



Development of management model for senior citizens school under Chiang Mai City municipality towards Thailand 4.0

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Abstract

This research aimed to 1) to study and synthesize the management components of school for senior citizens in Thailand, 2) to investigate the feasibility and guidelines for the management of school for school for senior citizens under Chiang Mai city municipality towards Thailand 4.0, 3) to develop and verify a pre-model of school management for senior citizen schools under Chiang Mai city municipality towards Thailand 4.0. Instruments used in this research were a component synthesis, an open-ended question, and a 5 rating-scale questionnaire. Data were analyzed by percentage, mean, standard deviation, content analysis, and descriptive analysis. Results of the research were found as follows: 1. Results of studying and synthesizing the management components in step 1 consisted of 6 components and 31 sub-components, step 2 consisted of 6 components and 39 sub-components. 2. The investigation results of the feasibility and guidelines consisted of 6 components and 36 sub-components. 3. Results of developing a pre-model for senior citizen schools under Chiang Mai city municipality towards Thailand 4.0 was named ROO(pdca)MCF model, consisting of 6 components and 36 sub-components and verifying the management model in section 1, the correction was average at 99.38 percent and the suitability was average at 95.99 percent, in section 2 was concerning the evaluation results, the possibility and the utility were at the highest level.

Keywords: management model, school for senior citizens, Chiang Mai city municipality, Thailand 4.0

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1. Introduction

According to the educational management policy and lifelong learning for senior citizens were reviewed again, it was found that the government had realized on the situation of aging society in Thailand. The policies and measures were implemented related to the senior citizens to be a mechanism to drive the senior citizens' work to be suitable for the current situation. This importance could also be seen that the Constitution of the Kingdom of Thailand, B.E. 2560 (2017, [1] mentioned in chapter 5 concerning duties of the government in section 54 stipulated the State shall ensure that every child received quality education for twelve years from pre-school to the completion of compulsory education free of charge.

Ageing is the process of various components such as experiences, life skills, happiness and sadness, success or failure, social participation, etc. School for senior citizens is another form of education that requires the importance and power of the senior citizens which focus on activities that enable the senior citizens to attend easily and give priority to set up stage for learning exchange among senior citizens with community members in line with the research of Archanya [2]

concerning on the future image of a third-year university model for lifelong learning. According to the Thai elderly, it was found that the model of the school for the elderly will be the principle of the format of the University of the Third Age (U3A) to promote the potential of the elderly, making the elderly to enjoy and enjoy learning.

Therefore, the 2nd. National Plan on the Elderly 2002-2021, 1st. Revised of 2009 [3] mentioned in strategy 1 concerning on readiness preparation of the people for their quality ageing on education and lifelong learning, encouraged the access to and develop the education service and lifelong learning in either the formal, adult education or learning by preference to provide correct knowledge and understanding of life and ageing aiming at readiness preparation for quality ageing.

Additionally, Thailand's Implementation of the Madrid International Plan of Action on Ageing: MIPAA, 2002-2016 [4], the declaration on the Thai Elderly in 2000, Thailand proclaimed at the same year that the United Nations proclaimed to be the international year of older persons to drive explicit and exact implementation of action on ageing as clearly especially about the protection of the elderly to access to education and learning as well as social participation.

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Besides, Linda and Jeff [5] worried that seniors today were faced with a dilemma. They did not grow up during the era of computers and the internet, yet this age group now depended on this technology. As a result, seniors were learning more and using technologies for the first time. In general, technology was helping to give senior citizens an improved quality of life through increased connectivity and a sense of community.

Concerning the above reasons, to achieve success according to the policies and objectives, the researcher as an administrator in schools under the Local Government Organization used a management model to direct the organization to provide educational services to citizens of all ages while the number of students was steadily decreasing but the buildings and school personnel were still the same. Therefore, I would like to develop a management model for senior citizen schools under Chiang Mai city municipality in order to support the national educational policy keeping up towards Thailand 4.0. In addition, the researchers expected that the management model for senior citizen schools under Chiang Mai city municipality that was developed, could be used as guidelines for policy proposals and to be a model for other educational institutions or schools.

2. Research Questions

2.1 What are the results of studying and synthesis the management components of school for senior citizens in Thailand?

2.2 What are the feasibility and guidelines for the management of school for senior citizens under Chiang Mai city municipality towards Thailand 4.0?

2.3 What should be the results of the development and verification a management model for senior citizen schools under Chiang Mai city municipality towards Thailand 4.0?

