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Addressing the Teaching Approach in Border Schools: A Case Study of Mae Sot, Thailand

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Key Idea – What Happens



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- In general, remote areas especially in border schools, teaching methods often fail to match students' emotional and learning needs.
- with study visit at Mae Sot school, we observed that students show obedience but also sensitivity and lack of confidence.
- Social media comparison increases feelings of inadequacy and exclusion.
- This issue is urgent and needs immediate policy attention.

Research Gap – Why Do This Study



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- Limited research on psychological and emotional dimensions of border education.
- Most studies focus only on access and infrastructure.
- Mae Sot represents rural border contexts where teachers' psychological capacity matters.
- This motivates the need for this research.



- Research Question: What can be done to address the unmatched teaching approach in border schools?

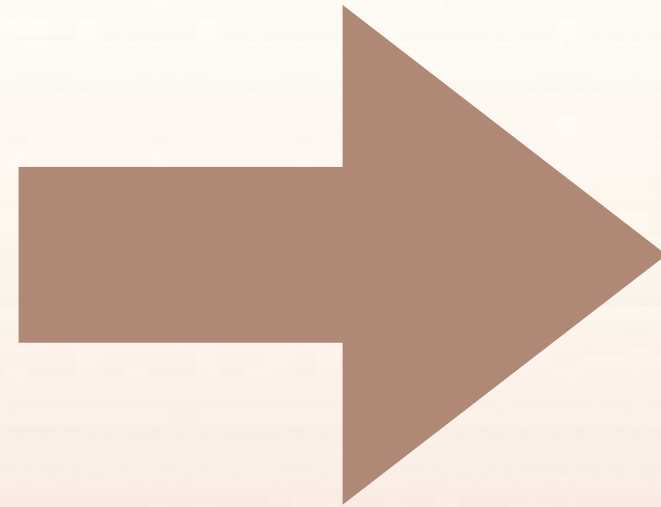
- Research Objective: To explore strategies and psychological practices that align teaching approaches with students' needs.



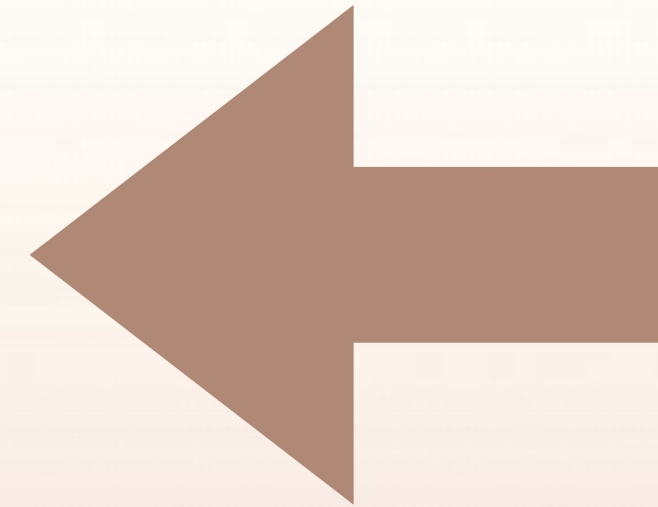
- Population : Primary students in UHU primary school, Thailand
- Method: Field exploration, roles play activities, Literature Review, News and academic sources.
- Data collection conducted in September,2025.
- Focus: Teaching methods and emotional well-being.



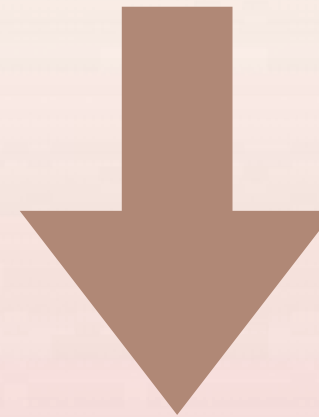
• Indigenous students: obedient, highly sensitive, lacking confidence.



• Problem: Unmet expectations and mismatched teaching methods.



• Teachers: rigid teaching methods, limited psychological training.



Behavioral response

Findings

Finding 1 – Socioeconomic & Geographical Context determine emotional responses

- Poverty, distance, and resource inequality affect student participation.
- Leads to volunteer teaching as a key community-based intervention.

Finding 2 – Cultural & Psychological Context influence way of thinkings

- Teachers lack emotional training; students feel insecure and lack confidence.
- Supports positive reinforcement and counseling to build emotional care.

Finding 3 – Historical & Policy Context leads to teaching style

- Policies emphasize access, not teachers' emotional competence.
- Highlights the need for more educational resources and teacher workshops.



- Jordan et al. (2025) found that border-area children often face insecurity and social exclusion.
- **My findings in Mae Sot confirm this pattern — students are emotionally sensitive and lack confidence when they feel excluded from class engagement.**
- Thumvichit & Phanthaphoommee (2024) highlighted that teachers' emotional regulation improves communication with migrant students.
- **This study extends both works by linking students well-being with teachers' psychological competence.**
- Calandri (2025) mentioned that Teacher Emotional Competence leads to Inclusive & better Education
- **Strengthening teachers' emotional skills can sustain inclusion and resilience in border-school education.**



- Teaching approach mismatch affects students' emotional well-being.
- Psychological and community-based support are effective solutions.
- Border schools need more attention to teachers' mental preparedness.
- Emphasize holistic and inclusive education policy development.



- Integrate psychological training into teacher development programs.
- Establish community-based mentoring systems.
- Promote digital literacy and media awareness
- Encourage government and NGOs to co-siding inclusive education policies.



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Thank You