

**Editorial Note**

To honor and remember our late King Rama 9 this issue presents two research articles highlighting the achievement and impact of his majesty's initiatives. One article studies and reports the individual's understanding and use of the sufficiency economy principles to overcome hardships that each one has encountered throughout the extended pandemics. Another article demonstrates the accomplishment of the hill tribe people under the support and adaptation project of his great. We are greatly in debt with his love and dedication for his people.

The main idea of Article 1 may be stated as "People's perception and adoption of the King's Philosophy of Sufficiency Economy, namely consisting of Moderation, Reasonableness, Self-immunity, Knowledge, and Morals according to personal factors during the Covid-19 Pandemic". The study has shown that different genders perceived and adopted differently the sufficiency economy philosophy in terms of reasonableness and moderation. The different education levels and marital status also led to different perceptions and adoption toward the sufficiency economy philosophy in terms of self immunity.

Article 2 studied and reported the adaptation of socioeconomic culture of Mlabri-Phufa community, a nomadic tribe who settled down in Phufa sub-district about a decade ago under the care of Phufa Development Center. The adaptation combines the nomadic patriarchy system with an agrarian matriarchy community structure and has led to the social well-being of their community. The mixed structure of the senior and committee in the socioeconomic system exemplified the potential of cultural adaptation from primitive tribes to citizenship over a few generations.

As for research in education during pandemics, Article 3 presents the lesson learned from the classes during the pandemics and compares the student anxiety levels and attitudes towards laboratory skills between two controlled groups of students. One group studied online classes only and another group studied both online classes and physical laboratory exercises. The study revealed that the anxiety levels of online-only students were higher than those who attended both online classes and laboratory exercises. There was also a statistical significance in terms of inverse relationship between student laboratory skills and attitudes and the laboratory anxiety.

Article 4 identified the educational philosophies adopted by the studying teachers from various schools in Thailand. The respondents were classified as Thai and foreign teachers. Results showed that Essentialism, Progressivism, Existentialism, Constructivism, and Behaviorism were the "strongly preferred" educational philosophies. No significant difference was observed when the two groups of respondents were compared, except for Constructivism. Several factors may have contributed to the teachers' view of Perennialism as a moderate philosophy.

Article 5 studied the specific test items used in part 5 of the TOEIC test by analyzing the scores of 52 test takers whose English proficiency were at intermediate level. The study was

conducted by identifying the specific test items and the corresponding CEFR level of the selected test items whose correct responses are comparatively low. The results indicated that the CEFR levels of the test items can predict the test takers' proficiency correctly to a large extent. The pedagogical implications for TOEIC test preparation are that instructors should focus on vocabulary learning in context, collocation and colligation and verb tenses respectively.

Article 6 reflected the impact of internal control on fraud reduction in small and medium Enterprises in Mandalay, Myanmar. A cross-sectional and analytical study was used and a total of 140 executives participated. The results showed that SMEs should be able to maintain basic internal control procedures in their business, particularly monitoring and regulating their activities using all three components. Regardless of sizes companies shall focus on improving internal control. The researchers suggested a positive linear relationship between fraud reduction with "risk assessment" and "monitoring activities."

Article 7 provided useful information for managers working in human resource management to develop training programs for high and middle managers to delegate their authority to employees of Al Rajhi Bank in the Kingdom of Saudi Arabia. The research indicated that employees' participation in decision-making, implementing team management, and training and education of employees were at a high level, but the delegation of authority and creating a supportive culture were at a moderate level among employees.

Article 8 explored the use of gamification for reading comprehension classes to engage the learners. It is a challenge for teachers to create fun and engaging classes for reading comprehension. A scoping review was conducted on gamification techniques which use game elements in non-gaming contexts such as reading. The study showed that gamification does influence learners positively when it is incorporated with the aim to enhance reading comprehension.

Finally a book review on Management Models for Corporate Social Responsibility, written by Jan Jonker and Marco de Witte, finally completes this issue to show that academic faculty should be able to review books meaningfully for the sake of academic growth.

The editor wishes to thank the contributing authors, peer reviewers, and moderators of all the articles present in this issue. I hope to receive an increasing number of manuscript submissions for our upcoming issues.

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