



School Administration Model by Area-based Approach to Develop
A Sustainable Educational Quality (In accordance with the 20-Year National
Strategy : Stability, Prosperity and Sustainability)

Choocheep Puthaprasert*

Jiraporn Supising**

Thanat Boonchai***

Sirimas Kosanpipat***

Phubet Pongkaew***

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ABSTRACT

The objectives of this research were divided into 4 phases as follows: Phase 1 was to synthesize the structural components of the school administration model by an area-based approach to develop a sustainable educational quality from concepts, theories, and related research, and data were analyzed by content analysis and frequency, and to examine the consistency between a model and structural component according to the empirical data by seven experts, and data were analyzed by content analysis. Phase 2 was to investigate the current conditions and problems of the school administration model by an area-based approach to develop a sustainable educational quality by interviewing six school administrators, data were analyzed by content analysis and classified into issues. Phase 3 was to draft and verify a school administration model by connoisseurship of thirteen experts, data were analyzed by classifying the model components. Phase 4 was to formulate policy and practical proposal by brainstorming with fifteen relevant stakeholders, data were analyzed by components and examining the consistency consisted of school administration,

*Associate Professor, Chairman of Doctor of Education (Educational Administration), Graduate School, Chiang Mai Rajabhat University

**Assistant Professor, Educational Administration Program, Graduate School, Western University
(Corresponding Author) e-mail: supising.jiraporn@gmail.com

***Lecturer, Educational Administration Program, Graduate School, Chiang Mai Rajabhat University

classifying them into issues. The research results were as follows: 1. The structural cross-cultural communication, educational inequality, and network coordination to enhance the quality of education; 2. The current conditions and problems consisted of educational policies, unequal personal and professional growth, unfamiliarity, impact on the experience, and collaboratively and networking; 3. A school administration model consisted of principles, objectives, procedures, evaluation, and conditions of achievement and the accuracy and suitability were at 93.76 and 89.92; and 4. The significance of the policy and practical proposal was law, participation, awareness, budget, and networks.

Keywords : School Administration Model / Area-based Approach / Sustainable Educational Quality

Statement of the Problem

According to Thailand's 20-Year National Strategy (2017-2036) (Royal Thai Government Gazette, 2017, p. 38), a national strategy on developing and strengthening human capital in terms of improving minimal requirements was established for all schools at all educational levels to increase the effectiveness of all educational management systems at all educational levels; the development of area-based curricula consistent with the requirements of each region, and the reform of learning systems that could evaluate students' acquisition and application of 21st Century skills rather than general knowledge.

In line with the Twelfth National Economic and Social Development Plan (2017-2021) (Office of the National Economic and Social Development Board (NESDB, 2017, pp.1-2), referred ought to the development of human society in such an approach as to have the capacity to cope enough with the changes in daily life through the advantage provided by high-quality education, skill-building, and public health services in all areas. It was, therefore, important points to remember including the seamless integration of all levels of development plans; a budgeting system that was integrated and results-driven; continuous area-based development; investment in human development and research; as well as a collection of indicators for regular monitoring and evaluation of development strategies (NESDB, 2017, p.16).

Consequently, the impact of a crisis when educational circles and stakeholders, such as academics, parents, students, administrators, teachers, and all other sectors, were encouraged to alter paradigms, processes, and ways of thinking in order to survive. There was also a chance to assess the difficulties in moving forward while applying the lessons learned from

the global community to our own situation. On learning management, favorable results were discovered. Educational institutions had modified their policies and objectives for managing education. (Thumthong & Wannit, 2021, p.2)

Moreover, Cruz (2015) explained that school administration may be seen in terms of organizing, directing, coordinating, and managing people or material resources in an educational setting. The major functions of administration consisted of 1) planning school activities and programs; 2) schoolwork, defining, and managing educational policies directly; 3) collaborating administrative and supervisory activities; 4) organizing the essential leadership; 5) assessing the teaching staff and curriculum, and 6) maintaining records and reporting outcomes.

