

# The Best Administrative Strategies of the Small-sized Schools under the Jurisdiction of the Basic Education Commission in Northeastern Thailand

## กลยุทธ์การบริหารที่เป็นเลิศของโรงเรียนขนาดเล็ก สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ในภาคตะวันออกเฉียงเหนือ

Isaya Prosamsri, Pradit Silabut\*, Pongsak Tongpanchang\*\*, Sawat Pothivat\*\*

Doctor of Philosophy Program in Educational Administration Sisaket Rajabhat University

### ABSTRACT

The research aimed 1) to study the strategy factors Concerning the best administrative strategies, 2) to construct and develop the administrative strategies in question and 3) to evaluate a suitability, possibility and usefulness of the best administrative strategies. The research was divided into three stages. Stage one examined the basic information necessary for the development of the strategies. Stage two constructed and developed the strategies. Stage three was concerned with an evaluation of suitability, possibility and usefulness of the strategies. The research instruments were records, documentary analysis, interviews, a questionnaire, an evaluation form for an environment and an evaluation for suitability, possibility and usefulness. Statistics used in data analysis were frequency, percentage, mean, and standard deviation.

The research findings were as follows.

1. The basic information necessary for the development of the best administrative strategies consisted of vision, mission, objectives, indicators, organizational leadership, personnel development in the school, communal participation, innovation and technology, and outcomes.

2. The development of the best administrative strategies comprised vision, mission, objectives, strategic issues, indicators, organizational leadership, personnel development in the school, communal participation, innovation and technology, and outcomes. The results produced 5 strategies, 49 measures and 49 indicators.

3. As regards an evaluation of the best administrative strategies in terms of suitability, possibility and usefulness, it was found that the evaluation averaged at a high level in all aspects. In addition, the evaluation in terms of the usefulness of the strategies in the study averaged at the highest level.

---

\*Advisor

\*\*Co-advisor

## บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์ เพื่อ 1) ศึกษาข้อมูลพื้นฐานที่จำเป็นสำหรับการพัฒนากลยุทธ์การบริหารที่เป็นเลิศ 2) สร้างและพัฒนากลยุทธ์การบริหารที่เป็นเลิศและ 3) ประเมินความเหมาะสม ความเป็นไปได้ และความมีประโยชน์ของกลยุทธ์การบริหารที่เป็นเลิศ โดยแบ่งวิธีการดำเนินการวิจัยออกเป็น 3 ระยะ คือ ระยะที่ 1 การศึกษาข้อมูลพื้นฐานที่จำเป็นสำหรับการพัฒนากลยุทธ์ ระยะที่ 2 การสร้างและพัฒนากลยุทธ์ และระยะที่ 3 การประเมิน ความเหมาะสม ความเป็นไปได้ และความมีประโยชน์ เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบบันทึกการวิเคราะห์เอกสาร แบบสัมภาษณ์ แบบสอบถาม แบบประเมินการวิเคราะห์สภาพแวดล้อมและแบบประเมิน ความเหมาะสม ความเป็นไปได้ และความมีประโยชน์ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย และค่าส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัย พบว่า

