

Strategies for Developing Management Quality Small Primary School to Sustainability

¹Anchalee Namson , ²Sinchai Suwanmanee*,
³Rungchatchadaporn Vehachart, ⁴Suntaree Wannapairo

^{[1][2][3][4]}Faculty of Education, Thaksin University, Thailand

^[1]an3114@hotmail.com, ^[2]sinchai@tsu.ac.th, ^[3]rungchatchadaporn@tsu.ac.th, ^[4]suntaree@tsu.ac.th,

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ABSTRACT

This research study aimed to 1) study the current and desired conditions of strategies for developing quality small primary schools towards sustainability, 2) develop strategies for the development of quality small primary schools towards sustainability, and 3) evaluate the strategies for the development of quality small primary schools towards sustainability. The research utilized a mixed-method approach, divided into three phases: 1) studying current and desired conditions for the development of quality small primary schools towards sustainability, which was conducted using a questionnaire. The sample group consists of 254 school directors from the Primary Education Area Offices and educational supervisors. The necessity was analyzed using the PNI modified index, 2) developing strategies for the development of quality small primary schools towards sustainability. The strategy draft was developed using SWOT Analysis and TOWS Matrix, and the accuracy and alignment were checked by a focus group of 9 experts. The data was confirmed by the same group of 3 experts, and 3) evaluating the strategies for the development of quality small primary schools towards sustainability, focusing on appropriateness and feasibility. A questionnaire was administered to a sample group of 127 school directors under the Primary Education Area Offices. The data was analyzed using mean, standard deviation, and content analysis. The research results revealed that the current state of the development of quality small primary schools, in general, is at a high level, while the desired state is at the highest level. The strategy for developing quality small primary schools towards sustainability consists of 6 visions, 6 missions, 6 objectives, 33 development goals, and 55 strategies. The evaluation of the strategy for developing quality small primary schools towards sustainability shows that, overall, the appropriateness and feasibility are at the highest level.

KEYWORD: School Development Strategy, Elements of a Small Quality School, Sustainability

I. INTRODUCTION

The government's educational reform policy according to the national strategy began in 2018 - 2037, which is a national development plan that sets the framework and guidelines for development for all government agencies to follow in order to achieve Thailand's vision, which states that "Thailand is stable, prosperous, and sustainable; a developed country with development based on the philosophy of the sufficiency economy" or the national motto of "stable, prosperous, and sustainable" to respond to national interests [1]. The Ministry of Education has reformed education according to the concept of "unlocking-changing-opening" to make work faster, adapt to changes, and be able to lead Thailand forward. From the policy of merging small schools of the Office of the Basic Education Commission, there have been various projects to develop schools to be ready for both large schools, medium-sized schools, and small schools, starting with the Dream Schools Project on April 22, 2003. The Ministry of Education has implemented a project to develop concepts and principles with the belief that education can develop individuals to be quality individuals and can reduce the gap between individuals in society.

Good Sub-district Schools, the Office of the Basic Education Commission realizes the importance of developing quality, creating opportunities, and participation. Therefore, the “Good Sub-district Schools” project policy has been established to develop “quality schools” in rural areas to be ready to provide quality educational services and to be a center or source of learning for the community by allowing the community to participate and have a sense of ownership, trust, and faith in sending their children to study in such schools. The Good Sub-District Schools Project in 2014 focuses on developing schools in terms of academics to raise the quality of education and academic achievements. [2]

Good Schools Near Home Project or Pracharat Schools, Office of the Basic Education Commission has combined 2 projects to improve the quality of education, coordinating with the private sector under the Pracharat Project, which has the ability to create a digital map, to create school data for use in considering the management of small schools, which number 15,000 schools nationwide, using the project name “Good Schools Near Home”, aiming to implement the project in the academic year 2017. [3] Quality Schools of the Community Project, Ministry of Education has implemented the school development approach, developing quality schools of the community as primary schools or schools expanding opportunities that are considered from maps and geographical conditions that are ready and appropriate, with surrounding network schools that can bring students together to improve the quality of education to create confidence in the community and parents. [4]

From the policy on basic education management, it can be seen that the Ministry of Education, by the Office of the Basic Education Commission, which is the parent agency of small quality primary schools, has various policies and projects to ensure that the education provided by the state is equal, reduces inequality, and creates opportunities for all target groups. For these reasons, the researcher is interested in studying the strategic issues of developing small quality primary schools towards sustainability in order to use the research results as information for further development of the quality of education in small quality primary schools.

