

Guidelines for School Administration in Accordance with New Generation School's Quality Assurance in Hun Sen Kampong Cham High School

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Abstract

This research study consists of four main objectives; 1). To study the current situation of school administration in accordance with New Generation School's quality assurance in Hun Sen Kampong Cham, 2). To study needs and requirements of school administration in accordance with New Generation School's quality assurance in Hun Sen Kampong Cham, 3). To study main factors affecting on school administration in accordance with New Generation School's quality assurance in Hun Sen Kampong Cham, 4). To develop guidelines for school administration in accordance with New Generation School's quality assurance in Hun Sen Kampong Cham. The population were 37 participants including 37 school administrators and teachers in Hun Sen Kampong Cham high school, and 1 New Generation School program manager. The research study was designed in mixed method

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research (explanatory sequential design) by using questionnaire in phase 1 and interviews in phase 2, 3, and 4. Means and standard deviations are used to analyzed the data in phase 1, while content analysis is used to analyze the data in 2, 3, and 4 with summarize the content into essay format. The research findings shown that:

1. The current situation of school administration in Hun Sen Kampong Cham high school is in high quality level. The highest average point is administrative management, and the lowest average point is supporting system. The result also shown that the school process in quality assurance is in high level. The highest point is planning, and the lowest point is checking.

2. The results of needs and requirements of school administration in accordance with new generation school's quality assurance in Hun Sen kampong Cham high school has shown the school administrators and teachers put priority on the supporting system is the first issues to solve, students' quality is the second, teachers' quality is the third, the curriculum is the fourth and administrative management is the last priority. Through the interviews, participants aimed to improve all five components to the highest quality level, just they order the priority to solve the issues in the following sequences.

3. The results of main factors affecting on school administration with new generation school's quality assurance in Hun Sen kampong Cham high school are divided into 6 elements such as structure, service, men, money, materials, and management. The results have shown that structure and policy of the school have contributing factors to enhance the quality of school administration in high quality due to the reason that the school has concise vision and mission as the compass. Money (finance), men and management are also contributing factors effecting positively on school administration. Service, and materials offers barriers factors more than contributing factors which the school need to improve these components for the school quality enhancement.

4. The results of the study guidelines for school administration in accordance with New Generation School's quality assurance in Hun Sen Kampong Cham high school have suggested that there should be a combination between school administration components with PDCA process such as guideline 1 in planning (P), the school empower teachers, community, and student council to participate actively in planning. Guideline 2 in implementing (D), the school practice the 5 components of school administration by setting effective duty and role responsibility in implementing each aspect. Guideline 3 in evaluation (C), the school should create an internal quality assurance committee to evaluate the implementation. The evaluation should be engaged with school support committee, parents, student council, teachers, school administrators. Guideline 4 in adjustment (A), the school should act according to the self-evaluation report. The school should encourage all stake holders work together collaboratively in the adjustment process.

Keywords: Guidelines for School Administration, New Generation School's, Quality Assurance

Introduction

Education reform and innovation in Cambodia have been improving dramatically since 2014 first started from the strict and qualified national examination of grade 12, and then quality enhancement in higher education. In the sixth mandate of Cambodian government⁸, the Prime Minister of Cambodia has set the rectangular strategies (Version 4.0) that human resource development is the priority. To support that strategy, the ministry of education has planned with strong commitment to achieve the national policy of “Quality Enhancement in Education, Science, and Technology” by putting priorities on (1) Teacher's quality and supporting system (2) Extending institutions in all levels (3) School inspection on school administration (4) Boosting technical training in high schools (5) Skill training for job labor

market (6) Fully support in curriculum development and textbooks edition and (7) Athlete preparation for SEAGAMES 2023 (National Rectangular Strategy: 2018).

Due to the requirements of human resource development in Cambodia, the Ministry of Education, Youth, and Sports has localized the sustainable development goals about education in 2030 and Strategic Education Plan 2019-2023 into two main policies such as (1) Promoting education ethics and life-long learning (2) Efficiency in leadership and management of educators. One of the four strategic Plan is “Strategic Reform in Educational Management” divided into these following points (1) Educational management reform refer to student’s formative assessment emphasis, teaching methodology innovation by integrate the qualified citizenship into study curriculum and course books (2) School administration reform refers to Increasing participation of student’s parents and community in school activities by getting involved in school strategic and planning (3) Financial management reform refers to strengthening the school financial autonomy and accountability by regularly documents audit from education inspectors to orientate school financial matched with national policies in education (4) Human resources management reform refers to teaching methodology and teachers’ capacity reinforcement by heightening teaching training programs and strict evaluation on teacher’s career accomplishment (Education Strategic Plan 2018-2023: 2018). These reform strategies scope all over the education in any levels and institutions managed by the ministry of education. It is crucial that all education officers work cooperatively with responsibility to achieve these goals in the planned period.

