

Educational Institute Management Model by Using King's Science under the Office of the Basic Education Commission

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Abstract

This research aims 1) study the components of educational institute management to success 2) to develop the educational management model by using King's Science 3) to assess the educational management model under the Office of the Basic Education Commission. Research and development were divided into 4 phases. The research result: The components of educational institute management to success comprise 6 components: mobilizing cooperation for education, teacher development and educational personnel, educational institution management, student quality development, financial management and school supplies and curriculum and learning management. Educational management model using King's Science under the Office of the Basic Education Commission consists of 3 important parts as follows: 1) principles and objectives of the educational management model using King's Science under the Office of the Basic Education Commission 2) the development process and 3) Measurement and evaluation. Assessment standards with 4 standards evaluated the benefit possibilities suitable usable that overall, at high level. In summary, the educational management model collectively contributes to the overall effectiveness and success of an educational institution. They address key areas that impact the quality of education and the development of students, teachers, and the school community.

Keywords: educational institute management model, King's science, teacher development, Curriculum and learning management

1. Introduction

The 20-year National Education Plan (2017-2036) serves as a strategic guide for formulating an action plan to advance education for various age groups in accordance with the constitution. This encompasses the entire educational spectrum, starting from pre-primary levels, early childhood primary education, and secondary education, extending to vocational and higher education, as well as the working age population. The vision embedded in the plan is to ensure that all Thai people receive continuous and high-quality education, leading to a content and fulfilling life.

Aligned with the philosophy of the Sufficiency Economy and the global transformations of the 21st century (Ministry of Education, 2009), the direction for national development in the next five years emphasizes the development of Thailand towards stability, prosperity, and sustainability. This necessitates a focus on strengthening the existing national capital and empowering it to drive development processes in both the medium and long term. Particular emphasis is placed on "human development," which involves embracing the Sufficiency Economy philosophy of His Majesty King Bhumibol Adulyadej and integrating it into the systems and structures of Thai society to make them resilient to various changes (Jukparun, 2012).

In managing educational institutions in line with the principles of the Sufficiency Economy, different regions face unique obstacles and challenges. For instance, schools under the Chonburi Educational Service Area encounter issues in curriculum development, teaching, and the professional growth of educational personnel (Patchada Walaijai, 2010). Similarly, educational institutions under the jurisdiction of the Chiang Mai Primary Educational Service Area Office, Area 1, experience challenges in curriculum and teaching management, as well as personnel development

and the organization of student development activities (Naruemon Pirom, 2014). In schools under the Mae Hong Son Primary Educational Service Area Office, common problems include personnel development in educational institutions and the organization of student development activities, as well as the management of educational institutions (Thawatchai Temkam, 2011).

The 20-year National Education Plan (2017-2036) in Thailand aims to strategically develop education and promote lifelong learning, focusing on high-quality and standardized education at all levels. The plan aims to drive educational reform and adapt to the evolving demands of the twenty-first century. Furthermore, sustainable management of education should consider students' perceptions of global sustainability, encompassing social, political, environmental, corporate, and economic dimensions (Steven, J., Greenland., Muhammad, Basit, Saleem., Roopali, Misra., Jon, Mason, 2022).

Within the context of basic education management in Thailand, critical factors such as leadership, curriculum, learning environment, and strategic planning play pivotal roles in achieving effectiveness and sustainability.

2. Literature Review

These components collaborate synergistically to form a comprehensive and efficient management system, contributing to the success of educational institutions. They cover a spectrum of educational aspects, including theories, research, best practices, legal frameworks, and community engagement models.

The King's Science Model, developed by King's Science, underscores a student-centered approach to education. This model prioritizes individual needs, abilities, and interests, promoting a holistic perspective that integrates academic, social, and emotional development – recognized as fundamental components for an educational management model. The key elements of this model include: Strategic Planning: This involves setting long-term goals, developing strategies, and allocating resources to achieve educational objectives (Juha, Kettunen, 2008). Leadership and Governance: Focusing on establishing effective leadership structures and decision-making processes within educational institutions. "Educational Leadership: A Bridge to Improved Practice" provides insights into good practices that enhance education quality and student literacy (Suriagiri, 2022). The book covers leadership standards, context, theory, instructional leadership, student learning, operational support, and resource allocation (David, Coker, 2020). Instructional Design and Assessment: This component entails designing effective teaching and learning experiences and assessing student performance. Designing creative and authentic assessment techniques aligned with pedagogical concepts like authenticity and creativity is a challenge. A systematic assessment process supports continuous improvement in curriculum, faculty development, and student learning outcomes. Rubrics are useful tools for observing and assessing learners' articulation of their thoughts (Stefanie, Panke, 2020) (Chwee, Beng, Lee., Jimmie, Leppink., Jose, Hanham., 2019). Human Resource Management (HRM): Encompassing recruitment, selection, development, and retention of qualified educational personnel. HRM focuses on evaluating, placing, developing, compensating, and retaining employees. It involves strategic planning, staffing, training and development, and compensation practices. HRM decisions are influenced by legal frameworks regulating employment. Applicable in various sectors, including sports organizations, HRM addresses unique features such as volunteer and paid staff management. Implementing HRM systems aids in effectively managing human resources, increasing operational efficiency, and improving market competitiveness (Russell, Hoye., Katie, Misener., Michael, L., Naraine., Catherine, Ordway, 2022).

