



Administration model of civil state schools to improve the quality of education

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Abstract

The research was to study the conditions, problems, and factors supporting the administration of civil state schools and to develop a model of administration and study the effects of using the model. The research instruments included, the questionnaire, the form for the minutes of the workshop, the form for checking appropriateness and feasibility of the drafted model, drafting the handbook for using the model, the form for evaluating the model's usage, the form for evaluating satisfaction when using the model, the form for recording the reflection on the model's usage.

The population were 88 civil state schools in Chiang Mai Province. The 176 informants in this study consisted of 88 school directors and 88 teachers from each civil state schools. The twelve informants who gave the information for developing the model composed of one deputy director from the Primary Education Service Area Office, one superintendent, ten administrators from civil state schools. The twelve informants who validated the relevancy and feasibility included six directors of the Office of Educational Service Area and six experts. The informants giving information to study the effect of the use were school directors and teachers being responsible for civil state schools and volunteering to take part in using the model and the handbook. The data was analyzed using frequency, percentage, mean, standard deviation, and content analysis.

The findings revealed that the administration of civil state schools had practical feasibility at a high level when presented in a descending order of the mean being the budget administration, the personnel administration, the academic administration, and the general administration, respectively. The supporting factors were at a high-level also, when ranked in a descending mean, being, the administration, the materials, the budget, and the personnel. The civil state school administration model was the principle, the objectives, the system, the mechanism, and operational methods of quality administration along with the PDCA model including Plan, Do, Check, and Act, accessing the guidelines and the success conditions.

The results were at a high level and with satisfaction being the highest. The reflection revealed that the model and its handbook were useful for administering in civil state schools to assure its effectiveness and efficiency. Also, the administrators had knowledge and understanding of the principles and theories of administration and the administration policy of the civil state schools. The teachers and educational personnel, the basic education school board members, the parents, and the community network understood the civil state school administration policy and participated in developing the policy regarding their roles. Additionally, the school administrators used the model and handbook on school administration as a tool to administer their schools with effectiveness and efficiency.

Keywords: administrative model, civil state school administration, civil state school

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1. Introduction

In these times the whole world is in the trend of economic and social changes due to population growth and migration into urban areas. Technological progress and the change of economic structure have stimulated each country to focus on developing human resources to assure their quality. Education has become a crucial mechanism for human development. The public sector alone cannot provide education to

catch up with these changes. There is a need to invite all sectors to take part in providing education. This is congruent with the basic concept of "Civil State" stating that "Every Thai is the nation's member."

Strategy for the civil state then attempts to unite every sector, including the people, the public, businesses, academia, the state, religion, and mass communication to be the driving force in creating the needed changes, to solve the problems, and develop the country in every dimension and aspect in a sustainable way. The civil state could serve as the model and mechanism to push forward the educational re-

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forms necessary to assure the process of good people development, along with the main issues and geosocial conditions of each area.

The Ministry of Education, the agency responsible for the country's educational system has now realized the benefit of collaboration between the public sector and the private sector, to help support the quality of education. The Ministry has created the Office of the Basic Education Commission (OBEC) which is charged with setting up the project on civil state schools, which should be carried out with the civil state cooperation, leading to an MOU, in order to promote the civil state role in basic education and leadership development. These educational changes are needed to assure that we are prepared to develop the human resources needed to cope with the dynamics of the 21st century. This program has 5 objectives and they are as follows.

1. developing and upgrading the educational process in the basic education of teachers and other educational personnel to equip them with the necessary leadership characteristics and competency in school administration to maintain both morality and educational achievement simultaneously

2. setting up and publicizing the school's data and information along with the principles of good governance, transparency, and verifiability

3. promoting, supporting, and developing information and communication technology (ICT) system for education and administration

4. developing the instructional models on active learning and critical thinking, setting up an instructional handbook and extra-curriculum activities to develop the public mind in supporting the community and the society

5. upgrading the school English instruction to a universal level.