However, basic education is the root cause or foundation to build up qualified citizenship who are core forces in the nation development with broad knowledge, specific skills, and high professional ethics. To assure the quality in secondary education, the ministry of education, youth and sports (2018) have planned for the next 5 year, the ministry has to achieve the mission of education plan in secondary education and technical education by perusing the educational quality to reach these four main objectives such as (1) School

management and curriculum development based on science, technology, engineering and mathematics (STEM), (2) Extending New Generation Schools across the country, (3) Professional Teacher Development and (4) English and other foreign languages based on the economics and community needs with awareness of information technology and communication. In this point of view, New Generation School is key response this main goal achievement in primary and secondary education in Cambodia.

In the Educational Plan 2019 of the ministry of Education, Youth, and Sports has emphasized of the Strategies Plan 3, mission 3.2 “Promoting Cooperation with Stakeholders in Education and Source Allocation for School Development” has planned to improve the quality in secondary education as the following orders (1) Make a connection with community, authority, and donors to cooperate with school development, (2) Improve school committee effectiveness to allocate the sources and funds from the community, and other partnerships, (3) Clarify the duty of school committee to participate in school budgeting and financial related to funds and donation, (4) Public announcement about school governance, transparency, and accountability, (5) Create oversight school boards in New Generation Schools, Full-day Schools, and Excellence Governance School, and Child Friendly Schools, (6) Make school development plan with coordination with public, private sectors, school partnerships and stakeholders, (7) Announce to the public about students learning progress (monthly results) at twice a year, (8) The community need to observe and audit the school activities in order to follow-up and assuring the ownership.

Turning back to its original history, New Generation School in Cambodia is the reform key role which originally getting the concepts from Beacon Initiative Schools (BSI), the project was executed by a local organization called Kampuchean Action for Primary Education (KAPE), where its head quarter is in Kampong Cham province. The project renovated a small primary school with 60 students 10 teachers and a head teacher. In 2011 the primary school was announced to be a secondary school known as Hun Sen Anukwat

Secondary School. The BSI project was sponsored by OAKTREE foundation in Australia by cooperation with KAPE (OAKTREE 2013). After the project had finished in 2016, only one school in Kampong Cham executed the process of BSI project effectively and was transformed in New Generation School project (NGS) officially in the same year. In order to pass the quality accreditation, the school requires to organize the annual plan, curriculum, classrooms, school facilities and materials and perform dynamically within the organization. Anyway, the school needs to run the process which is relevant with NGS criteria evaluation. In that way, the school will work efficiently and simply in same directions of school vision, goals and policies. It will make things easy in the correct place and time where the accreditation committee can assess and evaluate accurately.

Hun Sen Kampong Cham High School, one the New Generation Schools also achieved a high level of visibility during the year with a promotional visit by HRH Princess Beatrice of York, Great Britain, who visited several New Generation School Sites in October 2018. The visit was facilitated by the Franks Family Foundation and received considerable international and national press coverage that greatly increased the visibility of NGS Reforms. It is the response to requirement of 21st century education standards known as education in digital era which focus on innovative technology for teaching and learning activities to insist STEM education in secondary education level to maximize the outputs of students' performance, study results and participating in both national and international events. To facilitate implementation of the NGS Reforms, program planners have also finalized Operational Guidelines to conduct a better systematic and standardize NGS establishment efforts. (New Generation School Annual Achievement Report 2019). It is the point where new generation school program takes an important function to implement the regulations of primary and secondary education in 21st century context. Therefore, quality assurance and accreditation in primary and secondary education is crucial to proof that the program is

running appropriately to develop achieve teaching and learning output as well as insist the efficient process of educational administration and school management.

The present system of quality assurance in primary and secondary education in Cambodia counts on external monitoring and inspection system and work collaboratively with schools to evaluate how well it is doing. One of the criticisms of this is that sometimes the inspectors are not experts in what they are auditing, but rather are experts in the evaluation and observation criteria that they are using. Therefore, the auditing is not such an effective operation and can only provide a few feedbacks which are responsive to the schools and their needs to enhance the quality in school management and procedures. The development of the quality management profession has led to the existence of people who are experts at auditing. They may be good at checking whether the organization has correctly used all the specific cations according to the requirements of the total quality management system, but they may not have a good sense of what it is that the organization is trying to do and may cause to impractical feedback for organization development (Allais: 2009; 13-14). That is also the consideration point which leads to create a specific monitoring system in New Generation School to enhance in the internal quality assurance within the school by participatory operating and supporting the new experience teachers, consulting with head teachers and school director as well.

