of intelligence. The synthesis revealed that multiple intelligences consisted of 9 domains, which could develop an aptitude for various occupations.

Table 1

Cluster of Careers associated to the nine Multiple Intelligences (adapted after Gardner (1997 -2005) Armstrong (1994) Khotbanthao, S. (2009) Shearer (2013) and Sanda Bordei (2015))

Intelligences	Short description	Some careers
Linguistic Intelligence	An ability to memorize different languages quickly, as well as having the correct communication skills that can motivate the audience as well.	Journalist, prosecutor, lawyer, librarian, salesman, politician, speaker, presenter, teacher, writer
Logical/ Mathematical Intelligence	An ability to think logically in planning and solving problems creatively, including being able to come up with complex calculations effectively.	Accountant, statistician, pharmacist, doctor, scientists, computer programmer, teacher, engineers, plan analyst
Spatial Intelligence	An ability to create works that can show feelings to the audience well, such as photographs, intricate poses as well as being able to imagine connecting images and explaining clearly.	Animator film director, artist, architect, interior designer, photographer, seafarer, pilot, driver, urban planner, webmaster
Bodily/ Kinesthetic Intelligence	An ability to move fine motor and gross motor is fluent in various activities.	Actor, athlete, craftsman, firefighter, physical therapist, recreational specialist, surgeon, yoga teacher, dancer
Musical Intelligence	An ability to produce music, composes songs, create melodious melodies as well as skills of singing and playing musical instruments as well.	Singer, DJ, conductor, musical performer, musician, music teacher, music therapist, composer, voice actor
Interpersonal Intelligence	An ability to connect with others by many ways and to be able to adapt as an effective leader and follower.	Artist, consultant, waitress, psychologist, guidance counselor, businessperson, receptionist, social worker
Intrapersonal Intelligence	An ability to find and develop own potential as well as think positively and always encourage yourself.	Executive, government officer, priest, entrepreneur, self-employed, writers, philosophers, psychologists
Natural Intelligence	An ability to observe changes and explain natural phenomena clearly.	Botanist, meteorologist, astronomers, biologists, environmentalist, pet trainers, geologists, , cultivator, cook
Intelligence of Existentialism	An ability to create and convey to people an idea to live with value based on the truth that follows the rules of human life such as good deeds, birth, old age, sickness and death, happiness and suffering.	Judge, undertaker, evangelist, doctor, nurse

According to the study of occupational clusters of the Japan Standard Occupational Classification, International Standard Classification Of Occupation (ISCO-08) and the Thai Standard Occupational Classification (2001), and the synthesis of National Career Clusters® Framework 2016, Researcher arranged the clusters to be suitable for the research by regrouping into 6 clusters: 1) Agriculture, Food and Natural Resources 2) Communication and Information system 3) Engineering Manufacturing and Technology 4) medical and health science 5) Human Services 6) Business Management and Administration.

The researchers have used the framework for academic administration in 3 domains: curriculum, instruction, measurement, and evaluation to promote multiple intelligences and the ability of occupation as well as improving the quality of life for the better.

METHODOLOGY

The population and samples were the welfare schools under the Office of the Basic Education Commission, Ministry of Education, 49 schools out of 51 schools. The informants in each school consisted of a school director or deputy director, eight heads of teaching group and one guidance teacher, a total of 490 respondents. Received document information by mail, 363 people received a response rate of 74.08%.

Key informants were by focus group discussion. Selection method, the researchers established the criteria for selecting 13 experts: 5 experts from education administration and strategy development, 3 experts from the welfare schools and 5 experts from Multiple Intelligences and Future Careers.

The research tools were a questionnaire, divided into 3 parts. Part 1: the general status of the respondent is selective. Part 2: Current and desirable state of academic administration of welfare school academic management based on the concept of Multiple Intelligences and Future Careers. It is a 5 - level estimation scale. Part 3 : additional comments/suggestions. It is open-ended questions.

