

The Volatility of Physical Education and Health Education Faculty Members' Professional Network in Higher Education Institution in Northern Thailand

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Abstract: This research aims to study the present and future of faculty members' professional networks in higher education institutions in northern Thailand. The study was conducted by a faculty members' professional network to enhance Thai people's well-being based on the concept of a new normal research project, which was approved by the Human Research Ethics Committee COA No.277/2021. Subject: 100 volunteers in health education, physical education, and sports science faculty members' professional networks. The researcher conducted the data collection by using a questionnaire to capture the present and future of a faculty members' professional network in a higher education institution in northern Thailand. The questionnaire is divided into 4 parts: 1) general information; 2) the present and future of a faculty members' professional network; 3) future of a faculty members' professional network; and 4) recommendations; information providers for teachers in 16 institutions of higher education in the northern region who teach in the fields of health and physical education or sports science.

The research found that:

The researchers analyzed the faculty members' professional networks. The researchers found that the faculty members expressed their opinions on the future of network development approaches at a high level. That is, the objectives should be set for the network to maintain relationships with the various organizations involved in health education, physical education, and sports science. It is also expected that the network will be a hub for exchanging knowledge, opinions, and experiences in health and physical education and sports science, in line with networking guidelines that should define social development objectives and the specific performance of the group.

Keywords: Faculty members, professional network, higher education, northern Thailand.

I. Introduction

From the survey in the northern region of Thailand, 17 provinces consist of 9 provinces in the lower northern region, including Nakhon Sawan, Kamphaeng Phet, Phitsanulok, Phichit, Uthai Thani, Uttaradit, Phetchabun, Sukhothai, and Tak. The 8 provinces in the upper northern region, (Thai Health Area, 2019) found that there are more than 12 million people, or about 33 hundred of the total Thai population. The surveys of Area Health 1 to 3 found that people in the northern region faced air pollution problems that are the main problems, such as particulate matter no larger than 10 microns (PM10) particulate matter less than 2.5 microns (PM2.5), ozone gas (O3), volatile organic compounds and fog, smoke, a source of air pollution unique different in each area which the overall northern area.

Most of the air pollution is caused by energy consumption activities in agriculture. Power generation and industry are problems causing lung disease. (National Statistic Office Thailand, 2019) The water source is in constant deterioration. The quality of the river has continued to deteriorate. including the Ping River and the

upper Wang River. It is related to the drinking water consumption of people in the northern area which causes problems with kidney disease. Even the outbreak and mutation of COVID-19 by appearing at-risk behaviors that affect health for example underweight, unclean water (under Co2 per LBM.), hygiene, smoke from agricultural incineration (102 McG: m.), and airborne pathogens. (Air4Thai, 2021) From to learn in health education on research "Digital communication and health care behaviors of employees at port authority of Thailand, Khlong Toei district, Bangkok" (Jeento, 2019) research result found that education can support people to be caring themselves on health also.

Higher education institutions play an important role in promoting the well-being of people in the area higher education institutions in the northern region, 38 out of 155 institutions nationwide or 24.5 %. The geographic region committee divided Thailand into 6 regions. The proportion of higher education institutions in the northern region compared to other regions is high. In the survey in the academic year 2019, (Savagpun, 2021) it was found that 16 higher education institutions offer education graduate and graduate programs in the field of physical education health, and sports science. It consists of both state higher education institutions that are government and non-governmental, private institutions of higher education. There are 223 graduate and graduate teachers who teach in health education, physical education, and sports science, and the cumulative number of physical education students since the 2019 academic year is around 3,800. This current situation has stabilized in recent years ago which the number of self-improvement members has shown to research results and to be need assessment for further research.

All higher education institutions in the northern region have a mission to spread opportunities and equality in education to the people of the region in 17 provinces by teaching and learning academic services to the needs of society leading to the improvement of the quality of life and well-being of the people as well as better conservation and restoration of natural resources and the environment. Focus on academic development and high professional and become the center of various sources of scholars that are valuable to humans. It also has a strong determination to maintain academic excellence and internationalization to develop human resources with quality and efficiency to support the development of the country and be able to compete at the international level sustainably (WHO, 2020). Aims to promote faculty members to be academic experts, professional expertise in all fields of science, universal in both the technology and language required, as well as have integrity, ethics, and professional ethics. As well as being a visionary, having the mind to develop, creating a "Faculty Members' Professional Network", help promote the Thai people's well-being based on the concept of new normal by giving teachers in the higher education institutions an opportunity to exchange information, including lessons and experiences with other people or organizations outside their institutions.

