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**Tawee Wachasataya** (Education, Educational Administration and Development, Maharakam University 2012, Thailand)

**Sujin Butdisuwan** (Assistant professor, Faculty of Educational Maharakam University 2012, Thailand)

**Udom Chamraspun** (Assistant professor, Faculty of Educational Udon Thani Rajabhat University 2012, Thailand)

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**Author(s)**

**Tawee Wachasataya**  
Maharakam University,  
Thailand.  
E-mails: [tue96@hotmail.com](mailto:tue96@hotmail.com),  
[teu.w96@gmail.com](mailto:teu.w96@gmail.com)

**Sujin Butdisuwan**  
Assistant Professor, Faculty of  
Educational Maharakam  
University, Thailand.

**Udom Chamraspun**  
Assistant professor, Faculty of  
Educational Udon Thani Rajabhat  
University, Thailand.

## **The Development of Educational Quality by Stakeholders' Participation in Small Sized Schools**

### **Abstract**

The objective of this research is to study the current situation and problems in developing educational quality by stakeholders' participation in small sized schools. The research found that: For current situation and problem before developing the educational quality by stakeholders' participation in small sized schools, both of small sized school teachers and administrators didn't have system of educational quality by stakeholders' participation in small sized schools clearly. For findings of system development by creating system from documentary synthesis, related literature, and action research of system criticizing, asking for experts' suggestions, found that the system for developing educational quality by stakeholders' participation in small sized schools including: 1) the organizational leading, 2) the strategic planning, 3) the focus on student quality, 4) the measurement of analysis and knowledge management, 5) the staff oriented, 6) the process management, and 7) the product. All of 7 factors would be in context of administration and management including the related associating and integrating based on environmental relation with stakeholders' community organization. In addition, the challenge would be related factor in every step of system development in educational quality by stakeholders' participation in small sized schools which would be guideline for managing small sized schools to be more efficient and effective. For findings in trying out the development system of educational quality by stakeholders' participation in small sized schools with 3 schools of experimental group, found that the findings evaluating the experimental group's success by using the Success Evaluation Form, in overall, the post test was higher than the pretest.

**Keywords:** Small sized school, Stakeholders' participation, Development.

### **Introduction**

Analyzing the Educational Quality, found that the Small Sized Schools enrolling students from the poor family including many disadvantages. According to the standard evaluation of the Office of Accreditation of Educational Standard and Quality Assessment ( Mass Organization ), found that the Small Sized Schools (Small Sized Schools based on criterion of the Office of Accreditation of Educational Standard and Quality Assessment, referred to the school including less than 300 students ) 22,866 schools were assessed

including 491 Small Sized Schools, or 2%, the quality were in "to be Improved" level. There were 15,528 Small Sized Schools, or 67.91%, were in "Moderate" level. For 6,847 Small Sized Schools or 29.94%, they were in "Good" level. Since the quality in "to be Improved," and "Moderate," level were not passed criterion of Basic Education. Studying the learning achievement, there were congruent data namely—the students in every clas;s level as well as area of Small Sized Schools, including the average value of learning achievement in lower level than those from Medium Sized, and Large Sized Schools.

Besides, there were students in the improved proportion in higher level from every class level. (The Office of Basic Educational Commissions, Ministry of Education, 1008: 1-4)

For 106 Small Sized Schools under jurisdiction of the Office of Sakonnakon Primary Educational Service Area 2 in 2008 school year, they were analyzed by the researcher. The Educational Test Institute, the Office of Basic Educational Commissions provided evaluation for every Primary School Student, found that the findings of Thai Language Learning Substance, every school under jurisdiction, the average score was 51.15%. The Small Sized Schools under jurisdiction, the average score was 48.45%. For Mathematics Learning Substance, every school under jurisdiction, the average score was 58.47%. The Small Sized Schools under jurisdiction, the average score was 52.29%. In addition, the Science Learning Substance, every school under jurisdiction, the average score was 49.7%. The Small Sized Schools under jurisdiction, the average score was 45.45%.

(The Office of Sakonnakon Primary Educational Service Area 2, 2009: 28-37) According to the above data, the Small Sized Schools included lower learning achievement score than the average score of The Office of Sakonnakon Primary Educational Service Area 2 in every learning substance.

