

Instructional Management Using Songs and Music Videos to Enhance Students' Understanding of Mediation under the Mediation Act A.D. 2019

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Received 19 April 2026; Revised 21 May 2026; Accepted 24 May 2026

Abstract

This research entitled “Instructional Management Using Songs and Music Videos to Enhance Students’ Understanding of Mediation under the Mediation Act A.D. 2019” aims to: 1) examine the consistency between the lyrics and music video of the song “Rao Khui Kan Dai” and the concepts and principles of dispute mediation; 2) compare students’ learning achievement before and after the instructional management using songs and music videos; and 3) investigate students’ satisfaction with this instructional approach.

This study employs a mixed-methods research design. The Documentary research was conducted to analyze the consistency between the song lyrics and the relevant concepts, theories, and legal principles related to dispute mediation. Quantitative research methods were used to examine students’ learning achievement and satisfaction. The sample consisted of students enrolled in the course on Alternative Dispute Resolution. The research instruments included pre-test and post-test

achievement tests as well as a satisfaction questionnaire regarding the instructional management. The data were analyzed using mean, standard deviation, and comparative analysis of pre-test and post-test scores.

The findings reveals that the lyrics and music video of the song “Rao Khui Kan Dai” reflect key concepts and principles of mediation, including negotiation, conciliation, peaceful communication, and the resolution of disputes through amicable means. The comparison of learning achievement indicates that the students’ post-test scores were higher than their pre-test scores at the .05 statistical significance level, demonstrating that the use of songs and music videos as instructional media effectively enhanced students’ understanding of mediation processes. Furthermore, the results of the satisfaction assessment showed that students reported the highest level of satisfaction with the instructional approach. They indicated that such media made the lessons more engaging, easier to understand, and more closely connected to real-life situations. The results suggest that integrating creative media such as songs and music videos into legal education can effectively enhance students’ learning outcomes and promote a better understanding of alternative dispute resolution processes.

Keywords: mediation, instructional management, songs and music videos, alternative dispute resolution, learning achievement

Introduction

Instructional management in the field of law or legal studies at the higher education level generally emphasizes the transmission of knowledge through the lecture and discussion method. This approach typically involves explaining legal principles and provisions, and providing examples based on

court decisions, with learners primarily assuming the role of listeners and note-takers. Even though this teaching method is well-organized and academically sound, many students still find it difficult to understand legal concepts. In particular, they struggle to connect the law written in statutes with real-life situations, and they often have trouble applying legal rules and interpreting laws when dealing with complicated facts or legal problems. In order to align with course-level teaching strategies, it is therefore necessary to design instruction that enables learners to acquire knowledge and develop skills in accordance with the prescribed learning outcomes, by employing methods such as the demonstration method or the simulation method.

The course on Alternative Dispute Resolution is described as follows: “Concepts of dispute resolution; forms of alternative dispute resolution or out-of-court dispute settlement, such as mediation, compromise, and arbitration”. The objective of this course is to provide students with knowledge and understanding of various methods for resolving disputes without resorting to litigation (Nakhon Ratchasima Rajabhat University, 2022). The researcher finds that students typically possess an understanding of the theories, concepts, principles, and processes of dispute resolution, such as negotiation, mediation, or conciliation, at a superficial level only. However, they still lack an in-depth understanding of the roles of communication skill: listening, and restorative problem-solving, which constitute the core of the out-of-court dispute resolution process. Instruction that relies solely on lectures may therefore be insufficient in helping learners visualize real-life situations or understand the social and emotional context of the parties in a dispute.

In the current educational context, and in accordance with Section 22 of the National Education Act A.D. (1999), which states: “Education shall be based on the principle that all learners are capable of learning and self-development and shall regard learners as being of the utmost importance. The educational process shall promote learners’ ability to develop at their own pace and to their fullest potential” (National Education Act A.D. 1999 and Amendment (No. 3) A.D. 2010, 2010, p. 13), the learner-centered approach and the use of diverse learning media have been widely recognized as being capable of enhancing learners’ understanding, motivation, and participation more effectively than traditional instruction.