Meanwhile, Pimmas (2018, p.21) studied strategic area-based education and defined area-based education as adjusting the role of education administration. The central states or national authorities make fewer practical decisions and transfer those roles to lower-level agencies which covered both the school level and regional level by applying the concept to the management of spatial education, including decentralization of roles and powers in education, school-based management (SBM), area-based research and area-based collaborative (Research) ABC, etc.

In line with Schell, Hilmi, & Hirano (2019) who defined area-based approaches as a type of approach built on the experiences of urban and regional planners working on community renewal in underprivileged and vulnerable areas throughout the 1960s and 1970s. Area-based approaches were defined as regularly consisting of four characteristics: geographic focusing on regions with high levels of need, multi-sectors taking into account the requirements, resources, and accessibility of services in all areas, inclusive with all population groups in that location, and participatory involved who were present or active in the area.

Moreover, Mannou (2019) summarized the importance of school education and administration and that the administration dealt with management, control, and arrangement. It was related to the organization dealing with the systematic arrangement for a definite purpose and was concerned with the process of regulations, schedules, and arrangements. A good organization ensured efficiency and proper use of resources. Hence, administration and organization were a must for a sound system of education.

Additionally, Tongkow (2015, p.38) defined area-based educational management as an innovation to manage education for integrated human resource management and gave

recommendations from studies by the government, the Ministry of Education should establish a strategic plan for area-based education management as an aggressive strategy. Meanwhile, educational institutions must be the initiative to seek cooperation with higher education institutions to organize human resource development courses that could respond to the potential and requirements of the area in accordance with the abilities and needs of the learners.

Besides, Masatienwong (2017, p.12) stated that the reform of the educational administration system as a main important strategy consisted of five goals: 1) to create unity in terms of policies at all levels of education, especially at the higher educational level, as well as the consistency in policy implementation between educational levels; 2) to create a clear division of missions between central that should perform the main duties of policymaking, quality, standards, resource location, monitoring, evaluation, supervision, and in terms of provinces and educational institutions or higher education institutions to perform administrative duties and management; 3) to increase decentralization to the local community so that local government organizations can take on more responsibility in accordance with the resources available in each locality; 4) to manage effectiveness; and 5) to have a favorable impact on how educational opportunities are distributed.

The schools in Samoeng 3 Educational Quality Development Network under the Chiang Mai Primary Educational Service Area Office 2 are small-sized schools, they still have crises that have accumulated for a long time. Whether it is a problem of differences in quality and educational standards between schools. Problems of illiteracy, inability to write, problems of inequality of opportunity and equality in education Problems of small educational institutions in rural areas The efficiency of educational administration should respond to the needs of the context of those schools to increase the potential of learners in accordance with the overall needs. Therefore, the study of the school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability) would be beneficial to the relevant educational management agencies, educational administration in area-based schools at all levels in the future.

Objectives

1. To synthesize the structural components of the school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability).

2. To investigate the current conditions and problems of the school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability).

3. To draft and verify a school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability).

4. To formulate policy and practical proposal of school administration model by area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability).

Methodology

This research was a mixed method divided into four phases as follows:

Phase 1: To synthesize the structural components of the school administration model by an area-based approach to develop a sustainable educational quality was divided into two steps as follows:

Step 1.1: The synthesizing of the structural components of the school administration model by an area-based approach to develop a sustainable educational quality from concepts, theories, and related research. Data were analyzed by content analysis and frequency.

Step 1.2: The examination of the consistency between a model and structural component according to the empirical data by using a structured interview. Key informants consisted of seven experts. Data were analyzed by content analysis.

