

แนวทางเพื่อการยกระดับคุณภาพโรงเรียนขนาดเล็กในจังหวัดบึงกาฬ

The Guideline for Developing the Quality of Small-sized Schools in
Bueng Kan Province

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บทคัดย่อ

การวิจัยเรื่อง แนวทางเพื่อการยกระดับคุณภาพโรงเรียนขนาดเล็กในจังหวัดบึงกาฬ มีวัตถุประสงค์เพื่อวิเคราะห์สภาพปัจจุบัน ปัญหา และความต้องการจำเป็นของผู้บริหาร ครู และคณะกรรมการสถานศึกษาของโรงเรียนขนาดเล็ก ในจังหวัดบึงกาฬ และเพื่อสังเคราะห์แนวทางการยกระดับคุณภาพการศึกษาของโรงเรียนขนาดเล็ก ในมิติการบริหารจัดการ การจัดการเรียนการสอน และการติดตามประเมินผลของผู้บริหาร ครู และคณะกรรมการสถานศึกษาของโรงเรียนขนาดเล็กในจังหวัดบึงกาฬ การวิจัยครั้งนี้ เป็นการวิจัยเชิงคุณภาพ โดยมีผู้ให้ข้อมูลหลัก ได้แก่ คณะทำงานบูรณาการจัดทำแผนบริหารจัดการโรงเรียนขนาดเล็ก ระดับจังหวัดและ ระดับอำเภอ ของจังหวัดบึงกาฬ และผู้ที่มีส่วนเกี่ยวข้องกับการบริหารโรงเรียนขนาดเล็ก โดยมีวิธีดำเนินการวิจัยออกเป็น 4 วิธี คือ การศึกษาจากข้อมูลเอกสาร, การศึกษาโดยใช้วิธีการสัมภาษณ์แบบเจาะลึก การศึกษาโดยการจัดสนทนากลุ่ม การศึกษาโดยวิธีการสังเกตการณ์ ผลการศึกษาวิจัย พบว่า สภาพปัญหา และความต้องการจำเป็น ในการดำเนินงานโรงเรียนขนาดเล็กในจังหวัดบึงกาฬ 4 ด้าน ได้แก่ 1) การบริหารวิชาการ ยังไม่สามารถมีอิสระ คล่องตัว รวดเร็ว ในการดำเนินงานและขาดการมีส่วนร่วมจากผู้ที่มีส่วนได้ส่วนเสียทุกฝ่าย ให้มีคุณภาพและ ประสิทธิภาพ 2) การบริหารงบประมาณ ควรมุ่งเน้นความเป็นอิสระในการบริหารจัดการ มีความคล่องตัว โปร่งใส ตรวจสอบได้ ยึดหลักการบริหารมุ่งเน้นผลสัมฤทธิ์และการบริหารงบประมาณ 3) การบริหารงานบุคคล สถานศึกษา ยังไม่สามารถ ปฏิบัติงานเพื่อตอบสนองภารกิจของตนเอง เพื่อดำเนินการด้านการบริหารงานบุคคลให้เกิด ความคล่องตัวอิสระภายใต้กฎหมาย ระเบียบเป็นไปตามหลักการธรรมาภิบาล และ 4) การบริหารทั่วไป การจัดระบบการบริหารองค์การให้สามารถบริการบริหารงานอื่น ๆ ยังไม่มีประสิทธิภาพเท่าที่ควร แนวทางการยกระดับคุณภาพการศึกษาของโรงเรียนขนาดเล็ก ประกอบด้วย 1) กลยุทธ์การบริหารโรงเรียนขนาดเล็กเพื่อยกระดับคุณภาพการศึกษา 2) แนวปฏิบัติด้านกระบวนการจัดการเรียนการสอนโรงเรียนขนาดเล็กในจังหวัดบึงกาฬ และ 3) แนวปฏิบัติ ด้านการติดตามประเมินผล

คำสำคัญ: การยกระดับคุณภาพการศึกษา โรงเรียนขนาดเล็กในจังหวัดบึงกาฬ

Abstract

The present study ‘guideline for developing the quality of small-sized schools in Bueng Kan Province’ aimed to analyze the present situation, problems and needs of administrators, teachers and school-board members of small schools in Bueng Kan Province, and to synthesize the guidelines for developing the quality of small-sized schools in terms of administration, teaching and learning, measurement and monitoring, by administrators, teachers and school-board members of small schools in Bueng Kan Province. This research is a qualitative research. Key informants included the province and district level- committees for small school management planning, and the stakeholders who involved in the administration of small schools in Bueng Kan Province. There were 4 methods used in the study included document study, in-depth interview, focus group, and observation. Results of the study showed problems and needs in operating small schools in Bueng Kan Province were found in 4 aspects; namely; 1) Academic administration is not independent, not agile, and slow, lack of participation from stakeholders, lack of quality and inefficiency. 2) Budget management; the budget should be independently, flexibly, transparently, and accountably spent for organization administration in an effective way. 3) The schools lacked of the ability to administrate personnel flexibly and independently under the rules and regulations, and the principles of good governance. 4) General administration; The organization management system of the schools lacked of the ability to facilitate the administration of other departments effectively. Guidelines for enhancing the quality of small schools’ education; 1) Strategies for managing small schools to enhance the quality of education. 2) Guidelines for teaching and learning process of small schools in Bueng Kan Province. 3) Monitoring and evaluation.