Collectively, these components form an integrated and effective management system that contributes to the success of educational institutions. The management of educational institutions necessitates a comprehensive approach, considering the institution's specific needs, challenges, goals, and values. In summary, effective educational institute management requires an interdisciplinary approach that recognizes the complex and interconnected nature of education.

3. Research Objectives

- (1) To study the components of managing educational institutions towards success.
- (2) To study the current condition desired condition and prioritize the needs of educational institution management under the Office of the Basic Education Commission.
- (3) To develop and evaluate the model of managing educational institutions.

4. Research Methodology

Research and development of the research divided into 4 phases as follows:

Phase 1 Study of components Indicators and guidelines for managing educational institutions towards success.

Phase 2 Study the current condition Desired condition and prioritize needs.

Phase 3 Development of a management model for educational institutions according to royal science under the Basic Education Commission.

Phase 4 Evaluation of educational institution management models according to the royal principles.

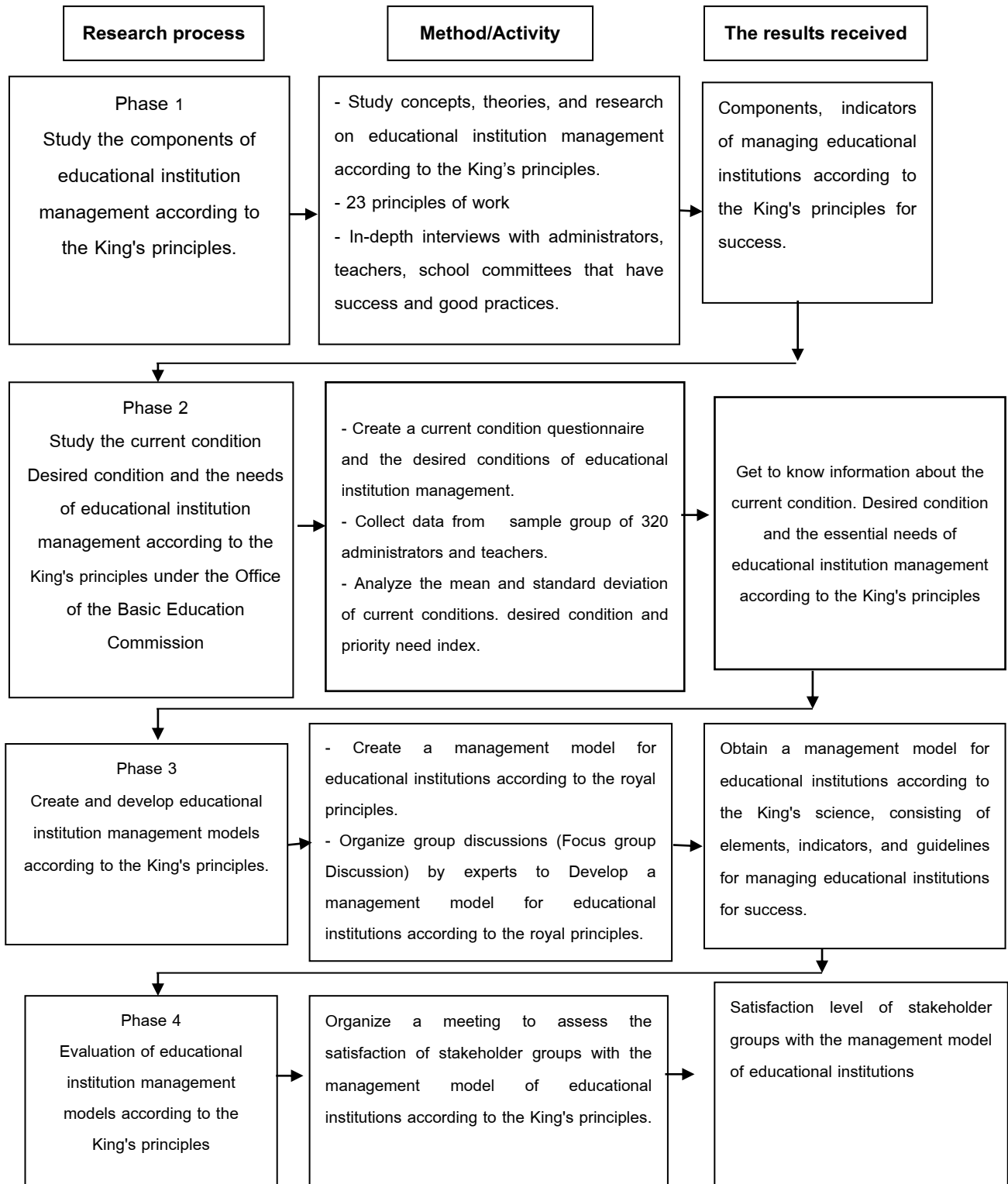


Figure 1.

