

Best Practice in Small School Management Under the Office of the Basic Education Commission, Kamphaengphet Province

Assoc.Prof.Dr.Yupadee Panarach^a, Assoc.Prof.Dr.Wachira Wichuwaran^b, Asst. Prof. Uraiwan Pantachord^c, Asst. Prof. Supawat Wisitsirikun^d, Dr.Pranee Lertkaeo^e

^{a,b,c,d,e}Faculty of Education, Kamphaeng Phet Rajabhat University, Thailand.

^aEmail: yupadee.kpru@gmail.com, ^bEmail: wachira.kpru@gmail.com. ^cEmail: uraiwan.kpru@gmail.com, ^dEmail: supawats083.kpru@gmail.com, ^eEmail: pranee_1.kpru@kpru.ac.th

Article History: Received: 10 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 20 April 2021

Abstract: The purpose of this research was to study best practices in small school management under the office of the Basic Education Commission. The sample acquired by selecting a specific type was a group of small schools under the Office of the Basic Education Commission, Kamphaengphet Province with the results of the National Basic Education Test (O-NET) in Mathematics and Science were higher than the national average in the academic year 2018, namely the mathematics course with a higher average of 37.50 points and science courses with a higher average of 39.93 points. The data were collected by interviews from school directors, teachers and school performance report, including data analysis by analyzing the content. The results showed that 1) for the management namely (1.1) the personnel aspect: the school directors followed-up and encouraged teachers to develop themselves to create a happy learning environment and build morale at work. In addition, teachers always dedicated their time to students and develop themselves. Students had to read and write fluently (1.2) for the support, there was a distance learning system with a teaching manual as well as an internet system to help study and research (1.3) the management, the goals were set for student development and the timetables were arranged for core subjects, secondary subjects and 2) learning management consisted of (2.1) curriculum activities. The teacher analyzed the learners individually, studied indicators and studied the content that had to be taught as well as finding teaching techniques and teaching materials that help learners' interest and fun (2.2) Extracurricular activities, there was an additional teaching after the content was completed by drilling the exam questions that were used for the authentic examination in the past year and took part in the projects with school groups to review together.

Index Terms: Best practices in school management, Small schools, Small school management, Learning management in small schools

1. Introduction

The second decade of education reform (2009-2018) focuses on giving Thais a lifetime of quality learning. There are 3 main goals which are to improve the quality and standards of education and learning of Thai people, increase educational and learning opportunities in a thorough and quality way, and promote the participation of all sectors of society in the administration and management of education. Some of the key indicators and target values are academic achievement in core subjects from Ordinary National Education Test (O-NET) that the average score is more than 50 percent. From the past evaluation of educational reform, it was found that the problems that needed to accelerate development, improvement and extension were quality of learners, teachers, lecturers, educational personnel, management efficiency including increasing educational opportunities [4]. From the report of the National Institute of Educational Testing Service (Public Organization) (NIETS) that serves the O-NET test, it found that in the 2018, primary school; grade 6 students in all affiliation had a national average O-NET test score of 37.50 in mathematics and 39.93 in science, and in a small school; a school with no more than 120 students, the average O-NET score in mathematics was 34.11 and science was 37.99 [3]. The results reflect that learner quality needs to be developed urgently.

The report of the committee of the National Reform steering Assembly in Education regarding the management of education, it was found that small schools had relatively low problems with the quality of educational provision. From the second round of quality assessment outside of basic education (2006-2010), it was found that 2% of small schools were in the improvement level, 67.91% were at the fair level and 29.99% were in the good level. When considering the learning achievement, it was found that students of all grades in all areas had lower learning achievement mean than students in other schools. The main problems include being allocated a small budget per capita resulting in the lack of equipment educational technology causing the efficiency of teaching and learning to decline the shortage of teachers with specialized expertise and the number of teachers not completing their classes. Since the Office of the Basic Education Commission has set a proportion of 1 teacher per 20 students. This causes teacher allocation problems in schools with a small number of students. And most of the small schools are in small communities, where the population is poor and they do not have the potential to mobilize resources to support the provision of education for schools. From the aforementioned problems, this resulted in the efficiency of management, including 1) the problem of management, it was found that the small schools were in remote areas

teachers and students have travel problems causing the lack of school administrators and will open for recruitment and appointment of new school administrators. This caused most of the small school administrators to lack the school management skills. And another problem is the migration of the school-age population who are following their parents to be employed abroad. This creates problems and obstacles for effective teaching and learning management and school management. And 2) The problem of teaching and learning was found that when teachers did not complete a class and most teachers lack the skills in organizing teaching and learning activities that integrated multi-class teaching. Teachers are unable to teach full-time or competent due to the mission of promoting education equivalent to a medium or large school. There is also a lack of media, technology for teaching and learning and learning resources because there is a limited budget according to the number of students [5].