Keywords: Enhancing the quality of education, Small schools in Bueng Kan Province

Introduction

His Majesty King Maha Vajiralongkorn Bodindradebayavarangkun is graciously pleased to proclaim that the Prime Minister has respectfully informed to adhere to a democratic regime of government with the King as Head of State. Human dignity, rights, liberties and equality of the learner shall be protected. The Thai learner shall enjoy equal protection under this Constitution. The Constitution is the supreme law of the State. The provisions of any law, rule or regulation or any acts, which are contrary to or inconsistent with the Constitution, shall be unenforceable. In the past, educational reform found an important issue in driving education reform, which is the quality and opportunity of learners, with one important cause of quality and opportunity of learners with their age free of charge for Improving learning and instruction at every level so that students are able to study according to their aptitudes, and improving the structure of relevant agencies with a view to uniformly achieving such a goal at both the national level and local level (The constitutional court, 2017).

Summarized the Constitution on Education Reform of the kingdom of Thailand as above: There are 77 provinces throughout of Thailand, each province is administered by the Basic Educational Commission under the Ministry of Education; the Office of the Basic Education Commission (OBEC) is a Thai governmental agency. It is an office of the Thai Ministry of Education (MOE). Its mission is to organize and promote basic education from primary school to upper school. The Office of the Basic Education Commission has agencies in each region including an Education Service Area Office in 181 Primary Educational Areas and 42 secondary education Service Area agencies.

The Basic Education Core Curriculum prescribes a framework for minimal learning time structure for the eight learning areas and learner development activities. Educational institutions can increase the allotment of time, depending on their readiness and priorities, through the adjustment to suit their contexts and learners' situations as follows:

Primary Education Level (Grades 1-6, age 7-12 years old): Learning time is allotted on an annual basis; not exceeding five hours each day.

Lower Secondary Education Level (Grades 7-9, age 13-15 years old): Learning time is allotted on a semester basis; not exceeding six hours each day; the weight of the course is counted in credits; the criterion is that 40 hours per semester is equivalent to one credit (cr). In terms of the Lower Educational Level in the Office of Primary Education Service Area called *Opportunity expansion schools*.

Upper Secondary Education Level (Grades 10-12, age 16-18 years old): Learning time is allotted on the semester basis; not less than six hours each day; the weight of a course is counted in credits; the criterion is that 40 hours per semester is equivalent to one credit (cr). This level focuses on increasing specific knowledge and skills in line with capacities, aptitudes, and interests of individual learners in regard to academic and technological application, skills for high-level thinking process, ability to apply knowledge for further education and livelihood, and self-development and national progress in accordance with students' respective roles, as well as the ability to lead and offer community services in various respects (The ministry of education, 2017).

The Office of the Basic Education Commission (OBEC) is a Thai governmental agency, founded in 2003. It is an office of the Thai Ministry of Education (MOE). Its mission is to organize and promote basic education from primary school to secondary school. Bueng Kan Province is the Bueng Kan Basic Primary and Secondary Educational Service Area Office. In this research study was focused on the small-sized (the schools consist of less than 120 students at the Office of Buengkan Primary Education Service Area).

There are 212 primary schools under the Office of Buengkan Primary Education Service Area throughout the 9-district. The accounting primary educational teachers consist of 3,010 teachers, 39,610 primary students, and 2,203 classrooms. In terms of the small-sized school obtains as 80 schools; the accounting student range from 0 to 120 students (Education Management Information System (EMIS), 2019). Because there are 305 small-sized schools at the Office of Buengkan Primary Education Service Area has too many problems, so the Thai Government policy on the dissolution of small-sized schools in Bueng Kan Province (Figure 1).



(a)

(b)

(c)

(d)

Figure1 The Office of Buengkan Primary Education Service Area (a)

Primary student at the small - size school (b)

Small sized school environment (c)

Government policy on the dissolution of small -sized schools in Bueng Kan Province (d)

(Source: Teerapol Peangchan, 2020)

Bueng Kan Province

In 1994, Sumet Phromphanhao, a member of the House of Representatives from Nong Khai Province, proposed that the province of Bueng Kan be established by consolidating the 9-District, namely: Bueng Kan, Seka, So Phisai, Bung Khla, Bueng Khong Long, Pak Khat, Phon Charoen, and Si Wilai Districts of Nong Khai Province as a new province. Bueng Kan is the 76th province of Thailand, established by the Act Establishing Bueng Kan Province, in 2011 on 22 March 2011. The province is in the northeastern region of the Kingdom of Thailand. It borders, from the south clockwise, Nakhon Phanom, Sakon Nakhon, and Nong Khai Province. To the north along the east, it borders Bolikhamsai Province of the PDR of Laos, with the Mekong River forming the boundary. The provincial seal of Bueng Kan, newest province, has a depiction of Phu Thok, a mountain in Si Wilai District, an Isan language name which means "Lonely Mountain" The province is divided into eight districts. The districts are further subdivided into 53 sub-districts and 615 villages (Figure 2).