5. Research Result

(1) Components and indicators of educational institution management to success according King's principles synthesize of 6 components 30 indicators as follows: 1) Curriculum and learning management King's principles consists of 5 indicators: school provides teaching and learning that focuses on making students learn happily, school creates a curriculum integrating the philosophy of Sufficiency Economy to organize learning activities, school creates a simple, uncomplicated learning management plan, school uses learning resources and local wisdom in teaching, school develops the learning process by emphasizing participation in the organization. 2) Mobilizing cooperation for education consists of 5 indicators: school mobilizes cooperation between internal and external organizations to achieve the greatest public benefit, school manages educational resources for cost-effectiveness, simplicity and maximum benefit, school mobilizes resources for education by integrating the philosophy of Sufficiency Economy, school promotes support the provision of education in communities, organizations, agencies and social institutions to emphasize participation of all sectors, school promotes support the provision of education in communities, organizations, agencies and social institutions to emphasize Participation of all sectors. 3) Financial management and school supplies consist of 5 indicators: school plans to process supplies in a systematic sequence, school provides supplies based on the philosophy of Sufficiency Economy, school has systematic financial accounting, school has financial management for savings, simplicity and maximum benefit, school has managed supplies to maximize public benefits. 4) Development of teachers and educational personnel consists of 5 indicators: school has systematic staffing planning with an emphasis on participation, school evaluates performance by taking into account diligence, participation and happiness at work, school promotes and honors teachers who are committed to their work. and has empirical work, school promotes professional standards and professional ethics for professional honesty and sincerity with colleagues, school promotes discipline, morals and ethics for teachers and educational personnel to create knowledge-love-unity in the organization. 5) Educational institution management consists of 5 indicators: school administrators manage with fairness. Using the principles of good governance. school embraces the philosophy of Sufficiency Economy and integrates with the management of the educational institution, developed a modern information network system to be in line with the present era, school has modern administrative management system by adhering to the principles of accuracy fast, economical, school uses information in planning to obtain guidelines for educational institution development in a better direction and get the most benefit and 6) Student quality development consists of 5 indicators: school instills in students to adhere to honesty, honesty and sincerity with each other, school cultivates the adoption of the philosophy of Sufficiency Economy in daily life, school develops learners by emphasizing the learners' hands-on activities (Active Learning), school trains students to think analytically, differentiate and solve problems in step by step according to the nature of the problem from small to large points and school instills morality and ethics in students to know - love - unity and be happy in learning.

(2) Current condition desired condition and prioritize needs index of educational institution management under the Office of the Basic Education Commission. Current condition of management of educational institutions overall was at a moderate level and considering each item arrange the scores in order the average from highest to lowest includes curriculum and learning management, financial management and school supplies, student quality development, educational institution management, teacher and educational personnel development, and mobilization cooperation for education. Desired conditions for managing educational institutions overall was at the highest level arranged in order of average scores from highest to lowest including mobilizing cooperation for education, curriculum and learning management, teacher and educational personnel development, student quality development, school finance and supplies management and facility management study respectively and the priority need index (PNI_{modified}) of educational institution management as a whole has arranged from highest to lowest as follows: mobilizing cooperation for education ($PNI_{\text{modified}} = 0.58$), teacher development and educational personnel ($PNI_{\text{modified}} = 0.39$), educational institution management ($PNI_{\text{modified}} = 0.33$), student quality development ($PNI_{\text{modified}} = 0.31$), financial management and school supplies ($PNI_{\text{modified}} = 0.28$) and the last curriculum and learning management ($PNI_{\text{modified}} = 0.27$) respectively.

(3) Development and evaluation of educational institution management models consists of 2 steps. Step 1: Management model for educational institutions according to the King's science, consisting of 3 important parts: 1) Introduction 2) objectives of the educational institution management model and 3) Results_it consists of 6 components, 30 indicators. Step 2: The results of developing a management model for educational institutions according to the King's science according to assessment 4) standards have the opinion that overall, useful is high level, possibility is at the highest level, suitability is at a high level considered usable.