The research tools have quality with consistency according to the study objectives as follows:

- 1) Study the conceptual framework from the theory and related research papers.
- 2) Formulate a conceptual framework and assess the research conceptual framework to ensure construct Validity and content validity between the questions and the definitions by 5 experts
- 3) Design questionnaire related to the conceptual framework of Welfare School Academic Management Based on the Concept of Future Careers by defining the questionnaire as a 5-level estimation scale.
- 4) Structural and content validity was analyzed to determine Item-objective congruence (IOC) by having 5 experts assess the tools. The results of 69 questions found that all questions had an IOC value of 0.50 and higher.
- 5) Take the questionnaire for testing qualified and reliability by using Cronbach's Alpha Coefficient formula of the whole questionnaire. The reliability was 0.983. Therefore, a request for research ethics in humans has been submitted to the Interdisciplinary Research Ethics Committee.

The researcher analyzes and presents the following information:

- 1) The respondents were analyzed by frequency distribution and percentage.
- 2) The current and desirable state of academic administration of the Welfare School Data was analyzed by using mean and standard deviation.
- 3) The Priority Needs Index (PNIModified) is arranged in descending order of current and desirable state by the Modified Priority Needs Index (PNI_{Modified}) formula.

Taking The results of the assessment by using TOWS Matrix (Pruit Siribunphithak, 2009) which will be used to analyze the situation and be a guideline for developing welfare school academic management based on the concept of multiple Intelligence and future careers by focus group discussion.

Assessment of suitability and feasibility of Welfare School Academic Management Strategies based on the concept of Multiple Intelligences and Future Careers in Thailand with Mean

RESULTS

The study of needs strengths and weaknesses of welfare school academic management based on the concept of Multiple Intelligences and Future Careers. Shown in the following table:

The needs, strengths, weaknesses, opportunities and threats

Table 2 shows the needs, strengths, and weaknesses of welfare school academic management based on the concept of multiple intelligences and future careers, analyze of the internal environment found that: Overall, academic administration, welfare school based on the concept of multiple intelligences and future careers required value $PNI_{Modified} = 0.258$. The aspect that has the highest need is 1. Instruction 2. Curriculum development 3. Measurement and evaluation, respectively. When considering the strengths and weaknesses as a whole, it was found that they were weaknesses.

Table 2

The needs of strengths and weaknesses of Welfare School academic management based on the concept of Multiple Intelligences and Future Careers, analyze overall of the internal environment

Welfare School Academic Management Based on the Concept of Multiple Intelligences and Future Careers analyze the internal environment	The Needs of Academic Management (PNI _{Modified})					Analyze environment Mid-Range of MI = 0.237 Mid-Range of Future Career = 0.297 Mid-Range of Overall = 0.256
	Curriculum development	Instruction	Measurement and evaluation	Average	Rating average	
Intelligences						
Linguistic Intelligence	0.311	0.285	0.252	0.282	2	Weakness
Logical/ Mathematical Intelligence	0.329	0.306	0.254	0.296	1	Weakness
Spatial Intelligence	0.235	0.254	0.214	0.234	4	Strength
Bodily/ Kinesthetic Intelligence	0.177	0.185	0.174	0.178	9	Strength
Musical Intelligence	0.254	0.222	0.221	0.232	5	Strength
Interpersonal Intelligence	0.204	0.213	0.193	0.203	8	Strength
Intrapersonal Intelligence	0.246	0.237	0.222	0.235	3	Strength
Natural Intelligence	0.232	0.234	0.212	0.226	6	Strength
Intelligence of Existentialism	0.215	0.200	0.225	0.213	7	Strength
Future careers						
Agriculture, Food and Natural Resources	0.241	0.240	0.268	0.249	6	Strength
Communication and Information system	0.264	0.278	0.253	0.265	5	Strength
Engineering Manufacturing and Technology	0.322	0.307	0.277	0.302	2	Weakness
Medical and Health science	0.331	0.358	0.350	0.346	1	Weakness
Human Services	0.260	0.275	0.281	0.272	3	Strength
Business Management and Administration	0.265	0.279	0.271	0.271	4	Strength
Overall	0.261	0.263	0.250	0.258		Weakness

As shown in Table 2 the highest need of Overall of Multiple Intelligences is 1) Logical/ Mathematical Intelligence $PNI_{Modified} = 0.296$ and followed by 2) Linguistic Intelligence $PNI_{Modified} = 0.282$ and 3) Intrapersonal Intelligence, respectively. When considering the strengths and weaknesses as a whole, it was found that There were 2 weaknesses with an average of $PNI_{Modified} = 0.289$ and there were 7 strengths with an average of $PNI_{Modified} = 0.217$. The highest

weakness is Logical/ Mathematical Intelligence $PNI_{\text{modified}} = 0.296$ and the highest strength is Bodily/ Kinesthetic Intelligence $PNI_{\text{modified}} = 0.178$.