Incorporating media that are closely related to learners’ daily lives, such as songs and music videos, into the instructional process is therefore an alternative approach that can help reduce the abstractness of legal content and enable learners to connect knowledge with real-life situations more easily. This is also consistent with the use of role-play teaching methods, in which realistic situations and simulated roles are created to allow learners to express their knowledge, ideas, and behaviors (Jongkonklang, 2025, pp. 203–204).

The song “Rao Khui Kan Dai” (We Can Talk), produced by the Department of Rights and Liberties Protection, is a media resource whose content reflects concepts related to communication skill: listening, and peaceful conflict resolution. These themes are consistent with the core content of the Alternative Dispute Resolution course, specifically the topic of dispute settlement through mediation. Incorporating the lyrics and music video of this song into the instructional process thus has the potential to help learners understand the principles of dispute resolution in a concrete

manner, visualize the communication process between disputing parties, and better apply legal principles to real-life situations. Similarly, teaching English by playing international songs for students helps learners understand vocabulary and the meaning of the lyrics more easily. It also enables them to remember the lyrics and sing the songs.

Therefore, the researcher was interested in studying instructional management using songs and music videos to enhance knowledge and understanding of dispute mediation under the Mediation Act A.D. 2019 for students enrolled in the Alternative Dispute Resolution course. The purpose is to examine the effects of such media on students' knowledge and understanding, learning achievement, and satisfaction. This research is significant as a new approach to instructional management in the field of law or legal studies, aims at developing instructional models that are aligned with the contemporary educational context and at promoting learners' ability to understand and apply legal principles more effectively. Based on the aforementioned issues, it can be seen that instructional management in law courses, particularly the Alternative Dispute Resolution course in the section on dispute mediation, requires the development of diverse instructional models that are more consistent with the nature of the content and the learners. The incorporation of songs and music videos that reflect concepts of communication and peaceful conflict resolution may serve as a new approach to help learners understand legal principles more easily.

Research Objectives

1. To examine the consistency between the lyrics and music video of the song “Rao Khui Kan Dai” and the principles and concepts of dispute

mediation in order to promote a better understanding of legal concepts in a more accessible manner.

2. To compare students' learning achievement before and after instructional management using songs and music videos in order to reflect the effectiveness of learning through creative media.

3. To investigate students' satisfaction with instructional management using songs and music videos in order to provide guidelines for developing more engaging approaches to legal education.

Research Scope

1. Conceptual Framework

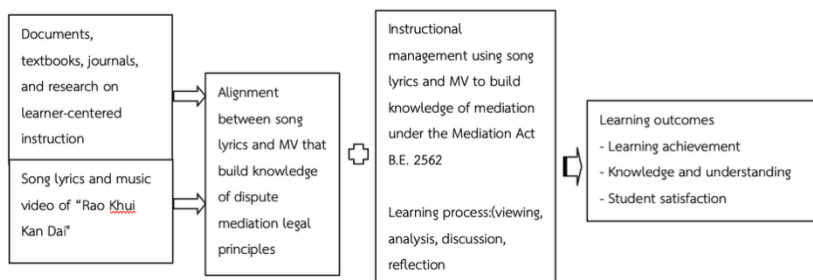


Figure 1

Conceptual Framework for the Research

2. Research Hypotheses

The hypotheses of this research are formulated as follows:

1. Students who receive instructional management through the lyrics and music video of the song "Rao Khui Kan Dai" will demonstrate higher post-test learning achievement scores than pre-test scores. This

hypothesis reflects the expectation that the use of songs and music videos as instructional media can effectively enhance students' understanding and learning of legal concepts.

2. Students will report a high level of satisfaction with instructional management through the lyrics and music video of the song “Rao Khui Kan Dai” This hypothesis indicates that the use of creative media in instructional management can appropriately increase students' engagement and interest in the learning process.

Research Methodology

This research entitled “Instructional Management Using Songs and Music Videos to Enhance Students' Understanding of Mediation under the Mediation Act A.D. 2019” was a pre-experimental research study employing a one-group pretest-posttest design. The researcher conducts the instructional management using the lyrics and music video of the song “Rao Khui Kan Dai” as supplementary instructional media in the Alternative Dispute Resolution course. Subsequently, students' learning outcomes before and after the learning activities were compared.