1. ข้อมูลพื้นฐานที่จำเป็นสำหรับการสร้างกลยุทธ์การบริหารที่เป็นเลิศ ประกอบด้วย ด้านวิสัยทัศน์ ด้านพันธกิจ ด้านเป้าประสงค์ ด้านประเด็นกลยุทธ์ ด้านตัวชี้วัด ด้านการนำองค์กร ด้านการพัฒนาบุคลากรในโรงเรียน ด้านการมีส่วนร่วมของชุมชน ด้านนวัตกรรมและเทคโนโลยี และด้านผลลัพธ์
2. การสร้างกลยุทธ์ที่เป็นเลิศ ประกอบด้วย ด้านวิสัยทัศน์ ด้านพันธกิจ ด้านเป้าประสงค์ ด้านประเด็น กลยุทธ์ ด้านตัวชี้วัด ด้านการนำองค์กร ด้านการพัฒนาบุคลากรในโรงเรียน ด้านการมีส่วนร่วมของชุมชน ด้านนวัตกรรมและเทคโนโลยี และด้านผลลัพธ์ ผลการสร้างกลยุทธ์ได้ 5 กลยุทธ์ 49 มาตรการ 49 ตัวชี้วัด
3. การประเมินกลยุทธ์การบริหารที่เป็นเลิศ ด้านความเหมาะสม ด้านความเป็นไปได้ และด้านความมีประโยชน์ โดยภาพรวมพบว่า ผลการประเมินมีค่าเฉลี่ยอยู่ในระดับมากทุกด้าน นอกจากนั้น ผลการประเมิน ด้านความมีประโยชน์ของการบริหารจัดการศึกษาโดยชุมชนทุกภาคส่วนมีส่วนร่วมในการจัดการศึกษา มีค่าเฉลี่ยอยู่ในระดับมากที่สุด

## Introduction

The on going changes that happen in the present day world result from what is known as the globalization process. As for education, strategies are very important to create efficient changes in the schools. School administrators are required to employ strategies and plans to achieve the desired goals.

A quality management system is a key mechanism as a driving force for the schools to determine the targets. The administrative system which is accepted as effective for the organizational development is based on the guidelines or the criteria of Thailand quality award (TQA). The system in question could be used to develop the administrative potential so that the procedures are more effective and outcomes or results are more desirable.

As far as education is concerned, the guidelines have been employed to ensure a better quality of the schools. There is a focus on a systematic implementation to assist the school organizations to make systematic changes. Therefore, in the framework of the efficient school administration for standardizing the schools, it is necessary to apply the national quality award criteria as the guideline for the school quality management system (Ministry of Education, 2010, p. 1-2).

The Office of the Basic Education Commission has the important mission to perform. It is tasked to make basic education accessible to all and education in question must have a quality as per the standard set in the core curriculum of the basic education 2551.

The aim is for all children to get access to education and it is important that the educational service has to be a quality one. Thanks to social, economic and political changes, the schools affiliated to the Office of the Basic Education Commission tend to become smaller. The result is that the personnel resources are not used to the full extent. In addition, a majority of the small-sized schools are faced with the following conditions (Ministry of Education 2016, p. 3–5).

1. The educational quality in these schools had fallen. The quality evaluation results found that 2% of the small-sized schools with students fewer than 300 were ranked at a 'to-be-improved level. 67.91 were ranked at a fair level and 29.99 at a good level. Concerning the learning achievement, it was found that students of the small-sized schools in all areas had a lower learning achievement than their counterparts in schools of other sizes.

2. In the present time, the population birth rate has dramatically fallen. As a result, more schools have to adjust to the changing population ratio. Many schools have reduced in their size. The ratio of the teacher and students is not up to the standard; thus, the spending for the teaching activity is relatively high. In addition to this, there are other problems. The school administrators are not skillful in their assigned tasks. There is also a population migration, which adds more problems to the educational management in the school.

3. As for the issues related to the instructional process, it was found that a majority of the teachers lacked skills in organizing the teaching activities in an efficient way. In some schools, teachers are not sufficient for students. Sometimes the teachers cannot spend the full time teaching as they are engaged with some other tasks. A curriculum and lesson plans are not in line with the school context. Learning and teaching sources are limited. Furthermore, technological communication is also scarce and inefficient.

4. A majority of the small-sized schools are located in small, poor communities. As a consequence, it is not convenient or possible for these schools to gain a financial support from the communities for the educational organization.

5. Another perennial problem facing the small-sized schools is the shortages of teachers. At times the teacher is required to teach what is not their field or discipline. Besides, there is frequent transfer of the teachers from one school to another, which could be problematic to the instructional process and learning of students. Apart from these, a majority of the teachers do not have enough support and morale. Consequently, they are unable to satisfactorily organize the instructional activities.