Figure 2 Map of Thailand highlighting Bueng Kan Province, District, lovely environmental locations and local cultural tourism

(Source: Teerapol Peangchan, 2020)

The new province, if created, would be 4,305 km², with a population of about 390,000 inhabitants. At that time, the Ministry of Interior replied that creating a new province would load a heavy burden to the state budget and was contrary to the resolution of the Council of Ministers. The Greatest King Bhumibol Adulyadej signed the bill on 11 March 2011, enacting it as the "Act Establishing Changwat Bueng Kan (2011). The act was published in the Government Gazette on 22 March 2011 and came into force the next day (Government Gazette, Thailand, 2014). While Bueng Kan finally, it's new found provincial status didn't change the fact that it remains a quiet backwater—a good thing in our mind. Although Bueng Kan is a new province but rich with culture and culture and many tourist attractions, most people are still poor. The school is located in a remote area. Solving small school problems to increase efficiency Management and promotion of equality in educational opportunities Small schools should be established, taking into account geographic conditions, social conditions and community needs, with the Education Reform Steering Committee of the Ministry of Education in the region. Is an organization in policymaking rules and methods? The merger of small schools and the educational institutions affiliated with the Basic Education Commission (OBEC) are policy organizations Rules and procedures for implementation? (Figure 2)

Qualities and opportunities of primary students at the small-sized schools

Education in Thailand is provided mainly by the Thai government through the Ministry of Education from pre-school to upper educational level school, free basic education of fifteen years is guaranteed by the constitution. Neither is mandatory. (The Ministry of Education , 2018) . Children are enrolled in elementary school from the age of six and attend for six years, students at the 1st grade level to the 6th grade level who are spent time in their classes is at least 7 hours per day, with a maximum learning time of 1,000 hours per year. Therefore, homeschooling is legal in Thailand. Thailand's constitution and education law explicitly recognize alternative education and considers the family to be an educational institution. A home-school law passed in this recent. Ministerial Regulation No. 3 on the right to basic education by the family governs homeschooling. Families must submit an application to home-school and students are assessed annually.

In the last two decades, educational reform found an important point in driving education reform, namely the quality and opportunity of learners, with one important reason for the quality and opportunity of the learners, that is, small-sized schools (Schools with less

than 120 students) under the Basic Education Commission that has a tendency to increase every year continuously and the obstacles in the administration of small-sized school education. For example:

1) Small-sized schools have a small number of students and receive a budget for education expenses. The number of students is less than those of large schools that have a lot of students, resulting in small-sized school lacking educational technology, resulting in decreased teaching and learning efficiency.

2) Lacking teachers with specialized expertise and the number of teachers don't complete the class, not all teachers in all subjects, with the learning achievement from the National evidence of the 6th grade level tests of small-sized school as a whole at a low level than a large school size.

3) The birth rate has decreased, resulting in the size of the school changing to a smaller school.

4) The policies for managing small-sized school lack continuity.

5) The popularity of parents who want to send their children to schools in the city.

6) Parents and communities are jealous of the school, want to maintain the school in the community, and don't want to dissolve the school because of not understanding the real objectives of the policy implementation and lack of confidence in the education of the school isn't far from the house includes unrest in some areas.

7) Teachers don't want the school to be dissolved due to attachment to the school and don't wanting to go to another school.

8) Most small-sized schools have stand-alone schools, such as on highland islands or remote locations, unable to manage all small-sized schools.

9) Most small-sized schools are in small communities with a poor population. Causing no potential to mobilize resources to support educational management for that school (Office of the Permanent Secretary for Education, 2019)

The Minister of Education (ME) elucidated that currently, there are approximately 19,000 small-sized schools nationwide (Secretariat of the cabinet, 2019). The Office of the Permanent Secretary for Education, there are the document letters that Sor. 02137/14727 to the governor of the whole provinces whereas regarding the educational management of small-sized schools for all provinces to implement the school management plan for small size schools to see concrete results according to the policy of the ME, with the Provincial Education Office in every province (Office of the permanent secretary for education, 2019).

Udon Thani Rajabhat University (UDRU) has a mission under the Rajabhat University Act of 2004. Section 7 is "Let the university be a higher education institution for local development. That empowers the wisdom of the land restoring the power of learning, honoring local wisdom, creating art, and science for stable and sustainable progress of all people. Participate in management, maintenance, and utilization of natural resources and a balanced and sustainable environment with the objective of promoting academic and advanced professionals conducting teaching, research, providing academic services to society. Improve, transfer, and develop technology preserve art and culture produce teachers and promote teacher education" (Udon Thani Rajabhat University, 2018), which are responsible areas are Udon Thani, Nong Khai, Nong Bua Lam Phu, and Bueng Kan Provinces.

