

## **The Development of a small school Management Model that won a National Award**

Potsawat Sara-awart <sup>a\*</sup>, Sutum Thummatasananon <sup>b</sup>

<sup>a\*</sup> Doctoral student in Educational Administration and Development Program, Mahasarakham University, Thailand

<sup>b</sup> Associate Professor.Dr., Mahasarakham University, Faculty of Education,

<sup>a</sup>potsawat0009@gmail.com, <sup>b</sup>Sutum011728@gmail.com

### **Abstract**

The purpose of this research is developing a national award-winning small school management model. The quantitative study sample consisted of 374 school administrators by randomly stratified. The instrument used was a 5-level estimation questionnaire and a qualitative study. The information providers are the administrators of the educational institutes and 10 Academic Department Chief teachers. The tools used are structured interviews. The basic statistical analysis and analyzing qualitative data are used content analysis methods. The research found that 1) there are 5 components and indicators of small school administration awarding the national level 53 indicators. The suitability is at the highest level. 2) The current condition is moderate. Desirable conditions were at the highest level. The order of necessities include with the aspect of the excellent of the educational institution, the curriculum and academic administration, the student quality, the Educational Administration and learning management that focuses on the learners. 3) The results of the pattern development consisted of Part 1 Conceptual Principles and Objectives, Part 2 Methods, Part 3 the Guidelines of practical, Part 4 Evaluation and Part 5 Keys to be success, the results of suitability evaluation and the high possibility. The results of using the model were found that the knowledge assessment score after participating in the model was statistically significantly higher than the pre-participation knowledge assessment score at the .05 level. The overall, each aspect before development is at the highest level and after development is at the highest level and the overall of satisfaction level assessment is high level.

**Keywords:** Model development, Small school administration, National Award

### **1. Introduction**

According to the quality assessment and various tests of the management of small schools was found that the quality of education was a problem at all levels. It needs to urgently fix the whole system as soon as possible which needs to adjust the learning and teaching as well as improving the quality of teachers. Therefore, the development of the educational quality assurance system is accelerated in order to develop and encourage educational institutions to develop quality learners according to educational standards. (Ministry of Education. 2013) As Barnhart (2001) studied the risk factors for educational management failure, schools were categorized into three categories: small schools, schools in rural areas and schools with the readily resources. From the studied found that school stakeholders knew the quality of small schools is bad in curriculum and extra-curricular activities. And Wheatley (2005) examined the relationship between the quality of educational establishments and the achievement scores of students in primary school. It was found that teachers and administrators have a low level of co-operation skill and the ability of development of successful management of small school. As Klonsky (2003) researched on the development of small schools with a focus on teacher

## The Development of a small school Management Model that won a National Award

development in schools, it was found that the development of effective teachers in small schools requires continuous improvement such as learning from fellow teachers, hands-on learning and the Development of Classroom-Based learning. All teachers in small schools must have a development method that is mainly suitable for their own context and also school context. And Stevens (2004), studied about the changing in middle school in suburban areas found that the need for quality improvement was communication. School improvement planning course and management of each system, the development of educational quality through the process of school administration to small schools that have received national awards must be assessed in 5 aspects such as the first aspect is student quality, the second aspect is curriculum and academic administration, the third aspect is Educational Administration and Management, the fourth aspect is the student-centered learning management and the fifth aspect is the merits of the educational institutions (Educational Testing Bureau. 2017). As (Baser and Morgan. 2008) suggests that the benefits of educational institution development are directly related to the learners and affect the overall quality of education. The success or failure of a school depends on its management performance in teaching and learning activities. Therefore, the researcher, as a small school administrator that play a role as an improving the quality of basic education recognizing the importance and necessity of those mentioned, he studied and synthesized the concept of small school management that has received national awards of the Bureau of Academic Affairs and Educational Standards (2007), Bureau of Educational Testing (2017), Office of the Basic Education Commission (2017) and the Ministry of Education (2019). It consists of 5 components: 1) student quality 2) curriculum and academic administration 3) educational administration and management 4) learner-centered learning management 5) outstanding educational institutions and synthesize the conceptual framework for the development of the model, Tishana Khamanee (2003), Ra Runcharoen (2011), Keeves (1997) and Tony Bush (2011) including Part 1: Principles, Concepts and Objectives, Part 2: Methods of Action. The element 1: The external environment, the element 2: Input Factors, the element 3: Process the element 4: Productivity or Result and the element 5: Feedback. Part 3: Practical Guidelines, Part 4: Assessments and Part 5: Keys to success; to be conceptual framework in research the objective is to develop a small school management model that has received national awards for the benefit of improving the quality of education of small schools.

