

## An Analytical Study of School Names in Phetchaburi Province Based on Semantics Features

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### Abstract

**Background and Aims:** This study examined school names in Phetchaburi Province from a semantic perspective, aiming to reveal the cultural, historical, and social values embedded within naming conventions. The purposes of this study were to 1) survey the names of the schools in Phetchaburi Province; 2) determine the structure, origin, and meaning of the school names in Phetchaburi Province; and 3) analyze the reflections on the school names in Phetchaburi Province based on semantic features.

**Methodology:** The study employed a qualitative method that analyzed the data by its content. There were 275 schools selected by purposive sampling based on the database under the jurisdiction of the Office Board of Basic Education, including government and private sectors (classified by primary and secondary level). The data were collected with in-depth interviews with key informants in the local areas where schools are situated, including the elderly, villagers, teachers, and significant members living near each school in Phetchaburi Province. A content analysis was utilized to categorize results, and the percentage was calculated.

**Result:** The findings indicated that the school names in Phetchaburi Province were entitled with meaning falling in 7 categories of semantics features: namely (1) places and lands; (2) important person or people; (3) important event; (4) ordinal numbers; (5) knowledge and educational level; (6) auspiciousness such as value, belief, and religion; and 7) sponsorship respectively. In addition, the component of school name structure was also analyzed and it was found that most of the school name structures contain 1 component (61.04%), some contain 2 components (28.91%), a few of them contain 3 components (8.84%), and rare contain 4 components (1.20%) respectively. The findings revealed that the semantic categories not only highlight the significance of school naming associated with each community identity but also reflect their historical and cultural influences and uniqueness rooted in Thai society.

**Conclusion:** The findings of this study give insights that contribute to a broader understanding of linguistic diversity and regional identity within Thailand, emphasizing the ethnosemantics that shed light on the cultural importance of naming practices. Future research may further explore naming conventions as expressions of cultural heritage in educational contexts across other Thai regions.

**Keywords:** School Names; Semantics Features; Phetchaburi Province

### Introduction

Naming conventions serve as vital indicators of cultural, historical, and societal identity. In Thailand, school names do more than identify educational institutions; they reflect the values, history, and heritage of their surrounding communities. This study explores the semantic aspects of school names in Phetchaburi Province, focusing on how these names encapsulate cultural subtleties, social hierarchies, and historical developments unique to Thai society.

The Royal Institute (2013) defines “school” as a social institution responsible for educating young people to become valued members of society. The relationship between schools and Thai society dates back many years, with schools seen as essential institutions for creating citizens and cultivating societal values. The practice of naming schools is thus as significant as naming individuals. In Thailand, formal education became more organized during the reign of King Rama IV, though it was primarily accessible to the upper class. Under King Rama V, however, education began to expand to include the general populace. Names serve to establish identity and preserve history; even as people or places change, names endure, offering insight into the concepts and values cherished by each generation. Names of provinces, districts, and villages, for example, can reflect the living conditions and cultural status of their inhabitants.

Thornton (1995) highlighted the importance of place names in cultural studies, noting that they encompass key elements of language, thought, and environment. Place names, like personal names, are

defined and meaningful in each language, reflecting physical geography and indicating that humans classify and conceptualize their surroundings. Studying place names aligns with ethno-semantics, which explores words and meanings to access knowledge systems, ideas, and cultural concepts (Prasithratsint, 2012). Thus, analyzing place names reveals not only environmental and geographic information but also significant insights into the social characteristics of Thai communities.

Names hold significant value in society as they distinguish individuals and entities, providing evidence of historical continuity and reflecting the social conditions of each era (Prasithratsint, 2012). People name various places to create shared understanding, especially in Thai culture, where naming holds particular importance. This is evident in the names of temples, rivers, canals, roads, bridges, and shops, which have long been intertwined with Thai ways of life.

Previous research indicates that the names of institutions, especially schools, reveal insights into a society's collective memory and value system. In Thailand, school names frequently stem from geographic locations, notable figures, religious elements, and historical events, each playing a role in preserving cultural heritage. This research builds on foundational studies in sociolinguistics, semantics, and ethno-semantics to examine how names function as cultural symbols.

The primary aim of this study is to investigate the semantic layers within school names in Phetchaburi Province, Thailand, analyzing how these names embody cultural, historical, and social values. Rather than being mere identifiers, school names in Thailand hold deeper meanings that reflect the values, beliefs, and heritage of local communities. Through a semantic perspective, this research seeks to uncover how these names represent significant elements of Thai identity, history, and societal structure. The focus on Phetchaburi Province is particularly meaningful due to its rich cultural history, which influences local naming conventions. This study, in contrast to previous research on other regions, emphasizes how regional customs, linguistic traditions, and local identity shape naming practices unique to Phetchaburi. By addressing this gap in the literature, the study offers insights into how school naming practices in Phetchaburi reflect broader cultural values while highlighting distinctive regional influences.

Additionally, this research contributes to the academic fields of ethnolinguistics and onomastics by categorizing the meanings embedded in school names. Through this analysis, the study provides a structured understanding of how school names can symbolize community identity, honor historical figures, convey educational aspirations, and promote social cohesion. This approach not only deepens the existing body of knowledge on Thai onomastics but also underscores the importance of naming as a means of preserving culture and building community identity in Thailand.