Nonetheless, from reviewed data on operational results of civil state schools from the 2016 academic year, it was found that there were only 104 primary schools of the 3,093 schools having their students achieving an O-NET score of 50% and more. The educational management has been the duty of every social sector consisting of the public sector, the private sector and the civil society. This showed that, in the first year, most of the civil state school's education, at the basic education level still had some problems in upgrading their educational processes in basic education. Additionally, in operating the civil state school project, the individuals concerned encountered various problems with curriculum development and in organizing extra-curriculum activities aimed at enhancing students' public mind, to help develop community and society. However, some schools did not achieve the objectives as they still utilized traditional instruction. Most of them were supported and developed to access ICT but they were not able to manage the media to organize the instruction and enhance students'

achievement. Some schools had no partnership among their personnel. They could only complete just certain objectives of the project. Moreover, they had insufficient materials, equipment, and multimedia to be used in the classroom making the instruction not effective as it should be. The computer audio and video systems were different from hardware and software. Therefore, installation was delayed. In case of malfunction, there was no one who had the responsibility for repairing them. All these problems blocked the students' learning opportunities (Regional Education Office No. 1, 2017).

Consequently, the schools along with civil state partnerships should succeed in upgrading the level of educational processes and leadership development. The researcher has become interested in studying the conditions, problems, the guideline for solving the problems, factors facilitating civil state school administration, and learning from knowledge and experience of the process administering the civil state school. Then, the researcher developed the model and handbook on administering civil state school composing of the concepts of participatory administration, good governance, and Deming Quality Cycle (Deming, 1982) with the vital processes in administering schools including Plan – Do – Check – Act so as to encourage the administrators of civil state school to apply and enhance effectiveness and efficiency in educational administration and management.

2. Research Questions

1. What are the conditions, problems, and factors facilitating civil state school administration?
2. What are the developed model and handbooks for using the civil state school administration model? What are the results of their validation?
3. What are the results of using the developed model and handbook for using the civil state school administration model? Are the users satisfied with them?

3. Research Objectives

1. To study the conditions, problems, and factors facilitating the civil state school administration
2. To develop the civil state school administration model
3. To study the effects of using the civil state school administration model

4. Research Population and Sample

The researcher set up the scope of population and informants based on the research procedural steps as follows:

Step 1 – Analyzing the results and studying conditions, problems, and factors facilitating civil state school administrations. The population was made up

of 88 civil state schools in Chiang Mai Province. Of the 176 participants, there were 88 directors of schools taking part in the project and 88 teachers who were responsible for the project on civil state school in Chiang Mai Province from each school.

Step 2 – Developing the civil state school administration model (P: Planning), applying from PAOR process of Kemmis, S and McTaggart, R. (1988) there were two sub-steps as follows:

Sub-step 2.1 – Drafting the model and handbook using the civil state school administration model, the twelve participants included one deputy director of the Chiang Mai Primary Educational Service Area Office 3, one superintendent who is responsible for a civil state school, and ten directors of schools taking part in the civil state school project.

Sub-step 2.2 – Validating the model and handbook using the civil state school administration model, the twelve relevant people of which six were directors/deputy directors of Office of Primary Educational Service Area and six experts.

Step 3 – Studying the effects of using the model and handbook in the civil state school administration model, there were two sub-steps as follows:

Sub-step 3.1 – A: Action Step - Applying the civil state school administration model, there were four civil state schools participating in this research. The eight participants included the school directors and a teacher being responsible for the Project from each school.

Sub-step 3.2 – Evaluating the use of the model and handbook. The reflection on the model and recommendations on using the model and handbook for civil state school administration model consisting of O: Observe and R: Reflect using the same group of informants in Sub-step 3.1

5. Research Operational Steps (Materials and Methods, Area Descriptions, Techniques)

This research used the mixed methods between quantitative research and qualitative research coming up with participatory action research (PAR) proposed by Kemmis, S & McTaggart, R. (Kemmis, S & McTaggart, R. 1988) and PAOR process in constructing the model and handbook for using civil state school administration model which could be concluded in the following chart.

6. Research Results

6.1 Studying the conditions, problems, and problem-solving guideline for and factors facilitating civil state school administration

6.1.1 Results of analyzing the condition of civil state school administration revealed that the practice was at high level. When ranking from the highest

mean to the lowest one was the general administration, the academic administration, the personnel administration, and budget administration, respectively.

6.1.2 Results of analyzing problems confronted by the civil state school showed that the problem was at moderate level. When ranking from the most to the least average, the problems were the budget administration, the personnel administration, the academic administration, and the general administration orderly.

6.1.3 Results of analyzing factors facilitating civil state school administration presented that the facilitation was at high level. When ranking from the most to the least, the facilitation was on the administration, the materials, the budget, and the personnel namely.