3. Research Objectives

3.1 To study and synthesize the management components of school for senior citizens in Thailand.

3.2 To investigate the feasibility and guidelines for the management of school for senior citizens under Chiang Mai city municipality towards Thailand 4.0.

3.3 To develop and verify a management model for senior citizen schools under Chiang Mai city municipality towards Thailand 4.0.

4. Materials and Methods

The research process was divided into three phases as follows:

Phase 1: Study and synthesize the management components of school for senior citizens in Thailand was divided into 2 steps:

Step 1.1: The researchers studied the documents, concepts, theoretical papers and related researches for synthesizing the components concerning the management components of school for senior citizens in Thailand. The obtained data were studied from 20 schools awarded the best practice, or participating activities with Thai Health Promotion Foundation, or interesting agencies from public and media in all regions of Thailand; instrument used was a component synthesis table, and data were analyzed by content synthesis.

Step 1.2: The confirmation of components concerning the management components of school for senior citizens in Thailand. Key informants were 7 experts in the focus group discussion, instrument used was a confirmation form for correction, suitability, and completion of core components and sub-components, data were analyzed by content analysis.

Phase 2: Investigate the feasibility and guidelines for the management of school for senior citizens under Chiang Mai city municipality towards Thailand 4.0. Key informants were divided into 3 groups consisting of 2 policy administrators, 2 coordinator administrators, and 15 practitioners, for a total of 19 respondents, instrument used was an in-depth interview, and data were analyzed by content analysis.

Phase 3: Develop and verify a management model for senior citizen schools under Chiang Mai city municipality towards Thailand 4.0 was divided into 2 steps as follows:

Step 3.1: Develop a management model for senior citizen schools under Chiang Mai city municipality towards Thailand 4.0, key informants selecting by purposive sampling consisted of 6 groups of school relevant personnel, for a total of 21 respondents, instrument used was a model draft, and data were analyzed by descriptive analysis.

Step 3.2: Verify a developmental model for senior citizen schools under Chiang Mai city municipality towards Thailand 4.0, key informants consisted of experts in terms of senior citizens, faculty lecturer, Chiang Mai city municipality's administrators, principals of schools for senior citizens, for a total of 9 respondents in connoisseurship, instrument used was verification form of correction and suitability, evaluation form of possibility and utility of a management model for senior citizen schools under Chiang Mai city municipality deriving from step 3.1, data from verification form were analyzed by percentage and data from evaluation form were analyzed by mean and standard deviation.

5. Results and Discussion

The results of this research were as follows:

Phase 1: Results of studying and synthesizing the management components of school for senior citizens in Thailand was divided into 2 steps:

Step 1.1: The management components of school for senior citizens in Thailand consisted of 1)

rationale/ background, 2) objectives, 3) operational procedures, 4) management structures and mechanism, 5) curriculum and learning management, 6) factors for achievement/focus points as shown in Table 1.

From Table 1, results of synthesizing the core components and sub-components of school for senior citizens in Thailand from 20 school administrators consisting of 6 core components and 31 sub-components.

Step 1.2: The confirmation of components concerning the management components of school for senior citizens in Thailand, 7 experts in the focus group discussion agreed to delete background and focus points from core components. In terms of component 1 concerning rationale, adding to approach Thailand 4.0; component 2 concerning objectives, adding to promote the use of technology in Thailand 4.0 to increase management efficiency; component 3 concerning operational procedures, adding the curriculum development and instructional process by using technology and innovation to increase efficiency including the reflective thinking; component 4 concerning management structures and mechanism, adding network committee and student council; component 5 concerning curriculum and learning management, adding to prepare lesson plans and learning management activities; component 6 concerning factors for achievement, adding the use of technology and innovation to increase efficiency continuously and writing in the Chiang Mai municipality's strategic plan including reviewing, improving, and developing the school management for senior citizens under Chiang Mai municipality, for a total of 6 core components and 39 sub-components.

Regarding the core components, it was similar to Aungkana [1] stated that due to the global trend was moving towards the 'aging century' which was the era of advanced technologies and an aging society, caring for elderly in this era requires an adequate understanding of the current state of elderly care, environment and their lifestyles in reality. Additionally, positive thinking and a meaningful-life attitude were crucial to support older people.