### 2. Research Methodology

Phase 1: examines the components and indicators of national award-winning small school administration. The group of informants consisted of 9 experts by choosing a specific type. Collecting data by studying documents, textbooks and related research then bring the results to group discussions and assess components and indicators with an assessment form. The statistics used in the data analysis were percentage, mean, standard deviation and presenting qualitative data by descriptive analysis.

Phase 2: Phase 2 Study the current condition. Desirable conditions and necessities small school administration has received a national award. The populations are 14,144 people of Administrators, teachers and Head of Academic Affairs basic educational institutions Under the Office of Primary Education Service Areas in the Northeastern Region. The sample group was school administrators and Head of Academic Teacher by comparing the total population with Krejcie & Morgan ready-made tables. A total sample groups were 374 people obtained. The Data were collected by giving questionnaires to the sample group for 374 people. There were 356 questionnaires returned, representing 95.18 percent. The statistics used in the data analysis were percentage, mean, standard deviation, required value and presenting qualitative data by descriptive analysis.

Phase 3: Develop a small school management model that has received a national award were collected data by interviewing administrators and teachers, heads of academic departments of small royal schools with interview forms, drafting patterns, and verifying with the assessments. The group of informants consisted of 9 experts by selecting specific, collect data using expert-based seminar methods. The statistics used in the data analysis were percentage, mean, standard deviation. and presenting qualitative data by descriptive analysis.

Phase 4: was to study the results of applying the national award-winning small school management model. The target group were administrators and teachers of 7 people by choosing a specific type. The data were collected through workshops and integrate it with practice based on a national award-winning small school management model. The researcher collect data by using quizzes. The supervision and satisfaction assessment form during 12 weeks. The statistics used in the data analysis were percentage, mean, standard deviation and presenting qualitative data by descriptive analysis.

### 3. Results

1. The results of a study on the composition and indicators of small school administration that received a national award This will lead to the collection of survey data. There are 5 components, 53 indicators, and the results of the suitability assessment are at the highest level as shown in Table 1.

**Table 1: shows the mean, standard deviation and the degree of eligibility of the small school administrative component awarded nationally.**

Composition	$\bar{x}$	S.D.	Comment level
1. Student quality	4.65	0.47	highest
2. Curriculum and academic administration	4.66	0.48	highest
3. Administration and study Management	4.69	0.47	highest
4. Student centered Learning Management	4.63	0.48	highest
5. The school excellence	4.65	0.48	highest
Overall	4.66	0.48	highest

2. The results of the study of the current condition; the overall, it is moderate. The desirable condition; the overall, at the highest level. The necessity ordering; the first was the excellence of the school, the second was curriculum management and academic work, the third was student quality, the fourth was educational management, and the fifth was focused student-centered learning management. The information obtained will lead to an in-depth interview study and further drafting of the format as shown in Table 2.

**Table 2: Mean, Standard Deviation, Current Condition, Desired Condition and required values of National Award-Winning Small School Administration.**

National Award-Winning Small School Administration	Current condition			Desirable condition			PNI	priority
	$\bar{x}$	S. D.	Operation level	$\bar{x}$	S. D.	Operation level		
1. Student quality	2.98	0.85	moderate	4.63	0.46	highest	0.56	3
2. Curriculum and academic administration	2.94	0.77	moderate	4.58	0.47	highest	0.60	2
3. Administration and study Management	3.45	0.72	moderate	4.48	0.72	high	0.30	4
4. Student centered Learning Management	3.72	0.87	high	4.51	0.77	highest	0.21	5
5. The school excellence	2.57	0.78	moderate	4.57	0.47	highest	0.78	1
Overall	3.13	0.80	moderate	4.55	0.58	highest		

3. The results of the development of a small school management model that has received a national award. Part 1: Principles, Concepts and Objectives Part 2: Methods of Operation consists of Component 1 External environment, Component 2 Input Factors, Component 3 Process, Component 4 Productivity/outcome, Component 5 Feedback.