Quality assurance is the tool to express and support the education in basic and secondary education in Cambodia so that it can fulfill the goal of producing qualified citizenship and workforce for industrial revolution 4.0. Until now in 2020, regular primary and secondary school system in Cambodia has not conducted both internal and external quality assurance. It is the issue which need to be solved in basic education system if Cambodia needs to reach its goals by the year 2023. Internal Quality Assurance is the process in which all staff in the organization work collaboratively in school objective planning and set up the work procedures based on the plan in the consequences. There needs to record and track the

documents in chronological orders to check the productivity, figure the strength and weakness and then work together to develop more effective plan and process. All the process emphasizes on effectiveness and efficiency of school administration and management following the student-centered approach (Nathapon Chumrathayi, 2545: 9-10). To run the process of internal quality assurance it is required to select the appropriate concept theories to implement in real practice. Deming cycle of quality control is one of the most effective concepts which has been practicing across the globe to assure and improve the quality of service, products and organization development. Nowadays it is known as PDCA cycle stand for plan, do, check, act which was taught by Dr. W. Edwards Deming in Japan, led Japan to become second largest economy in the world (Deming, 1989: 84-85). It also has been used to assure the quality in education from higher education to basic education in many countries around the world as implemented in New Generation School's Quality Assurance.

This research was conducted in Hun Sen Kampong High School which is in Village 6, Sangkat Vealvong, Kampong Cham municipality, Kampong Cham province, Cambodia. It is known as the prototype of New Generation School model before the ministry recognized it officially and included NGS into national policy. It used to be a small primary school with few students, because of its low quality in teaching and learning founded in 1997. At that time, it was an infamous school because only few people in the local area knew it. With the renovation by KAPE, under the execution of BSI project, it had improved noticeably and people in the local area started sending their children to this school. Nowadays, it is divided into two level; primary level and secondary level and has become of the well-known school in the nationwide. This study will focus on Hun Sen Kampong Cham High School which shares the area of management with Hun Sen Aknuwat Primary School and Provincial Teacher Training College of Kampong Cham. In 2020, Hun Sen Kampong Cham High School provides the educational service to the public with 37 teachers and staff includes school

director and vice school director. The school runs totally 6 grades from grade 7 to grade 12 in totally 12 classes of 453 students.

From the issues stated above, it is shown that Hun Sen Kampong Cham High School required to innovate the practical guidelines which designed specifically for school administration in accordance with the New Generation School's Quality Assurance in leading basic education in Cambodian public schools. It is the main delegate for developing educational institutions to obtain quality standards both in terms of quality of learners and quality of administration and instruction as the researcher in the name of one of the educators of New Generation Schools has seen that there should be a system development quality assurance within educational institutions which relevant to system of accreditation in the purposes of New Generation Schools extension and quality enhancement. It will also assist in deflating the challenges in the operation process and facilitate the overall operation to access smoother and more efficient. Therefore, the researcher is interested in the studying in guidelines of school administration in accordance with New Generation School's Quality Assurance to develop the educational institution management system to reach the requirements of quality both in present time and the future.

Research Purposes

1. To study the current situation of school administration and management process in Hun Sen Kampong Cham High School in accordance with New Generation School's Quality Assurance.
2. To study needs and requirements for school administration supposed to achieve in the future in Hun Sen Kampong Cham High School.
3. To study main factors affecting on quality of school administration in accordance with New Generation School's Quality Assurance.

4. To study guidelines for school administration in accordance with New Generation Schools' Quality Assurance in Hun Sen Kampong Cham High School.

Research Benefits

1. The Guidelines will provide benefits to the school for promoting qualified and effective school administration in accordance with New Generation School's Quality Assurance and to enhance the 21st century education context.

2. The guidelines will promote professional administration and instruction system in digital era to those schools that wish to participate in the practical education reform.

3. Hun Sen Kampong Cham high school will enhance the reliability and prestige to the community along with satisfactory teaching and learning quality.

4. Students in Hun Sen Kampong Cham high school will get more benefits from school administration innovation and enhancement by learning in the good environment and study with concise goals and missions.

5. The community will gain more opportunities in participation and collaboration within the operations of school administration and raising their voices to highlight the concerns and perspectives toward the school's future and quality development in Hun Sen Kampong Cham high school

Scope of Research

1. Scope of Content

1.1 PDCA management cycle of Deming includes

1.1.1 Plan (P)

1.1.2 Do (D)

1.1.3 Check (C)

1.1.4 Act (A)

1.2 New Generation School's Quality Assurance Criteria includes

1.2.1 Administrative Management

1.2.2 Curriculum and Instruction

1.2.3 Teachers' Quality

1.2.4 Students' Quality

1.2.5 Supporting System

1.3 Internal Factors Analysis using 2S + 4M (Albert Humphrey; 1960).

1.3.1 S1 = Structure and Policy

1.3.2 S2 = Service and Product

1.3.3 M1 = Men

1.3.4 M2 = Money

1.3.5 M3 = Material

1.3.6 M4 = Management

2. Scope of Population

Population used in this research included school director, vice school director, office teachers, NGS staff, NGS program manager, school mentors, and teachers, totally 37 people (Hun Sen Kampong Cham high school statistic in 2020).