Phetchaburi Province was selected for this study due to its historical significance and diverse cultural influences, which lend added meaning to its school names within Thailand's educational landscape. By examining the structure, origins, and semantic features of these names, the research enhances our understanding of cultural representation in educational institutions. Key terms like "semantic features," "ethno-semantics," and "cultural reflections" are central to this study, providing a framework for analyzing how school names convey and preserve cultural values. Through this investigation, the study addresses gaps in existing research on school naming conventions, particularly in Thailand. The findings aim to enrich our understanding of names as cultural artifacts, contributing to the literature on linguistic anthropology, cultural identity, and educational sociology.

## Objectives

1. To survey the names of the schools in Phetchaburi Province.
2. To study the structure, origin, and meaning of the school names in Phetchaburi Province.
3. To analyze the reflections on the school names in Phetchaburi Province based on semantic features.

## Literature review

The study of school names from a semantic and sociocultural perspective builds on foundational work in linguistics, ethnosemantics, and onomastics. This literature review addresses three major thematic areas relevant to the study: semantic features, ethno-semantics, and the role of naming conventions in cultural identity.

1. Semantic Features: Semantic analysis focuses on the individual components of meaning within words and their relevance to sociocultural settings. Foundational works, such as those by Fromkin et al. (2014) and Nida (1979), detail how semantic features represent atomic units of meaning, allowing researchers to categorize words based on culturally significant traits.

2. Ethno-semantics: Ethno-semantics delves into how specific language terms reflect cultural and social frameworks. Research by Prasithrathsint (2012) and Channell (1981) highlights the importance of naming in representing social identity and cultural heritage, emphasizing the need to interpret names within their sociocultural context.

3. Naming and Cultural Identity: Previous studies, such as those by Bootpetch (2017) and Taikanon et al. (2021), demonstrate that the names of schools and places act as cultural signifiers. These works show that school names in Thailand often reflect values of auspiciousness, historical events, and notable figures, underscoring the role of names in conveying cultural continuity and community identity.

In examining school names in Phetchaburi Province, this study seeks to address gaps in the literature by linking the naming conventions to both ethnosemantic and sociolinguistic frameworks, with a specific focus on how these names reflect Thai cultural and social structures.

A semantic feature is a part of the concept connected to a lexical item. Generally, it can also be a part of the idea connected to any grammatical unit, whether or not it is composed. A single component of a word's aim is the fundamental notion or concept cited, which is a particular semantic property. It is suggested that a word's linguistic meaning develops from contrasts and significant differences with other terms (Fromkin et. al, 2014). Semantic features are conceptual groups of meaning-conserving elements that are used to express word meaning. These features are crucial in establishing the type of lexical relationship that exists between words in a language. According to the componential (semantic features) approach to meaning, each characteristic in a word is an atomic unit of meaning (Nida, E.A. 1975). The study of linguistics uses semantic traits to explain how words with similar qualities may belong to the same semantic domain. Consequently, differing semantic properties account for the variance in word meanings. For instance, father and son belong to the semantic category of male family ties since they share the words "human," "kinship," and "male" in common. Their differences in terms of "generation" and "adulthood" are what give each one its meaning (Loebner, 2002).

Word meaning is viewed by the componential (semantic features) approach to meaning as a collection of atomic meaning-holding features. The methodology by which these elements are recognized and extracted is called Semantic Feature Analysis (SFA). SFA has been successfully used in linguistics (contrastive linguistic studies and lexical relations identification), psycholinguistics (as a model for understanding and studying conceptual representations of meaning in the human mind), and language learning and teaching (Wikberg, 1983). The analysis of semantic features is utilized in the field of linguistic semantics, more specifically, the subfields of lexical semantics and lexicology. The goal of these subfields is to explain the meaning of a word when it comes to its relationships with other words. One way of doing that is by examining the inner semantic structure of a word, which consists of many different and minimal components of meaning (Loebner, 2002).

Component analysis (feature analysis or contrast analysis) is the analysis of words by a structured set of semantic features that are indicated as ``present, ``absent, or ``indifferent to the feature. This procedure, therefore, differs from the composability principle. Component analysis is a typical method of structural semantics that analyzes the components of a word's meaning. It thus reveals the culturally significant features speakers of a language use to distinguish between different words in semantic fields or domains (Nida, E.A., 1979). Component analysis can be done by enumerating words with sub-meanings, known as semantic features or semantic components. For example, man = [+ MALE], [+ MATURE]

or woman = [– MALE], [+ MATURE] or boy = [+ MALE], [– MATURE] or girl = [– MALE] [– MATURE] or child = [+/- MALE] [– MATURE]. In other words, the word girl can have three basic factors (or semantic properties): human, young, and female. Another example is that being edible is an important factor by which plants may be distinguished from one another (Ottenheimer, 2006).

Eugene Nida, cited in Prasithrathsint (2012), proposed basic principles of elemental analysis in 1979. Componential analysis, which is the analysis of the meaning of a word (denotation), is used to identify the characteristics necessary and sufficient to distinguish the meaning of one word from other words in the same field of the same meaning. They also needed to know how the words being analyzed relate to other words to understand the meaning of that word even more. Each word, when compared to each other, has a different meaning systematically and significantly (Prasithrathsint, 2012).