Phase 2: To study the current conditions and problems of the school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability) by using an in-depth interview. Key informants selected by purposive selection (purposive sampling) consisted of five school administrators and one acting as a school administrator in Samoeng 3 Educational Quality Development Network under the Chiang Mai Primary Educational Service

Area Office 2, namely, Ban Borkaew School, Maetoh School, Banhuaynamjang School, Ruppaport School, Banmaeyangha School, and Banmaekhapoo School. Data were analyzed by content analysis and classifying each issue. The research team interviewed concerning the current conditions and problems of the school administration by area-based approach by using the issues derived from Step 1.2. Data were analyzed by content analysis and classifying into issues.

Phase 3: To draft and verify a school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability) was divided into 2 steps as follows:

Step 3.1: The drafting of a school administration model by area-based approach to develop sustainable educational quality, the research team prepared a draft of the school administration model consisting of five components, namely, principles, objectives, procedures, evaluation, and conditions of achievement.

Step 3.2: The verifying of a school administration model by an area-based approach to develop a sustainable educational quality, the research team provided connoisseurship by using the zoom meeting. Key informants selected by purposive sampling consisted of thirteen experts consisting of school administrators, and educational representatives from Chiang Mai Primary Educational Service Area Office 2 as well as faculty lecturers consisting of Chiang Mai Rajabhat University, North-Chiang Mai University, and Western University including independent scholars. Data were analyzed by content analysis and classifying the model components.

Phase 4: To formulate policy and practical proposal of school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability). The research team provided a brainstorming meeting. Key informants selected by purposive selection (purposive sampling) consisted of fifteen experts consisting of community leaders, school administrators, school board committee, and educational representatives from Chiang Mai Primary Educational Service Area Office 2 as well as the research team. Data were analyzed by content analysis and classified into issues.

Conclusion

Phase 1: Results of synthesizing the structural components of the school administration model by an area-based approach to develop a sustainable educational quality from concepts, theories, and related research consisting of 1) school administration, 2) cross-

cultural communication, 3) participation, 4) educational inequality, and network coordination to enhance the quality of education. The examination of the consistency between a model and structural component according to the empirical was agreed upon by seven experts at 100 percent.

Phase 2: Results of investigating the current conditions and problems of the school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability) by interviewing five school administrators and one acting as a school administrator by using the issues derived from Step 1.2. Data were analyzed by content analysis and classifying in each issue as shown in Table 1.

Table 1 : Results of the current conditions and problems of the school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability)

Components	The current conditions and problems of the school administration model by area-based approach to develop a sustainable educational quality
1. School administration.	<p>1.1 The main educational policies of these area-based approaches are both similar and different regarding school administration in specific areas.</p> <p>1.2 These small schools have administrative isolation, low achievement rates, difficulty in access as well as economic practical and useful way are the main reasons.</p> <p>1.3 School administrators are likely to benefit from administrative experiences by understanding more about diverse context schools.</p> <p>1.4 School administrators potentially change, beginning with curriculum design, and administrative strategies.</p>
2. Cross-cultural communication	<p>2.1 There is unequal personal and professional growth.</p> <p>2.2 The preparation of administrators is not ready for working with diverse teachers and students in a multicultural school.</p>

Table 1 (continue)

Components	The current conditions and problems of the school administration model by area-based approach to develop a sustainable educational quality
	<p>2.3 There is a much more focused study to fully assess the effectiveness of such administration, including the particular aspects of administrators and identity that they help in developing.</p> <p>2.4 School administrators use different administrative strategies in the planning of different discussion activities among multicultural stakeholders.</p>
3. Participation.	<p>3.1 Local communities are allowed to participate in their schools according to their interests, purposes, and community contexts.</p> <p>3.2 Although some of the area-based approach strategies that have been implemented by the administrators may be unfamiliar with them, most people will work on a subject until they fully understand it.</p> <p>3.3 Changing the roles the administrators took in the group work, and the various ways they expressed themselves from a different viewpoint.</p>
4. Educational inequality.	<p>4.1 The possibility of closing schools in rural areas on the grounds of economic feasibility and educational quality has been one of the area-based approaches.</p> <p>4.2 The cluster of small schools occurs to be advantageous to the more dispersed situations, like high-hill areas.</p> <p>4.3 All of the school administrators indicated the influences of the experience on their demands to go on learning and growing through this model of cross-cultural communities.</p>
5. Network coordination to enhance the quality of education	<p>5.1 In terms of local education policy, the government and local organizations do not guarantee a network for resource allocation.</p>