II. RESEARCH OBJECTIVES

1. To study the current and desired conditions of the development of small quality primary schools towards sustainability.
2. To develop a strategy for the development of small quality primary schools towards sustainability.
3. To evaluate the strategies for the development of quality small primary schools towards sustainability.

III. CONCEPTUAL FRAMEWORK

Sustainable educational development from related documents and research can be written as a conceptual framework as follows:

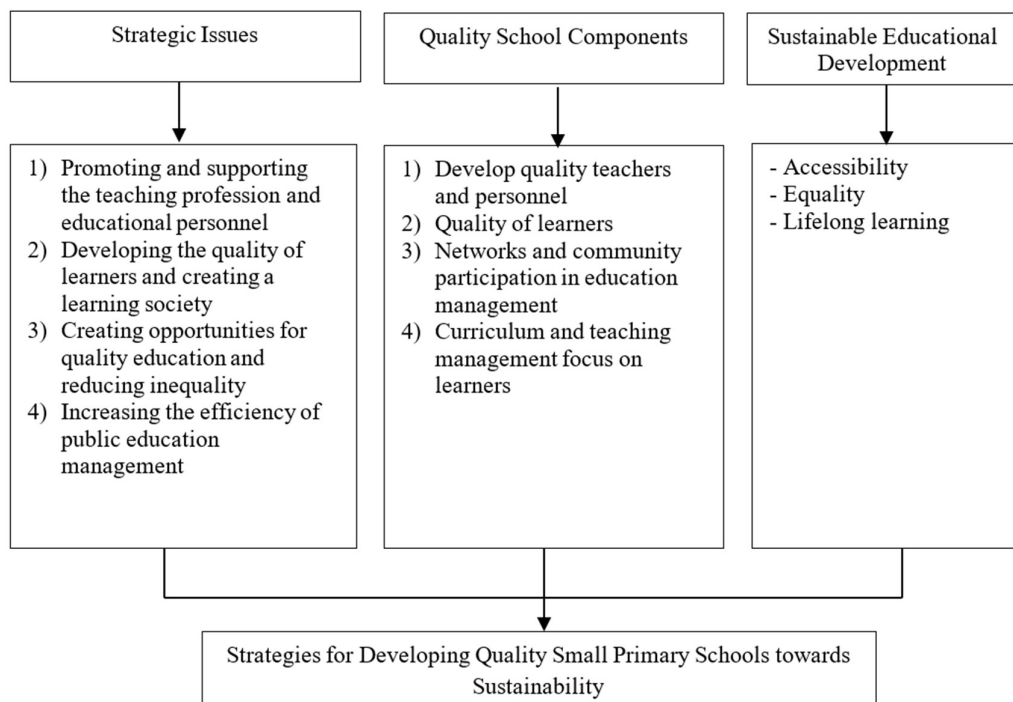


Figure 1 Conceptual Framework

IV. RESEARCH METHOD

The research method is divided into 3 phases:

Phase 1, study the current and desired conditions of the development of small quality primary schools towards sustainability by using the method of document synthesis and interviewing 9 experts, and using the results of the synthesis and the interview results to analyze and synthesize data to develop the research conceptual framework, analyze the current and desired conditions of the internal and external environment, and summarize the situations obtained from the environment to create a TOWS Matrix, draft a strategy for the development of quality primary schools.

Phase 2, developing a strategy for developing quality small primary schools towards sustainability, proceeded in 4 steps as follows: 1) focus group discussions to listen to experts' opinions on the (draft) strategy and related suggestions, 2) analysis of data from focus group discussions, 3) summarizing the main points from the focus group discussions, 4) checking the data obtained from the focus group discussions by the same group of 3 experts to confirm the reliability of the data.