Research Methodology

Phase 1: Studying the current situation of school administration in accordance with New Generation School's Quality Assurance in Hun Sen Kampong Cham High School.

Phase 2: Studying the needs and requirements expected in the future of school administration in accordance with New Generation School's Quality Assurance in Hun Sen Kampong Cham High School.

Phase 3: Studying main factors affecting the school administration in accordance with New Generation School's Quality Assurance in Hun Sen Kampong Cham High School.

Phase 4: Studying the guidelines of school administration in accordance with New Generation School's Quality Assurance in Hun Sen Kampong Cham High School.

Research Instrument Design

Research instrument used in this phase is a kind of qualitative research method known as Interview. The researcher will interview the focus group who the experts in New Generation School Program to study the Trend for School Administration in Accordance with New Generation School's Quality Assurance in Hun Sen kampong Cham high school based on Quality management process PDCA.

Procedures of Constructing and Developing Research Data Collection Tool

1. Study concepts and theories from manual references, related research of administration process in accordance with NGS's Quality Assurance and the expectations of future school administration in accordance with quality assurance criteria.
2. Study the data collected from causes and factors bonded with needs and requirements to shape the proposal concepts of guidelines for school administration in accordance with New Generation School's Quality Assurance.
3. Study the principles of constructing in-depth interview questions and then investigate the topics related to the Guidelines for School Administration in Accordance with NGS's Quality Assurance in Hun Sen Kampong Cham High School.
4. Present the draft of in-depth interview questions with the advisor in order to check and revise for validity and reliability.
5. Present the revised draft again with the advisor to assure that the draft is completely ready for the interview.

6. Bring the in-depth interview questions from to apply and collect the data from focus group in accordance with the research objectives.

Data Collection Method

1. The researcher coordinated with the participants of interview with informing the purpose and objectives of interview.

2. The research had two methods of recording the data 1). Note taking 2). Video and voice recording to the data in chronological and make the data analysis.

Data Analysis

The researcher conducted data analysis collected from the focus group interview with the experts who are working in New Generation School program and making interpretations and ordering the data with two approaches such as Memory-based analysis, Note-based analysis and then compile the synthesis of data collected from the interview in the purpose of assembling The guidelines for school administration to enhance education quality in accordance with NGS' Quality Assurance in Hun Sen Kampong Cham High School.

Research Findings

1. The current situation of school administration in accordance with New Generation School's quality assurance in Hun Sen Kampong Cham high school has generally evaluated in high level as it got 4.21 average point with 0.59 standard deviation. The result has shown that the school has performed the most effective implementation in “Administrative management” which received 4.39 average point with 0.58 standard deviation. The least effective implementation in school administration is “Supporting system” which received 4.05 average point with 0.65 standard deviation. The second place is “Curriculum and Instruction” received 4.23 average point with 0.58 standard deviation. The third place is “Teachers’ quality” received 4.21 average point with 0.52 standard deviation. The fourth place is “Students’ quality” received 4.20 average point with 0.58 standard deviation.

2. The needs and requirements of school administration in accordance with New Generation School's quality assurance in Hun Sen Kampong Cham High School conducted from in-depth interview has shown as these following descriptions.

2.1 Plan (P): The school needs plan any projects and tasks in accordance with the school vision and share it all teachers as well as relevant stake holders. Moreover, school needs to empower to think of new ideas and concepts and discuss logically in the group or meeting while the school director needs to study those concepts and integrate them together so that the whole organization has the same common goals and objectives.

2.2 Do (D): The school need to implement what have been planned to apply according to the schedule and conduct a formative assessment to improve its performance at the highest quality level. The school need to implement specifically focus on supporting system such as improving, library, sports facilities, clean water support, classrooms facilities, students' clinic, teachers' office. These sub-components will boost the maximum performance in big picture of school administration. The supporting system is the priority the school need implement at first hand according to the result has discovered this domain as the vulnerable point to develop.

2.3 Check (C): This is most sensitive point among all four school processes to assure the school quality. The school need to construct an effective evaluation system internally to revise and audit all components of school administration. The surveys participated from parents, students, teachers, school administrators, and school support committee will bring the perspectives together and build up the reliable and thoughtful data to reach a logic analysis. All relevant stakeholders need to work together collaboratively in purpose of common goal achievement.

2.4 Act (A): Acting or adjustment is the process of school administration during the formative assessment. The project is still running and the organizations adjust some activities or behavior to change the impacts at the end of the project period. School need to empower teachers and staff take actions, solve the problems and be responsible as a teamwork. As the school has plan together, it needs to adjust and adopt together such as participating of school support committee,

student council, parents, and staff. Professional learning community should be enhancing to operate the school to work and improve gradually and systematically.