Table 1 (continue)

Components	The current conditions and problems of the school administration model by area-based approach to develop a sustainable educational quality
	<p>5.2 Administrative programs need to improve the innovative approach to assist administrators to develop skills and abilities in literacy of cultural diversity and cross-cultural communities.</p> <p>5.3 Administrators must be empathetic and aptitude to collaborate in working and sharing networking across cultures and interacting with people of different cultural backgrounds.</p> <p>5.4 The network collaboration is not established with irrelevant agencies in truly improving a curriculum and organizing the educational process.</p>

Phase 3: To draft and verify a school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability) was divided into 2 steps as follows:

Step 3.1: Results of drafting a school administration model by area-based approach to develop sustainable educational quality, the research team prepared a draft of the school administration model consisting of five components, namely, principles, objectives, procedures, evaluation, and conditions of achievement.

Step 3.2: Results of verifying components of a school administration model by area-based approach to develop a sustainable educational quality by connoisseurship with thirteen experts. Data were analyzed by frequency and percentage.

Table 2 The verifying results of the components of a school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability)

Components of a school administration model by area-based approach	The verifying results (N=13)			
	Accuracy		Suitability	
	Frequency	Percentage	Frequency	Percentage
Model principles	13	100.00	13	100.00

Table 2 (continue)

Components of a school administration model by area-based approach	The verifying results (N=13)			
	Accuracy		Suitability	
	Frequency	Percentage	Frequency	Percentage
Model objectives,	13	100.00	13	100.00
Model procedures,	12	92.31	11.67	98.74
Model evaluation	13	100.00	12	76.49
Model conditions of achievement	12	76.49	9.67	74.36
Average	93.76		89.92	

From Table 2, the results of verifying the components of a primary draft of model principles, model objectives, model procedures, model evaluation, and model conditions of achievement, the accuracy was overall at 93.76 and the suitability was overall at 89.92.

A complete school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability) was shown in Figure 1.