Part 3: Practical Guideline Part 4: Evaluation Part 5: Keys of Successful and the evaluation results of suitability and feasibility are at a high level as shown in Table 3.

**Table 3: Means and deviations about the suitability and feasibility of the national award-winning small school administration model.**

Assessment items	Suitability			Possibility		
	$\bar{X}$	S. D.	Level	$\bar{X}$	S. D.	Level
Part 1 Principles, Concepts and Objectives	4.	0.	high	4.	0.	high

## The Development of a small school Management Model that won a National Award

	50	50		28	41	
Part 2 Process	4. 36	0. 35	high	4. 42	0. 33	high
Part 3 implementation	4. 17	0. 20	high	4. 29	0. 39	high
Part 4 Evaluation	4. 22	0. 42	high	4. 33	0. 36	high
Part 5 Keys to successful	4. 22	0. 42	high	4. 33	0. 36	high
Overall	4. 29	0. 38	high	4. 33	0. 37	high

4. The results of a study using the small school management model that received a national award found that the knowledge assessment scores after the participation in the model were significantly higher than the knowledge assessment scores before the participation in the model at statistical significance Level .05. The results of the assessment of activities according to the pre-development pattern were at a high level. After development at the highest level and satisfaction was at a high level as in Table 4.

**Table 4: Mean, Standard Deviation and Activity Level according to National Awarded Small School Administration Model before and after the development.**

National Award-Winning Small School Administration	Before the development			After the development		
	$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
1. The school excellence	4.2	0.43	high	4.7	0.41	highest
2. Curriculum and academic administration	4.2	0.47	high	4.7	0.44	highest
3. Student quality	4.4	0.39	high	4.7	0.42	highest
4. Administration and study Management	4.3	0.41	high	4.7	0.41	highest
5. Student centered Learning Management	4.2	0.39	high	4.7	0.44	highest
<b>Overall</b>	4.3	0.42	high	4.7	0.42	highest

### 4. Discussion

The results of the study of elements and indicators of small school administration awarded nationally found that there were 5 components, 53 indicators. This was because the researcher had studied the relevant documents and research and synthesized the elements and indicators. Then bring it into the process through expert opinions with group discussions in order to obtain clear information for later use in collecting data As the Office of the Basic Education Commission (2017) and the Ministry of Education (2019) had proposed the concept of small school administration that received national awards, consisting of 1) student quality, 2) curriculum and academic administration, 3) educational administration and management, 4) student-centered learning management. 5) The school excellence, in line with Griffin (2004), studied a model of small school structuring that organized the administrative structure hidden in large secondary schools that this small school. If the school follow these 8 steps, the school will be well performing. For example: (1) Build a relationship between the school and the community. (2) Let the schools recruit teachers on their own. (3) Focuses on the curriculum about teacher preparation and teaching preparation. (4) Emphasis on integrated teaching and learning management with a variety of content. (5) Create a flexible teaching schedule based on teaching activities. (6) Teachers create teaching by taking into the goals of the school.

(7) Teachers are involved in school decisions. (8) Measurements and assessments are conducted ongoing and focus on outcomes for students.

The results of the study of the current condition were moderate because most of the small educational establishments were located outside the city limits or in remote areas. Most of the students are from poor family backgrounds. In addition, most parents have a preference for taking their children to study in the city district or

province or a large school that is more readily available. As a result, small schools are not encouraged and developed as they should. As the Ministry of Education (2013) presented the results of a study on the administration of small schools that received national awards, found that each provincial group managed small schools that received national awards. The number is very small and tends to decline each year corresponding to Chanatta Pui-ngam (2015), researched on the guidelines for the development of school administration with international standards according to the quality award criteria of the Office of the Basic Education Commission found that the overall school administration condition was at a high level. The desirable condition was at the highest level because the Office of the Basic Education Commission has promoted quality by establishing a quality management system Promote educational institution to step towards excellence consistent to Nittaya Thep Aroonrat (2014), researched on The development of an international standard school management model in Thailand found that desirable conditions has the highest level of practice and the order of needs needed to develop, including the school excellence, Curriculum and academic administration, student quality Educational Administration and Student centered learning management consistent to Ratee Sripirawan (2012) researched on the development of management strategies towards excellence in primary school international standard schools revealed that the development needs were focusing, followed by analytical measurement and knowledge management and process management.