3. The main factors are divided into 6 elements such as structure, service, men, money, materials, and management. The results of main factors affecting on school administration with new generation school's quality assurance in Hun Sen kampong Cham high school has found that structure and policy of the school have contributing factors to enhance the quality of school administration in high quality due to the reason that the school has concise vision and mission as the compass. Money (finance), men and management are also contributing factors effecting positively on school administration. Service, and materials offers barriers factors more than contributing factors which the school need to improve these components for the school quality enhancement.

3.1 Structure; Contributing factors: The school has a concise infrastructure which respond to decentralization of power, job duties and scope of responsibility. There are adequate office teachers to facilitate in coordinating and supporting between the office and the classrooms. The has clarified clear vision and mission as the development direction bring the whole organization toward the same shared values and goals. Barrier factors: Some policy setting is not concise for teachers to follow.

3.2 Service; Contributing factors: The school has provided multiple ways of learning and teaching to implement collaborative learning, and constructivism teaching and learning. It affects curriculum innovation, applying technology in office work, classroom instruction, and field practice. Students and parents feel satisfied with the school service. The school has offered opportunities to students to experience real world learning situation. Barrier factors: Some services are not practical and effective such as life skills training, sport service and library services. These are main issues in services which the school need to consider and renovate.

3.3 Men; Contributing factors: The staff and teachers are active in teaching, self-improving in both pursuing for a degree and skills development. Teachers have basic ICT skills

and they have strong commitment to use new technology in teaching and always seek for practical teaching techniques to implement in their classroom. All staff, teachers and administrators work together collaboratively as a team. They have strong spirit of sacrifice their time, efforts, and conscience on school progress, as well as students' outcomes. Barrier factors: There was a challenge occurs during the progress that science teachers have joined several seminars within a month and it effects on instruction issue due to the absence of science teachers during teaching and learning session.

3.4 Money; Contributing factors: The school has planned precisely on school budgeting and financial with transparency of budget allocation income & expenditure. There is financial crime or corruption case found in the school due to external committee auditing clarification as well as internal consent from teachers and staff. Parents and community are logical witness of school improvement and budget balancing between size of budget and its achievements. Barrier factors: Due to the demand of school progress both of student amount which requires more building construction and more material supplies, the school need to increase a big amount of budget to respond this growth. Building construction, library renovation, sport field enhancement, ICT supplies are factors to make school need to plan for long term development and prepare budget for these aspects.

3.5 Materials; Contributing factors: The school has been facilitated in school material support such as playground, library, ICT lab, science lab, student clinic room, computers, tablets, experiment tools, English coursebooks, games study, so on. The school has a concise vision to develop both physical and mental health for staff and students. Barrier Factors: The main issue is that the space school becomes narrower due to the number of students demand and building and construction responding to the demand. Furthermore, the school needs more participation from any stake holders to invest in school facilities and materials so that the school will able to enhance the quality of supporting system in the excellent level.

3.6 Management; Contributing factors: The school director is capable of general management in high quality level. Moreover, the school has a strict audit and evaluation of budget and financial report to prevent any case of corruption. The office work is performing smoothly and facilitate connectively to the classroom work. The school has the clear process in planning, leading, controlling and staffing. The school also implements in school-based management approach by applying decentralization in autonomous school administration with accountability and responsibility on school quality. Barrier factors: According to school-based management approach, the school should have an internal committee of internal quality assurance to conduct self-evaluation (nowadays there is only external quality audit and accreditation).

4. The guidelines for school administration in accordance with New Generation school's quality assurance in Hun Sen Kampong Cham high school. The flowing descriptions will summarily discuss the findings in phase 4.

Guideline 1: Planning (Plan)

1.1 Shared Vision: All members include administrators, teachers, staff, students and relevant stake holders need to understand and see the same picture of the school in the future.

1.2 Shared Mission: Administrators, teachers, staff, students and community need to work collaboratively in concise responsibility to achieve shared goals.

1.3 Shared Goals: The school need to build up team spirit that all members in the organization is not working alone. We go and grow together. The school is developing, means that teacher, students, and the community are getting those benefits with satisfaction and integrity in being one part of the school components.

1.4 Shared Values: In the organization all members are equal in rights. Therefore, they can raise their ideas, concepts, and concerns during planning. Or we can say in other way that all members in the organization hope and believe in the same things.

Guideline 2: Implementing (Do)

2.1 Administrative Management:

2.1.1 Create a team who is responsible for documentation in resources allocation and income & expenditure control and audit.

2.1.2 Enhance the school support committee by selecting influence people from community, organizations so that they can make a positive change for the school.

2.2 Curriculum and Instruction

2.2.1 Create a team for curriculum design and innovation by studying the previous year outcomes to adopt into a new practical curriculum responding to students' need.

2.2.2 Create a team for discipline enhancement to assure that all teachers are following the school regulations and criteria.

2.2.3 The school should be strict on students' number in each class by not allowing students number increase more than 37 students per class.