From the above, researchers interested in finding best practice from small schools with O-NET test results higher than the national average by studying the lessons learned from the success of the work in the administration and the organization of learning activities. The result will guide small schools in the same context. So that both administrators can adjust their work processes and teachers have changed the teaching and learning process, and take the school to the next standard.

2. Research Objectives

To study best practices in small school management affiliate Office of the Basic Education Commission (OBEC), Kamphaengphet province.

3. Research Scope

Informants and Source of data

1. The informants were divided into 2 groups:

1.1 School directors, representatives or math and science teachers who perform work in a small school under the Office of the Basic Education Commission, Kamphaengphet province that have a mean score of O-NET test results in mathematics or science higher than the national average in the academic year 2018. The school director or representative provides information about the administration and teachers of math and science provide information about learning management.

1.2 Directors of Primary Educational Service Area Office (PEASO), Deputy directors of Primary Educational Service Area Office (PEASO), Supervisors in charge of small schools, Supervisors who supervise teachers in the subject group of mathematics and science, school directors and math and science teachers in the school that had an average O-NET math or science score higher than the national average serve to provide feedback and confirm best practices in the management of small schools.

2. Sources of information are school self-report documents, programs, activities related to teacher development, the development of teaching and learning processes, and the development of learners of school that are administrative informants.

Contents

Best practice in small school management in administrative efficiency for the development of learners in math and science learning topics consists of:

1. Management aspects consist of personnel, support and management.
2. Learning management consists of curriculum activities and extracurricular activities.

Time period

1. Data collection; take action during June - September 2019

2. O-NET test results in the academic year 2018 of primary school, the 6th grade students were used as a basis for selecting the schools that administrators and teachers provided information for the lesson transcription, best practice in small school management. The average score of O-NET test results from all subjects in mathematics was 37.50 and science subjects was 39.93, and in small schools, which were not more than 120 students, the average score of O-NET test in mathematics was 34.11 and science was 37.99.

4. Research Methods

A study of best practices in small school management Under the Office of the Basic Education Commission Kamphaengphet province; It is a qualitative research. Proceed as follows;

A. Informants

Informants are divided into 2 groups as follow:

1. A group of informants for taking lessons, best practice in the management of small schools; informants were school directors or representatives and teachers working in small schools affiliate Office of the Basic Education Commission (OBEC), Kamphaengphet province with O-NET test results in the academic year 2018. Mathematics or science was higher than the national average of 2 schools per subject by purposive sampling where the school is willing to be a sample which were:

Mathematics subject: Nong Chang Ngam School, 5 students taking the exam and Thung Sai Kindergarten School (Ban Nong Nok Chum) 9 students, taking the exam with an average O-NET score of 77.00 and 50.33, respectively.

Science subjects include Thairath Wittaya School 16 with a total of 4 students taking the exam and Thung Sai Kindergarten (Ban Nong Nok Chum) with 9 students taking the exam with an average O-NET score of 49.13 and 52.78, respectively.

2. The groups of informants who provide feedback and confirm best practice in the management of small schools include Directors of Primary Educational Service Area Office (PEASO), Deputy directors of Primary Educational Service Area Office (PEASO), Supervisors in charge of small schools, Supervisors who supervise teachers in the subject group of mathematics and science, school directors and math and science teachers in the school that had an average O-NET math or science score higher than the national average, 11 people.

B. Data source

Sources of information used in document analysis are school self-reports, projects, activities related to teacher development, the development of teaching and learning processes and the development of learners.

C. Research instruments

The research instruments were executive interviews form, teacher interview form and the school performance report form. The detail as follow;

1. Executive interview form; it is a structured interview with covering operations in the areas of personnel, materials, and management.

2. Teacher interview form; it is a structured interview covering about personal development, teaching preparation, teaching and learning management, assignment and inspection, measuring and evaluating learners, and providing assistance to students who do not understand the content.

3. Record form of school performance report; it is the record information about the organization of the project, activities related to teacher development, development of teaching and learning processes, and the development of learners.

4. Focus group recording form; uses for collecting data from group discussions to provide feedback and contribute to feedback and confirm best practice information.