Besides, Linda and Jeff [5] worried that seniors today were faced with a dilemma. They did not grow up during the era of computers and the internet, yet this age group now depended on this technology. As a result, seniors were learning more and using technologies for the first time. In general, technology was helping to give senior citizens an improved quality of life through increased connectivity and a sense of community. On the other hand, a comparative insights of ageing elderly from Chiang Mai (highland) and Nakhon Pathom (lowland) provinces by Kampanad et al. [6], the findings provided insights of the important indicators as family or neighborly support, community participation, health care improvement and social security to improve the well-being of elderly and con-

cluded with the need of innovative policies and public services.

Phase 2: Results of investigating the feasibility and guidelines for the management of school for senior citizens under Chiang Mai city municipality towards Thailand 4.0, 19 respondents were in depth interview, it was concluded that all of components were feasibility. Concerning the guidelines: in terms of policy implementation, there should be the participation of all ages and all religions and the children behaviors should be promoted according to Thais' values such as gratefulness to benefactors, being obedient and respectful to senior citizens while they were passing on the local knowledge, wisdom, and cultural heritage. Similarly, Kyu-taik [7] studied the elder respect among young adults: A cross-cultural study of Americans and Koreans, the findings revealed the comparison groups cited care respect, acquiescent respect, linguistic respect, consultative respect, salutatory respect, and precedential respect as the most often practiced and highly important forms.

Phase 3: Results of developing and verifying a pre-model of school management for senior citizens under Chiang Mai city municipality towards Thailand 4.0 were as follows:

Step 3.1: Results of developing a pre-model of school management for senior citizens under Chiang Mai city municipality towards Thailand 4.0, the pre-model was examined by 6 groups of 21 experts, the descriptive analysis results showed that the development of the pre-model of school management for senior citizens under Chiang Mai city municipality towards Thailand 4.0 was named ROO(pdca)MCF model, consisting of 6 components and 36 sub-components, the details were as follows:

1. R=Rationale consisted of:

1.1 Due to be a developed model to prepare for approaching the ageing society of Chiang Mai City Municipality.

1.2 It is based on the principles of lifelong learning as stipulated by the Constitution of the Kingdom of Thailand B.E. 2560 (2017).

1.3 Adhere to the theoretical concepts of participation and integration.

1.4 As a model to promote the life quality development for senior citizens and build good relationships among the senior citizens and school children.

1.5 As a model to pass on knowledge, experience, and wisdom to be a local identity and heritage.

1.6 In accordance with Thailand 4.0 policy to achieve the 20-year national strategy: stability, prosperity, and sustainability.

2. O=Objectives were to

2.1 To promote the life quality development for senior citizens and lifelong learning for senior citizens. 2.2 To encourage self-development in caring and protection rights and career promotion for senior citizens.

Table 1. Results of studying the core components and sub-components of school for senior citizens in Thailand.

Core components	Sub-components
1. Rationale/background	1.1 Approaching an aged society. 1.2 Government roles. 1.3 The community's participation. 1.4 The development of quality of life for senior citizens. 1.5 Educating local knowledge, wisdom and culture.
2. Objectives	2.1 To promote the life quality development and lifelong learning for senior citizens. 2.2 To promote self-development in caring and protection rights and career promotion for senior citizens. 2.3 To enhance good health for senior citizens in physical, mental and social development. 2.4 To encourage the senior citizens to participate activities, create a senior citizens' network of exchanging and learning together creatively. 2.5 To pass on the local knowledge, wisdom, and cultural heritage.
3. Operational procedures	3.1 Meeting with related parties. 3.2 Appointment of a working group. 3.3 Creating an operational / action plan. 3.4 Preparation of curriculum and class schedule. 3.5 Teaching and learning. 3.6 Evaluation and following up.
4. Management structures and mechanism	4.1 Advisory committee. 4.2 Administrative committee. 4.3 Management committee. 4.4 Operational committee.
5. Curriculum and learning management	5.1 Course title. 5.2 Principles of the curriculum. 5.3 Goals. 5.4 Learning requirements. 5.5 Curriculum structure. 5.6 Course description.
6. Factors for achievement/focus points	6.1. Having leaders who are creative thinkers, dedication, and hard working. 6.2 Having clear goals and activity management continuously. 6.3 Participation with multi-sectors social networks. 6.4 Improvement of operational development continuously. 6.5 Budget was supported from other agencies and local administrative organizations.

2.3 To enhance good health for senior citizens in physical, mental and social development.

2.4 To build good relationships among the senior citizens and school children by participating activities, learning exchanging, creatively.

2.5 To promote the senior citizens' network, learning exchanging, and do activities to pass on the local knowledge, wisdom, and cultural heritage.