6.2 Results of constructing the model for administering civil state school

6.2.1 Model for administering civil state school composed of main components as follows:

1) Principle: This model was created basing on system approach for administration. Scope of school administration covered four aspects which were the academic administration, the general administration, the personnel administration, and the financial administration utilizing principles of the participatory administration, the good governance, the strategy for developing civil state school, the knowledge and the experience of school administrators and the civil state consolidating with experts' knowledge and experience in administering school.

2) Objective: To serve as the administrative guideline for civil state schools in applying for their administration with effectiveness and efficiency.

3) System and Mechanism

3.1) Inputs:

(1) Current conditions, problems, problem solving guideline, and facilitating factors.

(2) Civil state school administration in five aspects – 1) learners, 2) curriculum, 3) teacher, 4) administrator and 5) participating process

(3) Factors supporting the civil state school administration in four aspects composing of 1) personnel, 2) budget, 3) materials, 4) administration and management

(4) Other administrative factors

(5) Participatory Action Research (PAR)

3.2) Process: Civil state school administration model had four steps which were

Step 1 – Planning (P)

Step 2 – Doing (D)

Step 3 – Checking (C)

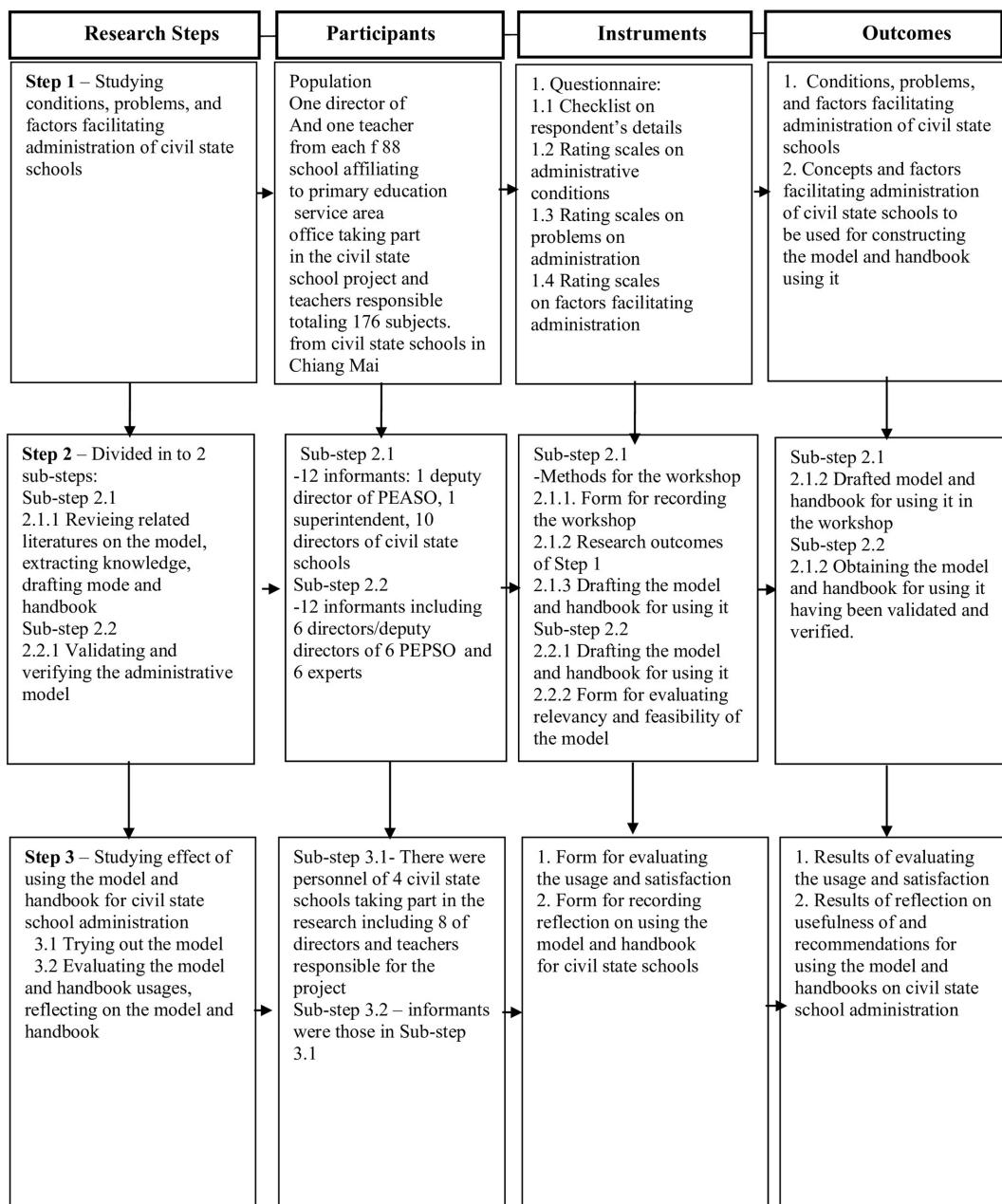
Step 4 – Action (A)