Office of Bueng Kan Primary Educational Service Area (OBKPESA) is an agency whose mission is to manage basic education; there are 212 schools in charge. There is 1 school without schools, 80 small-sized schools, or 37.74% of all schools. In this meeting, the working group on the plan for the management of small-scale schools at the provincial level 1/2019 on October 11, 2019, with the provincial governor of Buengkan as the chairman resolved to proceed with the preparation of the small-school administrative plan with targeted clear duration and guidelines for completion within 6 weeks. By focusing on the sub-district as the base for managing small-sized schools, which focuses on parents, local communities and relevant parties to participate in each sub-district and the Provincial Education Office to send the small-sized school administration plan to the Office of the Permanent Secretary for Education (Bueng Kan Provincial Education Office, 2019, p.6-9)

Interestingly, as an academic of the UDRU causing the researcher to be interested in studying the problems needs and synthesis of guidelines for improving the quality of education of small-sized schools by teachers' administrators and the school boards were provided. In the dimension of the educational management process and the evaluation and follow-up process to improve the quality of small-sized school education in which there are not all classes of teachers In the service area of Bueng Kan Province.

Methodology

Designing the qualitative and quantitative research methods by the primary informants as the integrated working group to formulate small-sized school management plans was designed. In this regard, the researcher has specified the research methodology into 4 research procedure methods as follows.

Research objectives

1. To analyze the current conditions, problems, and needs of the administrators, teachers and school board of small-sized schools In Bueng Kan Province.
2. To synthesis the developing guidelines for raising up the quality enhancement according to Bueng Kan Primary Educational Service Area Official Schools and monitoring and evaluations of teachers, administrators, and school board of small-sized schools In Bueng Kan Province.

Research Procedures

1. To review the document studies by reviewing the documents and related academic articles such as academic tables in both Thai and English, research reports, dissertations, academic documents, documents from relevant departments from the Department State, for example, government documents, annual reports, and statistics related to the management of small-sized school.
2. To investigate the study was conducted by an *In-depth Interview*, the key informants of the Office of Bueng Kan Primary Educational Service Area, consisting of Deputy Director of Bueng Kan Primary Educational Service Area, Supervisor, Director of Small-sized schools, and researchers.
3. To discuss the study was conducted by the focus group, in which researchers joined the working group to create a plan for managing the small-sized schools. Provincial-level, Bueng Kan and the integrated working group to develop a plan for managing small-sized schools at the district level in all 8 districts by the meeting of the important informant group invited by the ordering document of Bueng Kan Province 2017/2019 on appointing the *Working Group* for the establishment of the small-sized school management plan at the provincial level, and the *Order of Buengkan Province No. 2525/2562 on the Appointment of the Working Group on the Plan for the Management of Small-sized Schools at the Level District* (Education Section of Bueng Kan Province, 2019,0 p.30).

4. The meeting together gave information, opinions and jointly discussed the current situation, problems, and needs in the management of the small-sized schools. The meeting raised ideas on ways to improve the quality of education in the small-sized schools. The researcher is responsible for collecting, analyzing, and synthesizing to summarize as a way to improve the quality of education of small-sized schools. In the management dimension, teaching management, and monitoring and evaluation of teacher administrators, and school board of small-sized schools in the service area at Bueng Kan Province.

5. To randomize study by observation method. The researcher observed in carrying out various activities related to small-sized school activities, such as meetings, the duties of the relevant personnel, and etc. by means of non-participant observation (Non-participant observation) to create accurate and complete understanding, support collection in the first two ways.

Participations

Mixing the Ethnographic Qualitative, Quantitative Research, and the Integrated Participatory Action Research (IPAR) methods were developed and assessed by survey empirical data with the collecting and processing knowledge according to the skills and experiences of all participators as below:

1. Minister of Education
2. Governor of Bueng Kan Province
3. Education Officer, Bueng Kan Province
4. The Basic Education Committee
5. The director of the Office Bueng Kan Primary Education Service Area
6. The vice director of the Office Bueng Kan Primary Education Service Area
7. The director schooling administration in the small-sized schools
8. The teacher schooling instructions at the small-sized schools
9. The local communities at the at the small-sized school villages
10. The research team from Udon Thani Rajabhat University
11. The National Educational Reform Steering Commission

Data Analysis

Generally, the Office of the Basic Education Commission requires that schools with less than 120 students have the status of "small-sized schools", statistics show that schools lacking a small tendency to increase continuously, which is partly a result of the falling fertility rate by a small-sized school affiliated with Office of Bueng Kan Primary Educational Service Area,

the academic year 2019, there are 80 schools, representing 37.74% of all schools in the area meanwhile as classifying small-sized schools by number of students are able to an present information.

Results

From the research study using the survey, the ethnographic qualitative and quantitative research methods on empirical data, using in-depth interview method, group discussion from the main original data provider, able to summarize research findings as follow:

Small-Sized Schools' Problems and needs

Problems and needs, which are various obstacles or obstacles that make the performance, not meet the goals or needs of operations. Problems in operating small-sized schools of administrators, teachers and school board of small-sized schools in Bueng Kan Province in the past, faced with similar problems, there are 4 area problems which are:

1. Past academic administration can't decentralize administrative authority arrange for the school, which will allow the school to operate independently, agile, fast, in line with the needs of the learners, the local community, and the participation of all stakeholders can't support making sense the school stronger in administration and management, to be able to develop curriculum and learning process, as well as monitoring and evaluation that including the arrangement of supporting factors student quality development quality local communities and efficiency as expected

2. Budget management should promote independence in management flexible, transparent, accountable, and adhering to management principles, focusing on achievement and budget management. Focus on work providing benefits from educational assets including procuring revenue from Service used Services used to manage and manage for educational benefits for promoting better quality for students.