With the circumstances described above, the basic education is not up to the standard. That can be seen the national test results. The O-net scores of the students nationwide were low. The

schools which were ranked in the results were the small-sized ones. The number of the small-sized schools is now on the increase and the trend seems to go on year by year. As a result, there are numerous problems, for example, low quality education, inefficient administration and management, problems related to learning and teaching, and shortage of teachers. All these can have a huge and adverse impact on the educational quality. There are frequent changes in the country administration.

Consequently, there are frequent changes in the policies relating to the education. Different administrations come up with different issues. For example, some governments want to dissolve small-sized schools. The aim is that they can merge with other schools. However, the issue cannot be settled owing to fierce opposition from many sections of the society. School administrators are those who play a very important role in driving for the educational quality. It is essential that they have to make the school personnel to be aware of the importance of the strategies and be able to apply new ideas to an educational quality development. A school strategy is one of the important things to be used as the framework to decide and set the directions. With the strategies put in practice, it is possible to expect new initiatives, and new alternatives which will bring about a maximum profit in educational management.

With the reasons given, the researcher was interested in studying the best administrative strategies of the small-sized schools under the jurisdiction of the Office of the Basic Education Commission in northeastern Thailand. The goal was to acquire the guidelines for the educational administration and efficient management.

### Research questions

1. What is the basic information necessary for the development of the best administrative strategies of the small-sized schools under the jurisdiction of the Office of the Basic Education Commission?
2. How many components do the best administrative strategies of the small-sized schools in the study have?
3. To what extent are the administrative strategies in the study suitable, possible and useful?

### Research Objectives

1. To study the basic information necessary for developing the best administrative strategies of the small-sized schools under the jurisdiction of the Office of the Basic Education Commission in northeastern Thailand.
2. To construct and develop the best administrative strategies of the small-sized schools in the study.
3. To evaluate suitability, possibility and usefulness of the best administrative strategies of the small-sizes schools in the study.

## Research Methodology

### Phase one Study of the basic information necessary for the best administrative strategies

Stage one studied documents and concepts on the best administrative development.

Stage two studied a multiple case of three schools which were accorded with the outstanding awards: one school under Yasothon Primary Education Service Area 1, one school under Buriram Primary Education Service Area 2, and one school under Nakorn Ratchasima Primary Education Service Area 3.

Stage three dealt with an interview of 5 experts.

Stage four investigated the states of an administration and expectation from 380 subjects from 64 schools.

### Phase two Construct and Development of the best administrative strategies

Stage one analyzed the basic information from relevant documents, a multiple case, an interview of experts, and a survey.

Stage two was concerned with a seminar attended by 12 school directors. In this stage, an environment was analyzed so that the result can be used as a database.

Stage three focused on SWOT, and Tows Matrix. Details and relations were illustrated to be used to develop the best administrative strategies.

Stage four was focused on a seminar involving 20 school directors who analyzed and evaluated whether the drafted administrative strategies were suitable and possible.

Stage five was concerned with a focus group. The drafted strategies were presented to 12 experts who would examine, validate and recommend as to the suitability, possibility and usefulness of the strategies in the study.

### Phase three Evaluation of the Best Administrative Strategies

The best administrative strategies were evaluated through the workshop involving 18 stakeholders. The aim was for them to analyze, assess and judge to what degree the strategies under study were suitable, possible and useful.

## Research Results

1. A study of the basic information necessary for the best administrative strategies through documentary analysis, a multi-case study, and an interview of experts found that the strategies in the study consisted of vision, mission, goals, strategic issues and indicators, leadership, school personnel development, communal participation, innovation and technology, and outcomes.