Evaluation of the management model of educational institutions by evaluating the satisfaction of stakeholder groups with the management model of educational institutions according to the King's principles under the Office of the Basic Education Commission, overall, it was found that they were satisfied at a high level when considering each aspect arranged in order of average scores from highest to lowest including mobilizing cooperation for education, student quality development, teacher and educational personnel development, Educational institution management, School finance and supplies management, Curriculum and learning management.

The success criteria for the model are as follows: 1) The school develops an integrated curriculum based on the principles of sustainable economic development for learning activities, with a focus on making learning enjoyable for students. 2) The school fosters collaboration between internal and external organizations in managing educational resources to emphasize the participation of all stakeholders. 3) The school plans and implements procurement systematically, following the steps in line with the principles of sustainable economics, aiming for efficiency, simplicity, and maximum benefit. 4) The school systematically plans staffing, emphasizing participation and promoting discipline, ethics, and morality for educational personnel, creating a knowledge-love-harmony culture within the organization. 5) School administrators manage with fairness, using principles of responsibility, and integrate the principles of sustainable economics into educational management and 6) The school instills in students the values of honesty, integrity, and sincerity, guiding them to apply the principles of sustainable economics in their daily lives through active learning.

6. Summary and Discussion

The study explores components and indicators for effectively managing educational institutions to achieve success. The researcher summarized insights from interviews, organizing them into six elements that involve imparting knowledge related to setting goals for learning or work development. This aligns with the research conducted by Tarinda Tokhieo and Nitawadee Jirarojpinyo (2020) on small school management models according to King's science. The research findings highlight the following aspects: Small school management, based on royal science, adopts the middle path philosophy, incorporating Sufficiency Economy principles and the King's work principles to attain sustainable school development. The small school management model, following King's science, comprises five elements: Sufficiency Economy Philosophy Understanding, Aspects of accessibility, development, and principles of the King's work. The overall level of appropriateness and feasibility of the small school management model according to King's science is rated as high. The current state of educational institution management, guided by King's science principles, is assessed at a moderate level. However, the desired conditions for overall management of educational institutions score the highest. The identified areas for improvement are ranked from highest to lowest as follows: mobilizing cooperation for education, developing teachers and educational personnel, facility management education, student quality development, financial management and school supplies, and curriculum and learning management. The potential reasons for this situation may be attributed to educational institution management services aligning with King's science. This involves the practical application of King's science in three dimensions: economics, society, culture, and the environment, aiming for the stable and sustainable development of the country. This approach is in line with the findings of Tarinda Tokhieo and Nisthawadee Jirarojphinyo (2020) regarding the management model of small schools according to King's science. Their research identified five key components: 1) the philosophy of sufficiency economy, 2) understanding, 3) accessibility, 4) development, and 5) the King's work principles. Developing a management model for educational institutions according to King's science under the office of Basic Education Commission consists of 2 steps, resulting 3 important parts, satisfaction of stakeholder groups was found that 3 areas were at the highest level may be due to improving and developing educational institution curricula, organizing the teaching and learning process according to the school curriculum, creating an atmosphere and environment that is conducive to learning, parental involvement communities and related agencies, supervision, monitoring, evaluation and reporting, public relations and networking and the quality of students according to the characteristics of self-sufficiency is very satisfactory to the stakeholder group consistent with Sangsurin, K., Chusorn, P., & Agsonsua, P. (2020) factors that directly and positively affect were of statistical significance at .01, are 1) shared vision, 2) academic leadership, 3) teaching quality, respectively. The most indirect influential factors affecting the school effectiveness are 1) shared vision, having indirect influence in positive manner to climate and environment of the schools, affecting in positive manner to teachers' teaching quality, and 3) academic leadership having indirect influence in positive manner on school climate and environment that affect students' learning, respectively.

In summary, the research offers practical recommendations for policy implementation and future research to enhance the management model of educational institutions based on royal principles. The proposed adjustments, stakeholder awareness, and exploration of outcomes and strategies contribute to the ongoing efforts to improve the quality of education in accordance with the principles set forth by the King's science.

7. Research Recommendation

(1) The management model for educational institutions, based on King's principles, has been formulated through the analysis and synthesis of numerous elements. Therefore, educational area offices planning to adopt the Basic Education Commission's management model should make necessary adjustments to ensure its alignment with the context of each educational area office. This adaptation is crucial to achieve efficiency and effectiveness in educational management, fostering further development in the quality of education.

(2) Implementing the educational institution management model is essential for creating awareness among stakeholders, who play a pivotal role in driving the effective management of educational institutions.

(3) Research efforts should focus on developing strategies for driving the Educational Service Area Office in accordance with King's principles.

In conclusion, this research underscores the significance of implementing the management model for educational institutions based on royal principles under the Office of the Basic Education Commission. The provided suggestions aim to augment the effectiveness and efficiency of educational management, ultimately contributing to the enhancement of the quality of education.

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