

Development of Elementary School Administration Strategies to Encourage Community Participation for Student-Centered Education

Pimolpun Phetsombat

Faculty of Technical Education, Rajamangala University of Technology Thanyaburi, Thailand

E-mail: pimolpun_p@rmutt.ac.th

Article History

Received: 14 June 2019

Revised: 5 August 2019

Published: 30 September 2019

Abstract

This research aimed to study the current conditions and desirable conditions in elementary school administration to encourage community participation for student-centered education, and to develop strategy of elementary school administration to encourage community participation for student-centered education. The sample consisted of 390 school administrators, 390 teachers, and 390 community representatives. The research instrument was rating scale questionnaire. The statistics were comprised of frequency, mean, standard deviation, Priority Needs Index (PNI_{modified}), and context analysis. Subsequently, researcher created strategy by using SWOT analysis techniques, for analyzing elementary school administration to encourage community participation for student-centered education, applied the analysis results to create a draft strategy, and examined the strategy by organizing a group discussion of experts. The major findings revealed that the current conditions and desirable conditions in elementary school administration to encourage community participation for student-centered education were at a high level in an overview. The participation in operations has the highest mean. The second highest mean was the participation in the evaluation. The lowest mean was the participation in receiving benefits. In an overview, the desirable conditions in elementary school administration to encourage community participation for student-centered education were at the highest level. The participation in operations has the highest mean. The second highest mean was the participation in receiving benefits. The lowest mean was the participation in decision-making. The elementary school administration to encourage community participation for student-centered education consisted of 4 main strategies, 10 secondary strategies, and 30 methods of operation. Main strategies consisted of 1) the participation in decision-making for readiness, 2) the appropriate responsible person and systematic implementation, 3) the share success, equally and thoroughly by internal and external dimensions, and 4) a network creation of qualified assessors.

Keywords: Strategy of School Administration, Community Participation, Student-Centered Education

Background and Statement of Problems

Good education management for people in the nation is one of the most important foundations for human development and national development as a mechanism to develop people to have knowledge, ability and development with balance in wisdom, mind, body and society for national development. The qualify population of the country has result in sustainable development of the nation which depends on the effective education management. Education is the foundation of human development as a valuable resource of the country, as

the remarks “Education develops people, people develop economy, society and nation” (Office of Education Reform, 2001: 27). Therefore, national education management is a direct duty of public and private sector, which must be a proper and effective education. This is based on an important process enabling humans to improve their quality of life to live happily in society and to apply knowledge to develop the country appropriately in accordance with social changes in all aspects.

Educational management according to the National Education Act, 1999 and as amended (No. 2) 2002 aimed to develop Thai people to be a complete human being, physical, mentality, intellect, including morality, ethics and culture in order to live with others by happiness. This has completed educational reforms in the entire system to promote and to support the educational management to achieve success. Group 4 of education management in section 22 has stipulated that education must adhere to the principle that all learners could develop themselves by considering students as the most important. The educational management process must encourage learners to develop naturally and fully according to their potential (Bureau of Education Standards and Quality Assessment, 2004). According to the follow-up report and evaluation of learning reforms at the end of the academic year 2005, the Office of Educational Evaluation of the Secretariat of the Education Council of the Ministry of Education has prepared a report on monitoring and evaluation of educational reform which has set 3 follow-up issues: 1) a comprehensive learning reform in curriculum, teaching, measurement and evaluation, and admission including ICT for learning, 2) a reform of teachers, instructors, and educational personnel, and 3) the standards of educational quality assurance. These analyze the advances in learning reform in 3 areas: (1) The process of operation in 3 dimensions; law, policy and plan, and the implementation of policies and plans, (2) quantitative and qualitative production, and (3) the consistency of performance according to the intention of Constitution of the Kingdom of Thailand 1997 and the National Education Act, 1999 and as amended (No. 2) 2002. After analyzing each issue, this is compared with the 3 indicators and summary of progress levels according to the assessment criteria 3 levels: 1) least progression, 2) moderate progression, and 3) advanced progression. This brings about the 3 issues from the summary of issues of obstacles and suggestions of learning process reform in the process of teaching and learning cover. 1 of the 3 issues is the student-centered education which has shown the problem that some teachers are unable to analyze the curriculum, create a learning plan and still not confident in the implementation (Office of the Education Council, 2005; Kasem, 2003: 16-17; Nonglak, 2001: 27-30; Sumon, 2002: 36-42).