According to the analysis of current situation and problem in management of Small Sized Schools, it was a challenging problem for school administrator of The Small Sized Schools under jurisdiction of the Office of Sakonnakon Primary Educational Service Area 2, in order to improve quality of Small Sized Schools which was difficult to develop better quality. The researcher searched for guidelines enhancing the stakeholders' participation behavior in various forms of Educational Management for Small Sized Schools, found that the stakeholders' Participatory Management based on criterion of Thailand Quality Award: TQA, should be administered for the most successful. (The Office of Secretary in Thailand Quality Award, 2007: 18-21)

The researcher as a person with responsibility in development project for enhancing the Educational Quality Management of Small Sized Schools under jurisdiction, was interested in using the process in improving and developing the Educational Quality of Small Sized Schools to be better quality, conducted research and development the Educational Quality by stakeholders' participation in Small Sized Schools under jurisdiction of the Office of Sakonnakon Primary Educational Service Area 2, based on criterion of Thailand Quality Award for organizational excellence which would lead to development in enhancing the Educational Quality Management of Small Sized Schools to be better as well as efficient schools in Educational Management in Basic Educational Level which would lead to the intelligent, good students for being able to live in society happily further.

### **Research Objectives**

To study current situations and problems in developing the educational quality by stakeholders' participation in Small Sized Schools under jurisdiction of the Office of Sakonnakon Primary Educational Service Area 2.

To develop the Educational Quality Development System by stakeholders' participation in Small Sized Schools under jurisdiction of the Office of Primary Educational Service Area.

To study the effect of the Educational Quality Development System by Stakeholders' participation in Small Sized Schools under jurisdiction of the Office of Primary Educational Service Area.

### **Delimitation of the Study**

For this study, the researcher studied documents and related literature of stakeholders' participation in Educational Management as well as documents and related literature of stakeholders' participation in Educational Management under jurisdiction of the Office of Primary Educational Service

Area, in various forms. The researcher defined the boundary of study as follows:

For delimitation of content, the researcher studied Educational Quality Management by stakeholders' participation in Small Sized Schools, focusing on Thailand Quality Award: TQA as follows:

The researcher studied and searched for guidelines of educational quality development collaborated by stakeholders' participation in Small Sized Schools, from various forms of documents, found that the organizational management to be the most successful, participatory educational management from stakeholders based on criteria of Thailand Quality Award. (The Office of Thailand Quality Award 2010: 15-148) The criteria of Thailand Quality Award were congruent according to the context in Educational Management of Small Sized Schools, Section 29, 39, and 58. National Educational act 1999, and the Revised Issue 2002, included the connection and integration in every step of Educational Management of Small Sized Schools which would lead to the better Educational Quality Development by stakeholders' participation, and be efficient schools in Basic Educational Management.

The researcher studied the Educational Quality Development by stakeholders' participation of Small Sized Schools under jurisdiction of the Office of Sakonnakon Primary Educational Service Area 2, based on conceptual framework of this research according to Thailand Quality Award: TQA, viewing the importance of success by stakeholders' participation.

### **Research Methodology**

This research was Research & Development based on 3 phases of conceptual framework as follows:

The current situation and problem of Educational Quality Development by stakeholders' participation of Small Sized Schools under jurisdiction of the Office of Sakonnakon Primary Educational Service Area 2, was studied as information in developing the simulation system. The researcher studied

and analyzed various related documents, and constructed research instruments, for instance, the Structured Interview, Information Record Form. Data were collected from interviewing, and recording the interview in school administrators of Small Sized Schools under jurisdiction of the Office of Sakonnakon Primary Educational Service Area 2. The population and samples were as follows:

The population consisted of 106 Small Sized School Administrators, under jurisdiction of the Office of Sakonnakon Primary Educational Service Area 2, and 597 teachers teaching in Small Sized Schools. (The Office of Sakonnakon Primary Educational Service Area 2, 2009: 7)

The samples consisted of 25 Small Sized School Administrators, Selected by Purposive Sampling from the Small Sized School Management Commissions, under jurisdiction of the Office of Sakonnakon Primary Educational Service Area 2.

The development of Educational Quality System by stakeholders' participation of Small Sized Schools, the researcher constructed the Conceptual System as well as the handbook of Conceptual System for of Educational Quality Development by stakeholders' participation of Small Sized Schools, and constructed the Evaluation Form in Success to serve the evaluation findings, and try out the system how much it was efficient and effective.

The trying out of Educational Quality Development System by stakeholders' participation of Small Sized Schools, and the System Usage of Educational Quality Development by stakeholders' participation of Small Sized Schools. The experimental group was selected by Purposive Sampling from 3 Small Sized Schools under jurisdiction of the Office of Sakonnakon Primary Educational Service Area 2. In addition, the experiment was evaluated by using the Evaluation Form of Success between the Pre-test, and Post-test for comparing the experimental progress.