The results of the development of a small school management model that received a national award consisted of Part 1: Principles, Concepts and Objectives, Part 2: procedure Component 1 The external environment, Component 2 Input Factors, Component 3 Process, Component 4 Productivity/Result, Component 5 Feedback, Part 3 Implementation Guidelines Part 4 Evaluation Part 5 Keys to Successful. That's because in this research, the researcher has studied quantitative and qualitative data in order to obtain accurate and clear empirical data that can be used as a model correctly and able to rationally explain the subject studied. As Sumon Chumthong (2015) has researched on Developing a model for the administration of small basic educational institutes to be educational institutions for requesting royal awards in Primary Education Service Area Office At the provincial group level 3, the appropriate model consists of 4 parts: Part 1: Introduction Part 2: Concepts and Principles Part 3: Essence of Pattern Part 4: The Elements of Pattern. In addition, Hoy & Miskel (2001) has studied and found that quality schools and effective should consist of 3 components: factors, processes and the results obtained and the results of the suitability and feasibility assessment were at a high level. (Educational Testing Bureau, 2012) as Sumon Chumthong (2015) has researched on the development of a model for the administration of small basic educational institutes to be an educational institute for requesting royal awards found that the overall of model assessment at a high level.

The results of using the model were found that the knowledge assessment score after participating in the model was statistically significantly higher than the pre-participation knowledge assessment score at the .05 level. The overall of each aspect before development was at a high level. After the development, it was at the highest level because the researcher had analyzed the components and indicators through the process of evaluation by experts, and then studied the current condition, desirable condition, the needs and needs of the development in accordance with the needs of the development of teachers and school administrators as Hoy and Miskel (2001) mentioned about, the use of time for learning by school administrators is a component and also the effectiveness of the educational institution administration process consistent with Winulas Charoenchai (2019) has studied a research on The Development of a high-performance organization management model for improving the quality of education in educational institutions Under the Provincial Administrative Organization. From the study found that before the overall model implementation was at a high level. After the implementation of the format is at a high level. When the researcher compared with the mean, it was found that the difference was significantly at the .05 level and the overall satisfaction rating was at a high level. And Klonsky (2003), a research on the development of small schools with a focus on teacher development in schools found that the development of teachers in small schools to be effective requires continuous improvement. It must be a development related to the teacher's workload in teaching management in order to provide teachers with a new teaching experience. In addition, Arpie (2007) did research on Strategic management in performance-based organizations The results showed that when this performance-oriented work management system to adopted, the results of operations were improved.

## 5. Suggestions

The school administrators should adopt a national award-winning small school management model to implement concretely with assignments according to the administrative structure in educational institutions and promote, support, supervise and monitor continuously. The model of National Award-Winning Small School Management will be an important tool for educational institutions that follow the model to be successful in improving the quality of education and should conduct further research in accordance with the changing context in the way of developing a program or strategy to be more quality and effective for the education system further