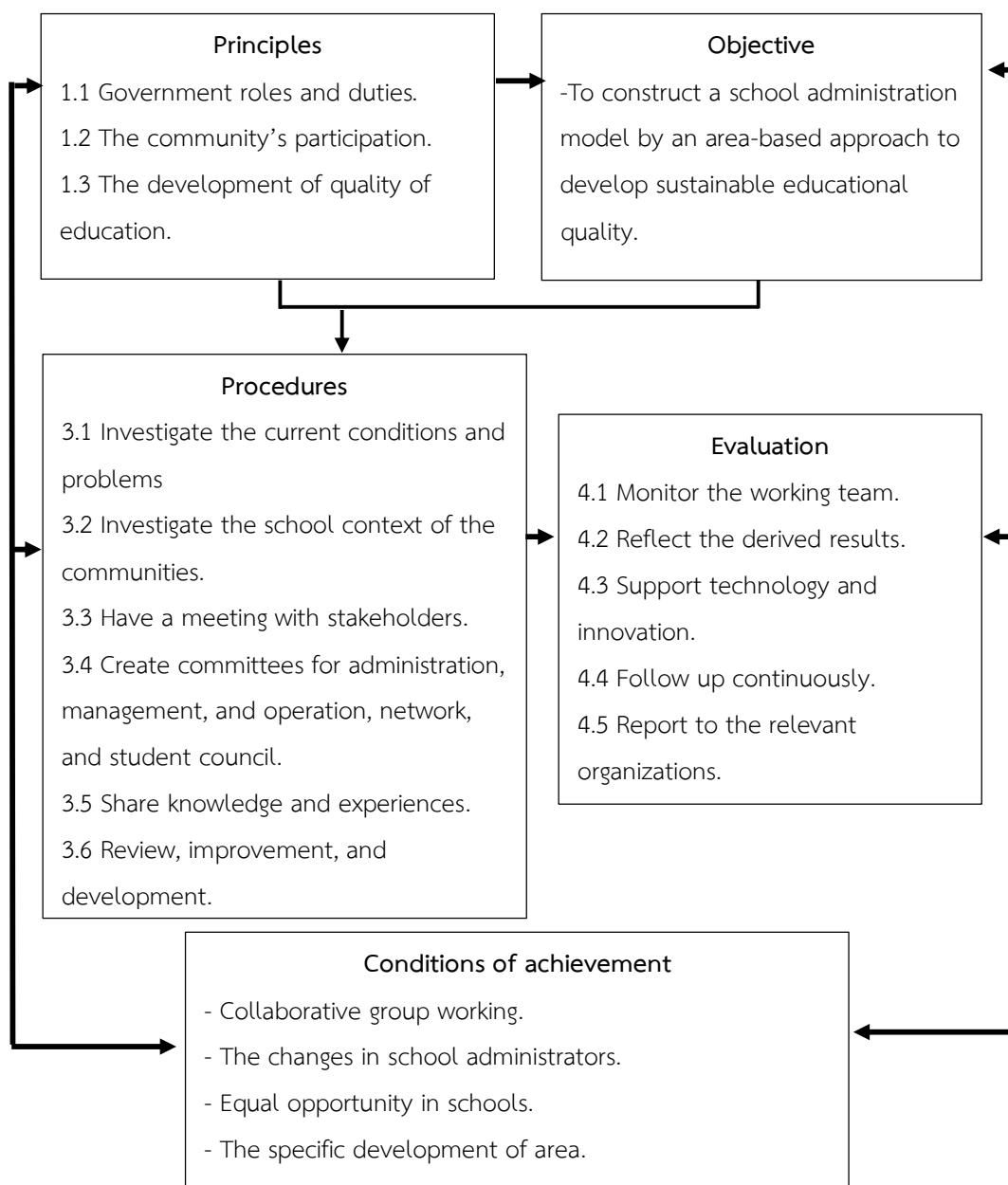


Figure 1 : A “POPEC” model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability)

Phase 4: To formulate policy and practical proposal of school administration model by area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability). The research team provided a brainstorming meeting. Key informants selected by purposive sampling consisted of fifteen experts consisting of community leaders, school administrators, school board committee, and educational representatives from Chiang Mai Primary Educational Service Area Office 2 as well as the research team. Data were analyzed by content analysis and classified into issues.

Table 3 The policy and practical proposal of a school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability)

Viewpoints	Policy proposal	Practical proposal
1. School administration	-Have an educational law for educational administration in area-based communities	-Implement a policy of providing education in cross-cultural communities by considering the differences of race, religion, and ethnicity -Relevant agencies should actively follow the guidelines for educational administration in area-based communities
2. Cross-cultural communication	-Focus on understanding area-based communities	-Do not express disagreement immediately -Be aware that what is initially presented may not be the case
3. Participation	-Promote the format of educational administration in the area-based communities with participatory participation	-Develop a sense of trust before they are willing to share their vulnerabilities -Ensure information is shared with the target communities

Table 3 (continue)

Viewpoints	Policy proposal	Practical proposal
4. Educational inequality	-Be aware of and allocate appropriate budgets according to local conditions and actual needs	-Promote the creation of an atmosphere within the school to be a pleasant society. unbiased equality, fairness, and mutual acceptance
5. Network coordination to enhance the quality of education	-Encourage the network to be a medium for building knowledge and understanding regarding the use or practice of law	-Use the social and work networks to promote knowledge management, sharing of information, knowledge, and experiences as well as connected by one or more types of relationships, sharing values and goals