D. Data collection

1. Coordinate to the school director to request a favor, self-report documents of the school, projects activities related to teacher development, development of teaching and learning processes, learner development, and appointments for interviews with the school director and teachers of the 3 schools.

2. Interview the school director or representative. (In case of that the school waits for the administrators to take the position) and the teachers of the 3 schools.

3. Analyze documents such as projects, activities related to teacher development, the development of teaching and learning processes, and the development of learners.

4. Summarize information from the interview then return the information to each school for further examination and further completion.

5. Summarize the information and formulate the best practices in the management of small schools.

6. Group discussion (focus group); Director of the Primary Education Area Office, Deputy Director of the Primary Education Service Area, Office Supervisor at School directors, and math and science teachers in schools that have a higher score than the national average for O-NET score of math or science and contribute to feedback and confirm best practices in small school management.

E. Data analysis

Analyze the data from the interview with the instructor, executives together with the documents, then grouped them up to create best practices in small school management by using content analysis.

5. Result

The best practices in small school management are as follows:

1. For administration, consisting of personnel, teaching support and the management found the following results:

1.1 Personnel, which are persons involved in learner development activities, consists of;

1) Executives, act to take care, consult, supervise and follow up the work, encourage teachers and students, encourage teachers to develop themselves, assign tasks to accountability according to aptitude and suitability, create a happy learning atmosphere, and build confidence and morale in work.

2) Teachers, have an important behavior that is devoted to students, responsible for teaching and other duties as appropriate, develop themselves by learning from DLTV and studying further from the Internet.

3) Students, should have key characteristics: literacy, fluency, computer skills, discipline and responsibility.

1.2 Two aspects of teaching support: Distance Learning Management System (DLTV), computers and Internet access for information searching, and teacher manuals since teachers do not meet the courses taught.

1.3 For the administrative, the academic affairs department arranges class schedules according to the DLTV teaching schedule, and additional arrangements with an emphasis on core subjects and sub-subjects that the core subjects are subjects that must do O-NET exam by completing the content according to the curriculum. After the O-NET exam, study the secondary subjects or the subjects that must be completed classroom arrangement of either 2 or 3 classrooms depends on the number of teachers. Assign homeroom teachers to promote the class according to the primary students Grade 1-3 and Grade 4-6 or Grade 1-2, Grade 3-4 and Grade 5-6 to continuously monitor the student's development. Administrators or teachers set goals for student development. (Rewards students with O-NET exam results higher than the national average).

2. Learning management consists of activities according to the curriculum. And extra-curricular activities found the results as follows;

2.1 Activities according to the curriculum, include individual learner analysis, adjusting the basis of prior knowledge, teachers study indicators, content to be taught, analyze exams for teaching information, and find teaching techniques and materials that help learners' interest and enjoyment such as using games and using technology in teaching. Before starting new content, ensure that all learners understand the original content. Assign 2 questions of math as homework per day. For science, complete exercises in an hour and the teacher has to check homework and work every time. In the case of students who make mistakes, they are asked to teach more individually. Measurement and evaluation section consider from worksheets, exams, assignment behavior, and study interests.

2.2 Extra curriculum activities include teaching after the content has been completed by doing exemplary exercises in the past year and taking place on Saturday or Sunday, joined the project with the school group to send students to review their knowledge and practice doing problem solving.