Reduce redundant work cooperates and works in a mutually beneficial way, developing teachers in health education, physical education, and sports science in higher education institutions to be research professionals, (Montegue, Homo, and Homo, 2020) curriculum development and teaching management, expertise in developing knowledge and skills necessary for the learning of learners in the 21st century. What students can learn throughout life affects Thai people's well-being based on the concept of new normal and the ability to compete in the ASEAN region and internationally to lead Thailand to Thailand 4.0 effectively. Developing "Faculty Members' Professional Network" is an important mission to promote the quality of life of the population which is consistent with important goals and achievements in the Ministry of Higher Education, Science, Research, and Innovation plan of 2020-2022, platform 1; manpower development, raise the level of knowledge institutions and science ecosystems in research and innovation. Plan 3; promote research and innovation to create manpower for economic and social development, create graduates, promote lifelong learning, develop skills for the future (Up-skill), increase skills (Re-skill), and create new skills (New-skill).

Therefore, the supporting idea of this research and development is an important supporting factor in enhancing the quality of life of Thai people according to the 20-year national strategy. The developing a network of cooperation among academic personnel with specific expertise in promoting Thai people's well-being in different contexts in each northern region, which is consistent with the master plan under the national strategy (23); research and innovation development basic knowledge context. (Limpijumnong, 2019)

Formation of networks in health education, physical education, and sports science in higher education institutions of northern Thailand. The faculty members' professional network has a starting point in 3 ways (Francis, 2010):

1) Natural network has occurred by teachers in health education, physical education, and sports science in higher education institutions in the northern region often have activities to exchange learning ideas and academic experiences according to the situation and research trends to seek new alternatives. However, the integration of activities of network members is due to the internal motivation of the northern area network by relying on seniority, junior, and alumni from the same higher education institutions. The area of higher education institutions has been expanded as well as expanding the goals/objectives of the network such as the joint health service of the members. Finally developed to be a network that covers the needs of a wider range of members more strongly and sustainably.

2) Establishment network has been formed according to the policy of the Health Education, Physical Education, and Recreation Association of Thailand and the strategy of the Faculty of Education, Naresuan University which aims to push for becoming a professional center, exchanging learning experiences according to the conceptual framework to create bonds between members, leading to the development of a network in health education, physical education and sports science in higher education institutions in the northern region.

3) Evolution network has been formed by a mixed development process starting from a group of teachers to develop professional roles in health education, physical education, and sports science by supporting each other and learning together. In the beginning, although no specific goals or objectives have been established, there are network operations have come together with the idea, building a commitment from good conscience to be a "professional support" and development network in health education, physical education, and sports science. Later, when encouraged and supported, it can develop into a strong network.

In a conclusion, develop academic excellence by promoting research, development, and application of innovation for teachers in health and physical education and sports science in higher education institutions to create a body of knowledge, which affects competency and health values based on the concept of new normal that is consistent with the "way", lifestyle, and culture of each locality. This research will be strengthening the network and disseminate knowledge and skill to the people for economic and social development among higher education institutions in the northern region. This research was to study the present and future of faculty members' professional networks to improve database information about members' general information, age, academic positions, work experience, and development guidelines. That information will empower professional networks to support physical education, health education, and sports science.

II. Research Objective

To study the present and future of faculty members' professional network in higher education institutions in northern Thailand

III. Material & methods

The study presents faculty members' professional network as part of the development of faculty members' professional network in higher education institutions in northern to enhance Thai people's well-being based on the concept of the new normal research project. Sample inclusion criteria were Doctoral and master's degree in physical and health education and sports science or to be Assistant Professor or Associate Professor or Professor. The sample has teaching experience of at least 10 years in P.E., H.E., or sports science at higher education institutions in northern. This research has been approved by Human Research Ethics Committee COA No.277/2021.