3. Personnel administration, the school is not able to perform its tasks in response to its mission. To carry out personnel management for Independent agility under the law. The regulations adhere to good governance principles of the civil servant teacher and educational personnel still being developed to have knowledge and ability, to have morale is honored, stable, and has little professional advancement, which has an important effect on the development of the quality of the learners.

4. General administration, organization management system to be able to service manage other tasks achieve standards quality and, as a consequence, has not yet been defined as a primary role in coordination, promotion, support, and facilities. In providing educational services of all forms. Focus on the development of schools to use innovation and technology appropriately to promote management and educational management.

Small-Sized Schools' Management Problems

1. Management problems found that a small number of schools are in a special area with remote areas, prosperity in the mountains, teachers, and students have difficulty traveling. Causing a lack of school administrators and will be open for the appointment of new school administrators, causing most small-sized school administrators to lack the skills of school management, and another problem is the migration of the school-age population that moves with parents to hire foreign workers cause problems and obstacles in teaching and school management and efficiency.

2. Problems in teaching found that when teachers do not complete the class and most teachers lack skills in organizing integrated teaching and learning activities in multiple classes Teachers cannot teach full time, full capacity due to the mission of promoting educational management comparable to medium and large schools. Lack of technology media for teaching and learning and learning resources due to the limited budget according to the number of students

Focused on the small-sized school under the Office Bueng Kan Primary Education Service Area, overall on the sectors are aware and attaches great importance to developing the quality of small-sized schools equal to medium and large school sizes. For the ultimate goal of improving the quality of learners and to create equality in educational opportunities, but from previous operations, there are problems and obstacles in operations such as geography, social conditions, needs of teachers as well as the needs of the community. Therefore, we need to create an understanding of the same goal, namely; the quality of students. In the next section will report the data of the small-sized schools under the Office Bueng Kan Service area that follow:

Table 1 Shows the accounting number of small-sized schools during the academic year 2016-2019

Academic year	Accounting overall schools	Accounting small-sized school	Percentage
2016	214	81	37.9
2017	214	78	36.4
2018	213	77	36.2
2019	212	80	37.7