All the factors are driven simultaneously as in Figure 1

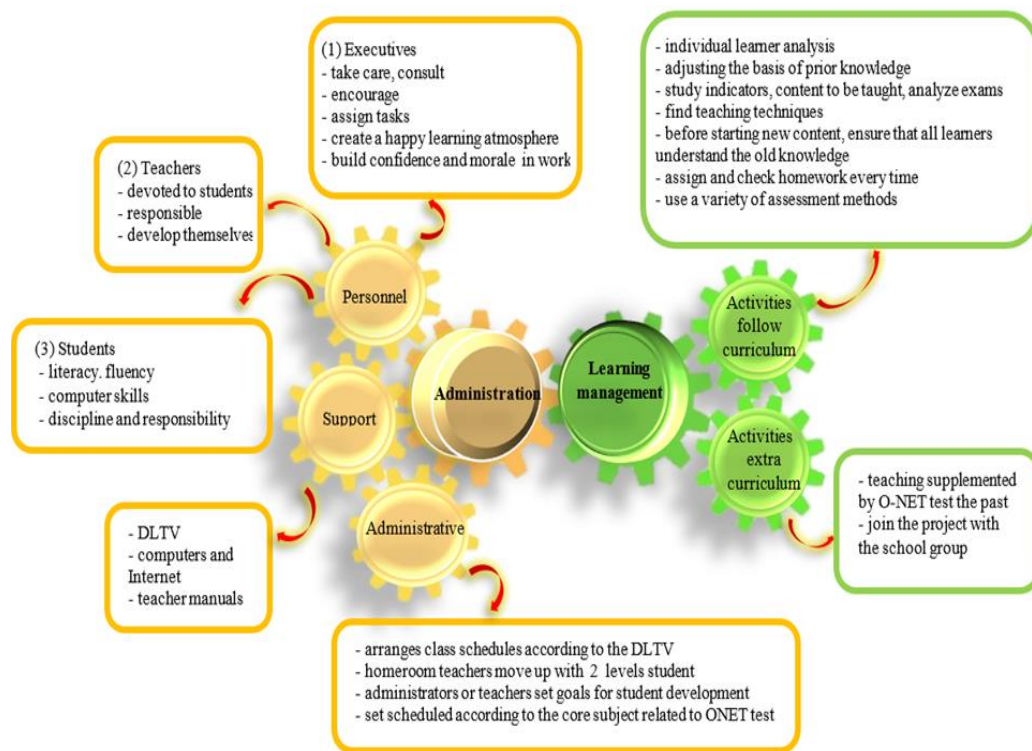


Figure 1. Factors of Best Practices in Small School Management

6. Discussion

Best practice in managing small schools, discuss the results of each sub-issue as follows;

1. Administration, consists of personels; executives and teachers, teaching support and administration. Executives act to take care, give advice, supervise and follow up, stimulate teachers and students, encourage teachers to develop themselves and give an assignment to be responsible according to aptitude and suitability, provide a happy learning atmosphere and build morale for their works. Teachers devote time to students, responsible for teaching and other duties as appropriate, develop themselves by learning from Distance Learning Television (DLTV), learn more from the internet to assets students to be proficient in literacy, computer skills, discipline and responsibility. Teaching support consists of the system of Distance Learning Television (DLTV), computer and teacher handbook- because the teachers do not meet the courses taught. Administration consists of the arrangement of the class schedule according to the teaching schedule of Distance Learning Television (DLTV), additional arrangement more subjects by emphasizing on core subjects and secondary subjects, combined class arrangement, homeroom teacher requirement follows learners to continuously monitor student development. The results reflect school management that leads to the success of the goals should cover both personnel management wheather it is an executive or teachers are very important to lead the organization to success. That is consistent with the research of, as in [7]. That is best practice for developing the quality of small schools about management consists the personnel and budgets management, perform duties efficiently and provide the necessary resources to support them. Especially for distance learning because the teachers do not meet the educational background. This is corresponding to the results of the small school quality development guidelines under the Office of Khon Kaen Primary Educational Service Area 4. That is the use of resources should be promoted to teachers and students in systematic research and teaching activities, improving the system of distance learning devices via satellite to make them available, supporting, promoting the adoption of modern media and technology. In teaching and learning to be effective [6]. This is in line with the small school development strategy that sets the factors and conditions for school success. One factor is the promotion of distance education via satellite as a tool for improving the quality of education (Office of the Basic Education Commission, 2015). A study by [1] found that the strategy for the management of future small schools (2013-2022) should be used for ICT in the systematic teaching and learning management.

2. Learning management consists of curriculum activitiesand c o-curricular activities. Curriculum activities involve analyzing the individual learners, adjusting the background knowledge, studying indicators, teaching content, analyzing the exam for teaching information, finding techniques and teaching materials that help learners' interest. Before starting a new content, make sure all learners understand the original content. Assigning the homework, teachers must individually monitor students. Measurement and evaluation are based on assignments,

submission behavior and study interests. Co-curricular activities involve teaching supplementary lessons after completing the content, and join the project with the school group to send students to review their knowledge and practice doing problem solving. These results reflect that in teaching and learning that teachers are well prepared to teach and look after each student thoroughly in appropriate knowledge and behavior. Which is in line with the principles of learning management according to the core curriculum of basic education 2008 which adhere to the principle that the learner is the most important. Learner-centered learning management requires a variety of learning processes. Therefore, the instructor must study the school curriculum to understand the learning standards, indicators, the key competencies of the learners, prepare and choose the appropriate materials for the activities, as well as assess the progress of the learners in a variety of ways [2]. And the research of, as in [7] found that best practice in developing the quality of small schools for learner development activities, educational institutions should organize activities that encourage learners to think, do, and organize activities to promote learning achievement. Corresponding to the results of the small school quality development guidelines under the Office of Khon Kaen Primary Educational Service Area 4, the learning management found that literacy should be accelerated, focus on analytical thinking, the curriculum should be adjusted by focusing on processes rather than subject matter include with training and development according to students' learner needs in order to have a real determination in teaching and learning [6].