Subject; 100 volunteers in health education, physical education, and sports science faculty members' professional network in higher education institutions in northern by Fig. 1

Fig. 1 The sample of the higher education institution

No.	Higher Education Institution	Sample
1	Thailand National Sports University, Chiang Mai Campus	7
2	Thailand National Sports University, Phetchabun Campus	7
3	Thailand National Sports University, Lampang Campus	7
4	Thailand National Sports University, Sukhothai Campus	7
5	Chiang Rai Rajabhat University	7
6	Chiang Mai Rajabhat University	7
7	Phetchabun Rajabhat University	7
8	Uttaradit Rajabhat University	7
9	Nakhonsawan Rajabhat University	6
10	Pibulsongkram Rajabhat University	6
11	Kamphaeng Phet Rajabhat University	6
12	Mae Fah Luang University	6
13	Chiang Mai University	6
14	Phayao University	6
15	Naresuan University	6
16	Northern College	2
	Total	100

IV. Protecting confidential information

Research data is stored on a computer and access to data is protected using encryption that only the research team can access. Any specific information that may lead to sampler disclosure will be concealed and will not be made public. Where the research results are published sampler name and address must always be concealed. Only research project ID will be used. Sampler data will be stored for a total period of 2 years at the faculty of education, Naresuan university Tha-Pho Sub-district, Mueang district, Phitsanulok province, and will be destroyed within 1 year after the publication of the research.

The researcher conducted the data collection by using questionnaires about the present and future faculty members' professional networks. The questionnaire is divided into 4 parts: 1) general information, 2) the present and future of faculty members' professional network in higher education institutions in the northern, 3) future of faculty members' professional network in higher education institutions in the northern and 4) recommendations; information providers for teachers in 16 institutions of higher education in the northern region who teach in the field of health education, physical education, or sports science 100 people. The research tools were developed by theory and research study and question items were drafted and tried out by 15 experts for reliability and alpha coefficient. The data were collected by google form questionnaire to 5 servers: Chiang Mai server, Uttaradit server, Phetchabun server, Nakhon Sawan server, and Phitsanulok server. The research used descriptive statistics and percentages.

V. Results

Fig. 2 the gender of the respondent

General Information	number	percent
Gender		
Male	72	72
Female	28	28
total	100	100

From Fig. 2 showing the general gender information of the respondents, it was found that 72 males represented 72% and 28 females represented 28% respectively.

Fig. 3 the age of the respondents

General Information	number	percent
age		
26-30	6	6
31-35	17	17
36-40	28	28
41-45	17	17
46-50	21	21
51-55	11	11
total	100	100

From Fig. 3 showing general information, the age of the respondents, it was found that 28 people were aged 36-40 years, representing 28 percent, aged 46-50 years, 21 people, representing 21 %, aged 31-35 years, 17 people representing 17 %, aged 41-45 years, 17 people, representing 17 %, aged 51-55 years, 11 people, representing 11%, and aged 26-30 years, 6 people, representing 6%, respectively.

Fig. 4 the educational qualifications of the respondents

General Information	number	percent
educational qualifications		
Master's degree	61	61
Doctoral Degree	39	39
Total	100	100

From Fig. 4 showing general information, educational qualifications of the respondents showed that 39 percent of the respondents had the highest qualification at the doctoral degree, representing 39 %, and the master's degree, 61, accounting for 61 %, respectively.

Fig. 5 the educational institutions that received the highest educational qualifications of the respondents

General Information	number	percent
the educational institutions that received the highest educational qualifications		
University Group	67	67
Rajabhat University Group	14	14
Thailand National Sports University Group	19	19
Total	100	100

From Fig. 5 showing general information, educational institutions that received the highest educational qualifications of the respondents found that 67 people received the highest educational qualifications from the university group, representing 67%, and the National Sports University group of 19 people accounted for 19 % and a group of 14 Rajabhat universities accounted for 14%, respectively.

Fig. 6 the academic positions of the respondents

General Information	number	percent
academic positions		
none	72	72
Assistant Professor	22	22
Associate Professor	6	6
Total	100	100

From Fig. 6 showing general information, the academic positions of the respondents showed that there were no academic titles, 72 people, representing 72%, were 22 assistant professors, accounting for 22 %, were 6 associate professors, accounting for 6%, and no professor.

Fig. 7 the respondents' work experiences

General Information	number	percent
work experiences (year)		
1-5	26	26
6-10	20	20
11-15	28	28
20-25	11	11
26-30	5	5
31-35	10	10
Total	100	100

From Fig. 7 showing the general work experience of the respondents, it was found that 28 people had 11-15 years of work experience, representing 28 %, 1-5 years of work experience, and 26 people represented 26% of their work experience. 6-10 years, 20 people, representing 20%, work experience 20-25 years, 11 people, accounting for 11%, 31-35 years of work experience, 10 people, accounting for 10 %, 26-30 years of work experience, the number of 5 people accounted for 5%, respectively.