In addition, an approach that serves as an essential tool in uncovering the perspective of the social aspects or frameworks of the speakers is called Componential Analysis (CA). CA was presented by Goodenough (1956) as the approach utilized in dissecting the implications of the terms. In the early stages of the approach's development, kinship terms and color terms were extensively studied. The study of the worldview or cultural system of speakers of an ethnic group is known as an ethno-semantic study in the field of semantics. Ethno-semantic has been used to study a wide range of language terms, including sound terms, ghost terms, taste terms, cooking terms, and plant terms (Channell, 1981). Ethno-semantic is the study of language as part of culture, including the relationship between language and culture, because it is closely related to society and almost inseparable. Sociologists need to understand concepts about society as well (Prasithrathsint, 2012). Ethnicity is defined as the social identity of a person or a group. This happens because that person or group has a unique culture and is different from other groups.

Ethno-semantic, also called "ethnoscience," is the scientific study of how people name and classify social, cultural, and ecological phenomena in their world. Since the 1960s, ethno-semantic have continued the Boer tradition of focusing on linguistic relativity and the meaning of vernacular terms, developing theories of specific cultures rather than general overarching cultural theories (Cruse, 2010). The emphasis was on letting. Nevertheless, ethno-semantic research has contributed to the latter by allowing us to find universal constraints on how humans relate to their environment through language. One of the best examples of this is the terminology people use to name colors. Research shows that there are many different naming systems for colors, but the different systems can be lumped together into an implicit scale. All languages seem to have terms for black/dark, white/light, and red. If the language has four terms, either green or yellow is added. The fifth term added is the missing yellow or green. The sixth is blue. Boundaries between colors tend to be arbitrary, as colors vary continuously along the spectrum. For example, the boundaries between green and blue in English are not the same as in Spanish (Berlin & Kay, 1969).

Many studies on ethnography have focused on folk taxonomy, especially in folk biology and botany. In taxonomy, the dominant relationship between types is hyponymy. For example, the animal is a hypernym or a superordinate category. Mammal, fish, and bird are words under the names or types of animals (Goddard, 2011). An interesting finding is that common biological taxonomies tend to correspond fairly well with the Linnaean system at the genus and species level. A related issue in ethnography concerns the way people classify themselves and others into alleged "racial" categories based on biology. According to Lucy (1992), these categories can be relatively sharp (American dimmability rule) or faint (as in most Latin American countries).

In Phetchaburi Province or any region with unique cultural or linguistic influences, componential analysis can be applied to understand the naming conventions of schools by examining the semantic components that make up school names. Often, these names might reflect certain values, local cultural elements, or distinctions based on educational level, religious affiliation, or the community's specific goals. For example, by breaking down school names into semantic features, we might see patterns such as:

**Type of School:** Names often include terms like “โรงเรียน (Rongrian)” for general schools, “วิทยาลัย (Witthayalai)” for colleges, or “มัธยมศึกษา (Matthayomsuksa)” for high schools.



**Affiliation or Patronage:** Some names may reflect religious or royal affiliations, e.g., “วัด (Wat)” for temple-affiliated schools, or names linked to historical or royal figures to indicate traditional or government-supported institutions.

**Location or Heritage:** Schools may include regional terms, such as “เพชรบุรี (Phetchaburi),” to show their local identity, connecting them to Phetchaburi’s heritage and landmarks.

**Educational Focus or Specialty:** Some schools specify a particular focus, such as science or technology, by including terms like “เทคโนโลยี (Technology)” or “วิทยาศาสตร์ (Science)” in their names.

Using componential analysis here helps identify patterns that may be specific to Phetchaburi Province, showing how educational institutions distinguish themselves through names that carry local cultural significance or specify the type and level of education. This analytical approach makes it easier to observe how school names convey identity, purpose, or affiliation within the region.

### Previous related studies

The studies by Bootpetch (2017), Chunpuang et al. (2019), and Taikanon et al. (2021) provide a comprehensive exploration of school naming conventions in Thailand, each offering unique perspectives on the influences and patterns present in the choice of names. Together, these studies highlight the cultural, historical, and linguistic factors that contribute to school names in different regions, emphasizing the role of names as a reflection of community identity, values, and memory.

Bootpetch's (2017) study on school names in Bangkok presented a structured categorization, identifying both the origin and the structural composition of names. The seven categories reflect the broad spectrum of influences on school naming, such as significant historical events, cultural values, and the status of benefactors. The structural division into single and multi-component names also reveals a formal approach to categorizing school names, which suggests a degree of standardization. However, the study primarily categorizes names without delving deeply into why certain categories might be more prevalent in Bangkok or how these categories evolve.

Chunpuang et al. (2019) build upon Bootpetch’s categorization by examining naming conventions with a dual emphasis on location and notable individuals. This approach reflects an emphasis on geographic and personal significance, suggesting that names in Bangkok often aim to reinforce local identity and commemorative purposes. The study highlights a practical aspect: by linking names to recognizable figures or places, schools become more memorable and establish clear associations within their communities. While effective in examining how these elements enhance recognition, the study could benefit from exploring regional differences or how such naming conventions might adapt in response to Bangkok's urbanization and demographic shifts.