Considering education, it was found that 1) administrative states and expectation for the excellent administration were overall high in all aspects; 2) on recommendations on the guidelines, the best administrative strategies had the highest frequency in the aspect of recommendations. It was

recommended that the schools should formulate a clear vision and carry it out accordingly with appropriate attention to the potential of the personnel development. As for the participation of the community, the schools should hold training and disseminate knowledge and relevant information to the school committee and the community through different channels of media. The personnel should be encouraged to do the classroom research. On the outcomes, the administration was acceptable, workable and transparent.

## 2. Construct and Development of the best administrative strategies

2.1 Construct and development of the best administrative strategies consisted of vision, mission, goals, strategic issues, indicators, school personnel development, communal participation, innovation and technology, and outcomes.

2.2 Concerning an analysis of an environment used as the database to construct and develop the strategies, 94.40 of the subjects agreed, and 5.60 of them disagreed.

2.3 Strengths and weaknesses, advantages and disadvantages were pointed out by means of matching as follows: 1) 30 items for strength, 8 items for opportunity; 2) 36 items for weakness, 8 items for opportunity; 3) 30 items for strength, 22 items for obstacles; 4) 8 items for weaknesses, 22 items for obstacles.

2.4 The workshop for the school directors in working out the drafted administrative strategies had produced 5 strategies, 55 measures, 55 indicators. The strategies used were briefly described as follows: strategy one: educational administration according to the good governance to lead the organization to an educational quality; strategy two: development of administrators, teachers and educational personnel; strategy three: educational administration through the participation of all communities concerned; strategy four: educational administration through innovation and technology; strategy five: success and pride in the outcomes.

2.5 Focus group was meant to validate the drafted administrative strategic development. It was found that in this regard, 5 strategies, 49 measures, and 49 indicators were acquired. All strategies overall averaged at the highest degree. The strategy of an educational administration through innovation and modern technology averaged at a high level.

3. Concerning an evaluation of the best administrative strategies in terms of suitability, possibility and usefulness, it was found that the results were average in all aspects.

An evaluation of the usefulness of the educational administration through a communal participation was average at the highest level.

## Discussion

1. In this part, vision, mission, goals, strategic issues and indicators were discussed. David Fred R (1997, p. 11) described the key components to formulate strategies. The components comprised vision,

mission, and goal. Tasaporn Sirisampan (2007) explained that the strategic management process consisted of the following: strategic formulation, SWOT analysis, vision, strategic issues, goals and indicators. Boonliang Kumchoo (2011 quoted in Pannapalngpongpan p. 35) remarked that it was important to formulate vision, mission, goals, and performance indicators. Tasanee Tangboonkasem (2015) held that the strategic administrative process consisted of five steps: 1. Vision and mission, 2. Formulation of strategic goals, and mission to obtain the strategic goals. 3. Formulating the strategies to reach the goals, which will lead to the desired goals under any circumstances. 4. Putting the strategies into practice is the stage in which the strategies are transformed into the practice. 5. Evaluation is a strategic control, which refers to the process of the progress evaluation. The steps explained were similar to the research results found by Anotai Tansawad (2010), who found that the development of the administrative strategies for the excellence in the faculty of education consisted of the following. Vision: the faculty had to be the learning source of intelligence, virtues and research.

Mission: 1) it included the production of the graduates who were capable and ethical; 2) it referred to an educational innovation and social service; 3) development of the network in light of graduate production, research and academic administration, preservation of arts and culture; 4) promotion the administration through a power distribution and a communal participation. The key objectives were: 1) production of the qualified education personnel, 2) development of research and academic service to a full extent, 3) creation of the cooperation with other institutes, 4) being the research source and educational references, 5) excellent administration, 6) valid evaluation. The strategies consisted of the following: graduate production, network creation, high quality work development, intellectual development, participation and transparency, and organizational evaluation.