Fig. 8 the working status of the respondents

General Information	number	percent
working status		
employment	13	13
University employee	53	53
Government official	34	34
Total	100	100

From Fig. 8 showing general information about working status of the respondents, it was found that 53 university employees accounted for 53 %, 34 government officials accounted for 34 % and the employment rate of 13 people accounted for 13 % accordingly number.

Fig. 9 the teaching duty at the respondents' level

General Information	number	percent
Teaching duty		
Bachelor	80	80
Master	4	4
Bachelor-Master	8	8
Bachelor-Master-Doctor	8	8
Total	100	100

From Fig. 9 showing general information on teaching duties at the level of the respondents, it was found that 80 persons were teaching at the bachelor's degree level, accounting for 80 %, at the master's level, 4 people representing 4% with bachelor's degree. 8 people with master's degrees accounted for 8%, and with bachelor's degrees, master's degrees, and doctoral degrees 8 people accounted for 8%, respectively.

Fig. 10 the teaching duty in the subject areas of the respondent

General Information	number	percent
teaching duty in the subject areas		
Health education	2	2
Physical education	51	51
Sports science	16	16
Health education - Physical education	5	5
Health education - Sports science	2	2
Physical education - Sports science	18	18
Health education - Physical education - Sports science	6	6
Total	100	100

From Fig. 10 showing general information on teaching duties in the subject area of the respondents, it was found that teaching duty in physical education 51 people, accounting for 51%, teaching duty in physical education and sports science, 18 people, accounting for 18 %, teaching in sports science, 16 people, accounting for 16%. and teaching duty in health education, physical education, and sports science, 6 people accounted for 6%, to teaching duty in the field of health education and physical education of 5 people, representing 5%, teaching duty in the field of health education and sports science of 2 people, accounting for 2%, and teaching duty in health education, 2 people, accounting for 2%, respectively.

Fig. 11 the duties of those responsible for the curriculum at the respondents' level

General Information	number	percent
curriculum at the respondents' level		
Bachelor	93	93
Master	3	3
Master-Doctor	4	4
Total	100	100

Fig. 11 shows general information on the duties of those responsible for the course at the level of the respondents. It was found that 93 people in charge of the program at the bachelor's level accounted for 93 %, 4 percent of master's degree and doctoral degrees accounted for 4 %, and 3 percent of master's degree students accounted for 3%, respectively.

Fig. 12 the presence of faculty members' professional networks in higher education institutions in northern

Item	exist	percent
1. You are a member of a club organization or a network association between the institutions of higher education in the northern region.	43	43
2. You have academic cooperation or activities between the higher education institutions in the northern region.	61	61
3. You are received professional news on health education, physical education, and sports science between the higher education institutions in the northern region.	63	63
4. You are agreed that it was necessary to develop a network of teachers in health education, physical education, and sports science in higher education institutions in the northern region.	94	94
5. You are agreed that your institute is ready to serve as a server for teachers in the field of health education, physical education, and sports science in northern region higher education institutions	86	86

From Fig. 12 showing the presence of faculty members' professional networks in higher education institutions in northern, it was found that the respondents were members of club organizations or network associations among higher education institutions in the northern region. 43 people, representing 43%, have academic cooperation or activities between the higher education institutions in the Northern Region of 61 people, or 61 %. Received the news on professional education in health education, physical education, and sports science between the higher education institutes of the northern region, 63 people, representing 63 %, think that the development of a network of health education teachers in physical education and sports science in the higher education institutions in the northern region is essential. 94 people accounted for 94 % and thought that the institutions of the respondents were ready to host teachers in health education, physical education, and sports science in 86 percent of the higher education institutions in the northern region, or 86 %.

Fig. 13 overview of the guidelines of faculty members' professional network in higher education institutions in northern

the guidelines of faculty members' professional network in higher education institutions in northern	Mean \bar{x}	S.D.	Level of development
1. objectives of network development	4.26	0.99	high
2. network development model	4.23	0.99	high
3. readiness for network development	3.49	1.04	high
Total	3.99	1.00	high

Fig. 13 shows an overview of the guidelines of faculty members' professional network in higher education institutions in northern, it was found that the respondents had opinions on the objectives of network development, network development model and the readiness for network development is at a high level (\bar{x} = 3.99, S.D. = 1.00).