2.2.4 The school should renovate on "life skills" and "club study" training by adopting the subjects / topics fit with students' interest and they can apply it in real life situation.

2.3 Teachers' Quality

2.3.1 Create a team to audit on teachers' career path by doing orientation and giving advice to teachers what they are going to do or improve and why they think it is important.

2.3.2 The school should conduct the practical seminars emphasized on School Based Management (SBM) Strategies, Professional Learning Community (PLC), Constructivism in Teaching and Learning, Classroom Action Research (CAR), ICT's skills for teaching and learning, Specific Skills needed for teachers.

2.3.3 Dynamic teaching supporting system should be enhanced by school mentors in teaching methodologies support and experiment as well as problem solving in the classroom by using participatory action research.

2.4 Students' Quality

2.4.1 The school should enhance the quality of student council by empowering them in problem solving within the school, and creating PLC culture so that students can share their ideas with school director or teachers to improve the school quality.

2.4.2 The school should potentiate the ICT skills for students in both standard curriculum and in club study. Starting from beginning level corresponding to students' basic needs toward advanced applications such as coding and programming.

2.4.3 Great books reading program should be conducted in both English and Khmer language.

2.5 Supporting System

2.5.1 The school should expand and renovate the library size due the increasing of students amounts.

2.5.2 ICT lab should be enhanced its quality by providing comfortable and safety environment study with enough materials needed for students to practice.

2.5.3 Science lab should be enhanced by increasing the safety regulations in experiment tool control and add more practical experiment tools.

2.5.4 The school should enhance the quality of career counseling by keep tracking on students' life plan and their progress, understanding their pressures and situations, support them to overcome the challenging.

2.5.5 Standards of restroom hygiene and clean water access are school administrators and teachers' responsibility and the school need to empower this responsibility to student council to experience in leading and solving the problems.

2.5.6 The school should put priorities of school improvement on school building.

2.5.7 The school should have a teachers' working office for increase the quality of teachers' preparation in teaching and research.

2.5.8 The school should set up an art / sports hall to facilitate in multi purposes. Due to the narrow space, sports hall is the most appropriate solutions in sport quality enhancement while the hall can be use in various events, not just only sports.

2.5.9 The school canteen should be renovated in both space and service. The food menu should offer various dish for students and teachers so that they can choose their favorites.

2.5.10 The school should enhance the quality of students clinic by doing a formative survey on students' need such medicine and other supporting equipment.

Guideline 3: Studying (Check)

3.1 Supportive Tracking: The School should keep tracking on each aspect to assure that they are performing in accordance with the plan. There should appoint a team or internal committee quality control called Internal Quality Assurance Committee.

3.2 Collaborative Assessment: The school should conduct surveys to collect the feedbacks from students, parents, teachers, administrators, the school support committee. Multiple dimensions of feedback will cover both general picture and specific details of school administration.

3.3 Innovative Evaluation: After conducting formative assessment, the school should conduct a final report of self-evaluation to study the outcomes of school administration if it works along with the plan or something wrong may happens.

3.4 Comparative Analysis: The school should analysis the results after post-processing. The logical analysis will figure out the achievement and things the school need to improve in the future.

Guideline 4: Adjustment (Act)

4.1 Empowerment: The school needs to empower teachers to work collaboratively in problem solving and share the responsibility.

4.2 Problem Solving: The solutions should be corresponding to the evaluation report and real-world issues. The school needs to adjust with error and not to repeat it in the next plan or implementation process.

4.3 Team Spirit: The school need to work as a team as in planning, implementing, evaluating, and adjustments. All members of the school share the same values, goals, mission and vision.

4.4 New Insights: The school should bring what have been found in the previous projects or tasks to apply into the next plan or projects. This is the spirit of the learning organization and sustainable development.

Data Representation

The results of this research entitled “Guidelines for school administration in accordance with New Generation School’s quality assurance in Hun Sen Kampong Cham high school can be divided in 4 topics in these following orders:

1. The current situation of school administration has 5 components such as administrative management, curriculum and instruction, teachers’ quality, students’ quality, and supporting system. The most effective performance in Hun Sen Kampong Cham high school is administrative management. The administrative management is the main pillar of the school. With strong and effective administrative management, the school can develop suitably within any context, no matter there is globalization or digital distribution, disease pandemic, good administrative will help the school to survive and overcome those hardship. Management can be compared like the human brain. A smart brain will bring the body toward happiness, safety, and development. It is relevant to the article of Siriphong Saophayon (2005) has indicated that school administration has huge impacts on quality development in education and all parts of human progress who are essential resources for the country. Because it is

believed that without school administration, the school process will face many challenges and obstacles, which make things difficult to achieve the organizational goals.