Phase 3, Evaluation of the strategy for developing small quality primary schools towards sustainability. The process was carried out in 3 steps as follows: 1) Evaluation of the strategy by 127 directors of the primary education area offices on the issues of appropriateness and feasibility, 2) analysis of the obtained data on issues of appropriateness and feasibility, and 3) conclusion and presentation of the strategy for developing small quality primary schools towards sustainability to educational institutions and relevant organizations.

V. RESULTS

1. The results of the study of the current and desired conditions of the development of small quality primary schools towards sustainability found that the current conditions of the development of small quality primary schools, the overall development goals, 6 strategic issues were at a high level (\bar{X} = 3.57, S.D.= 0.71). The desired conditions of the development of small quality primary schools, the overall development goals, 6 strategic issues were at the highest level (\bar{X} = 4.69, S.D.= 0.47). The overall value of the need index ($PNI_{\text{modified}} = 0.313$) and when considering each item, it was found that the first development goal that was needed was the promotion and development of students to achieve excellence ($PNI_{\text{modified}} = 0.382$), followed by the enhancement of management efficiency towards sustainability ($PNI_{\text{modified}} = 0.365$), and the last one was the creation of networks and community participation ($PNI_{\text{modified}} = 0.271$).

2. Results of the development of the strategy for developing small quality primary schools towards sustainability. The research results found that the strategy for developing small quality primary schools consists of 1 vision, 6 missions, 6 objectives, 6 strategies, 33 development goals, and 55 strategies as follows:

2.1 Vision, Small primary schools have sustainable quality through participatory management of network partners and communities.

2.2 Mission, consists of: 1) Promote learners to have morality and academic excellence sustainably, 2) Develop teachers and personnel to have competence according to professional standards, 3) Develop the curriculum and teaching management to meet the needs of learners and the community, 4) Create opportunities for learners in all target groups, 5) Create networks and community participation, 6) Increase the efficiency of school management towards sustainability.

2.3 Objectives, include: 1) Learners have morality and sustainable academic excellence, 2) Teachers and personnel have competence according to professional standards, 3) School curricula and teaching management respond to the needs of learners and the community, 4) Learners of all target groups have opportunities and educational equality, 5) The network of cooperation in education management is strong, creating sustainability for schools, 6) School-level management is highly effective towards sustainability.

2.4 Strategy; consists of 6 strategies: 1) Promoting morality and developing learners to achieve sustainable excellence, consisting of 5 development goals and 8 strategies, 2) Developing teachers and personnel to have quality, consisting of 6 development goals and 11 strategies, 3) Curriculum development and teaching management, consisting of 6 development goals and 10 strategies, 4) Creating educational opportunities and equality, consisting of 5 development goals and 6 strategies, 5) Creating networks and community participation, consisting of 4 development goals and 7 strategies, 6) Increasing management efficiency towards sustainability, consisting of 7 development goals and 13 strategies.

3. The results of the evaluation of the strategy for developing small primary quality schools towards sustainability. The research results found that the overall evaluation results were at the highest level of appropriateness (\bar{X} = 4.66, S.D.=0.47), and were at the highest level of feasibility (\bar{X} = 4.57, S.D.=0.49).

VI. DISCUSSION

1. The results of the study of the current and desirable conditions of the development of small quality primary schools towards sustainability. The current conditions of the development of small quality primary schools towards sustainability are at a high level overall ($\bar{X}=3.57$ S.D = 0.60), which is consistent with the research of Charinrat Jittasupo (2018) [5] on “A Policy Proposal for the Small-Scale School Administration to the Excellence under the Secondary Educational Service Area Office.” The research results found that 1) The current conditions of small schools have a low average, which affects the overall quality of education in the country. And consistent with the research of Tassaporn Poomsida et al. (2021) [6] who studied the current conditions and desirable conditions of small schools. It was found that the current conditions of the administration of small schools to improve the overall quality of education were at a high level (average = 3.82).

The desired condition has the highest overall mean value ($\bar{X}= 4.69$, S.D.=0.47). From the research results, it is consistent with the management of small schools of the Nong Khai Primary Educational Service Area Office 2 (2022)[7] under the vision of “Small schools with quality according to basic education standards” in the strategic framework of the Office of the Basic Education Commission in 4 areas: 1) Creating opportunities to access quality educational services, with standards, and reducing educational inequality, 2) Developing student quality, 3) Developing administrators, teachers, and educational personnel, and 4) Increasing the efficiency of participatory management.