## **2. Results of creating and developing the best administrative strategies**

2.1 Educational administration according to the good governance It was found that educational administration averaged at a high level. Concerning the individual aspects, the average in light of suitability, possibility and usefulness was high in all aspects. The finding was consistent with the research of Pitan Phuentong (2005) who studied the policies on the potential development in the small-sized schools in northeastern Thailand. In this research, it was found that the structure of the administrative system was more flexible. In larger sized schools, the tasks were assigned according to knowledge and capability of the individuals. On the contrary, in the smaller sized schools, the division of labor was based on the situations. Teachers might be assigned many tasks at the same time. Considering what happened, the personnel in the small-sized schools would be more efficient if they were assisted and encouraged to develop to their potential.

2.2 On development on the part of administrators, teachers and education personnel, it was found that the development averaged at a high level. With individual aspects considered, the average in terms of suitability, possibility and usefulness was at a high level. Griffin (2001, p.2938-A) found the

similar outcomes in her research. The research found that the small sized schools would perform well if eight steps were taken. The steps in question included: 1) establishment of the relations between the schools and communities, and the network, 2) teachers having an opportunity to develop their own potential, 3) focus on the course of a teaching preparation, 4) teaching centered on a wide variety of integrated activities, 5) flexible teaching schedule, 6) instructional process based on the school targets, 7) teachers and personnel participating in a decision making process, 8) regular measurement and evaluation.

2.3 As regards the educational administration through the participation of the communities concerned, it was found that the administration in this respect was at a high level. As for individual aspects, the average in light of suitability, and possibility was high. The average in terms of usefulness was highest. In a similar manner, Pitan Phuentong (2005) studied the policies for the development of the potential of the small-sized schools in northeastern Thailand. The study found that in phase one the educational administration was efficient. Resources were mobilized from the private and state sectors to be used to manage education. The focus was on the participation of the communities and institutes in supervising and monitoring an effectiveness and efficiency of the administration. The school played a vital role in encouraging and supporting the personnel to perform the assigned tasks according to the set standard.

2.4 Concerning the educational administration through innovation and modern technology, it was found that an overall average was high. Considering individual aspects, the average in terms of suitability, possibility and usefulness was high. The result was similar to the research by Boonyakun Hattaki (2012, p. 214–218). The research in question found that information and technology consisted of application of technology to provide the service to the community. Technology was employed to store information of schools; teachers and administrators used technology in teaching and administration.

2.5 As for success and pride in the outcomes, it was found that the schools with the best practice had a quality evaluation system. On academic aspect, atmosphere was positive for learners, environments were orderly and attractive to learners. On a curricular development, a good teaching method was given support, there were a high expectation and clear learning goals, parents and guardians gave a close attention to their students.

2. Considering the results of the best administrative strategies, it was found that the strategies were found to be suitable, possible and useful in 5 strategies, 49 measures. Overall, the best administration averaged at a high level. As regards individual aspects, the best administration averaged at a high level. However, the educational administration with a participation of all communities concerned averaged at the highest level. The result found was in accordance with the research by Jira Phrasuwan (2012), who conducted a study on the strategies for the development of the small-sized schools. The



research in question found that 1) the small-sized schools carried out the strategies in the aspects of administration, teacher development and education personnel and network at a high level. 2) The strategies for the development consisted of administration, development of teachers and education personnel, creation of the participatory network. 3) The strategies for the development of the small-sized schools for excellence in terms of administration, teachers and education personnel, and cooperation network were suitable and possible in all aspects. In a similar respect, Tamrong Ruecha (2015) undertook the research on the multistage factors which affected the school administration under the jurisdiction of the Office of Chaiyaphoom Primary Education Service Area. The research found that the school administration for excellence in the schools under study was overall at a high level. Given individual aspects, the school administration averaged at a high level except that the students' learning achievement was moderate.

The findings were in accordance with the research by Akrapon Tepin (2013, p 427–439), who studied the model of the primary school administration in the upper part of northeastern Thailand. The study found the following.

1. The results were as follows:

1.1 There were six factors which affected the school administration: administrators, teachers and personnel, students, external environments, participation of the communities and stakeholders. Twelve factors accounted for uncertainty at a low level and sixty-two factors represented uncertainty at a high level.