Next is curriculum and instruction which is the instrument for building up the students' outcomes such as knowledge, skills, and attitude. Curriculum and instruction can be compared like a machine. If the machine works properly, the products will be in high quality and reach the standards or requirements. A good curriculum and instruction depends on the effectiveness of school management, how deep can the school director can see and how well he/she can bring the team or organization toward the goals. A good manager needs to be skillful in curriculum design and development. He / she has to be well-prepared of what to do, how to do, and why do it. It means school director is the master of teachers who is capable in teaching both teachers and students to learn to practice skills. The next component is teachers' quality. Quality means capacity. Teachers need to be proactive in teaching, and researching to bring the problems in the classroom into the research practice and develop their teaching skills. ICT skills is essential for teacher development due to the rapid improvement of technology that teachers to upgrade their knowledge in using digital and electronic devices or software/ applications appropriately.

Moreover, students' quality is the combination output of management, curriculum and teachers. Students are fluent in ICT skills, communication skills, art skills, science skills, language skills, are reflection of good school management and effectiveness of teaching / instruction. As Kanchit Malayvong (online, 2014) has stated that school administration is very important because how well the education of young learners, producing qualified citizen, the society may improve or collapse will count on school administration. The last component which requires the improvement and enhancement as found the result of phase 1 is "supporting system". Supporting system is supplementary component in school management process, yet plays the important role in other components in maximum performing. Due to the school has narrow space, all fatalities needs to be constructed and

innovated conservatively and intelligently. The school requires more classrooms, and facilities in sports, music, and art training / performing. On the other hand, keeping the environment clean and green is also crucial concept. It is corresponding to Prasertcharoensuk and Chanprasert (2013), conducted on the administration of student support system in the education extended school under the office of khon kaen primary educational service area suggested that the school should evaluate the implementation of student support system periodically as well as use the findings of evaluation for improving and develop work practice to be more efficient based on climate of collaborative thinking, doing, problem solving, providing morale, and supporting the resources.

2. The needs and requirements of school administration in accordance with New Generation School. The results have found that school administrators have similar perspectives in school administration improvement. They mentioned on developing supporting system as priority which has shown that what they require is relevant to the real issues in the school. Supporting system can improve the quality of student's learning as they feel comfortable with the school. When students get support with helpful and friendly service, they will keep the school as part of their life, and they intend to progress and build their spirit with the school. Not only students, teachers also feel hopeful when the school offers high quality of service and supporting system. Teachers will consider school as their second home, people within the organization are their family members. They do not feel lonely in working. People in the school have faithful caring, and true relationship, strong leadership. All of these are the spirit of school-based management and professional learning community. School director, teachers, and students build their second home together with welcome supporting system as they are caring about each other. The needs and requirements are consistent to the research of Pothingam (2016) has done the research related "The Trends for Academic Administration in Small Schools; Nakorn Sawann Primary Education Service Area office 1" who suggested the guidelines for the academic administration of small schools within the

Nakhon Sawan Primary Educational Service Area 1 are as follows: 2.1) Schools' curriculum management aspect: schools' administrations, teachers and all relevant staff should brainstorm to plan, analyze and establish a curriculum which conforms to the schools' needs. 2.2) Teaching and learning management aspect: schools should establish a committee to be responsible for and develop the schools' annual academic plan. 2.3) Measurement and evaluation aspect: schools should establish a committee to organize seminars for the professional development of teachers and assume responsibility for the measurement and evaluation aspect 2.4) Developing instructional media, innovation and technology aspect: Schools should organize training seminars for developing teachers in instructional media, innovation and technology. 2.5) Learning resource development aspect: schools should approach the local community to assist by providing support and local learning resources in accordance with schools' curriculum.

3. The main factors affecting school administration in accordance with New Generation School's quality assurance. The results have shown that the school's structure and policy contributed positive development for the school as it has created clear vision with logical mission and goals. The management system also enhance the school quality as it works like the brain of the organization. Effective management, leading, controlling, coordinating will increase the percentage of goal achievement. Money or financial management is the power source for school. We can work in maximum effort when we have enough energy support. As in school administration, after planning what we are going to do, budget is the source to start the actions. It will effect on materials upgrading, staff motivation, facilities improvement, so on. Another contributing factor is management. Management facilitate all part school even control and budget, personnel, materials, and academic work. A good management lead to good school leadership. The result matched with Chimpaleesawan's research study (2011) on an analysis of causal factors of educational administration quality of small sized schools under the office of the basic education commission considering the

component of factors effecting school quality, the findings indicated that people in communities were important budgeting sources while government support is not sufficient for school development. It also showed that school administration composed of various components for the achievement, but high in leadership, because leadership is necessary for educational administration quality. While barrier factors are materials, service and men. It does not mean those factors are in low quality but due to the demand of school improvement and growth, the school need to improve the material supplies, equipment, improve the staff capacity to deal with workload. When the customers are increasing, sometimes it makes the service slower. Therefore, to improve the service and materials, it is important to upgrade staff capacities to think, and innovate those issues into solutions.