1. Population and Sample

1.1 The population of this research consists of students enrolled in the Alternative Dispute Resolution course in the second semester of the academic year 2025.

1.2 The sample consists of students enrolled in the Alternative Dispute Resolution course, selected through purposive sampling based on the criterion of full participation in the designated learning activities, 56 students in total.

2. Research Variables

2.1 The independent variable is instructional management using the lyrics and music video of the song “Rao Khui Kan Dai” by the Department of Rights and Liberties Protection.

2.2 The dependent variables are students’ knowledge and understanding of alternative dispute resolution, learning achievement, and students’ satisfaction with instructional management using songs and music videos.

3. Research Instruments

The research instruments used in this study consisted of the following:

3.1 An instructional plan for the Alternative Dispute Resolution course, which integrated the lyrics and music video of the song “Rao Khui Kan Dai” with content on communication skill: negotiation, and out-of-court dispute resolution through the mediation process via learning activities such as viewing, content analysis, discussion, and reflection.

3.2 A learning achievement test, consisting of a pretest and posttest, designed to measure knowledge and understanding of out-of-court dispute resolution through the mediation process. Content validity was verified by qualified experts.

3.3 A satisfaction questionnaire using a five-point Likert scale, designed to assess students’ satisfaction with and attitudes toward the instructional management using songs and music videos.

4. Instrument Construction and Quality Assurance

The researcher constructed the instruments by reviewing relevant theories, concepts, and related research. The instruments were then submitted to qualified experts in law and education for content validity verification, and revisions were made based on their recommendations.

5. Data Collection

Data collection was conducted according to the following procedures:

5.1 Administration of the pretest.

5.2 Implementation of instructional management using the song and music video “Rao Khui Kan Dai”.

5.3 Administration of the posttest.

5.4 Administration of the satisfaction questionnaire to students.

6. Data Analysis

Data analysis employed the following statistics:

6.1 Descriptive statistics, including mean and standard deviation.

6.2 Comparison of pre-test and post-test scores.

6.3 Interpretation of satisfaction levels according to the rating scale criteria.

7. Research Ethics

This research took into account research ethics. The researcher informed the sample of the research objectives, and the collected data were used for academic purposes only.

Research Results

The research to redundant aims to examine the lyrics and music video in relation to legal provisions, and to study the effects of instructional management using songs and music videos on students' knowledge and understanding, learning achievement, and satisfaction. The researcher collected data from the sample, which consisted of students enrolled in the Alternative Dispute Resolution course in the second semester of the academic year 2025, and analyzed the data using descriptive statistics, including the mean and standard deviation, as well as a comparison of pre-test and post-test scores. The results of the data analysis are presented as follows:

1. Analysis of the Consistency between the Song Lyrics, Music Video, and Legal Principles

In the analysis of the lyrics and music video of the song “Rao Khui Kan Dai”, the researcher examined the consistency of the song's content with the provisions of the Mediation Act A.D. 2019 by analyzing issues related to communication skill: listening, negotiation, and dispute resolution through the mediation process. The findings revealed that the content of the song reflects concepts of peaceful conflict resolution, constructive communication, and mutual openness to listening, which are essential principles of the mediation process under the Mediation Act A.D. 2019, particularly the principle of voluntariness of the parties, the principle of negotiation, and the principle of building mutual understanding.

Furthermore, the song lyrics also reflect the concept of restorative justice, which emphasizes forgiveness, the restoration of relationships, and

the transformation of conflict into cooperation. They also reflect the concept of community justice, which views conflict as a normal aspect of communal living that can be resolved through communication and cooperation among community members. Therefore, the song lyrics are consistent with the principles and concepts of dispute mediation and alternative dispute resolution, and can appropriately be used as instructional media to promote knowledge and understanding of the mediation process.