Taikanon et al. (2021) bring a contrasting perspective from Songkhla, a region with marked linguistic diversity, by examining the sociolinguistic origins of school names. The focus on seven distinct languages (e.g., Thai, Southern Thai, Pali, and Khmer) introduces a linguistic depth that captures the cultural mosaic within Songkhla. The study suggests that school names in Songkhla are not merely functional labels but are emblematic of the community's unique linguistic heritage. Unlike the Bangkok studies, Taikanon et al. delve into the socio-cultural motivations behind name changes, such as the influence of location and school sponsorship, revealing a dynamic interplay between language, identity, and socio-political context. However, while insightful, the study could further explore how linguistic diversity in naming might influence perceptions of inclusivity or affect regional unity.

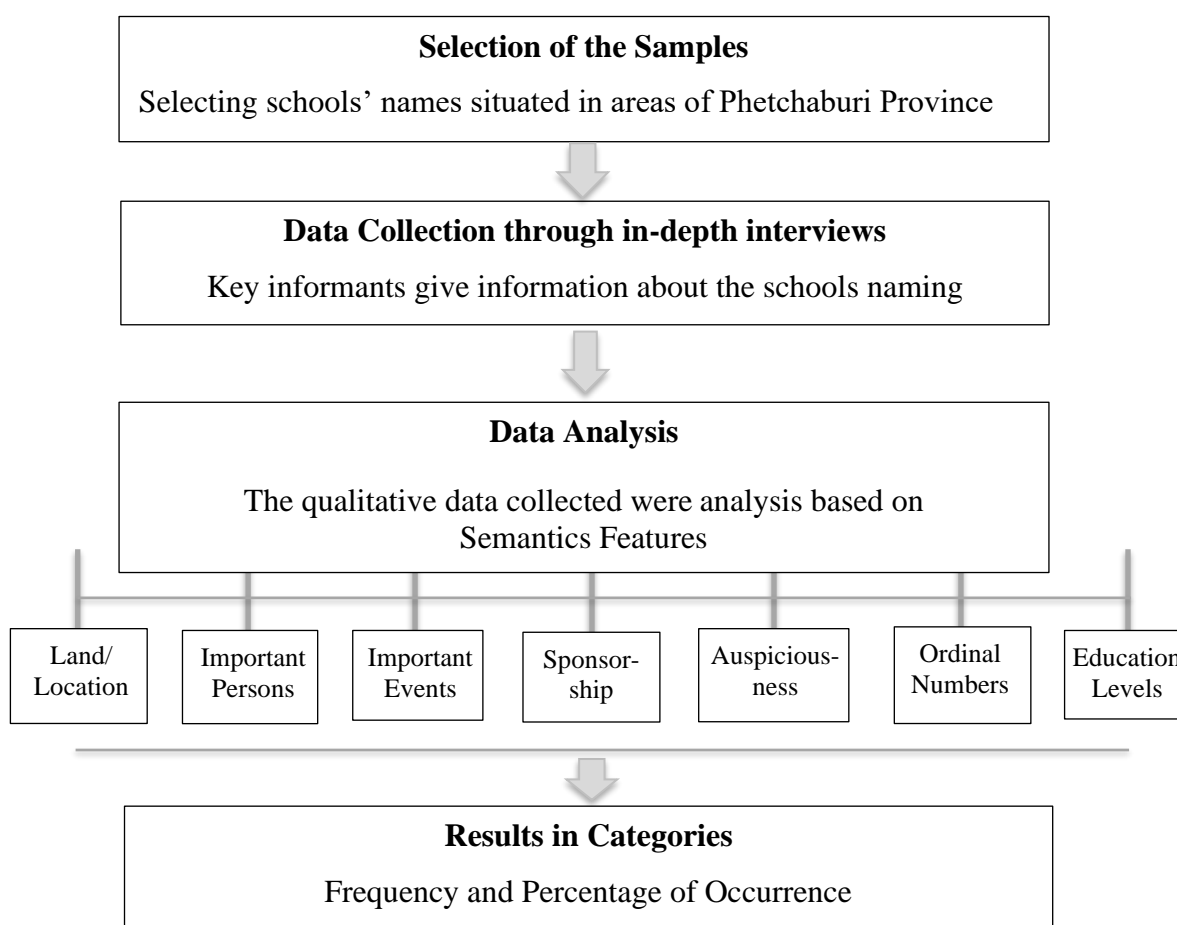
From these studies, a trend emerges where school names frequently reference location, environmental elements, and important local figures, underscoring the value placed on honoring community contributors and specifying a school’s geographic identity. The gratitude inherent in Thai culture is reflected in the inclusion of sponsors’ names, signaling respect and a sense of communal identity. Together, these findings suggest that school names serve not only as identifiers but as markers of community heritage and values. These studies underline the distinct influences shaping school names in Thailand, ranging from standardized elements in Bangkok to the more fluid, culturally embedded naming conventions in Songkhla. They show that while Bangkok’s names emphasize structured commemoration, Songkhla's reflect a more organic blend of local language and culture. Future research might build on these findings by examining

how school names adapt over time in response to changing societal values, regional diversity, and educational reforms, potentially offering a longitudinal perspective on the evolving role of school names in Thailand's educational landscape.

Summarizing these findings reveals that further research could explore gaps, such as the sociolinguistic implications of school naming conventions on community identity and educational prestige. Although many studies examine specific name categories or cultural reflections, fewer focus on how these naming conventions influence broader community identity or perceptions of educational value. Addressing these gaps could strengthen the rationale for current studies, positioning them as addressing unresolved questions in the cultural and sociolinguistic impact of educational institutions.