The primary schools, under the Office of the Basic Education Commission of 28,492 places, are considered as the main institution responsible for education management directly, and a mission to manage education in accordance with the National Education Act, 1999 and as amended (No. 2) 2002. The closest person to the learner is the teacher and also the school administrators as head of school who have roles in learning reform and administrative system reform to receive decentralization in management. This must have a vision and morality as the leader of knowledge and academic ability. In order to have successful learning reform, educational administration needs to use good management strategies to make various activities achieving the goals. Moreover, the community participation is also important to promote and support the student-centered education to achieve the goals of the school curriculum. Cohen, John M. and Uphoff, Norman T. (1977: 111-112) has proposed the participation process in 4 steps as follows; step 1 participation in decision making, step 2 participation in the operation (implementation), step 3 participation in benefits, and step 4 participation in the evaluation.

According to the reasons mentioned above and the problem of the student-centered education, the course analysis, the preparation of learning plans, and the ineffective

implementation, the researcher is interested in studying about the strategy development of elementary school administration to encourage community participation for student-centered education. The information has been used to improve and develop educational management strategies for planning to promote community participation for more efficient and effective student-centered education. Upon completion of the research project, the researcher expects that the research results will create knowledge in the strategy development of elementary school administration to encourage community participation for student-centered education as a guideline for training courses for administrators and teachers in changing the way of teaching and learning in elementary schools that are more efficient and effective.

Research Objectives

The objectives of this research are (1) to study current conditions and desirable conditions in elementary school administration to encourage the community participation for student-centered education and (2) to develop the strategy development of elementary school administration to encourage the community participation for student-centered education.

Research Methods

This research relates to the strategy development of elementary school administration to encourage community participation for student-centered education. The researcher divides the research process into 4 steps as follows:

Table 1 Techniques, methods and results obtained in each research process.

Research process	Guidelines for conducting research	Results
Step 1 The study of related documents and research - Analyzing the concept of strategy development, community participation, teaching and learning management that focuses on students the student-centered education - The policy of Office of the Basic Education Commission (OBEC) - National Education Act	- Analyzing the content from various textbooks both in country and foreign country	- The framework of the strategy development of elementary school administration to encourage community participation for student-centered education
Step 2 The study of current conditions and desirable conditions in elementary school administration to encourage the community participation for student-centered education	1. Creating research instruments - questionnaire - interview form 2. Collecting from a sample group: - school administrations - teachers - School committee 3. Data analysis and summary processing 4. Analyzing the requirements	- The current conditions and desirable conditions in the elementary school administration to encourage the community participation for student-centered education of the schools as a guideline for further strategy determination.

Table 1 (Con.)

Research process	Guidelines for conducting research	Results
Step 3 The determination of the strategy development of elementary school administration to encourage the community participation for student-centered education	- Analyzing the internal environment performing the strength and weakness, and the external environment performing an opportunity and an threat to the operation of the elementary school administration to encourage the community participation for student-centered education by SWOT Analysis	- Drafting the strategy development of elementary school administration to encourage the community participation for student-centered education
Step 4 The examination of the strategy development of elementary school administration to encourage the community participation for student-centered education	1. The examination of draft strategy development of elementary school administration to encourage the community participation for student-centered education by the focus group of experts 2. The strategy improvement based on advice and suggestions of experts.	- the strategy development of elementary school administration to encourage the community participation for student-centered education

Instruments for Data Collection

In this research, the instruments consist of two types for data collection:

(1) The questionnaire employs 5-rating scales by the scoring criteria in accordance with the Likert scale method (1932), and classifying the questionnaire by the current condition, and desirable conditions in the elementary school administration to encourage community participation for student-centered education

(2) The semi-structured interview form consists of the content about the current condition in primary school administration and the strategy leading to success.