With regard to the analysis of the consistency between the music video of the song “Rao Khui Kan Dai” and the concept of dispute mediation, it was found that the images and events depicted in the music video reflect the process of conflict management and dispute mediation through peaceful means. The video begins with the emergence of conflict between individuals, a situation commonly found in society. Subsequently, a third party is introduced to serve as a mediator to help the disputing parties communicate and understand each other better. Additionally, scenes depicting parties sitting together, talking, and listening to each other’s views reflect the essential principles of the mediation process under the Mediation Act A.D. 2019, which emphasizes voluntary agreement between the parties and the role of a neutral facilitator in the negotiation process. As the negotiation progresses, the disputing parties are able to reduce tension and accept a mutual agreement, resulting in a compromise and the restoration of interpersonal relationships. This is consistent with the concept of restorative justice, which aims to remedy harm and build reconciliation in society.

2. Results of the Study on Students' Knowledge and Understanding

The researcher administered pre-test and post-test examinations to study the knowledge and understanding of 56 students enrolled in the Alternative Dispute Resolution course regarding non-litigation dispute resolution. The findings revealed that 43 students (76.79%) showed an increase in scores, 13 students (23.21%) maintained the same scores, and no students (0.00%) showed a decrease in scores. This indicates that after participating in the learning activities on the process of mediation, students demonstrated an increase in scores rather than maintaining or decreasing their scores.

Furthermore, the results of the pre-test and post-test administered to 56 students enrolled in the Alternative Dispute Resolution course, calculated using the mean and standard deviation (S.D.) of the pre-test and post-test scores, revealed that students had a pre-test mean score of 17.04 (S.D. = 1.97) and a post-test mean score of 18.80 (S.D. = 1.16) out of a total of 20 points. This demonstrates that after participating in the learning activities on dispute mediation, students had higher learning achievement and a slight decrease in score dispersion, reflecting that learners gained a more consistent level of understanding of the content.

Table 1

Pre-test and Post-test Results of Students

Item	N	Mean	S.D.
Pre-test Score	56	17.04	1.97
Post-test Score	56	18.80	1.16

3. Comparison of Learning Achievement Before and After Instruction

To test the hypothesis that students who received instructional management using the song and music video had higher post-test learning achievement than pre-test achievement, the researcher compared the pre-test and post-test scores. The findings revealed that students had a pre-test mean score of 17.04 (S.D. = 1.97) and a post-test mean score of 18.80 (S.D. = 1.16). When the difference in scores was tested using a paired-sample t-test, the t-value was 8.45 with a Sig. value of .000, which was less than the statistical significance level of .05. This demonstrates that instructional management using the lyrics and music video of the song “Rao Khui Kan Dai” was able to enhance students’ learning achievement, which is consistent with Research Hypothesis 1.

Table 2

Comparison of Learning Achievement Before and After Instruction

Test	N	Mean	S.D.	t	Sig.
Pre-test	56	17.04	1.97		
Post-test	56	18.80	1.16	8.45	.000

4. Students’ Satisfaction with Instructional Management Using Songs and Music Videos

The researcher collected data on students’ satisfaction using a five-point Likert scale questionnaire. The analysis of students’ satisfaction with instructional management using song lyrics and music videos as learning media revealed that, overall, students expressed the highest level of satisfaction (Mean = 4.71, S.D. = 0.54). When examined on an item-by-item

basis, all items were rated at the highest level. The item with the highest mean was overall satisfaction with the instructional management (Mean = 4.76, S.D. = 0.47), followed by the item indicating that the teaching format helped create a positive learning atmosphere (Mean = 4.74, S.D. = 0.49). This demonstrates that the use of songs and music videos as learning media can help promote understanding and create a positive learning atmosphere for students. Therefore, the analysis revealed that students' satisfaction with instructional management using songs and music videos was at a high level or above, which is consistent with Research Hypothesis 2.