2.6 To support the use of technology in the Thailand 4.0 to increase management efficiency.

3. Operational procedures could be classified by

3.1 Plan (P): An Operational plan consists of

3.1.1 The use of investigation results of the requirements of student parents that the schools have to provide activities to promote learning concerning the use of essential technology in the current society or Chiang Mai City Municipality have a policy to proceed.

3.1.2 School directors have a meeting with basic school board committee and teachers.

3.1.3 The school directors note and report to

the municipality administrators.

3.1.4 Appointing a working group consists of an advisory committee, administrative committee, and operational committee. (According to the structure and management mechanism)

3.1.5 Preparing the project of school for senior citizens to include in the educational development plan B.E. 2563 (2020) (5 years) to be used as guidelines in the allocation of annual budgets.

3.2 Do (D): Learning and teaching management

3.2.1 Establishing a school for senior citizens.

- Preparing a curriculum, lesson plan, class schedule, study requirements, and defining the registration fee rate.

- Contacting and coordinating the resource persons to educate.

- Public relations for the project of school for senior citizens.

- Enrolling senior citizens.

- Preparing the building, areas, and environment for learning activity management to be suitable

for the senior citizens.

3.2.2 Implement learning activity management according to the action plan.

3.3 Check (C): Evaluation and following-up the operational results are monitored at all stages by the evaluation committee.

3.4 Act (A): Practical reflections and development recommendations by school board meeting, teachers, supporting personnel to summarize the reflective results, give suggestions for the further improvements.

4. Management structures and mechanism In a case of operations by educational institution)

4.1 The advisory committee consists of Chiang Mai municipality administrators, monks, basic school board committee, community leaders, Village Health Volunteer (VHV), resource persons, and network partners are responsible for advising, supporting, determining policies.

4.2 The management committee consists of the school principal for senior citizens (School Director) and assistant principal (Deputy Director of Educational Institution) are responsible for appointing an operational committee, advising, supporting, supervising, monitoring the practical to be achievement.

4.3 The operational committee consists of

4.3.1 Planning and budget department is responsible for including the project in the educational development plan B.E. 2563 (2020) (5 years) to be used as guideline for budget allocation, assist for disbursements correctly, on time.

4.3.2 Building department is responsible for the readiness of the building, area, and environment for learning activity management to be safe, clean, beautiful, suitable for the senior citizens.

4.3.3 Academic department is responsible for

- Investigating the needs of learners (senior citizens).
- Preparing a curriculum, lesson plan, class schedule, study requirements
- Contacting and coordinating the resource persons to educate.
- Carry out learning activities according to the action plan.
- Evaluation of senior citizens.

4.3.4 Administrative department is responsible for

- Public relations for the project of school for senior citizens.
- Enrolling senior citizens.
- Preparing certificates.

4.3.5 The evaluation department is responsible for

- Evaluation of operational results and storing the achievement results.
- Meeting, summarizing the operational results, and disseminating to public.

4.3.6 Student council consists of a president, vice president, and treasurer (money keeper) to be responsible for coordinating among the students and the operational committee.

5. Curriculum and learning management.

5.1 Course title: Life Quality Development for Senior Citizens towards Thailand 4.0.

5.2 Course principles:

5.2.1 A course is emphasized on learning contents concerning the use of essential technology towards Thailand 4.0 in everyday life to make the senior citizens to learn, adapting to social changes, and having a better quality of life

5.2.2 A course is focused on the exchange of knowledge, experience, professional skills among the senior citizens and school children by participating activities making the senior citizens to have self-esteem

5.3 Course objectives

5.3.1 Knowledge (K): Knowledge and understanding of changes in the current society.

5.3.2 Attitudes (A): Having self-esteem and good relationships with people of all ages

5.3.3 Process/Skills (P): Having skills and abilities for adapting to live in a changing society.

5.4 Course requirements:

5.4.1 Studying duration 30 hours / 1 time per week on Saturdays, duration 3 hours (9.00 - 12.00 hrs.)

5.4.2 Studying both theory and practice at least 24 hours (80

5.4.3 Each room consists of 24 learners (12 senior citizens and 12 school children)

5.4.4 Senior citizens aged 60 years and over who can read, write or communicate in Thai. School children aged 10 years old or more.

5.5 Course structure consists of 3 learning units:

Unit 1: Technology towards Thailand 4.0 and daily life (4 times per 12 hours).