Fig. 14 the guidelines of faculty members' professional network in higher education institutions in northern in terms of network development objectives

the guidelines of faculty members in terms of network development objectives	Mean \bar{x}	S.D.	Level of development
1. require the network to provide information	4.26	0.99	high
2. require the network to be the center of exchange of knowledge, opinions, and experiences	4.28	0.99	high
3. require the network to build relationship between members	4.20	1.00	high
4. require the network to connect people with similar interests	4.26	0.97	high
5. require the network to maintain relationships with the society involved in health education, physical education, and sports science.	4.30	1.00	high
Total	4.26	0.99	high

From Fig. 14 showing the guidelines of faculty members' professional network in higher education institutions in northern in terms of network development objectives, it was found that the overall level of development guidelines was at a high level (\bar{x} = 4.26, S.D. = 0.99) and, when considered individually, it was found that the need for the network to maintain relationships with the society involved in health education, physical education and sports science had the highest mean (\bar{x} = 4.30, S.D. = 1.00)

Fig. 15 the guidelines of faculty members' professional network in higher education institutions in northern in terms of the network development model

the guidelines of faculty members in terms of the network development model	Mean \bar{x}	S.D.	Level of development
1. require the network to develop in academics	4.29	0.98	high
2. require the network to develop in the professional field	4.32	1.00	high
3. require the network to develop in relation to activities	4.17	1.02	high
4. require the network to develop in the field of international relations	4.16	0.97	high
Total	4.23	0.99	high

From Fig. 15 showing the guidelines of faculty members' professional network in higher education institutions in northern in terms of network development model, it was found that overall, there was a high level of development guidelines (\bar{x} = 4.23, S.D. = 0.99) and when considering each item, it was found that the need for professional development networks had the highest mean (\bar{x} = 4.32, S.D. = 1.00) academic (\bar{x} = 4.29, S.D. = 0.98)

Fig. 16 the guidelines of faculty members' professional network in higher education institutions in northern in terms of readiness for network development

the guidelines of faculty members in terms of readiness for network development	Mean \bar{x}	S.D.	Level of development
1. have sufficient knowledge in health education, physical education, and sports science for network development	3.78	0.99	high
2. have enough experience for network development	3.68	1.01	high
3. have sufficient expertise in health education, physical education, and sports science to exchange knowledge and opinions	3.76	1.01	high
4. have specialized skills in health education, physical education, and sports science sufficient to exchange knowledge and opinions	3.83	0.94	high
5. have connection to create a network to connect people with similar interests	3.83	1.04	high
6. have enough academic articles to exchange knowledge and opinions	3.26	1.10	moderate
7. have enough research to exchange knowledge and opinions	3.18	1.17	moderate
8. collaborate with nearby institutions or agencies to maintain relationships with the society involved in health education, physical education, and sports science	3.50	1.08	moderate
9. have sufficient funds for network development	2.66	1.21	moderate
Total	3.49	1.04	high

From Fig. 16, showing the guidelines of faculty members' professional network in higher education institutions in northern in terms of readiness for network development, it was found that the overall readiness for network development was at the level (\bar{x} = 3.49, S.D. = 1.04) and when considered individually, it was found that the network showed readiness with specialized skills in health education, physical education and sports science sufficient to exchange knowledge and opinions maximum (\bar{x} = 3.83, S.D. = 0.94) as well as having

connections for networking to connect people with similar interests (\bar{x} = 3.83, S.D. = 1.04), followed by having sufficient knowledge in health education, physical education and sports science for network development. Network (\bar{x} = 3.78, S.D. = 0.99)

For part 4, recommendations on the guidelines of faculty members' professional network in higher education institutions in northern found that respondents agreed that a network development plan should be expedited with the common aim of promoting access to research funding for professors. improve the quality of graduates, academic services, and professional enhancement through a monthly exchange of academic information, especially the development of sports and health tools and technologies. Establish annual academic and sports activities for members from sub-centers in provincial groups both online and onsite. The members may be grouped according to the disciplines such as health education, physical education, and sports science. To create a sustainable impact from the network of professional teachers in health education, physical education, and sports science in higher education institutions in the northern region.