1.2 A school excellence required the following: administration, teachers and personnel, students' characteristics, teaching and learning, administration and relations with communities, learning communities and learning innovation.

2. The likelihood of the primary schools moving towards the excellence in the next century could be categorized into 49 aspects: 29 being desirable scenarios but hard to come by, 4 being undesirable, 15 being desirable aspects which may or may not come, 1 being the desirable future aspect.

3. The evaluation of the primary school administration in upper part of northeastern Thailand was found to be possible, useful and suitable at a high level. In addition, a similarity was found in the research by Chayapim Usaho (2013, p. 541–544) who studied the administration for excellence in the model schools under the Office of Chonburi Primary Education Service Area 1. The research found that the administration was found to be at the highest level. As for individual aspects, it was found that strategic planning, organizational leadership, outcomes, practice-orientation, measurement, analysis and order of knowledge for excellence were at the highest level.

## Significant findings

The strategies created and developed by the researcher were categorized into 5 strategies, 49 measures, 49 indicators. The important finding which should be applied by the small-sized schools was the administrative strategy through the participation of all communities concerned.

## Recommendations

### 1. Recommendation for application

1.1 The school administration should involve the participation of the communities concerned.

1.2 The school administration should be carried out through innovation and modern technology.

1.3 The school administration should be carried out according to the principles of the good governance to ensure the educational quality.

### 2. Recommendations for further research

2.1 Further research should be conducted on the community's participation to improve the small-sized school's educational quality.

2.2 Further research should be conducted on the effective components of the community's participation to improve the small-sized school's educational quality.

2.3 Further research should be conducted on the administrative model through innovation and modern technology.

## Reference

- Anothai Tanasawat. (2010). **Developing a Management Strategy for the Excellence of the Faculty of Education Science / Education** [Citation needed].
- Akarapong Thepnin. (2014). **Primary School Administration Model in Northeastern Thailand Towards on Excellence in the Next Decade.** (Educational)
- Boonleung Khamchou. (2011). **Implementation of Strategic Plan in Primary School Surin Province Primary School Office.** (Master of Education in Educational Administration). [Citation needed]: Mahasarakham.
- Chayapim Usaho. (2008). **Education Plan.** (Copy Document). Dissertation in Educational Administration and Educational Development). [Citation needed] Sakon Nakhon Rajabhat University.
- David, Fred R. (1997). **Strategic Management. 6th ed.** New Jersey: Prentice-Hall, Inc.
- JeeraPhrasuphan. (2012). **The Strategy for Developing Small-Sized Schools to Become Effective in Quality.** (Educational Dissertation). UbonRatchathani: Ubon Ratchathani University.
- Ministry of Education. (2010). **Quality Management Guideline.** Bangkok: Agriculture Cooperative printing house of Thailand.

- \_\_\_\_\_. (2015). **Policy of Basic Education Commission Office for Fiscal Year 2017**. (2nd Edition). Bangkok: Agriculture Cooperative printing house of Thailand.
- Ratree Sripraiwan, and Pitsiri Buranapitak. (2013). **The Development of Management Strategies Toward Excellence of the Worldclass-Standard Elementary School**. Vol. 3 No. 2 July–December 2013: Heritage Journal.
- Tassanee Tang Boonsakem. (2015). **Strategic Management**(Cited on 17th November, 2009). Available on <http://www.jobpub.com/articles/showarticle.asp?id=1251>.
- Thamrongk Laucha. (2015). **The Mult-level Factors Affecting of the School Administrative to Excellence School under the Chaigaphum Primary Education Service area Office**. (Educational Dissertation). Mahasarakham: Mahasarakham University.
- Tosaporn Siriphun. (2549). **Strategic Development for Thai Public Administration**. Cited on 1st November 2016, Available on [http://oldweb.opdc.go.th/thai/strategic\\_transfer/data/Tosaporn.p](http://oldweb.opdc.go.th/thai/strategic_transfer/data/Tosaporn.p)