Discussion

The research results of the school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability) could be discussed as follows:

Regarding the results of synthesizing the structural components of the school administration model by an area-based approach to develop a sustainable educational quality which consisted of 1) school administration, 2) cross-cultural communication, 3) participation, 4) educational inequality, and network coordination to enhance the quality of education. The research findings were consistent with the research results of Chutan & Chocipanyo (2019, p.36) who studied academic leadership strategies of Kamphaeng Phet Rajabhat University for 2018-2022 year, it was found that the strategies were raising the quality standards, strengthening the requirements to fulfill social demand, enhancing local development capacity, increasing the development standards for teachers, developing the effective action group and network group collaboration inside and outside of the institution.

Regarding the results of the current conditions and problems of the school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability) consisting of 1) school administration, 2) cross-cultural communication, 3) participation,

4) educational inequality, and network coordination to enhance the quality of education. In line with Thailand's 20-Year National Strategy. (2017-2036) (Royal Thai Government Gazette, 2017, p.38) focused on improving all educational management systems efficiently at all educational levels by the development of area-based curricula that were tailored to the needs of each region; and the reform of learning systems that could evaluate students' acquisition and application of 21st-century skills rather than broad information.

Results of drafting a school administration model by area-based approach to develop sustainable educational quality, the research team prepared a draft of the school administration model consisting of five components, namely, principles, objectives, procedures, evaluation, and conditions of achievement in accordance with Wudhiwanich, Puthaprasert, Yaboonthong, & Thong-ngok (2020, pp.33-36) who drafted a model of school management for senior citizens under Chiang Mai city municipality towards Thailand 4.0, the pre-model was analyzed by 6 groups totaling 21 experts, and the findings of the descriptive analysis revealed that the pre-model was developed consisting of rational, objectives, operational procedures, management structures and mechanism, curriculum and learning management, and factors for achievement.

Results of formulating policy and practical proposal of school administration model by area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability) consisting of educational law for educational administration and focus on understanding in area-based communities, promote participatory participation, be aware of and allocate appropriate budgets according to local conditions and actual needs and encourage the network to be a medium for building knowledge and understanding regarding the use or practice of law. The findings were consistent with the results of Mangkhang & Piriyaachagul (2020, p.25) who studied the development of area-based learning innovation through Miang culture to promote green citizenship for social studies teachers in Upper Northern Thailand. The development of area-based learning innovation to develop the local people was summarized and studied the development of operational educational innovation with an integrated approach. It used the idea of improving community and human resources to raise awareness of all situations in people's ways of life in aspects of physical, mind, intellection, cognition, and aesthetics. Emphasis is shared on information and experience exchange, serious discussion, asking for

information, and considering the implications, which leads to issue-solving and improves the quality of life for community members.

It can be summarized that the school administration model by an area-based approach to develop sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability) through network and innovation to enhance education in the areas to understand the school administration in the context of communities. In the meantime, it enables administrators to pick up valuable skills for the future through an area-based approach. Furthermore, instead of only having individual agencies attribute response outcomes to their own, single-agency contributions, a collaboratively owned response plan must monitor and assess multi-agency contributions to change.

Suggestions

Recommendations for Application of Research Findings

1. This school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability) focus on understanding area-based communities can be used as a master model for small-sized schools in other rural areas.

2. The other relevant sectors in Thailand should realize the importance of an area-based approach to develop sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability) to increase Thai quality education seriously.

Recommendations for Further Research

1. There should be a study of developing guidelines for this school administration model by an area-based approach to develop a sustainable educational quality (In accordance with the 20-Year National Strategy: Stability, Prosperity, and Sustainability) share both the achievement and the failures, as well as the problem solutions to develop Thai quality education actively.

2. There should be a study of the school administration model by an area-based approach to develop a sustainable educational quality (By the 20-Year National Strategy: Stability, Prosperity, and Sustainability) all over Thailand to reduce unequally education.

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