### Conceptual Framework

The design conceptual framework of this research is as follows:



**Figure 1** Conceptual Framework

### Research Methodology

This study utilized a qualitative approach, specifically designed to explore the cultural and semantic significance of school names in Phetchaburi Province. The qualitative methodology enables an in-depth analysis of the language used in school naming conventions and how it reflects social values, historical context, and regional identity. The study employed content analysis and componential analysis, ideal for uncovering the intricate semantic layers within school names. These methods allowed for detailed

categorization of school names based on semantic features, drawing from ethnosemantic and sociolinguistic frameworks.

### Instruments for data collection

Purposive sampling was used to select a representative set of 275 schools within Phetchaburi Province. Criteria for inclusion included geographic distribution, historical importance, and relevance to the study's objectives. Key informants, including local villagers, teachers, and alumni, were chosen based on their deep knowledge of the schools' cultural backgrounds. Informants were typically older community members with extensive experience or historical insight. The primary data collection tools were in-depth interviews and document analysis. Interviews with key informants were guided by structured questions that focused on the historical, cultural, and social implications of school names. The interviews underwent a reliability assessment, with an Index of Item Objective Congruence (IOC) score of 0.85. Questions asked about the background of the school, e.g., when it was established, where it used to be located, why the name was changed, and who supported or sponsored the school.

Ethical practices included informed consent, anonymity, and the voluntary nature of participation, ensuring respect for all informants' rights. Elderly participants were given special consideration to accommodate any physical or cognitive limitations. Ethical approval for the study was obtained from the Phetchaburi Rajabhat University Ethics Committee. Participation in the study was voluntary, and all key informants provided informed consent before the start of the research.

### Data Analysis

Data were analyzed through thematic content analysis, where responses were coded into semantic categories reflecting the key attributes of each name. Componential analysis was applied to delineate specific features of names, such as geographical references or notable individuals, thus revealing cultural significance. Qualitative data collection was utilized to analyze the semantic feature of the school names in Phetchaburi from important references such as government documents, academic articles, and related research as a guideline for analyzing the theoretical framework, and history of the school to consider the origins of the name the school including in-depth interviews with the key informant such as school alumnus, locals and teachers in each school area in Phetchaburi in terms of the semantic feature.

The names of the schools are analyzed by omitting the word school.

For example:

โรงเรียนบ้านบ่อขอม	<u>bān-bø-khom</u> School
โรงเรียนวัดอินทาราม	<u>wat-in-thā-rām</u> School

\*โรงเรียน : School

Each name of the school is transcribed by Romanization according to the ALA-LC Romanization Tables, which were approved by the Royal Institute in 2011. Language characteristics and components of the schools' names, including componential analysis such as structure, are analyzed to find the cultural reflections. Categories, componential analysis, and reflections of the characteristics of the schools are concluded and discussed. For componential analysis of the school names approach, the study used a step-by-step description of each process on how each name analysis could be structured according to the semantic component by Nida (1975):

#### Componential Analysis for Categorizing School Names

The componential analysis breaks down the themes from content analysis into specific semantic features or "components" that contribute to the name's meaning. It focuses on contrasting features to categorize each name precisely.

1. Define Semantic Features: Identify and define the binary or contrastive features (e.g., [+affiliated], [-governmental]) that categorize each school name. For instance, "Type of School" might include features like [+vocational] or [+high school].

2. Assign Features to Each Name: Systematically assign relevant semantic features to each school name. For example, the name "โรงเรียนพรหมานุสรณ์จังหวัดเพชรบุรี (Prommanusorn Phetchaburi School)" might

receive features like Prommanusorn [+primary-person] and Phetchaburi [+land-affiliated] as this school's name is considered to have 2 components.

3. Categorize Based on Features: Group school names with similar features to form distinct categories, clarifying how certain elements reflect the institution's role, affiliation, or location.

By detailing these steps, the study would give readers a transparent view of how raw data (school names) was methodically transformed into meaningful insights, aiding replicability and enhancing clarity on the analytical approach.

## Results

1. According to the survey of the schools' names that have been categorized above, most of the schools in Phetchaburi are named with the word "bān," which is related to "village," as the first, and the following "wat," or "temple," respectively. 130 schools have "bān" in their names, 89 schools have "Wat" in their names, and Others were related to the persons, events, values, beliefs, etc. However, the structure of the names has the origin and the meaning that indicate the characteristics that are related to those groups in the category.

**Table 1** The category of the features in the names of schools

No.	Category	Frequency	Percentage
1.	Places and Lands		64.09%
	1.1 Villages	130	32.42%
	1.2 Temples	89	22.19%
	1.3 Administrative area	34	8.48%
2.	Important person/people	29	7.23%
3.	Important event	33	8.23%
4.	Ordinal numbers	20	4.99%
5.	Knowledge and Educational Level	34	8.48%
6.	Auspiciousness (value, belief, religion)	4	1%
7.	Sponsorship (assistance and support)	33	8.23%
<b>Total</b>		<b>401</b>	<b>100%</b>

For the overall data from the survey, the table provides an analysis of the structure of school names categorized by their origins. The total frequency of names was found of 401, and the distribution across various categories is as follows: Places and Lands (64.09%) is the most frequent category, with subcategories like Villages (32.42%), Temples (22.19%), and Administrative area (8.48%) contributing significantly. Important Person/People names account for 7.23%, indicating a moderate frequency. Important Events and Sponsorship (both 8.23%) are also notable categories, reflecting historical events and external support, respectively. Educational Level names (5.90%) are quite common as well. Less frequent categories include Ordinal Numbers (4.99%) and Auspiciousness (1%), which reflect beliefs, values, or religious aspects.