Overall of Future careers, the highest need is 1) medical and health science $PNI_{\text{Modified}} = 0.346$ and followed by 2) Engineering Manufacturing and Technology $PNI_{\text{Modified}} = 0.302$ and 3) Human Services, respectively. When considering the strengths and weaknesses as a whole, it was found that There were 2 weaknesses with an average of $PNI_{\text{modified}} = 0.324$ and there were 7 strengths with an average of $PNI_{\text{modified}} = 0.264$. The highest weakness is medical and health science $PNI_{\text{modified}} = 0.346$ and the highest strength is Agriculture, Food and Natural Resources $PNI_{\text{modified}} = 0.249$.

Table 3

The needs of opportunities and threats of Welfare School academic management based on the concept of Multiple Intelligences and Future Careers, analyze overall of the external environment

Analysis the external environment of Welfare School Academic Management Based on the Concept of Multiple Intelligences and Future Careers	The needs		Analyze environment (Mid-Range) = 0.265
	PNI modified	priority	
Politics and Policies of the State	0.271	2	threat
Economy	0.272	1	threat
Society	0.261	3	opportunity
Technology	0.258	4	opportunity
Overall	0.266		threat

As shown in Table 3, overall of opportunities and threats found that $PNI_{\text{Modified}} = 0.266$. The highest need is 1) Economy 2) Politics and Policies of the State 3) Society 4) Technology, respectively. When considering the opportunities and threats as a whole, it was found that they were threats, when considering each aspect Economy and Politics and Policies of the State were threats. Society and Technology were opportunities.

Welfare School Academic Management Strategies

That consisted of 6 main strategies and 11 sub-strategies. The results were as follows:

Table 4

Welfare School academic management strategies based on the concept of Multiple Intelligences and Future Careers in Thailand.

Main strategy	Sub strategy
1. Reform school curriculum to strengthen the future career capacity of student and improve the quality of life.	1.1 Review the aims of the school curriculum to enhance professional competence in 6 clusters of future careers focusing on Medical and Health Science, Engineering Manufacturing and Technology. 1.2 Build quality short-term courses in 6 clusters of future careers to enhance professional competence during and after graduation focusing on Medical and Health science, Engineering Manufacturing and Technology.
2. Develop the school curriculum to strengthen the student's Multiple Intelligences.	2.1 Modify the curriculum objectives, content, and structure of the school curriculum to be consistent with the context of the school and the general condition of the students. Focus on Logical/ Mathematical Intelligence, Linguistic Intelligence, and Musical Intelligence.
3. Transform learning activities and guidance In order to strengthen future career abilities and improve the quality of life.	3.1 Increase opportunities for organizing learning activities for future careers in 6 clusters of careers, emphasizing Medical and Health Science, Engineering Manufacturing and Technology. 3.2 Increase the effectiveness of guidance activities that enhance occupational competence in 6 clusters of future careers focusing on

	Medical and Health Science, Engineering Manufacturing and Technology.
4. Drive learning activities and guidance to strengthen student's Multiple Intelligences	<p>4.1 Stimulate the organization of learning activities that integrate multiple intelligences emphasis on Logical/ Mathematical Intelligence, Linguistic Intelligence and Spatial Intelligence. monitor, evaluate, improve, and develop learning activities of Integrative Teaching Styles with multiple intelligences.</p> <p>4.2 Improve the organization of guidance activities integrated with Multiple Intelligences that correspond to the context of the school to create readiness and realize the importance of learning multiple intelligences.</p>
5. Strengthen authentic assessment in order to enhance the future career abilities of student and improve the quality of life.	<p>5.1 Increase guidelines for authentic assessment in order to be able to discover the aptitude as well as career interests in 6 clusters of future careers focusing on Medical and Health science.</p> <p>5.2 Enhance the effectiveness of individual measurement and evaluation in order to be able to discover the aptitude as well as career interests in 6 clusters of future careers.</p>
6. Develop the effectiveness of authentic assessment in order to strengthen Multiple Intelligences of each student individually.	<p>6.1 Improve individual students by the measurement and evaluation of multiple intelligences based on authentic assessment focusing on Logical/ Mathematical Intelligence, Linguistic Intelligence, and Musical Intelligence.</p> <p>6.2 increase a ways of authentic assessment of Existentialism and Intrapersonal Intelligences.</p>

As shown in Table 4, the study of needs, strengths, weaknesses, opportunities and threats of welfare school academic management based on the concept of multiple intelligences and future careers including the opinions and suggestions of experts to analyze and synthesize to develop into welfare school academic management strategies based on the concept of multiple intelligences and future careers in Thailand.