3.3) Output: Outcomes of the Model

1) Evaluative results of the model usage

2) Satisfaction with handbook and model usage

3) Reflection results on usefulness and

**Figure 1:** Research procedural steps

recommendations on model and handbook of using.

4) Operational Steps

- Step 1 – Planning (P)
- Step 2 – Doing (D)
- Step 3 – Checking (C)
- Step 4 – Action (A)

5) Assessment Guideline

5.1) Operation with PDCA:

- Planning (P)
- Doing (D)
- Checking (C)
- Action (A)

5.2) Key Performance Indicator (KPI) of factors on five aspects and eleven strategies:

- 5.2.1) Learners
- 5.2.2) Curriculum
- 5.2.3) Teacher
- 5.2.4) Administrator
- 5.2.5) Participating Process

6) Success Conditions: Administrators of the original affiliation agency, network members, and school partners mutually provided to support for the civil state school administration on personnel aspect. Administrator had to realize and focus on participatory administration and management upon the principle of

the good governance, utilizing ICT and digital system in educational administration and management. The teachers had to realize the significance of participation in administering the school and have skills in using ICT and digital network. Members had to cooperate in administering and managing school on continuous basis. In case of the concerning budget, the school had to sufficiently and continuously get the budget supported from the original affiliation agency, and/or network members and school partners. There should also be some extra fund to support the operation on the indicators of civil state school. Concerning materials and facilities, the school had better have classroom, laboratory, special room, and high-speed internet signal to have high quality of media, materials, and equipment being ready to use. And in the concerning of management, the school utilized P-D-C-A quality cycle to accomplish the operation with the administrative principle of the good governance and network. School partners ought to take part in every step of the operation.

Model Handbook - The handbook included instruction of using the handbook

- Part 1 – introduction
- Part 2 – basic concept on civil state school
- Part 3 – civil state school administration model
- Part 4 – model using process
- Part 5 – evaluating the model and showed in an appendix.

Results of verifying the model and handbook for using it by the experts revealed that the civil state school administration model and handbook were acceptable at high level.

6.3 *Results of the study on using the civil state school administration model*

6.3.1 Results of evaluating the use of model and handbook for using civil state school administration model presented that the use was at high level. When ranking from the most to the least, the steps were doing (D), Checking (C), Act (A) and ending with Planning (P). 6.3.2 Results of evaluating the satisfaction with using the civil state school administration model, it was found that the satisfaction was at high level. Considered by aspect, the first highest aspect was operational steps of the model (PACA) followed by the system and mechanism of the model, and the principle of model. The aspect with the least mean was the success conditions of model.

6.3.3 Results of evaluating the satisfaction with the handbook on civil state school administration, it was showed that the satisfaction was high level. When considered by aspect, the first one with the highest mean was the model assessment guideline and following with the operational steps of model, and fundamental knowledge on civil state school administration. The aspect with the least mean was appendix.

6.3.4 Results of reflection on usefulness, it was found that administrator, teachers, personnel and the concerned individuals acquired knowledge and understanding relating to the principles and theories of administration on the policy of civil state school administration to function the civil state school to achieve higher effectiveness by administering and managing the five aspects – 1) learners, 2) curriculum, 3) teacher, 4) administrator and 5) participating process. The administrators, teachers, basic education school board members and network members and the concerned individuals took part in developing the school upon their roles with the full capacity, congruent to the policy of civil state school administration which aimed to have every sector to help develop and carry out education. It was the valid, relevant, and feasible school administering innovation particularly comparing with those with similar context. It enabled the civil state school administration to be more effective and efficiency.