Data Analysis

The researcher analyzed the data according to the content of the data. That is to analyze the current condition and desirable conditions in the elementary school administration to encourage community participation for student-centered education by finding mean and standard deviation. Then the researcher assessed the need by using the PNI_{modified} . This conducted the steps to calculate by the formula: $PNI_{\text{modified}} = (I - D)/D$. I (Importance) was the level of pleasant expectation or desirable condition. D (Degree of Success) was the current level of status (Suwimol Wongwanich, 2007).

The strategy formulation of elementary school administration to encourage community participation for student-centered education designs the strategies by TOWS Matrix, based on the interview results regarding the internal environment; strength and weaknesses, and external environments; opportunities and obstacles.

Study of Relevant Documents and Research

The researcher synthesized the concepts of scholars and research works related to 1) the strategy development process by using the concept of Keller (1986), Certo and Peter (1991); SWOT Analysis, and the strategy formulation. 2) Community participation concept of Cohen and Uphoff (Cohen and Uphoff, 1980: 213-235) consisting of 4 steps: participation in

decision making, participation in operations, participation in receiving benefits, and participation in the evaluation. 3) The concept of the student-centered education (CIPPA) proposed by Tidsana Khaemmanee. (1999), consisting of 5 activities; Construct, Interaction, Participation, Process Learning, and Application.

Results

The analysis results of current operation conditions and desirable conditions in elementary school administration to encourage the community participation for the student-centered education

(1) The current operation condition in elementary school administration to encourage the community participation for the student-centered education is at a high level ($\bar{x} = 3.84$, S.D. = 0.78). Considering each viewpoint, the participation in operation has the highest mean ($\bar{x} = 3.87$, S.D. = 0.82). The second highest mean is the participation in evaluation ($\bar{x} = 3.85$, S.D. = 0.75). The participation in receiving benefit has the lowest mean ($\bar{x} = 3.81$, S.D. = 0.79).

(2) The desirable condition in elementary school administration to encourage the community participation for the student-centered education is at a highest level ($\bar{x} = 4.64$, S.D. = 0.55). Considering each viewpoint, the participation in operation has the highest mean ($\bar{x} = 4.69$, S.D. = 0.50). The second highest mean is the participation in receiving benefits ($\bar{x} = 4.69$, S.D. = 0.51). The participation in decision-making has the lowest mean ($\bar{x} = 4.54$, S.D. = 0.64).

(3) The requirement of elementary school administration to encourage the community participation for the student-centered education reveals that the participation in receiving benefit has the highest requirement value. The second highest value is the participation in operation, and the participation in evaluation. Meanwhile, the participation in decision-making has the lowest requirement value.

The proposition of the strategy development of elementary school administration to encourage the community participation for the student-centered education

Table 2 Shows main strategy, secondary strategy and methods of elementary school administration to encourage the community participation for the student-centered education

Main Strategy	Secondary Strategy	Methods
1. Participating to make decision for readiness	1.1 Aiming to create knowledge of the student-centered education.	1) Promoting and supporting personnel with knowledge, understanding, ability and expertise in the student-centered education. 2) Developing and training to enhance knowledge about activities of the student-centered education. 3) Encouraging the exchange of learning about the student-centered education in schools.
	1.2 Allowing community to participate in policy formulation and activities of the student-centered education.	1) Encouraging community to attend the meetings to plan operations and policy assignment with schools. 2) Promoting and supporting to work in the student-centered education continuously. 3) Encouraging people in the community to participate in activities with schools.

Table 2 (Con.)