VI. Discussion

The future of faculty members' professional network in higher education institutions of northern Thailand

From the research results, it was found that the presence of faculty members' professional network in higher education institutions in northern in general, there are higher education institutions in the northern region that offer physical education curriculum, health education, and sports science, both at the undergraduate and graduate level, 16 out of 38 institutions representing 42.10%. And when considering a group, it was found that 7 Rajabhat Universities group accounted for 43.75% with the highest proportion, followed by 4 National Sports Universities (25.00%) and 4 Universities representing 25% and one college accounted for 6.25%, respectively (Elenee, 2019). The average age of the faculty members' is between 36-40 years old, with 11-15 years of work experience and 15 to 20 years of formal employment opportunities. This is a mid-term period of work that accumulates teaching experience, research and is ready to use the potential that has upheld the ideology to carry on and extend to the new generation of faculty and students in their institutions. However, 61% had the highest educational qualification at the master's level, which was a limitation to the development of graduate programs. Therefore, only 8% of faculty can perform teaching at the bachelor's level. Master's and doctoral degrees 93% are responsible for most of the courses at the bachelor's level, 93 percent. Completion of this master's degree is also a limitation to obtaining research support from external funding sources, which is an ongoing measure of quality assurance success at the faculty and institutional level. It also affects the competence required for research that faculty in higher education institutions use as a tool for self-development for academic positions. Research shows that 72.00 % of faculty members do not have academic positions, 94% of the faculty members agreed that it was necessary to develop a network of teachers in health education, physical education, and sports science in higher education institutions in the northern region and ready to host up to 86%.

The researcher, therefore, found the importance of developing faculty members in health education, physical education, and sports science in higher education institutions in northern Thailand. In the form of networking together to exchange knowledge, experiences, and successes together by the study on the formation of networks in health education, physical education, and sports science in higher education institutions. Later networks arising from evolution were established according to a blended development process, starting with a group of teachers to develop professional roles in health education, physical education, and sports science by supporting each other and learning together to relevant to the theory of network (Nakayama, 2015). The networks build a commitment from good conscience to be a network to help and professional development in health education, physical education, and sports science. We are encouraged to be a strong network in response to the adjustment of the direction of higher education institutions in Thailand in the future.

However, regarding the future of faculty members' professional network in higher education institutions in northern Thailand, the researchers analyzed the overview of the network development guidelines found that the faculty members expressed their opinions on the future of network development approaches at a high level, that is, the objectives should be set for the network to maintain relationships with the society involved in health education, physical education and sports science especially in curriculum development that the same way with (Phaijit, 2018) the needs to enhance the competencies of physical education teacher students have were composed of 4 components: physical education research and learning development, physical education measurement and evaluation, physical education learning management and classroom management, and physical education innovation and technology. It is also expected that the network will be a hub for exchanging knowledge, opinions, and experiences in health education, physical education, and sports science, in line with networking guidelines that should define social development objectives and the specific performance of the group (Karnjanakit, 2019). The networking form of activities that the faculty has the most expectations of is the model of networking for professional and academic development. This is consistent with the current condition that the researcher found that most of the faculty members do not have academic positions. Therefore,

the network's contractual activities should be for professional development as it is a requirement of members in the form of training both online and on-site according to the situation of the spread of COVID-19 (Duong et al, 2015). However, based on the readiness of the members to express their intentions for network development guidelines that should encourage the exchange of experiences among members in specialized knowledge and skills in health education, physical education, and sports science. There is still enough research and articles to exchange knowledge and opinions at a moderate level as the development of training curriculum to enhance 21st-century competencies for physical education teachers by applying facilitating learning with instructional scaffolding (Saidi, 2018). In this regard, the network should encourage cooperation with nearby institutions or agencies with correlation activities to build a network to connect members with similar interests consistent with the 5-host establishment model, namely: Chiang Mai server, Uttaradit server, Phetchabun server, and Nakhon Sawan server with Phitsanulok as the center of the network. The results of faculty members' professional network in higher education institutions in northern have shown academic progress. The proportion of receiving research funding from external sources of higher education institutions, conservation protection, and cultural revival as well as providing academic services with health education, physical education, and sports science. These are effective tools used to promote such missions. The budget support from individual institutional policies will be justified in line with the success resulting from the emergence of network development for further sustainability.

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