2. The results of the development strategy for the development of small primary quality schools towards sustainability of this research found that the vision, mission, objectives, and strategies are consistent and related. The researcher started by studying documents and related research, analyzing, synthesizing to obtain strategic issues, and synthesizing to set development goals. Then, he studied the internal and external environments. Later, he analyzed and synthesized to be a strategy and linked to the vision, mission, and objectives. The research results were therefore consistent, connected, and related. The results are consistent with the 20-year national strategy as follows:

Strategy 1, Promoting morality and developing learners to achieve sustainable excellence, in line with the national security strategy (Office of the Secretariat of the National Strategy Committee, 2018), develop all learners to love the main institutions of the nation, and adhere to the democratic regime with the King as head of state, have a good attitude towards the country, have the right thinking, be a good citizen of the nation, and a good citizen of the world, have morality and ethics, in line with the research of Panudda Chuntuy (2022) [8] on “School Administration Strategies for Developing Moral Principle and Ethics Of Primary Students under the Rayong Primary Educational Service Area Office 2”, consisting of 7 strategies: Strategy 1, Promote the development of a curriculum that aims to develop morality and ethics; Strategy 2, Drive administrators, teachers, and personnel to become role models of morality and ethics; Strategy 3, Promote integration in teaching and learning; Strategy 4, Manage and develop learning according to the philosophy of the sufficiency economy; Strategy 5, Promote the organization of learner development activities according to the way of life in the community so that students can apply it in their daily lives; Strategy 6, Drive the process of participation in linking social networks; Strategy 7: Promote the creation of a school environment conducive to student learning.

Strategy 2: Developing teachers and personnel to have quality in line with the national strategy on building competitiveness (Office of the Secretariat of the National Strategy Committee, 2018), including learning modern technology, using technology for benefits, creating new innovations, using it as technology for convenience, and in line with the research of Somjai Maneewong (2018) [9] on “Strategy for Effective Administration of Small Educational Institutions, Tak Primary Educational Service Area Office 1”. The research results found that developing teachers and personnel to have quality by promoting the development of teachers into professionals has 4 strategies: 1) Promoting teacher development in line with the needs (ID Plan), 2) Teachers are developed in a way to organize the learning process that uses high-level thinking skills, 3) Creating a participatory learning network until a professional learning community is formed, 4) Building morale for personnel to be motivated for professional advancement.

Strategy 3, curriculum development and teaching management are in line with the national strategy for human resource development and potential enhancement and the national strategy for creating growth on environmentally friendly quality of life. In the learning content of “Resources and Environment”, some parts of the health education learning content group (Office of the Secretariat of the National Strategy Committee 2018) [10] include instilling values and culture, integrating “honesty, discipline, morality, ethics, promoting public-

mindfulness and responsibility towards the public in Thais”, in line with the research of Prattakorn Kongnakhu (2021) [11] on “Development of Academic Administration Guidelines for Small Schools under the Office of the Primary Educational Service Area 3, Kalasin”. The research results found that in terms of school curriculum development, namely, planning to create a curriculum structure and various contents, applying the curriculum to teaching and learning and managing the use of the curriculum appropriately, monitoring the use of the curriculum, improving and developing the curriculum as appropriate, educational policy objectives, general objectives, content, and number of teaching hours for each subject, methods of organizing teaching and learning activities, evaluation methods, teaching strategies, and curriculum strategies.