## The Development of a small school Management Model that won a National Award

### References

- [1] Arpie, B.G. (2007). Strategic Management in a Performance Based Organization. *Dissertation Abstracts International*,62(1) : 1741-A.
- [2] Barnhart, L.K. (2001). The Hazard of Being Classified of Small Rural and Wealth : Two Cases Studies. *Dissertation Texas : The University of Texas*.
- [3] Baser, H. and P. Morgan. 2008. Capacity, Change and Performance Study Report. (ECDPM Discussion Paper 59B). Maastricht: ECDPM. Bush, Tony. (2011). *Theories of Education Leadership and Management*. London: Paul Chapman.
- [4] Chanatta Pui-ngam. (2015). Guideline for management development of international standard schools according to the office of the basic education commission quality award criteria. (Thesis, Master of Education). Bangkok: Chulalongkorn University.
- [5] Griffin, K.W. (2004). "Long-Term Follow-Up Effects of a School-Based Drug Abuse Prevention Program on Adolescent Risky Driving," *Prevention Science*. 5(3) : 207-212 ; September.
- [6] Educational Testing Agency. (2012). *An Analysis of the Influence of Success Factors of Educational Institutions that Received the Royal Award for Basic Education Level*. Bangkok: Office of the Basic Education Commission Educational Testing Bureau.
- [7] Educational Testing Agency. (2017). *Educational Institution Assessment Guide for Receiving Awards for Primary and Secondary Education*. Bangkok: The Agricultural Co-operative Federation of Thailand, Ltd.
- [8] Griffin, K.W. (2004). "Long-Term Follow-Up Effects of a School-Based Drug Abuse Prevention Program on Adolescent Risky Driving," *Prevention Science*. 5(3) : 207-212 ; September.
- [9] Hoy, Wayne K. and Miskel, Cecil G. (2001) *Educational Administration. Theory Research and Practice*, 6th ed. New York : McGraw Hill Inc.
- [10] Hoy, Wayne K. and Miskel, Cecil G. (2001) *Educational Administration. Theory Research and Practice*, 6th ed. New York : McGraw Hill Inc.
- [11] Keeves P.J. (1997). *Educational research, methodology and measurement: An international handbook*. Oxford: Pergamon Press.
- [12] Klonsky, M. (2003). "Small School and Teacher Professional Development," *Educational Leadership*. 58(6) : 22-27 ; June.
- [13] Ministry of Education. (2013). *Education reform guidelines of the Ministry of Education*. Bangkok: T.S.B. product.
- [14] Ministry of Education. (2019). *Educational Institution Assessment Guide for Receiving the Royal Award at Primary and Secondary school*. Bangkok: The Agricultural Co-operative Federation of Thailand, Ltd.
- [15] Nittaya Thep Aroonrat (2014). *Development of an international standard school management model in Thailand*. (Thesis Doctor of Education) Bangkok: Chulalongkorn University.
- [16] Office of the Basic Education Commission. (2016). *Policy for fiscal year 2017*, Office of the Basic Education Commission. Bangkok: The Agricultural Co-operative Federation of Thailand, Ltd. Office of the Basic Education Commission. (2017). *Educational Institution Assessment Guide for Receiving Royal Award*. Bangkok: The Agricultural Co-operative Federation of Thailand, Ltd.
- [17] Ratee Sripirawan. (2012). *Development of Management Strategies for Excellence in International Standard Schools at Primary School*. (Thesis Doctor of Education) Bangkok: Chulalongkorn University.
- [18] Selected Elementary School in ST. Thomas, Virgin Ts lands," *Dissertation Abstract International*. 2(2) : 256-A ; August. Stevens, S.W. (2004). "A Transformational Study in a Suburban Middle School : Linking a Classroom Learning System to the Baldrige Criteria for Educational Excellence and Quality Assurance," *Dissertation Abstracts International*. 64(8) : 2737-A ; February.

- [19] Sumon Chumthong. (2015). Developing a model of administration of small basic educational institutes for It is an educational institution for requesting the royal award. Primary Education Service Area Office Provincial group level 3. Educational research journal Faculty of Education, SWU, 9(2), .207-219.
- [20] The Office of Academic Affairs and Educational Standards. (2007). Guide to assessing educational institutions for receiving royal awards. Bangkok: The Agricultural Co-operative Federation of Thailand, Ltd.
- [21] Tishana Khamanee. (2003). 14 Teaching Methods for Professional Teachers. (4th ed). Bangkok: Chulalongkorn University.
- [22] Teera Runcharoen. (2011). Professionalism in the organization and administration of education in the era of educational reform. Bangkok: Khaofang. Wheatley, D. (2005). "The Relationship Between School Quality Student Achievement in Wilson VanVoorhis, C. R. and B. L. Morgan. (2008). Understanding power and rules of thumb for determining sample sizes. Tutorials in Quantitative Methods for Psychology, 3(2): 43-50.
- [23] Winulas Charoenchai. (2019). Development of a high-performance organization management model for improving the quality of education in educational institutions. Under the Provincial Administrative Organization. Doctorate of Education Thesis Department of Educational Administration and Development Graduate School: Mahasarakham University