Main Strategy	Secondary Strategy	Methods
	1.3 The support for media equipment and information technology which is conducive to the student-centered education.	1) Encouraging the accurate, appropriate, up-to-date and adequate information systems for various applications. 2) Encouraging and supporting various media devices in education adequately.
2. Having a suitable and responsible people for the systematic operation.	2.1 Defining and appointing the main responsible and appropriate sponsors.	1) Developing and improving the management structure to facilitate activities of the student-centered education 2) Appointing the responsible people for activities of the student-centered education clearly.
	2.2 Promoting and supporting management activities of the student-centered education continually.	1) Encouraging teachers to implement knowledge in the student-centered education. 2) Promoting and encouraging teachers to work in the student-centered education continually. 3) Promoting and supporting the community to participate in the operation of the student-centered education. 4) Encouraging people in the community to participate in activities with schools.
	2.3 Utilizing the appropriate media and information technology to support activities of the student-centered education.	1) Supporting teachers to use the information contained in modern information systems in the student-centered education. 2) Promoting and encouraging teachers to use appropriate teaching materials and technology for arranging the student-centered education. 3) Encouraging teachers to use equipment and tools to organize activities of the student-centered education properly.
3. Sharing success equally, both inside and outside.	3.1 Creating a team, sharing success and rising pride.	1) Developing teamwork skills 2) Organizing activities to honor the patrons of schools 3) Promoting community participation in recognition and distribution of operational benefits of the student-centered education.
	3.2 Communicating, creating awareness to external society.	1) Promoting and supporting public relations, success and benefits from the student-centered education for the community to acknowledge the movement continually and constantly. 2) Promoting public relations to clarify schools news for providing a variety of formats. 3) Promoting public relations / journal relations of schools for strength and continuity.

Table 2 (Con.)

Main Strategy	Secondary Strategy	Methods
4. Creating a network of qualified assessors	4.1 Creating a network system to supervise, monitor, evaluate both internal and external performance.	1) Create a mutual culture for supervising, monitoring and evaluating. 2) Promoting the internal supervision of the student-centered education. 3) Supporting the exchange of knowledge in the student-centered education to improve the next operation. 4) Creating a systematic network of the student-centered education continually. 5) Encouraging communities to participate in formal and informal performance evaluation.
	4.2 Developing people to be qualified assessors according to academic principles.	1) Providing teacher and related personnel in the field of measurement and evaluation. 2) Promoting and supporting research and project evaluation.

Discussion

This part consists of 4 main strategies and 10 secondary strategies. The main strategy 1: participating to make decision for readiness, consisting of the secondary strategy 1; aiming to create knowledge of the student-centered education. This may be because creating knowledge of the student-centered education is the new emergence which can be adapted to various situations of the learner-centered learning. This brings about the most effective student-centered education. This conforms to Phimphan Dechakup (2017) who mentions that the learner-centered learning is a teaching style that allows children to create their own knowledge by using the whole process of thinking, teamwork with interaction, and participation, in order that the children can understand, apply knowledge, and create work pieces and workloads. This is also in accordance with National Education Act 1999, Section 6, which states that educational management must be to develop Thai people to be perfect human beings including body, mind, intelligence, knowledge and morality, ethics and culture in life in order to live with others with happiness. This is also consistent with Section 8 which states that educational management is based on the principle of social participation in educational management. This also conforms to Section 22 which mentions that educational management must adhere to the principle that all learners have the ability to learn and develop themselves and consider students to be the most important. The educational management process must encourage learners to develop naturally with full potential. This is also consistent with Section 65 which proposes the personnel development in both the manufacturers and the technology user for education in order to have knowledge, ability and skills in production, including the use of appropriate technology, quality and efficiency. Secondary strategy 2 is allowing community to participate in policy formulation and activities of the student-centered education. This may be due to public participation and community in education management is an important process to improve education to meet the local needs effectively. This conforms to Shaeffer (1994) and Barnes (1995) who state that community can support various activities from seeking cooperation of each educational institution to develop the community participation for educational management in lifetime, collaborating with educational institutions. This is also consistent with Morgan, et al (1992) who mention that participation must also be a process of providing knowledge in participation to the community as well, and creating awareness of problems and the context