DISCUSSION

The results of research on welfare school academic management strategies based on the concept of multiple intelligences and future careers, which consists of (1) Linguistic Intelligence Logical/ Mathematical Intelligence (2) Spatial Intelligence (3) Bodily/ Kinesthetic Intelligence (4) Musical Intelligence (5) Interpersonal Intelligence (6) Intrapersonal Intelligence (7) Natural Intelligence (8) intelligence of Existentialism. It was found that Logical/Mathematical Intelligence had the highest need of all three aspects of curriculum development, Instruction and measurement and evaluation, which is what students need to be skilled as an ability to think logically in planning and solving problems creatively, including being able to come up with complex calculations effectively (Gardner, 2005). Nevertheless, educational management in the present condition may still focus on Bodily/ Kinesthetic Intelligence and Interpersonal Intelligence. Meanwhile, the concept of Future Careers, which consists of (1) Agriculture, Food and Natural Resources (2) Communication and Information systems (3) Engineering Manufacturing and Technology (4) Medical and Health science (5) Human Services (6) Business Management and Administration (American Institutes for Research, 2016). It was found that Medical and Health science had the highest need of all three aspects of curriculum development, Instruction, and measurement and evaluation, medical is related to helping people, managing and providing treatment services such as doctors, pharmacists, dentists, and Health sciences related to health information services, research, and development of biotechnology such as cell technologists, histologist, health food and drug technologist, sports scientists, etc. Administrators and teachers of Welfare Schools should consider as following:

Main strategy 1

Sub strategy 1.1: Determine the aim of the school curriculum as well as create a curriculum for Integrating Career Awareness Curriculum in 8 subject groups and guidance activities with external organizations specializing in the profession. Primary level: aims to encourage learners to start interested in various occupations. Secondary level:

aims to encourage students to be able to think about career choices so that they can have a job during their studies, after graduating, and continuing to study and evaluate the quality of Curriculum (Donald Super, 2012).

Sub strategy 1.2: Build a network of cooperation from external agencies with expertise or local philosophers who analyze local needs and school contexts towards future careers to suit the age of the students later set a goal content and structure of future short-term professional courses that connect vocational institutions, higher education and enterprises as well as can earn money while studying such as nursing assistants, sports trainer, 3D product designer, robot technician, medical equipment repairer, interior designer, vehicle mechanic animator, YouTuber, blogger, online photographer, online media designer (Irmeli Halinen, 2016).

Main strategy 2

Sub strategy 2.1: Motivate participation of communities and stakeholders to review and revise the aims, content and structure of the curriculum that align with the context of the school and the general condition of the students (Wahachat, 2007). Schools should integrate Multiple Intelligences in the curriculum of 8 subject groups and guidance activities from the cooperation of external organizations to organize extracurricular activities after school by focusing on music. (Gardner, 1999)

Main strategy 3:

Sub strategy 3.1: Research activities from Experiential Learning that strengthen the ability to work in the future in line with the context of the school and the culture of the students including developing teachers through online and offline systems for Experiential Learning. It strengthens the ability to work in the future by using multiple-intelligence Learning by organizing learning activities from Experiential Learning according to the students' interests and aptitudes and using media, information technology (David Kolb, 1984).

Sub strategy 3.2: Shift teachers through online and offline system on the management of guidance that builds Self-Determination to appropriately align with the age of the students in 6 clusters of future careers, based on the principle of participation of the guidance network both inside and outside the school by brainstorming guidance teachers with subject group teachers for organizing guidance activities to motivate setting an environment that influences attitudes to learning and provide educational, career, self and social counseling to students (Deci & Ryan, 2008).

Main strategy 4

Sub strategy 4.1: Collaborate with specialized external organizations jointly improve and design course syllabus of 8 subject groups which integrate with multiple intelligence. Mobilize educational resources from external organizations to develop media, technology and as a learning resource that facilitates learning activities and organize Integrative Teaching Styles with experts together.