Discussion of Results

Based on the findings of the research entitled “Instructional Management Using Songs and Music Videos to Enhance Students’ Understanding of Mediation under the Mediation Act A.D. 2019”, the results can be discussed as follows:

1. The Use of Song Lyrics and Music Videos in Explaining the Concept of the Process of Mediation

The research findings revealed that the lyrics and music video of the song “Rao Khui Kan Dai” contain content that is consistent with the concepts and principles of dispute mediation under the Mediation Act A.D. 2019, particularly the key principles, namely the principle of voluntariness of the parties, the principle of negotiation, and the principle of having a neutral third party to facilitate the negotiation. The song lyrics reflect concepts of communication skill: listening, and compromise, which are the core of the mediation process. Additionally, the lyrics reflect the concept of Alternative Dispute Resolution (ADR), which focuses on resolving disputes

through peaceful means and avoiding litigation. This is evidenced by phrases such as “Living under the same roof, it is natural for teeth and tongue to clash”, “Speak gently and calmly, as siblings do”, “A matter like this can be mediated and cleared up”, “Resolving the problem with understanding is better than letting it escalate and waste time”, “Stay calm; if there is an issue, mediate and negotiate”, “Transform conflict into invaluable friendship”, and so forth. This is consistent with the note appended to the Mediation Act (Community Sector) A.D. 2019, which states: “...Community Mediation Centers are used to settle or resolve such disputes, with due regard to the consent of the parties concerned. This leads to a reduction in the volume of cases brought before the courts, reduces problems of conflict, fosters reconciliation in society, reduces the national budget expenditure, and promotes harmonious coexistence in society. It is therefore necessary to enact this Act” (Mediation Act A.D. 2019, 2019, p. 21).

Regarding the music video, it was found that the images and events depicted in the music video clearly reflect the stages of the mediation process, from the emergence of conflict, the involvement of a mediator to facilitate negotiation, the opportunity for the parties to engage in dialogue, to the eventual reaching of an agreement. This is consistent with Section 11, which states: “The mediator shall have the following duties and powers: (1) to determine the approach and arrange for mediation of the dispute; (2) to assist, facilitate, and advise the parties in finding ways to settle the dispute; (3) to conduct the mediation with neutrality; (4) to prepare a dispute settlement agreement based on the outcome of the mediation. In cases where the mediator acts in good faith in the performance of duties, the

mediator shall be protected from both civil and criminal liability” (Mediation Act A.D. 2019, 2019, p. 4).

The aforementioned research findings are consistent with the concept of multimedia learning, which posits that the use of visual media, audio, and simulations can help learners understand content more easily and can enable them to connect theoretical knowledge with real-life situations more effectively. This is also consistent with Mayer’s (2009) Multimedia Learning Theory, which explains that learning through media that combines visual and auditory elements can enhance learners’ learning efficiency.

2. The Effects of Using Songs and Music Videos on Students’ Knowledge and Understanding the Process of Mediation

The findings revealed that students had higher post-test mean scores than pre-test mean scores, indicating that instructional management using songs and music videos as learning media was able to enhance students’ level of knowledge and understanding regarding the alternative dispute resolution process. The use of songs and music videos as learning media enabled learners to clearly visualize dispute scenarios and the mediation process, which helped them understand the role of the mediator, the steps of negotiation, and approaches to peaceful dispute resolution. These research findings are consistent with the concept of active learning, which emphasizes learners’ active participation in the learning process and the use of activities or learning media that stimulate critical thinking and knowledge connection. This is also consistent with the course learning outcomes (CLOs), which require learners to explain fundamental knowledge

of alternative dispute resolution, provide examples of factual situations related to alternative dispute resolution occurring in society or local communities, apply information technology appropriately for information retrieval, and exercise rights and freedoms without affecting others while conducting themselves as good citizens, in accordance with the Thai Qualifications Framework (TQF 2) of the Bachelor of Laws program (Nakhon Ratchasima Rajabhat University, 2022). Furthermore, the use of songs and videos in instructional management can promote learning achievement in both the cognitive and affective domains, as such media stimulate learners' interest and enable them to develop a deeper understanding of the content. This is consistent with Ritcharoon (2013), who explained that learning achievement can be measured through various methods, such as pre-test and post-test assessments, evaluation of classroom activities, and evaluation of learners' learning behaviors.

3. The Effects of Using Songs and Music Videos on Learning Achievement

The comparison of students' learning achievement before and after instruction revealed that post-test mean scores were significantly higher than pre-test mean scores at the .05 statistical significance level. This demonstrates that the use of songs and music videos as learning media can effectively improve students' learning achievement. This finding is consistent with the research of Jiamsak and Jiamsak (2025), who studied the development of English language teaching materials through songs and found that learners' post-test learning achievement was significantly higher than pre-test achievement at the .05 statistical significance level.