Strategy 4, creating educational opportunities and equality; in response to the Constitution of the Kingdom of Thailand B.E. 2560 (Office of the Secretariat of the Cabinet, 2016) [12], Section 54 states that the state must ensure that all children receive quality education for twelve years from pre-school to the end of compulsory education free of charge, and in line with the national strategy for creating social opportunities and equality, namely: 1) Knowing one's own rights and the rights of others; 2) Developing information technology and creative media to support the digital society; and in line with the research of Suthin Kaewpana (2021) [13] on “Strategies for Educational Quality Development of Small School, Office of Educational Service Area in the Upper North 1” The research results found that the strategy for developing the quality of education in small schools in the Office of the Educational Service Area in the Upper Northern Provinces by Strategy 2 creates opportunities, equality, and reduces educational inequality; there are 6 guidelines for implementation as follows: 1) Promote all learners, from early childhood to basic education, to have equal educational opportunities. Free of charge, especially for disadvantaged groups, ethnic groups, and groups living in remote mountainous areas; 2) Promote and support learners, disadvantaged groups, ethnic groups, and groups living in remote areas, to be able to read, write and communicate in Thai correctly; 3) Organize a database of students in and out of the education system, disadvantaged children of all groups, and link it with the database of all agencies in the area; 4) Organize a student care and assistance system to be able to take care of all groups of children to receive assistance and appropriate basic education, or refer and create a mechanism for cooperation with both government and private agencies; 5) Promote the provision of scholarships and welfare for all groups of disadvantaged children; 6) Promote the organization of student development activities to develop desirable characteristics, discipline, ethics, and volunteerism at both school level and in the form of school groups or educational institution networks.

Strategy 5, building networks and community participation, is in line with the National Education Act of 1999, amended (No. 2) in 2011, and (No. 3) in 2010, Section 8 states that education management shall adhere to the 2nd principle of allowing society to participate in education management, and Section 9 states that the organization of the system, structure, and process of education management shall adhere to the 6th principle of participation of individuals, families, communities, community organizations, local government organizations, the private sector, private organizations, professional organizations, religious institutions, business establishments, and other social institutions. And the research results are consistent with the research of La-or Wanjw (2019) [14] “The results of creating a strategy to promote the development of the quality of education in small schools of the Office of the Primary Educational Service Area” found that the 4th strategic issue, participation in the management of education of small schools, small schools consist of 4 strategies: 1) Create awareness and publicize participation in education management comprehensively, 2) Promote and support parents, communities, organizations, agencies in all sectors to participate in education management, 3) Create and establish a network for participation in education management, 4) Honor individuals, organizations, agencies that participate in education management.

Strategy 6, Increasing the efficiency of educational administration towards sustainability, in line with the desired characteristics of the Basic Education Core Curriculum B.E. 2551 (Ministry of Education 2551)[15], consisting of: 1) Love of Country, Religion, King, 2) Honesty, 3) Discipline, 4) Eager to learn, 5) Living simply, 6) Determination to work, 7) Love of being Thai, 8) Public-minded, and in line with the research of Kunchana Suntan (2020) who conducted a research on “Managerial Strategies for Education Quality of Small-Scaled Primary Schools According to the Student Focus Concept”. The research results found that Strategy 4 is to develop learning resources towards sustainability; the implementation approach is that schools work together with communities and local areas to develop the quality of education, and organize the administrative structure of the 4 departments to be convenient and flexible.

3.The results of the evaluation of the strategy for developing small primary schools towards sustainability are at the most appropriate level overall. This is because this research has steps and methods for checking the quality of the tools and collecting data carefully at every step from experts and specialists, including checking the data for consistency, the relationship between vision, mission, objectives, and the relationship between strategies and development goals and development goals and strategies using the group discussion method, with experts providing advice and suggestions to fix, improve, and make the strategies appropriate and relevant according to academic principles, and the research results are at the most feasible level. The research results are consistent with the research of Yotsarawadee Krungkrai (2017) [16] “Development of Corporate Social Responsibility of School Administration Model under the Local Administrative Organization”. The research results found that the evaluation of the model for school administration with social responsibility of educational institutions under local administrative organizations overall is at the most appropriate level.