The analysis of school names in Phetchaburi Province revealed distinct patterns and cultural implications across several semantic categories. These results were organized by naming categories, highlighting the prevalence and cultural importance of each type.

1.1 For the place names, the majority of school names referenced physical locations, with "bān" (village) and "wat" (temple) being the most common elements. This reflects the deep connection between educational institutions and their geographic communities, emphasizing the value of locality in Thai culture.

1.2. School names often honored important figures or notable individuals who contributed to education or community development, symbolizing respect and gratitude within Thai society. Names in this category primarily referenced local historical or religious leaders.

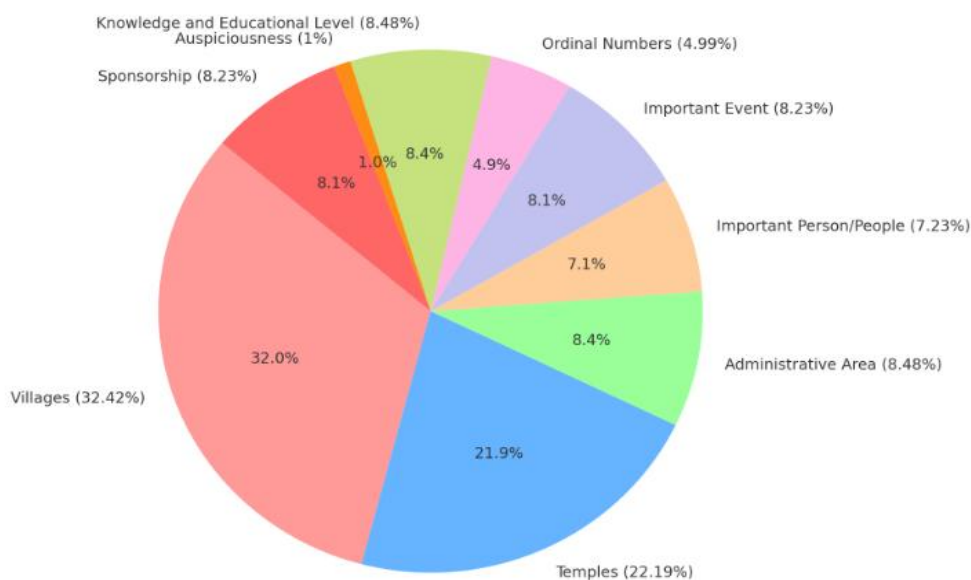
1.3. In the category of educational level and knowledge, names indicating educational objectives or levels, such as "Witthaya" for general education, highlight the schools' commitment to fostering knowledge and social growth.



1.4. Some schools used ordinal numbers to distinguish among educational institutions, while others referenced historical events or contributions from patrons. Both naming conventions underscore a cultural focus on historical memory and collective achievements.

1.5. Names reflecting religious or cultural beliefs are relatively rare but significant for the category of auspiciousness. These names emphasize the moral values and religious practices that are integral to Thai society.

For a statistical overview, across 401 frequent features of the school names, thematic distribution was dominated by geographic references, followed by names honoring individuals and references to auspicious beliefs. These naming conventions reflect a blend of cultural identity and historical reverence, with distinct regional variations observable in Phetchaburi Province. (as shown in Figure 2 below).



**Figure 2** School Naming Categories in Phetchaburi Province

The findings are further illustrated in graphs and charts, providing a clear visual breakdown of the semantic categories and their cultural implications. The majority naming pattern underscores a strong sense of community and cultural memory within Phetchaburi.

In summary, the results illustrate how school names in Phetchaburi Province serve as cultural artifacts, preserving historical narratives, local values, and religious beliefs. This semantic analysis provides insight into the unique cultural dynamics within Thai society, particularly in terms of regional identity and educational values. School names in this dataset are predominantly derived from geographical locations, followed by important individuals and historical events. Other categories, such as educational level and sponsorship, have very few frequencies, while references to ordinal numbers and auspicious concepts were minimal.

2. From the data survey collection, the structure in the names of schools in Phetchaburi Province was found to have 1 component, 2 components, 3 components, and 4 components.

**Table 2** The structure component of the features in the names of schools

Component Structure of the Names	Numbers	Percentage
1 Component structure	151	61.04%
2 Components structure	72	28.91%
3 Components structure	22	8.84%
4 Components structure	3	1.20%
<b>Total</b>	<b>249</b>	<b>100%</b>

According to Table 2, most of the names of schools (61.04%) in Phetchaburi Province have one component which has 151 schools, 58 schools were found to have names consisting of 2 components (28.91%) followed by 22 schools with 3 components (8.84%), and lastly, 3 schools (1.20%) that have 4 components of their names.

2.1 One component structure is the name of the school, which is the main part that indicates the characteristics of the school.