**The research findings**

The handbook for using the system and educational quality development participated by every sector in small sized schools, was obtained. It consisted of:

**The organizational leading** consisted of 7 activities including: 1.1 the determination of guidelines for analyzing the problem situation and need of school, 1.2) the determination of policy, vision, goal, strategic plan, and direction for educational quality development of school, 1.3) the determination of strategy for enhancing the students' learning achievement, 1.4 the determination of alternatives in educational management to be congruent with community context, 1.5) the determination of model or educational management system of school, 1.6) the recognition for teachers, co-workers, community, and community organization in service area, and 1.7) the management of innovation and technology media of school.

**The strategic plan** consisted of 5 activities including: 2.1) the determination of model, strategy, work plan, and project in order to enhance the students' learning achievement, 2.2) the planning and preparation to serve both of school internal audit and external audit, 2.3) the adjustment in both of short term, and long term action plan in order to be relevant to the changing situation, 2.4) the determination of indicators for following up the progress in both of short term and long term, 2.5) the planning of power rate to be relevant to the work as well as action plan for staff development in both of short term and long term.

**The focus on student quality** consisted of 7 activities including: 3.1) the development of motivation or prominent strong point to attract the students to enroll in the school, 3.2) the determination of indicator for students' learning achievement, 3.3) the teaching for students to gain necessary knowledge and skill based on standard and indicator of curriculum, 3.4) the teaching for students to gain working skill, like to work, as well as be able to work with the others, and good attitude towards legal occupation, 3.5) the teaching for students to be persistent, diligent, patient,

careful in working, and able to work with others happily, 3.6) the teaching for students to be competent in analytical thinking, synthetic thinking, critical thinking, creative thinking, considered thinking, and visionary, 3.7) the teaching for students to have skill in searching for knowledge by themselves, learning oriented and self-development continuously.

**The measurement of analysis and knowledge management** consisted of 6 activities including: 4.1) the analysis, revision, and investigation of educational management quality of school, 4.2) the establishment of information technology source, and management in body of knowledge of school, 4.3) the analysis of situation, problem, and need of school as well as community, 4.4) the analysis, monitoring, and following up, and supporting the school in using information technology of local wisdom, and learning origin in community, 4.5) the analysis, following up, evaluation, and investigation in educational standard of school according to internal quality assurance system of school, and 4.6) the analysis, following up, evaluation in work performance, and evaluation of work performance in school.

**The staff oriented** consisted of 7 activities including: 5.1) the analysis for improving and planning the power rate to be relevant to work, and planning for action in staff development in both of short term and long term, 5.2) the enhancement of culture in school supporting the staffs to have good performance as well as motivation to accomplish efficient work performance, 5.3) the construction of innovation and information technology based on school environment or context of the school administrators and teachers, 5.4) the goal setting in work accomplishment of teachers and school administrators, and 5.7) the evaluation of competency, skill, knowledge, and knowledge level of school administrators and teachers.

**Process management** consisted of 7 activities including: 6.1) the development and application of new efficient processes in school, 6.2) the design of work system, process, and special competency or Best Practices of school sustainably, 6.3) the

development of curriculum to be appropriate and congruent with basic Educational standard according to school context, 6.4) the design and management of process pattern, instructional management to be relevant to curriculum based on school context efficiently, 6.5) the construction and development of information technology system of students, 6.6) the design and determination of indicators based on desired standard, and development of system for controlling the students' learning achievement, 6.7) the construction and development of system and process, monitoring, following up, investigating, and evaluating the budget management of school.