7. Discussion

In this research, the researcher found two interesting issues which could be discussed as follows:

7.1 Civil state school administration model had appropriateness, feasibility, and utilities at high level. The civil state school administration model included six parts, 1) principle of model, 2) objectives, 3) factors and operational steps, 4) learning towards practice, 5) outcomes and 6) conditions of the model. The findings were congruent with those proposed by Runcharoen, Teera (2007) who had identified six factors of the model that were 1) principle, 2) objectives, 3) system and mechanism, 4) operational method, 5) assessment guideline and 6) conditions of the model. The appropriateness, feasibility, and usefulness were the process to construct the model being carried out along with the principles, objectives, and systematic steps. Concerning this, the researcher studied and synthesized the concepts on model and model construction including the use of participatory action research (PAR) in constructing the model and model using handbook. The process started from workshop participated by administrators of civil state schools in Chiang Mai Province and having the experts check its appropriateness, feasibility, and validity. The experts related to connoisseurship model to come up with the model that was comprehensive and relevant using as the civil state school administration model.

7. 2 Results of applying the model and handbook for using civil state school administration model, it was found that the results of evaluating the model and its handbook was at high level. The users were satisfied with the use of it at high level and satisfied with the handbook at high level. Moreover, the reflection and recommendations on using the model and handbook for civil state school administration model revealed that the model was beneficial for the civil state

System and mechanism of model: Inputs, Process, Outputs, and Feedback.