of the community. This includes the process of participation and policy formulation in promoting management, targeting determination and the method for operation, as well as teaching, learning, and encouraging the community to have a common understanding before expecting the participation results. As Fletcher, et al (1980) state that community education allows the community to develop with the response to the needs of the community as well, in order that the community can change themselves with unity and find knowledge to fill the community affecting participation in learning management on the existing resource base of the community with good understanding. Secondary strategy 3 is the support for media equipment and information technology which is conducive to the student-centered education. This may be due to various media devices, as tools or equipment, materials, techniques or methods and information technology, including internet network and computers which assist the students having substantial experience. These bring about children interested and desired to learn more in various subjects such as reading, creativity, attitude, problem solving etc., so that students can learn effectively. This conforms to Roger and Shoemaker (1971), Williams (1966), Schramm (1978) who have the idea that communication is a transfer process for news, ideas, and various attitudes from the sender to the recipient for mutual understanding. This is also consistent with Balkcom (Balkcom. 1992) who mentions that mutual learning is a successful teaching strategy in the form of groups. Each student has different abilities by using a variety of activities to learn and increase understanding of content. Group members are not only responsible for learning, but also need to assist for conveyance and group processes.

The main strategy 2 is having a suitable and responsible people for the systematic operation, consisting of secondary strategy 1 ; defining and appointing the main responsible and appropriate sponsors, secondary strategy 2: promoting and supporting management activities of the student-centered education continually, and secondary strategy 3 ; utilizing the appropriate media and information technology to support activities of the student-centered education. This conforms to Saowapa Nissapakomol (2015) who conducted the research on “Academic administration strategy of secondary schools according to the concept of quality citizen development”, and discovered that teachers provided media and used new technological innovations to organize teaching and learning for making students interested and having better grades. The main strategy 3 is sharing success equally, both inside and outside consisting of secondary strategy 1 ; creating a team, sharing success and rising pride, and secondary strategy 2 ; communicating, creating awareness to external society. This is consistent with Pimolpun Phetsombat (2012: 37) who mentions that teamwork means doing one of the activities that are planned in advance to improve team performance in work and the ability of team members to solve problems arising from working together as a team, as well as to strengthen the unity of staff members. As a result, teamwork development is a process that makes a group of people, called “team”, who have the same purpose, can work together as an effective agency. In other words, this is the process that makes the team work effectively and efficiently. In the meantime, the team members are satisfied with working together. The main strategy 4 is creating a network of qualified assessors, consisting of secondary strategy 1 ; creating a network system to supervise, monitor, evaluate both internal and external performance, and secondary strategy 2 ; developing people to be qualified assessors according to academic principles. This is in accordance with the National Education Act of 1999, Section 47, providing a quality assurance system for education to improve the quality and standard of education at all levels, including internal quality assurance systems and external quality assurance systems, systems, criteria and methods for educational quality assurance according to the Ministerial Regulations. This also conforms to Section 48 defining that the affiliated agencies and educational institutions provide a quality assurance system within educational institutions, and considering the internal quality assurance as part of the

educational management process that requires continuing operations. An annual report is submitted to the affiliated agency, related agency publicly. This contributes to the development of quality and educational standards and supports external quality assurance.

Conclusion and Recommendation

According to the operation of the strategy development of elementary school administration to encourage the community participation for student-centered education based on the determined conceptual framework and methods, it can be concluded the appropriate strategy in elementary school administration to encourage the community participation for student-centered education consisting of 4 main strategy; 1) participating to make decision for readiness, 2) having a suitable and responsible people for the systematic operation, 3) sharing success equally, both inside and outside, and 4) creating a network of qualified assessors. These are composed of 10 secondary strategies, and 30 operational methods. The researcher recommends for further research as follows;

Recommendations for Implications of the study

For the participation in decision making, administrators should promote and encourage organizing various activities for students to work together in order to strengthen relationships and to exchange knowledge, information, ideas and experiences with each other as much as possible. For the participation in operations, administrators should promote and encourage organizing various activities for students thoroughly, in order that the students can learn various processes which are the most necessary skills for living. For the participation in receiving benefits, administrators should encourage the community to participate in activities of the student-centered education to participate in receiving continuous and consistent benefits. Finally, for the participation in the evaluation, administrators should encourage the community to participate in activities of the student-centered education in the evaluation for maximum efficiency.