4. The guidelines specially designed for Hun Sen Kampong Cham high school due to the researcher conducted an in-depth study to shape out the guidelines that work effectively responding to the solution. The guidelines of school administration are combination of PDCA quality control with New Generation School 24 criteria (which categorized into 5 components). However, there are plenty of theories in quality assurance and quality improvement. The researcher has chosen this concept the reason that the school has applied this PDCA cycle for many years as the process of school administration.

The first step is planning that all stake holders should be get involved and be responsible for what they have been planning and making decisions. People can get along together because they share the same interest, and goals. The goals is to bring next generation people toward a modern education, where people live and work with quality, conscience, and ethics. After planning thoroughly, the next step is implementing. To do a productive job, the organization need to have goal and criteria. In New Generation School, there are 24 criteria for each school to practice, but it does not mean that school practice only these. The school can adopt their working based on exact requirements. In this research, the implementation criteria are grouped in to 5 aspect such as administrative management, curriculum, teacher's quality, students'

quality, and supporting system. This guideline is consistent the research of Chan and Kanjanawasee (2016) studied on a topic of “Development of internal quality assurance indicators of faculty of education in Cambodia” has suggested to construct internal quality assurance indicators for school administration in Cambodia.

When the school has exact criteria to practice, the next step is checking or evaluating. In the guidelines, the researchers has suggested the school to create an internal quality assurance committee to keep tracking on the school quality, what have been done and what should be improved. Before the evaluation has been reported, students, parents, and community should participate in surveys of school quality because they are using school service, so that they have rights to show their ideas and concerns. It is consistent to the research of Prasertcharoensuk and Chanprasert (2013). Conducted on the administration of student support system in the education extended school under the office of khon kaen primary educational service area who suggested that the school should appoint committee for evaluating, reviewing the implementation of student support system, and summarize implementation of student support system to the top executives further.

The last process is adjustment or acting which requires the school to solve the problems in accordance to the report of school evaluation conducted by internal quality assurance committee. In this process PLC should encouraged to apply I the reason that the school need to perform in teamwork and share their new insights after implementing and evaluating. The effective adjustment process is to study the landscape from the previous projects or plan to improve the next plan and make it more thoughtful and practical. These guidelines are consistent to the research findings of Limprasong (2013) entitled “Administration of Quality Assurance for institutional in the future”, stated that research study was conducted by using mixed method research, from quantitative and qualitative method. The purposes of this study were 1) to investigate the components of quality assurance management in schools for the future, 2) to investigate the relationship of the components of quality assurance management

in schools for the future and 3) to confirm the components of quality assurance management in schools for the future. The findings were found as followings: 1. There were 5 components of quality assurance management in schools for the future; namely, 1) management, 2) planning, 3) performance evaluation, 4) implementation and 5) leadership. 2. The components of quality assurance management in schools for the future were multiple components which related with each other's. 3. The model of quality assurance management in schools for the future was appropriated, possible, advantage, and accurate based on the theories, principles, and concepts of the research framework.

Recommendations in implementation

1. The school should apply these guidelines as pilot test in school quality assurance and to examine how it works and then conduct a complete guideline for internal quality assurance guideline in each member of New Generation School.
2. The school should enhance professional learning community into school administration
3. The school should create an internal quality assurance committee to enhance the quality of school administration with applying PDCA cycle as quality control and audit so that school are able to revise and improve sustainably.
4. The school should publish the self-evaluation report publicly so that the community can learn more detail about the school and it enhances the school's prestige and reliability.
5. The policy maker of New Generation School should enable each school to evaluate themselves internally every year with conducting self-assessment report (SAR) as it is the empowerment of school-based management approach and conduct external quality assurance and accreditation once in two-year period.

6. Teachers should study about New Generation School standards, criteria and quality assurance to be proactive in collaborative working within the organization.

7. The common state schools who wish to be the member of New Generation School should study about NGS standard and criteria and conduct the school analysis adopt the school into the concepts of NGS.

Recommendations for further research

To develop the further research related to quality assurance management, especially New Generation School in Cambodia context, the researcher suggests these following research study.

1. Due to this research has shown that administrative management is the most effective factor to enhance the school quality in New Generation School, the next research should be “School Based Management Strategies to enhance the education quality in New Generation School at high school level.”

2. Due to this research has shown that administrative management is the most effective factor in Hun Sen Kampong Cham high school, the next research should be about “Guidelines for Student Supporting System to enhance the quality of education in Hun Sen Kampong Cham high school corresponding to education 4.0.

3. This research participants were lacks of participants such as students, parents, and school support committee, so there should be a replicated research by adding students, parents, and school support committee as the research participants to enhance the participatory community-based research.

4. According to the purpose that this research has emphasized on the quality assurance in New Generation School at high school level, there should be the next research about “the impacts of quality assurance in public schools at high school level based on PDCA Quality cycle.

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