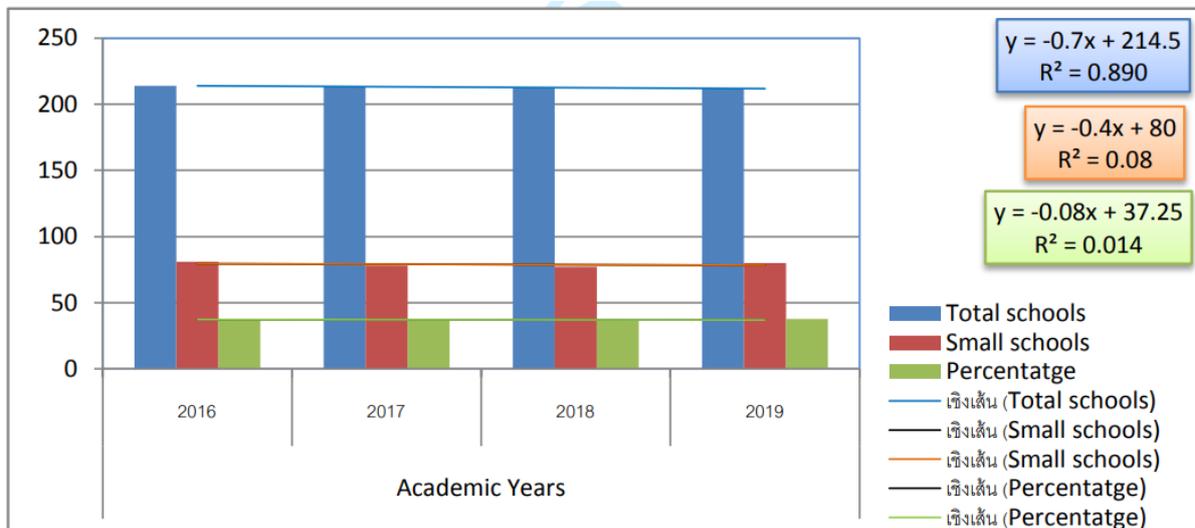


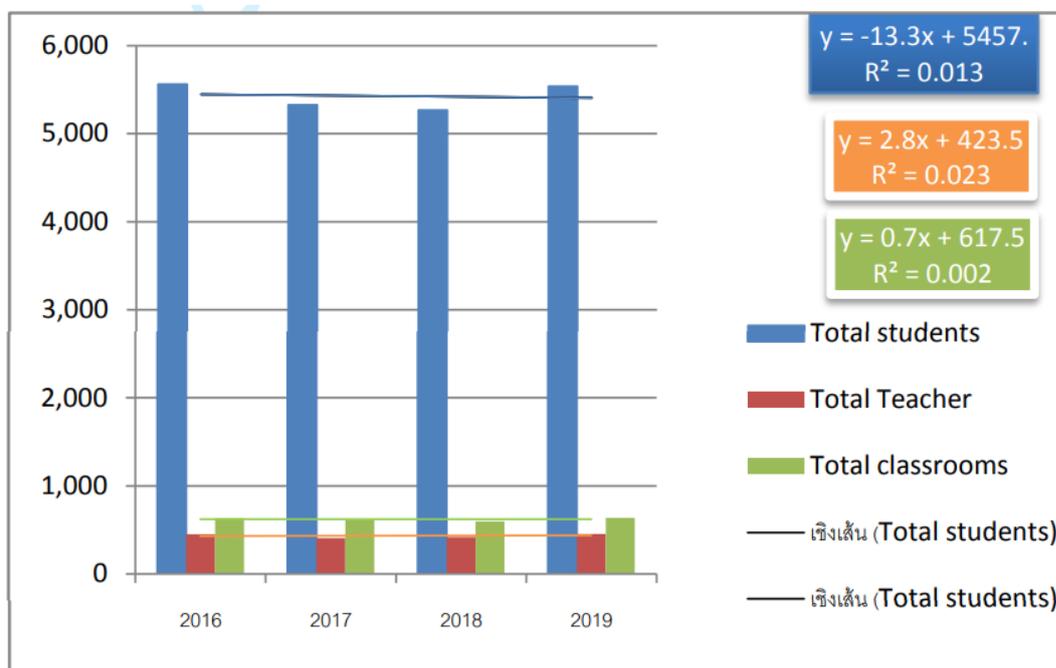
Figure 3 Comparison between the total and small school sized with gap of percentage in 2016 -2019

As reported in Figure 3, the linear equations between the academic years (y) and accounting total schools (x_1) ($y = -0.7x_1 + 214.5$), accounting number of small-sized schools (x_2) ($y = -0.4x_2 + 80$), and the percentage of the gap in accounting number of total and small-sized schools (x_3) ($y = -0.08x_3 + 37.25$). It meanwhile as the slopes relatively are shown in negative decreasing value of the associations between accounting numbers in four academic years are decreased, significantly.

In terms of the determination efficient predictive (R^2) values indicated that of 9%, 8%, and 1%, respectively that the R^2 values of the variance in each academic year to the account number small-sized schools were attributable to their accounting numbers in each academic year, decreasingly.

Table 2 Accounting number of Number of students in small-sized schools during academic year 2016-2019

Academic year	Accounting Students No.	Accounting Teachers No.	Accounting classroom No.	Teacher: student rated	Classroom: student rated
2016	5,563	448	632	1:12	1:9
2017	5,328	404	609	1:13	1:9
2018	5,267	417	598	1:13	1:9
2019	5,539	453	638	1:13	1:9

**Figure 4** Comparisons between total students, teachers, and classroom learning in the small-sized schools with linear equation and determination efficient predictive (R^2) values.

As reported in Table 2 and Figure 4, the linear equations between the academic years (y) and accounting total student (x_1) ($y = -13.3x_1 + 5457$), accounting number of teachers (x_2) ($y = 2.8x_2 + 423.5$), and the total classrooms and (x_3) ($y = 0.8x_3 + 617.5$). It meanwhile as the slopes relatively are shown in negative value on the association between accounting numbers and accounting students in four academic years are decreased, significantly. In the other hand,

associations between the academic years and total teachers, and the accounting number of the classrooms are increased.

In terms of the determination efficient predictive (R^2) values indicated that of 1.3% of the variance in the academic years to the accounting numbers of students, decreasingly. In terms of the determination efficient predictive (R^2) values on the accounting teachers and classroom numbers indicate that of 2.3%, and 0.2%, respectively of the variance in each academic year to the accounting teacher number and classroom number in the small-sized schools were attributable, in a little increasingly.

Table 3 Accounting Number of small-sized schools in academic year 2016-2019 that classified by accounting number of students

Accounting No. of students	Accounting No. of the small-sized schools for each academic year			
	2016	2017	2018	2019
Less than 10 student	0	0	2	1
Less than 20 students	4	3	4	2
21-40 students	9	7	6	10
41-60 students	20	21	21	21
61-80 students	22	19	19	18
81-120 students	26	26	27	29
Average students	13.50	12.70	13.20	13.50
Total	81	76	79	81