For example: โรงเรียนคลองการาม : khong-khā-rām School

2.2 Two components structure of the name of the school which consists of the combination of the main part as the first component followed by the second component which is the extension that indicates the original name, the location, the level (primary and secondary), establishment, patrons, important events and purposes. The extension part could be at the beginning as a prefix and at the end as a suffix of the main component.

For example: โรงเรียนพรหมานุสรณ์จังหวัดเพชรบุรี

พรหมานุสรณ์ (component 1) + จังหวัดเพชรบุรี (component 2)

Phrom-ma-nu- sōn (component 1) + čhang-wat-phet-cha-buri (component 2)

Component 1 is the person's name as the main part, and component 2 indicates the location, which is the Province.

2.3 Three-component structure of the name of the school, which consists of the main as the first component, followed by two extensions as the second and third components. Both extensions may appear after the main component as a prefix, or one extension may appear before the main component as a suffix, and the other after the main component.

For example: โรงเรียนเทศบาล 1 วัดแก่นเหล็ก

โรงเรียนเทศบาล (component 1) + 1 (component 2) + วัดแก่นเหล็ก (component 3)

thēt-sa-bān + nueng (1) + wat-kaen-lek

Component 1 is the administrative area which is the municipality followed by the number that indicates the branch of the municipality and the main part which is component 3 indicates the name of the school.

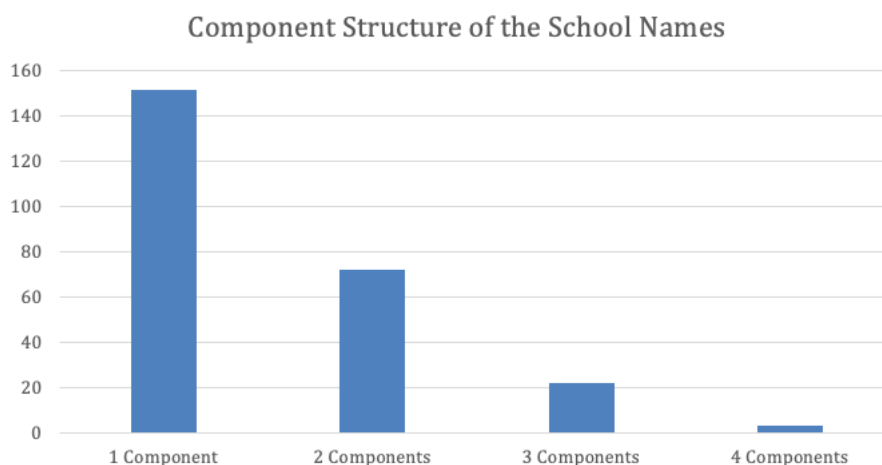
2.4 The component structure is the name of the school, which is the combination of the main part and the other 3 components as the extension that indicates the original name, the location, the level of education, the person, important events, and sponsorship.

For example: วิทยาลัยการอาชีวศึกษาพาณิชยการเพชรบุรี

(Component 1)	(Component 2)	(Component 3)	(Component 4)
วิทยาลัย	+ การอาชีวศึกษา	+ พาณิชยการ	+ เพชรบุรี
wit-tha-yā-lai	+kān-ā-čhī-wa-surk-sā	+ -phā-nit-cha-ya-kān	+ phet-cha-bu-ri

The components of the school's name consist of educational level (component 1) + type of education (component 2) + the purpose of education (component 3) + location (component 4).

In summary, the data shows that the majority of schools have names with only 1 component, while names with 4 components are rare. This indicates a tendency towards simpler school names in Phetchaburi Province (as shown in Figure 3 below).



**Figure 3** School Naming Categories in Phetchaburi Province

3. The reflections on naming conventions for schools in Phetchaburi Province reflect deep-rooted cultural values tied to community, religion, history, education, and social hierarchy. The ethno-semantic analysis reveals how the language used in these names conveys significant cultural meaning, reflecting communal ties, historical memory, respect for authority, and the importance of education. Names carry far more than mere identification; they reflect the broader social, cultural, and spiritual fabric of Thai society. Through the lens of ethno-semantics, it is clear that school names in Phetchaburi are rich in cultural symbolism and meaning. Ethno-semantically, these names carry connotations of generosity and support. They reflect a culture where community involvement and sponsorship are highly valued, and where those who contribute to education are honored and remembered.

## Discussion

This research aims to examine the names of schools in the area of Phetchaburi Province, focusing on the origins of the languages used in naming the schools, the sources of these school names, and the linguistic structure of the school names. Additionally, it explores the social conditions reflected in the school names, which would also represent the Thai cultural naming of schools nationwide. The purposes of this research are to: 1) survey characteristics of the names of schools located in Phetchaburi Province, 2) determine the structure, origin, and meaning of the school names, and 3) analyze the school names in Phetchaburi based on semantic features. The research employed qualitative practice of study that collected the data by interviewing key informants who are knowledgeable about the origins of school names in Phetchaburi Province. The research findings can be summarized with discussions as follows.

1. Schools in Phetchaburi Province do not use the words "secondary," (matthayom), for example, โรงเรียนมัธยมวัดสิงห์ (Matthayom Wat-sing School) or "primary" (pra-thom) in their names. Instead, they include indicators of the education level, such as "Anuban" (kindergarten, though this is less common) and "Witthaya" in the school's name according to the findings of this study compared to the study of Bootpetch (2017).