7. Recommendations

A. Recommendations for Practices

Small schools should adopt the following guidelines:

1. Administrators should pay attention to mentoring, supervise and follow up work, encourage teachers and students, encourage teachers to develop themselves, assign tasks to responsibility according to aptitudes and suitability, create a happy learning atmosphere and encouragement.

2. Teachers should devote time to students, pay attention to and analyze learners individually, find techniques and teaching materials that will help learners' interest and enjoyment in their studies before starting a new content make sure learners understand the original content. Provide supplementary teaching after completing the course of study. If the educational background does not match the subject, responsible for self-improvement by learning from DLTV along with the learner and study further from the Internet.

3. Administration; academic departments are required to organize class schedules according to the DLTV teaching schedule and with additional emphasis on the core subjects. The core subjects are subjects that must do O-NET test. it must complete the content according to the curriculum. After the O-NET exam, complete the secondary course or the subjects you need to study. Two or three classrooms must be organized together depending on the number of teachers. Homeroom teachers are required to promote primary student classes in Grade 1-3 and Grade 4-6 or Grade 1-2, Grade 3-4 and Grade 5-6 in order to continuously monitor the student's development. And administrators or tutors set goals for learner development, such as rewarding students with high results on O-NET exams.

B. Recommendations for Further Research

This study focuses only on the study of best practice in the management and teaching and management of mathematics and science. Further studies should be conducted on the following areas.

1. Best practice management and teaching and learning in language subjects; English and Thai are imperative for learners in small schools in remote areas with tribal dialects.

2. Best teaching and learning management practices emphasize desirable traits because they are good for social life.

8. Conclusion

Best practices in the management of small school have to perform simultaneously between administration and learning management, where the key practice for administrators are supervising, monitoring, and facilitating the teachers and students. Teachers are determined to develop learners and learners are diligent and responsible, and consistent and continuous action leads to success.

Acknowledgement

This research was successful with support from Kamphaeng Phet Rajabhat University. The researchers are very grateful for administrators and teachers who provide information on best practices in learning administration and management. Thank you very much to the Director of the Primary Education Service Area Office, the Deputy

Director of the Primary Education Service Area Office, the supervisors, the administrators and teachers who gave feedback and confirmed information on best practice in small school administration

References

1. Sunkawn, "The Strategies for administration and management of small-sized school in the upper Northern area (B.E. 2556-2565) in the future under the Office of Basic Education Commission", Doctor of Education, Educational Administration, Chiangrai Rajabhat University, 2013.
2. Ministry of Education, "Basic education core curriculum, B.E. 2551 (A.D.2008)", Bangkok: The Agricultural Cooperative Association of Thailand Press, 2008.
3. National Institute of Educational Testing Service (Public Organization), "Summary of Ordinary National Educational Test (O-NET) for grade 6 in academic year 2018 ", [http://www.newonetresult.niets.or.th/AnnouncementWeb/PDF/ SummaryONETP6_2561 .pdf](http://www.newonetresult.niets.or.th/AnnouncementWeb/PDF/SummaryONETP6_2561.pdf), 2018.
4. Office of National Education Council Secretariat, Ministry of Education, "Education reform proposals in the second decade B.E.2552-2561 (A.D. 2009-2018)", 2nd edition, Bangkok: Prigwhan graphic, 2009.
5. Office of the Basic Education Commission, Ministry of Education, "Small school development strategy plan, B.E. 2558-2560 (A.D. 2015-2017)", Bangkok: The Agricultural Cooperative Association of Thailand Press, 2015.
6. S. Somabhut, and P, Sathaphonwong, "Guidelines for quality development of small schools under KhonKaen primary educational service area office 4", *Journal of Humanities and Social Sciences Mahasarakham University*, vol. 36, no. 6, pp. 28-41, November – December 2017.
7. S. Thunyakorn, "The best practice in the development of small school under the Samutprakan primary education service area office 2", Master of Industrial Education, Faculty of Industrial Education and Technology, Bangkok: King Mongkut's Institute of Technology Ladkrabang, 2018