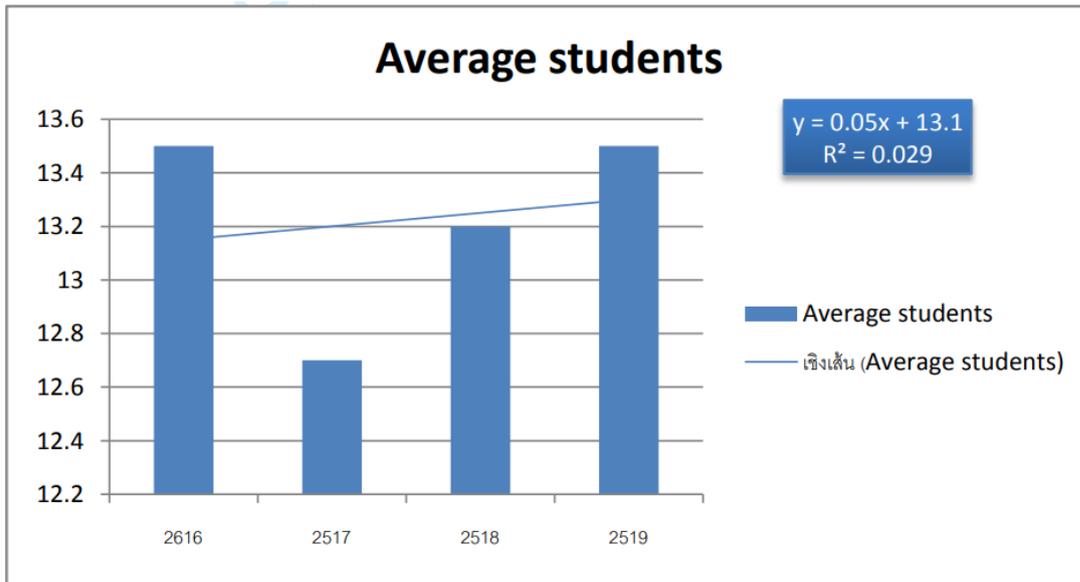


Figure 5 Comparisons between total average students in the small -sized schools with linear equation and determination efficient predictive (R^2) values

As reported in Table 3 and Figure 5, the linear equations between the academic years (y) and average small-size students (x) ($y = 0.05x_1 + 13.1$). It meanwhile as the slopes relatively are shown in positive value on the association between accounting student numbers in four academic years are increasing, significantly.

In terms of the determination efficient predictive (R^2) values indicated that of 2.9% of the variance in the academic years to the accounting numbers of students of the variance in each academic year to the accounting student numbers in the small-sized schools were attributable, in a little increasingly.

The guidelines for raising up the quality enhancement in primary education

Normally, there are six basic elements influence the quality of education: the teacher and teaching methods, the teacher is perhaps the most important factor in the quality of education, educational content, learning environment, school management, preconditions for pupils, and funding and organization.

There are too many questions for improving the guidelines for raising up the quality enhancement in primary education. Teachers who cannot survive on their wages will become less motivated and have frequent absences. If it takes them two to three hours to get to school, they will have less time for preparation.

1. Are the curriculum and the teaching material relevant? Are basic literacy and numeracy skills sufficiently emphasized?
2. Is the learning environment healthy, secure, protective, inspiring and adapted for both girls and boys?
3. Is there an inclusive learning environment also for minorities or pupils with disabilities?
4. Do the pupils learn to respect each other and the surrounding natural environment?
5. Do teachers cooperate to ensure a sound learning environment?
6. Do they punish the pupils?
7. Are parents and the surrounding community included so as to ensure that the school is a welcoming place to be?
8. Does the school well run? Does it adhere to national guidelines?
9. Is the school day well organized?
10. Is the administration of the school transparent so that everyone can see how funding and other resources are deployed?
11. What experiences do pupils bring with them to school?
12. Has the pupil been exposed to special challenges such as natural disasters, abuse, child labor or AIDS?
13. Has the pupil grown up in an environment where girls and boys have equal opportunities?

A school that is not granted adequate funding and has no clear guidelines will not be able to ensure quality. However, each individual school must administer its own resources and organize the work in the best possible way on its own terms, especially in the small-size schools in Thailand.

Guidelines for raising the quality of small-sized schools

The Council for National Reform Movement (2016) reported on the summary of opinions and recommendations of members of the National Reform Steering Assembly the National Education Reform Steering Commission that subject on small sized school education administration.

Reason and necessity It is necessary to integrate small-sized schools.

Member of the National Reform Steering Assembly, there are two ways of agreeing to agree or disagree with the merger of small-sized schools with the following supporting reasons.

The first way should be for mergers or dissolution of small-sized schools. Due to the cost of caring for students and teachers of a very high number but the quality of education is not as standard as it should be when compared to medium and large schools

The second way, the merger of small-sized schools will not be able to solve the problems of teaching quality but will create problems in the matter of management. School director Quality teachers and teaching equipment should coordinate for cooperation with the Border Patrol Police School, which is very successful in teaching students in remote villages.

Solutions for small-sized school management problems

Most small-sized schools suffer from there are at least 3 important factors that cause small-sized schools to not be able to provide teaching and learning as effective as small and medium schools.

1. Each school is allocated a budget for education expenses from the government, representing students. This kind of budget allocation means that small-sized schools with fewer students are at a disadvantage, that is, they receive fewer budgets than the large schools with more students. Resulting in a small-sized school lacking equipment educational technology has reduced teaching and learning efficiency.