The use of songs and music videos as learning media helps transform legal content, which is often abstract and complex, into content that is easier to understand and more relatable to learners, thereby enabling them to better retain the content and understand legal principles. These research findings are consistent with the views of Hallam (2010), who explained that music plays a significant role in stimulating the human learning process and can help create a relaxed learning atmosphere that fosters motivation for learning.

4. Students' Satisfaction with the Instructional Model

The research findings revealed that students expressed the highest level of satisfaction with instructional management using songs and music videos, particularly in terms of creating a positive learning atmosphere, the engaging nature of the lessons, and the ability to connect legal content with real-life situations. This is consistent with the findings of Gairat et al. (2024), who studied the effects of using information and communication technology for teaching general music to primary school students. The study found that 1) The effectiveness of the learning management approach using YouTube videos for teaching general music to Grade 6 students was measured at 78.20/89.50 and 2) Student satisfaction with learning and skill development in general music, supported by YouTube videos, was very high. The overall satisfaction score had an average 4.59, categorized as excellent.

These research findings reflect that the use of diverse learning media that is aligned with the social context can effectively stimulate learners' interest and promote active participation in the classroom.

5. New Findings

The research yielded the following new findings in both academic and instructional innovation dimensions:

5.1 The research indicates that song lyrics and music videos serve not merely as entertainment media but can function as a “meaning-making tool” that helps translate mediation principles such as negotiation, listening, and voluntariness, into images and situations that are more accessible to learners. This represents an expansion of the use of artistic media into legal education in a concrete manner.

5.2 Songs and music videos serve as an “intermediary bridge” between legal knowledge and learners’ real-life contexts. A key finding is that learners were able to better connect legal principles of dispute mediation with everyday situations through the content and imagery in the music video, resulting in contextual understanding, which typically does not arise from lecture-based instruction alone.

5.3 The use of creative media helps develop the “emotional and attitudinal dimension” alongside legal knowledge. In addition to increased learning achievement, the research found that song media stimulates feelings of openness, listening, and positive attitudes toward peaceful dispute resolution, reflecting that legal education can simultaneously develop both cognitive and affective domains.

5.4 The instructional model using songs and music videos can function as an “Innovative Active Learning Model in Legal Education”. The research findings indicate that designing learning activities in conjunction with media-such as content analysis, discussion, and role-play simulation enhances learner participation and results in significantly higher learning

achievement, thus lending itself to development as a new teaching model in law curricula.

5.5 The use of songs with content specifically aligned with the law is a critical factor for learning effectiveness. A significant new finding is that “content alignment” between the media and legal principles is the key variable that makes learning effective, it is not only the use of media to generate interest, but rather the use of media that accurately reflects legal principles.

5.6 Legal studies can be expanded from “knowing the law” to “understanding and applying the law in a social dimension” through creative media. The research findings reflect that learners did not merely memorize legal provisions but were able to understand the role of mediation as a tool for building reconciliation in society, which represents an elevation of learning from the theoretical level to practical application.

Recommendations

1. Recommendations for Applying the Research Findings

1.1 The use of songs, music videos, or other creative media should be promoted as tools for instructional management in law courses, in order to help learners understand complex content easier.

1.2 Instructors should design learning activities that provide opportunities for students to analyze the content of the media, such as through discussion, case study analysis, or simulation of dispute mediation scenarios.

1.3 Agencies related to the justice process, such as the Department of Rights and Liberties Protection, can develop songs or other creative media for disseminating legal knowledge to the public and students.

1.4 Educational institutions should support the development of instructional innovations that integrate digital media and arts and cultural media to enhance learning effectiveness in the 21st century.

2. Recommendations for Future Research

2.1 Future studies should explore other form findings of learning media, such as short films, simulation dramas, or educational games, in teaching law courses or dispute resolution courses.

2.2 Future studies should be conducted with a larger sample size or with students from multiple institutions to compare learning outcomes.

2.3 Future studies should examine the long-term effects of using songs and music videos in instruction on learners' retention and ability to apply knowledge in real-life situations.

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