Unit 2: Useful Laws and Privileges (3 times per 9 hours)

Unit 3: Pass on Local Wisdom through Lifelong Learning (3 times per 9 hours)

5.6 Course description consists of

Unit 1: Technology towards Thailand 4.0 and daily life (4 times per 12 hours).

- Health caring with online information via facebook, line appropriately and safely.

- Online financial transactions.

- Online food order.

- Grab Assist for travel.

Unit 2: Useful Laws and Privileges (3 times per 9 hours)

- Various forms of wills.

- State allowance and welfare. - Benefits under the 2nd. National Plan on the Elderly 2002-2021

Unit 3: Pass on Local Wisdom through Lifelong Learning (3 times per 9 hours)

- Exchange knowledge and various local wisdom which can be further developed into a career

promotion.

5.7 Lesson plan and learning activity management consist of learning management, learning area, learning activity management, learning media and equipment, learning evaluation, and duration of both theory and practice.

5.8 Course evaluation

5.8.1 Course implementation evaluation consists 3 phases as follows:

1) Evaluation before implementation is to evaluate the course by instructors.

2) Evaluation during implementation is to evaluate instructional activity management.

3) Evaluation during implementation is to evaluate learners.

5.8.2 Course evaluators consist of resource persons who provide instructional activity management, administrators, and teachers in schools, the senior citizens and the school children.

6. Factors for achievement (In the operational case by educational institutions)

6.1 Making an understanding with relevant parties.

6.2 Having leaders who are creative thinkers, dedication, and hard working.

6.3 Having a working group and responsible persons clearly.

6.4 Having determined goals and activities are organized continuously and sustainably.

6.5 Participation with multi-sectors social networks.

6.6 Budgets are supported from other agencies and local administrative organizations.

6.7 Technology and innovation were continuously used to increase work efficiency.

6.8 School management for senior citizens was included in the educational development plan of the educational institutions.

6.9 Continuous reviewing and improvement of school management for senior citizens under Chiang Mai City Municipality.

Step 3.2: Results of verifying the a pre-model of school management for senior citizens under Chiang Mai city municipality towards Thailand 4.0 were divided into 2 sections as follows:

Section 1: A pre-model of school management for senior citizens under Chiang Mai city municipality towards Thailand 4.0 was examined by 6 groups of 21 experts, the results of verifying the pre-model of school management for senior citizens under Chiang Mai city municipality towards Thailand 4.0 from 6 groups of 21 experts were found that the correction was average at 99.38 percent and the suitability was average at 95.99 percent

Section 2: A pre-model of school management for senior citizens under Chiang Mai city municipality towards Thailand 4.0 was evaluated by 6 groups of 21 experts, the results of evaluating the pre-model in

terms of the possibility was at the highest level (Mean = 4.72, S.D. = 0.53) and the utility was at the highest level (Mean = 4.80, S.D. = 0.48).

According to the 2nd. National Plan on the Elderly 2002-2021, 1st. Revised of 2009 [3] realized on the readiness preparation of the people for their quality ageing on education and lifelong learning, encouraged the access to and develop the education service and lifelong learning in either the formal, adult education or learning by preference to provide correct knowledge and understanding of life and ageing aiming at readiness preparation for quality ageing. Besides, Churairat et al. [2] suggested the guideline for sustainable development of the community involvement in the care of elderly required individual health awareness, strong sense of voluntarism of health volunteers, great collaboration among related organizations.

6. Conclusion

It could be said that the school for senior citizens has been regarded as an essential and integral part of school administration towards Thailand 4.0. In many countries, schools want their classrooms to be full of senior citizens regardless of age to attend of continuing education, even Thailand has approached one of the fastest-growing ageing societies but the government are still discussing how best to help the ageing population. Therefore, the developed model could be applied to use of school for senior citizens over Thailand.

7. Recommendations

From this research, the recommendations are made as follows:

7.1 This developmental model of school management for senior citizens under Chiang Mai city municipality towards Thailand 4.0 can be used as a master model for senior citizen schools. The municipalities or other relevant sectors over Thailand should realized on the important of senior citizens who increase in Thai society seriously.

7.2 There should be the intention to support the potential of senior citizens to lead active and participatory lives through education and to recognize the benefits of their local knowledge and wisdom, experiences, and competencies.

8. Recommendation for Further Research

8.1 There should be the studying of school management for senior citizens in the other regions in order to share the achievement, the failures and the problem solutions to develop Thai ageing society.

8.2 There should be the studying of school management for senior citizens in order to be linked to the senior resource persons as an innovator for school management for senior citizens to be an organization of innovation to keep on with changes.

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