Sub strategy 4.2: Collect and analyze information about the intelligence of individual students to create readiness and realize the importance of learning multiple intelligences of students from cooperation of outside experts. Organize guidance activities inside and outside the school by guiding teachers in collaboration with external experts as speakers, such as organizing a multiple intelligences learning center or a learning resource that is well equipped with media, technology and experts (Wechayaluck, 2014).

Main strategy 5

Sub strategy 5.1: Set guidelines for measurement and evaluation during and at the end of the course focusing on authentic assessment with Multiple Intelligence-Based Learning to be able to discover students' aptitudes and interests. Ask for cooperation from external organizations specializing in Multiple Intelligences and professions to participate in teacher development activities. on the creation of measurement and evaluation criteria emphasizing on authentic assessment with Multiple Intelligence-Based Learning which create teacher-made assessment criteria to be in line with the culture of the students including improving the quality of measurement and evaluation tools and can be used as information for further learning activities.

Sub strategy 5.2: Build a collaborative network for individual measurement and evaluation to enhance students' future career abilities and improve the quality of life better by standard test of welfare school to be appropriate to the student's age that focuses on Intelligence Test, Career Test, Multiple Intelligent test, Self-Concept Test to make

big data. In analyzing the test results, data is shared between stakeholders while maintaining data privacy and develop each student to their full potential (W N Pratiwi, D Rochintaniawati and RR Agustin, 2018).

Main strategy 6

Sub strategy 6.1: Analysis of learning standards indicators and determine methods of multiple intelligences authentic assessment individually as well as develop teachers to have the ability to measure and evaluate about the method of Multiple Intelligences authentic assessment of individual students. Mobilize resources through collaboration with external organizations and advances in technology to support measurement and evaluation based on learning standards and indicators. Use authentic assessment tools to assess learning during study and to judge the results (Sisiadngam, 2019).

Sub strategy 6.2: Determine Existentialism and Intrapersonal Intelligences as one of the desirable characteristics of the school. Ask for the cooperation of psychologists. Guidance teachers and experts participated in determining behavioral indications and guidelines for evaluating Existentialism and Intrapersonal Intelligences. Design, build, assess and improve the quality of measuring and evaluation tools to enhance Existentialism and Intrapersonal Intelligences assess learning during classes and judge the results authentically (Bordei, 2016).

CONCLUSION

The results of research on administrators and teachers of welfare schools should consider main strategy 2, 4 and 6 the concept of Multiple Intelligences while the concept of Future Careers should consider main strategy 1, 3 and 5 that focus on reforming school curriculum to strengthen future career capacity of student and improve the quality of life with Integrating Career Awareness Curriculum. Primary level aims to encourage students to start interested in various occupations. Secondary level aims to encourage students to be able to think about career choices. So that they can have a job during their studies, after graduating and continuing to study as well as building quality short-term courses in 6 clusters of future careers such as nursing assistants, sports trainer, 3D product designer, robot technician, medical equipment repairer, interior designer, vehicle mechanic animator, you tuber, blogger, online photographer, online media designer.

It is indicated that teaching and learning management for careers must be placed on building skills to respond to the demands of the labor market in the future in the situation that the rapidly growing aging society, various epidemics, and environmental problems happen around the world, including Thailand. This raises a demand to transform learning activities and guidance about the future career abilities and the quality of life. Furthermore, increasing guidelines for authentic assessment by Multiple Intelligence-Based Learning is also necessary because it supports to discover the aptitude and career interests in 6 clusters of future careers focusing on Medical and Health science. However, guidance teachers must build self-confidence for students appropriately and in accordance with the age of the students by creating tools define one's own behavior in the practice of experience and self-development to achieve goals cause intrinsic motivation and extrinsic motivation. as well as finding ways to develop students' various future career capabilities based on multiple intelligences appropriately for each individual to be able to develop a stable career, happy to work and make a sustainable income.

Recommendation

Welfare Schools in Thailand are in different cultural areas. Therefore, they should be approached from Area Based Approach according to the development of the school area. There are also weaknesses in academic administration based on the concept of multiple intelligences and future careers. Hence, there should be a study innovation in academic administration of the Welfare School. The main goal is to develop and strengthen the capacity of administrators and teachers in the field of multiple intelligences and future careers.

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