

ABSTRACT

Thailand has endured a serious insurgency problem in three of its southern provinces since 2004. Many people have been killed by shootings and bombings; the principle human targets include soldiers, policemen, teachers and educational institution. These incidents occur nearly every day. The main objective of the insurgency group is to separate and rule three provinces in southern Thailand. They are trying to turn their fight into a religious conflict and are attempting to widen the situation; their actions have been misunderstood in the international community, especially in the Islamic world. The purpose of this research paper is to analyze and transforming educational system. This will include the role of globalization and its effects on Thailand, the particular history of the three provinces. This qualitative study aimed to identify challenges of education institution faced with education reform and violent unrest that has taken place in five Southern provinces of Thailand, as well as leadership characteristics that emerged in this context. A purposeful selection was employed for participant recruitment of the study. Leadership characteristics that emerged in response to these challenges were becoming patient, dedicated, and adaptive; guiding changes in instructional methods; and building collaborations with related stakeholders.

Keywords: Conflict, Education Institutions, Three Border Southern Provinces Thailand.