2. The shortage of teachers with specific expertise and the number of teachers are not complete in class due to the Office of the Basic Education Commission Specify the ratio of 1 teacher to 20 students. Such proportion causing problems in the allocation of teachers to students in some places with a small number of students, so the school has a problem of teachers not completing classes and not all teachers in all eight subject courses.

3. Most small-sized schools are in small communities. Poor populations do not have the potential to mobilize resources to help support education for the school.

As reported in Figure 5, the professional educators have tried to solving small-sized school problems to increase efficiency, management, and promotion of equality in educational opportunities small-sized schools should be established, taking into account geographic conditions, social conditions, and community needs by the Education Reform Steering Committee of the Ministry of Education in the region is an organization in policy making rules and methods. Especially see that it is the duty of the state to provide education for students and teachers to be ready.



Figure 6 Solutions for small sized school management problems

(Source: Teerapol Peangchan, 2020)

Conclusion and Discussion

Mixing the qualitative and quantitative, survey with group discussion, and IPAR methods on the guidelines for raising up the quality enhancement according to develop the synthesis of the Office Bueng Kan Primary Educational Service Area were designed with the implementation obstacles in the past from school efforts related agencies and responsible for small-sized schools in Bueng Kan Province whereas tried to solve a variety of small-sized school problems and various methods of implementation faced with many obstacles of the senior management policies lack continuity was changed.

The lack of serious support of the responsible department, lack of good coordination between related departments from the school operating level and the department higher than the school level, and school administrators of the size school small that lack of confidence in participating in the program because of fear of a negative impact on their position of the personnel policies of the department responsible for the school with unclear policies.

Improving the quality of education to achieve the desired objectives and raising the quality of education standards to be higher but from study implementing educational reform for nearly two decades. The major problems found in driving education reform are the quality and opportunity of students. One of the main reasons for the quality and the opportunity of

learners is "small-sized school" under the OBEC, which is likely to increase in number every year continuously according to the OBEC 2015, there are small-sized schools under the Office of Basic Education, as many as 15757 schools, representing 50.5 percent of the total number of schools, 30,816 schools currently, the Office of the Basic Education Commission Classified small-sized schools into 3 categories, consisting of schools with constant needs, schools with merger and three schools with community management. (The basic education commission, 2015)

These small-sized schools causing a major problem, especially, the cost of teaching and learning that is higher than the large schools, the government requires a larger amount of budget or pay more expensive to arrange teaching in a small-sized school teaching efficiency decreased. Due to lack of equipment and technology to support education including school problems without administrators lack specialized teachers and the number of teachers not complete in which teachers and administrators play an important role in improving the quality of education.

The quality and educational standards should be improved in small-sized schools by "School merger" to be a guideline to solve small-sized school problems, consisting of small-sized school merger forms management guidelines. Managed by an engaging community and guidelines for management by using educational technology media to be a guideline to upgrade the administration of small-sized schools to be effective increase educational opportunities and learning for all Thais to learn throughout their lives with quality.

Normally, the state should develop a system of administration of state affairs of central, regional and local administrations, as well as another state affairs in accordance with the principles of good public governance, provided that state agencies shall cooperate with and assist each other in performing duties, with a view to maximizing, for the benefit of the learner, the efficiency of the administration of state affairs, provision of public services and expenditure of budget. However, this is too far for the guidelines to solving-problem on the guidelines for raising up the quality enhancement according to develop the synthesis of the OBKPESA, unfortunate.

The prescription of the number of Members of the House of Representatives which each Province shall have, and the division of constituency shall be in accordance with the following procedure are provided the local administrative organization has the duties and powers to regulate and provide public services and public activities for the benefits of the learner in the locality, in accordance with the principle of sustainable development, and to

promote and support the provision of education for the learner in the locality, as provided by law. The local poor population and social communities aren't able to access government policies. The people who live in Bueng Kan villages and supporting their children may be synthesis the guidelines for raising up the quality enhancement according to develop the synthesis of the OBPEA.

Finally, therefore the National reform in various areas shall be carried out to at least achieve the following results: reforming the system of legal learning, instruction and education with a view to developing legal practitioners into well-informed persons who have a legal mindset and who adhere to the morality and ethics of lawyers, the researcher team has trusted and believable to solving-problem the guidelines for raising up the quality enhancement according to develop synthesis of the Office of Buengkan Primary Education Service Area, possibly.

New knowledge and the effects on society local and communities

The study entitled 'Guidelines for Raising up the Quality Enhancement according to Develop Synthesis of the Office of Buengkan Primary Education Service Area' was resulted from the cooperation between Udon Thani Rajabhat University, researchers, small school management plan Working Group at Provincial level of Buengkan, and small school management plan Working Group at District level of Buengkan province comprising 8 districts, in order to set up the guideline to improve the quality of small schools in BK province comprising 81 schools.

The Guidelines can truly be applied with 15,089 small schools, 50% out of 30,111 small schools, nationwide. Under the cooperation and participation of all sectors in the province, the tasks that must be completed include 1) small school management strategy to improve the quality of education, 2) a guideline for small school teaching and learning process in Bueng Kan Province, 3) a guideline for monitoring and evaluation. However, what you should be aware is to dedicate to the education for the future of the country.

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