VII. BODY OF KNOWLEDGE

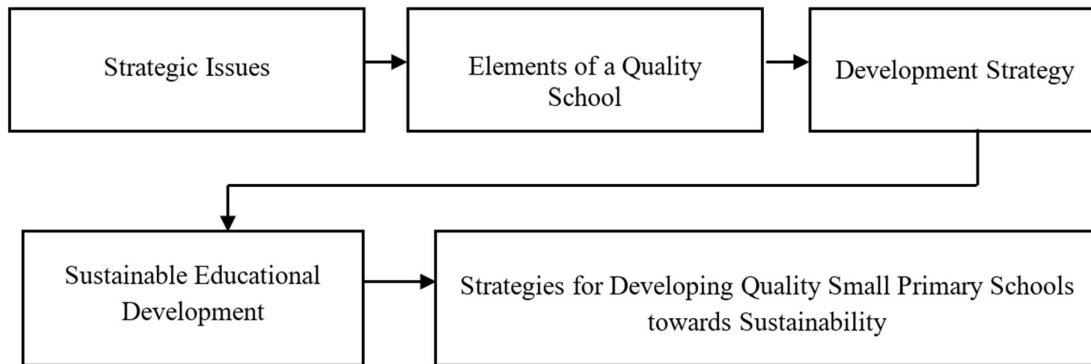


Figure 2 Knowledge from Research

Source: Anchalee Namson, 2024

VIII. RECOMMENDATIONS

A. Recommendations for Policy

1.The Ministry of Education should improve the rules, regulations, criteria, and regulations that are obstacles to developing small primary schools into quality schools.

2.The Ministry of Education and the Office of the Basic Education Commission should announce a policy to develop small primary schools into learning resources for the community to turn the crisis into an opportunity by making schools a part of the community and sustainably existing with the community.

3.The Office of the Basic Education Commission should review the criteria for allocating teaching staff in small primary schools to fill all classes with students.

4.The Office of the Basic Education Commission should review the criteria for hiring and appointing school directors and teachers. There are small primary schools, especially in the case of retirement of school directors. There are criteria for not returning the school director’s position to small primary schools with no more than 120 students. This creates an obstacle to management and affects the quality of students.

B. Practical Recommendations for Primary Education Area Offices

1.The Primary Education Area Office should create a strategic plan to drive the policy of developing small primary schools towards sustainability, which should be tangible and can be put into practice.

2.The Primary Education Area Office should appoint a committee at the education area level consisting of: the director of the area office, the deputy director of the area office, the group director, the chairman of the network of affiliated schools, and the educational supervisor responsible for the network, to develop the quality of education in small primary schools as a special case.

3.The Primary Education Area Office should announce it as a policy or a focus point for teachers and educational personnel involved in promoting and developing quality small primary schools as a special case.

C. Practical Recommendations for School Administrators

1. School administrators should use the strategy for developing small primary schools towards sustainability as a guideline for preparing annual strategic plans and action plans that are consistent with the

context of the school and community.

2. School administrators should hold meetings to clarify and create understanding with the Basic Education Commission, parents, communities, and network partners to realize and see the importance of driving the strategy for developing small primary schools towards sustainability.

3. School administrators should build morale and encouragement for teachers to promote and develop student quality and teachers' self-development continuously and consistently.

D. Recommendations for Teachers

1. Teachers should create awareness among learners and parents in planning the learning process in small quality primary schools for learners.

2. Teachers must have a good attitude towards learning management in small quality primary schools.

3. Teachers should provide media, technology, and learning resources that are appropriate for learners continuously.

E. Recommendations for Further Research

1. The strategies should be implemented in small primary schools and the results should be evaluated for further development of educational quality.

2. In-depth research should be conducted on each strategy to create innovations in the management of small primary schools in all 6 strategies.

CONCLUSION

This article proposes guidelines for developing the quality of management in small primary schools to be sustainable, focusing on 4 main strategies as follows: 1) Create a learning network: Creating collaboration with external agencies, nearby schools, or communities to exchange knowledge, share resources, and jointly solve various problems in schools. 2) Develop efficient budget management: Planning and managing budgets carefully to maximize the benefits of developing the quality of education for students. 3) Build teacher and personnel competencies: Developing the potential of teachers and educational personnel to have good knowledge, skills, and attitudes so that they can effectively manage teaching and learning. 4) Develop sustainable learning resources: Creating and improving learning environments to be modern, have diverse learning media, and support the all-round development of learners. Therefore, developing the quality of management of small primary schools towards sustainability requires cooperation from all sectors, including administrators, teachers, personnel, students, parents, and communities, with systematic planning and implementation according to good management principles.

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