2. The naming culture of schools in Phetchaburi Province predominantly includes place names, especially the word "ban" (village), followed by the word "wat" (temple), and administrative areas such as district, subdistrict, or province.

3. The schools in Phetchaburi Province do not have the types of school such as a school for female students such as “ดรุณี” (darunee) or “สตรี” (Satree) as the suffix of the school’s name where schools in the other parts of Thailand can be commonly found, for an instant, Satree Phuket School (South), Satree Chaiyabhum School (Northeast), Satree Nonthaburi School (Central), Satree Samutprakarn School (East), Uttaraditdarunee School and Satree Nan School (North). However, some schools were once established for female students, or even male students only such as Benjamatheputhit Phetchaburi School was once

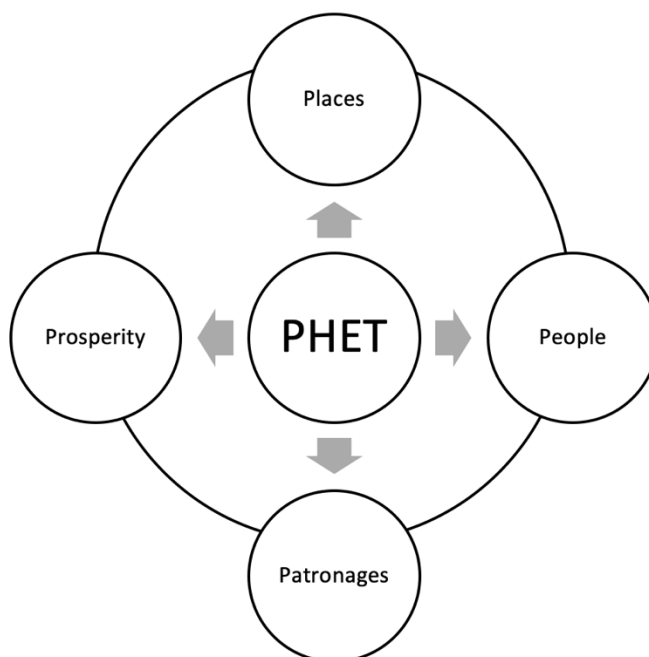
established for female schools and Prommanusorn Phetchaburi School was a male school. Nowadays, these two schools have become co-educational institutions where male and female students can study together (Huang, 2017).

4. If the name structure includes places like "ban" + geographical feature, it reflects local living conditions (referencing local life). Names like "wat" + geographical feature or "wat" + belief/religion or "wat" + the purpose of the temple's founding also reflect cultural elements (Tairikanon et al., 2021).

5. Schools with extended names in parentheses typically highlight important contributors to the school's establishment. These names often include words like "pracha" (people) or "raja" (royal). Some schools are named after significant individuals who supported the founding or made key contributions to the community. These schools usually have a two-part structure: the main name of the school + the extension in parentheses, which acknowledges important people or concepts related to the school's origin (Chunpuang, T., et al., 2019).

6. The researcher has organized the data from the analysis of school names in Phetchaburi Province, categorizing them by structure, type, and cultural reflections. The names provide insights into the origins and traditions behind each school's name. This synthesis reveals a naming process rooted in the local lifestyle and culture of the population, as well as the broader cultural characteristics of the communities surrounding the schools (Greene et al, 2007).

To be concluded, an analytical study of school names in Phetchaburi Province based on semantic features is likely to reveal how the local culture, geography, history, and sociolinguistic factors influence naming conventions. By drawing on fields such as onomastics, sociolinguistics, and semantics, this study can contribute to our understanding of how names function not just as identifiers but as carriers of meaning deeply embedded in the cultural and historical fabric of a community. Previous studies on Thai place names, the role of naming in identity, and semantic analysis can provide a strong theoretical foundation for this research.



**Figure 4** Diagram of Reflections towards the names of schools in Phetchaburi Province.



The diagram illustrates the relationship from the findings of the reflections on each characteristic of the school names in Phetchaburi Province – PHET. **Places** refer to lands, construction, buildings, and areas that are surrounded by the **people** living in the community and creating such educational institutions with supportive **patronages** to build a better society that continues to pass on knowledge to the next generation as a **prosperity** not only in Phetchaburi Province but also around the global as well.

### Recommendations

1. The study's findings can be applied practically by integrating the cultural significance of school names into local educational curricula. Teaching students about the origins and meanings of their school names could foster a sense of pride, historical awareness, and connection to their community.
2. Policymakers and educational administrators should consider preserving the cultural heritage of school names through official documentation. This could include creating a registry of school names with detailed explanations of their meanings, historical origins, and cultural significance.
3. Encouraging collaboration between linguists, cultural anthropologists, and educators could lead to a more comprehensive understanding of school naming conventions and their societal implications. Workshops, community forums, and research collaborations could uncover additional cultural dimensions embedded in school names.
4. Future research could expand on these findings by comparing school names across various Thai provinces, as well as examining how naming practices evolve. Such studies could reveal the influence of modernization on cultural naming practices and contribute to the field of linguistic geography.
5. Community forums and workshops could be organized to gather more nuanced information about school names, involving residents, educators, and students in discussions about cultural heritage. This engagement could lead to deeper insights into the communal significance of school names and their role in preserving local identity.

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