Recommendations for the Future Research

Recommendations for the future research should be the study in the context of secondary schools or other levels in order to compare the similar or different results of primary school educational management strategies and to promote community participation in the student-centered education. The strategy formulation can utilize the mixed-methodology research by considering other research methods that are appropriate to the condition and context of the research problem. The future research should study the strategy implementation process to determine the state of the implementation of primary school administration strategies to encourage community participation for student-centered education. Which strategy should be improved or revised? What factors will result in successful implementation of the strategy of elementary school administration to encourage community participation for student-centered education? Finally, the future research should be consider the evaluation of strategy for making this strategy more complete.

References

- Amornwiwat, S. 2002. **Performance Report of the National Pilot Project, the Reform of Learning Processes in Selected Pilot Schools**. Bangkok: Office of the National Education Commission.
- Balkcom, S. 1992. **Cooperative Learning**. Washington DC: Office of Educational Research and Improvement.
- Barnes, R. 1995. "African American Parents Involvement in Their Children's Schooling." **Dissertation Abstracts International** 55 (10): 3152-A.
- Certo, S. & Peter J. 1991. **Strategic Management: Concept and Applications**. New York: McGraw-Hill.

- Cohen, J. & Uphoff, N. 1977. "Rural Participation .Concepts and Measures for Project Design, Implementation and Evaluation." In **Rural Development Monograph No.2**. New York: The Rural Development Committee Center for International Studies, Cornell University.
- Dechakup, P. 2017. **7c skills of teachers 4.0**. Bangkok: Chulalongkorn University's Printing.
- Everett, R. & Shoemaker, F. 1971. **Communication of Innovations**. New York: The Free Press.
- Fletcher, C. & Thompson, N. 1980 **Issues in Community Education**. Hong Kong: The Flmer Press.
- Keller,G. 1986. **Academic Strategy**. Balimore: Johns Hopkins University.
- Khaemmanee, T. 1999. **Student-Centered Education**. Bangkok: Odean Store.
- Likert, R. 1932. "A Technique for the Measurement of Attitudes". **Archives of Psychology** 140: 1-55.
- Morgan, V., Dunn, S., Cairns, E., & Fraser, G. 1992. **Breaking the Mould: The Role of Parents and Teachers in the Integrated Schools in Northern Ireland**. Coleraine: University of Ulster.
- Nissapakomol, S. 2015. **Academic Administration Strategy of Secondary Schools According to the Concept of Quality Citizen Development**. Thesis of Doctor of Philosophy, Chulalongkorn University.
- Office of Education Reform. 2001. **Education Reform under the National Education Act 1999**. Bangkok: Office of Education Reform, Public Organizations of Specialized Mission.
- Office of Education Standards and Quality Assessment. 2004. **National Education Act, 1999, Amendment (2nd edition) 2002**. Bangkok: Prigwan Graphic Co., Ltd.
- Office of the Education Council. 2005. **National Education Standards**. Bangkok: Office of the Education Council.
- Phetsombat, P. 2012. **The Development of Leadership Model of the Administrators of the Non-formal Education Center and Informal Education District, Under the Office of Non-Formal and Informal Education**. Dissertation, Doctor of Philosophy, (Educational Administration and Leadership), St. John's University.
- Schramm, W. 1978. **Men, Mass and Media: A look at Human Communication**. New York: Harper and Row Publishers.
- Shaeffer, S. 1994. **Participation for Educational Change: a Synthesis of Experience**. Paris: International Institute for Educational Planning.
- Wattanachai, K. 2003. **Management for Quality Improvement**. Bangkok: 21 Century Co., Ltd.
- Williams, R. 1966. **Communication**. London: Peguin Book.
- Wiratchai, N. & Wongwanich, S. 2001. **Research and Development for the Whole School Reform**. Bangkok: Faculty of Education, Chulalongkorn University.