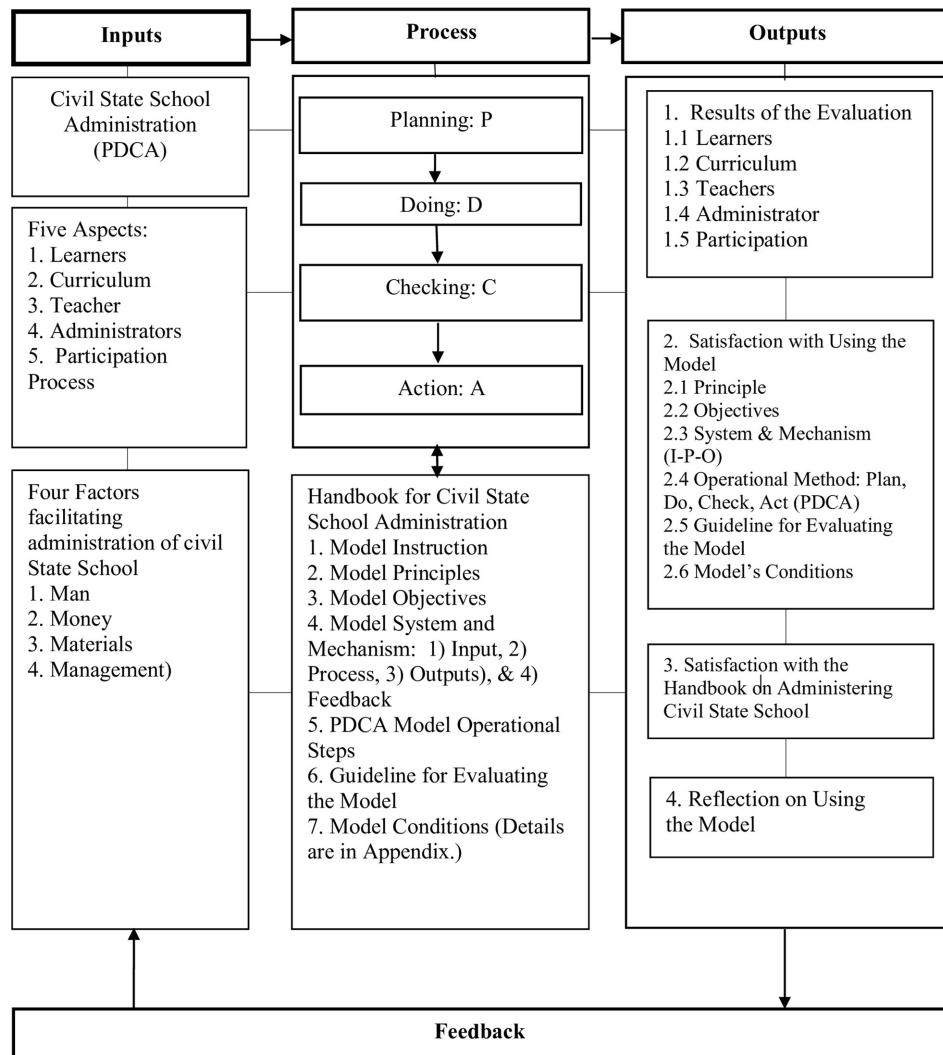


Figure 2: Model mechanism system

school administration assuring its effectiveness and efficiency equipping the administrator with knowledge and understanding on administration principle and theory, policy, and civil state school administration. It helped the teachers and educational personnel, basic education school board members, parents, and community network members understand the policy and civil state school administration and participate in developing the school mutually on their roles with their capacity. Administrators were able to apply the model and handbook as a tool in administering with effectiveness and efficiency based on the policy, objectives, and indicators of the civil state school. This achievement might be in the workshop which had experts on school administration who had carried out the policy and were responsible for the civil state school project coming in to provide knowledge and helping draft and validate the effective model and handbook. Furthermore, during the application of the model and

its handbook, the researcher, and co-researchers from four schools had an opportunity to complete the learning exchange while operation on continuous basis. Besides, the model and handbook used in their research were the results of taking the principles, concepts, objectives, policy, and indicators of civil state school as the operational goals of the research enabling the five aspects of civil state school administration and its eleven strategies enhancing its effectiveness and efficiency. This was congruent to the research findings related to Phanpattanakul, Supat (2011) who had studied the development of administrative model of effective secondary education schools affiliating to Office of the Basic Education Commission (OBEC) and found the administrative model of secondary education schools was effective. It was a system approach of administration and management covering inputs – organizational leadership and focused on human resources, good governance, and school culture. The process in-

cluded the setting up of strategic plan in carrying out the process focusing on the students, parents, and the concerned individuals as well serving as a learning organization. With concerning of the outputs, the process could make the learners smart, good, and happy individually. The inputs were the teachers and educational personnel having quality and standard. They also consisted of the community that was with public mind to lend their hands to the school constantly. Nonetheless, the school had to solve the confronting problems by thinking outside the box in relevance to the everchanging context. Similarly, Sangnet, Niphon (2017) had studied the development of administrative model Sri-Tambons Virtue Schools, promoted by Ministry of Education and found that the Sri-Tambons Virtue School was based on 1) principle. 2) objectives 3) essences of the model and 4) guideline for implementing the model. One year later, Arundee, Kittipat (2018) studied the guideline for operating along the indicators of civil state schools affiliating to Chiang Mai Primary Educational Service Area Office and found that the operation of the indicators of civil state schools with good practice, the school had better have the readiness on basic factors being the center of ICT and digital network, realize the significance of participative operation, have mutual of understanding among them utilizing the operational process of P–D–C–A quality cycle and use technology in publicizing, co-ordinating, monitoring, following up, measuring and evaluating, and concurrently reporting the operational outcomes. From all these characteristics, shortly, the civil state school administration model could serve as the model focusing on developing the quality and effectiveness of systematic organizational administration with the framework of inputs, process, outputs and feedback in order to lead to the civil state school administration with true effectiveness and efficiency.

8. Conclusion

Leading Model of Civil State Schools into practicing to achieve the objectives by using set model as the guideline for carrying out the learners, curriculum, teacher, administrator and participating process. The board members and network members and the concerned individuals took part in developing the school upon their roles with the full capacity and being congruent to the policy of civil state school administration which aimed to have every sector to help develop and carry out education. It was the valid, relevant, and feasible school administering innovation particularly comparing with those in similar context. It enabled the civil state school administration to be more effective and efficiency.

9. Recommendations

9.1 At the policy level, the original affiliation agency should apply the model and handbook in run-

ning of the civil state school including in the workshop organized for administrators, personnel, and teachers of the school with similar context.

9.2 At operating level, administrators of school with similar context should apply the model and handbook basing on the context and conditions of area.

9.3 Administrators of civil state school or school with similar context ought to apply the model and handbook as the guideline for operating school to enhance its effectiveness and efficiency.

9.4 Office of secondary educational service area is supposed to apply the factors facilitating its service to support civil state school or schools with similar context as the guideline for facilitating the school administration to gain higher effectiveness and efficiency.

10. Recommendations for Further Researches

10.1 There should be a study on the model for academic administration of civil state schools to encourage the civil state enhance their education quality.

10.2 There would be a study on model for developing participation network of civil state schools as the school network or partnership which is an important part in facilitating effective administration of schools in civil state school area and others.

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