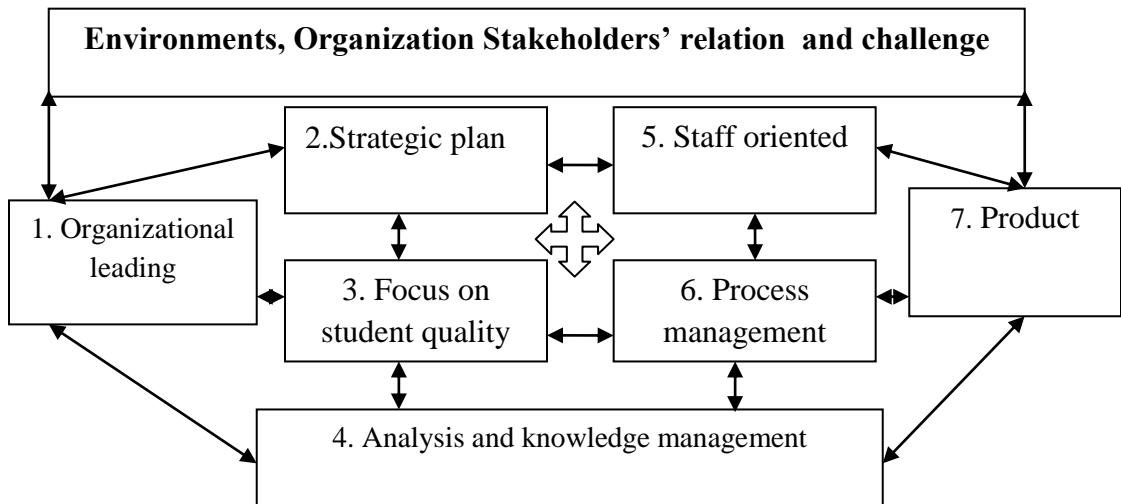
**Product** consisted of 7 activities including: 7.1) the investigation, evaluation of strategic plan in annual educational management of school, 7.2) the focus on students' learning achievement to be relevant to standard and indicators of basic educational management, 7.3) the evaluation of students' quality every semester and school year, 7.4) the

investigation and evaluation of educational management regarding to information management, information technology, and body of knowledge, 7.5) the evaluation of effectiveness, the design of work system, and the school management process during school year, 7.6) the evaluation of school financial and budget product, and 7.7) the maintenance for Best Practices of each aspect to be efficient and effective, or development to be more efficient or effective.

In addition, all of 7 factors would have context in management with association and integration relating to environmental condition, relationship with every sector of community organization, and challenges would be factors relating to every step of educational quality developmental system participated by every sector through small sized schools, under jurisdiction of the Office of Sakonnakon Educational Service Area, which would be guidelines for administration and management of small sized schools to be more efficient and effective.

**The Development of Educational Quality by Stakeholders' Participation in Small Sized Schools system**

**EOS-OSFASPP system**



**Conclusions and Recommendations**

The research findings found that the handbook of system use, and Educational Quality Development System by stakeholders'

participation of Small Sized Schools consisted of: 1) the organization leading, 2) the strategic planning, 3) the focus on student quality, 4) the measurement of analysis and knowledge management, 5) the staff oriented, 6) the process management, and 7) the outcome. All

of 7 factors would include the context in administration and management associating as well as integrating as related with each other based on the surroundings. For relationship with organization in every sector, and the challenge would be factors relating to every step of system in developing the Educational Quality by stakeholders' participation in Small Sized Schools, based on conceptual framework of this study according to Thailand Quality Award: TQA affecting the Educational Quality Development by stakeholders' participation in Small Sized Schools according to the evaluation of success in experimentation on system usage, and handbook of system use, and Educational Quality Development System by stakeholders' participation of Small Sized Schools, in overall, every aspect of system of stakeholders' participation in Educational Management of Small Sized Schools, the post-test ( $\bar{X} = 197.53$ ) was higher than the pre-test ( $\bar{X} = 145.33$ ).

### **Recommendations**

Recommendations from research findings of research in applying the

Educational Quality Development by stakeholders' participation in Small Sized Schools under jurisdiction of the Office of Sakonnakon Primary Educational Service Area 2, as follows:

For application of the Educational Quality Development by stakeholders' Participation in Small Sized Schools, the workshop should be organized for comprehending the system as well as manual of usage for comprehending the steps of implementation.

For application of the Educational Quality Development by stakeholders' Participation in Small Sized Schools, every teachers should collaborate in applying the system in every activity for accomplish goal in the highest level.

For application of the Educational Quality Development by stakeholders' Participation in Small Sized Schools, the duration and guidelines for evaluating the

system use in order to know the progress of implementation in every activity.

For Small Sized Schools under jurisdiction, should establish the center of information communication and technology system as well as academic network for sharing, supporting in correcting problems in order to cause the academic progress.

### **Recommendation for future research:**

The research of system development, or model of supervision in Educational Management of Small Sized School, should be conducted in order to serve schools applying the Educational Quality Development by stakeholders' participation in Small Sized Schools, would lead to more efficient and effective.

The research of instructional system or model congruent with better learning Achievement of Small Sized Schools should be conducted fir enhancing and supporting the usage of system to be more efficient and effective.

The research in various forms of evaluation in using the Educational Quality Development by stakeholders' participation in Small Sized Schools, should be conducted to see how it would affect the students' learning achievement in higher level.

The research in various forms of the Educational Quality Development by Stakeholders' participation in Small Sized Schools should be conducted to enhance and support Educational Management of Small Sized Schools, to be more efficient.

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