Strategies for Developing Quality Community Schools under the Office of the Basic Education Commission

Niruch Phetphan[1], Wannika Chalakbang[1] & Apisit Somsrisuk[1]

[1] Faculty of Education Sakon Nakhon Rajabhat University, Thailand

Correspondence: Niruch Phetphan, Faculty of Education Sakon Nakhon Rajabhat University, Thailand.

Abstract

The purposes of this research aimed to develop and validate the suitability, possibility and benefits of strategies implementation, and create a user manual of the strategies of quality community schools under the Office of the Basic Education Commission. This study was conducted in five phases. The first phase was the intensive review of the components of quality community schools using relevant documents, research analysis and multiple case studies of the outstanding quality community schools, and an interview with experts. The second phase was the exploration of the needs of the development of quality community schools under the Office of the Basic Education Commission using a 5-rating scale questionnaire to explore the current condition and desirable condition of 192 administrators and the head of academic affairs department of schools under the Office of the Basic Education Commission. The participants were selected using multi-stage sampling. The third phase was the development of the quality community school development strategies through focus group discussion of nine qualified experts and scholars. The fourth phase was the validation of suitability, possibility and benefits of the quality community school development strategies by 7 participants of experts and stakeholders of the quality community schools. And the last phase was creating and validating the user manual of the strategies implementation. Statistics used in data analysis were mean, standard deviation, percentage and Priority Needs Index (PNI$_{modified}$).

Keywords: developmental strategies, quality community schools, the Basic Education Commission

1. Introduction

Currently, the changing trends of the world in the 21st century have caused changes in the economy, society, politics, and technology, which inevitably affect the country's education system. The educational management process must therefore be adjusted to be consistent and suitable for such challenges. Although Thailand is trying to change the process of providing education to have better quality, there are still problems in many areas. This is caused by the quality of teaching and learning management. (Office of the Education Council Secretariat, 2019)

The Office of the Basic Education Commission recognizes the importance of solving the problem of small schools that are on the rise as a result of the trend of a decreasing childhood population, affecting the quality of learners. Management efficiency as well as obstacles in distributing resources to affiliated schools. Therefore, guidelines for creating quality schools for the community have been established. "Community quality schools" at the primary level raise the quality of secondary schools in rural areas to be "Four corners of the city Secondary School" at the secondary level and increase the quality of elementary schools that are far away and have the ability to rely on themselves in providing quality education to be "STAND ALONE schools" (Office of the Basic Education Commission, 2021) which is consistent with Phacharaphon (2019) said that there is a shortage of teachers with specialized expertise and an insufficient number of teachers for all classes in small schools. It makes the opportunity to receive increased teacher staffing steady. It's an impossible path and consistent with the report of the National Reform Steering Committee. Educational matters Management of small schools reveals that there are at least three major problems with small schools: 1) receiving a small budget, 2) lacking teachers with specialized expertise, and 3) small schools being in small communities. (Office of the Secretariat of the House of Representatives, 2016)

Educational management in Thailand still faces problems in many areas, both in terms of curriculum and teaching and learning Measurement and evaluation Management in educational institutions This affects the development of educational quality and the development of learner quality. This is especially true when considering the results of basic national education results (O-NET) organized by the National Institute of Educational Testing (Public

Organization) in order to measure the knowledge of national learners. In the past, it was found that there were low average scores in all 5 main learning subjects, which reflects the quality of the educational institution's teaching and learning management and developing student quality in educational institutions that still lack efficiency. Educational institutions are therefore a part in setting policies to develop the quality of education in all aspects to be effective and appropriate to the context of the educational institutions. To raise the O-NET score higher (Office of the Education Council Secretariat, 2019)

Strategic management is very important in managing to become a quality school in the community. Which brings the school to a quality school in order to have an organizational management model that can face changes in the environment that occur both outside and inside the organization very well. It is an organization of wisdom that gives importance to human resource management by considering that people are the heart of management towards a quality organization (Tassaporn, 2016) from the importance of community quality schools, which are schools that are the center of the community as a model, ready to provide quality education services as well as being a center or source of learning for the community Create opportunities for students in the area to develop fully. Let the community participate and create a sense of belonging. Build confidence and faith in the quality of the school for sending your children to study leads to a reduction in parents' expenses. Schools and communities work together to organize beneficial educational activities. Build relationships with the community continuously and efficiently.

2. The Purpose of Research

1) To study the components of community quality schools.

2) To study the needs and necessity of developing community quality schools under the Office of the Basic Education Commission.

3) To develop strategies for developing community quality schools under the Office of the Basic Education Commission.

4) To check suitability Feasibility and usefulness of the strategy for developing community quality schools under the Office of the Basic Education Commission.

5) To prepare a manual for using strategies for developing community quality schools under the Office of the Basic Education Commission.

3. Research Methodology

3.1 Population, Sample Groups and Data Provider Groups

I) Population consists of 183 schools which are 183 school administrators, 183 the head of academic affairs department of schools under the Office of the Basic Education Commission.

II) The sample consisted of 96 school administrators, 96 Teacher, Head of Academic Administration of schools under the Office of the Basic Education Commission, which were obtained by using the Taro Yamane (1973) table and multi-stage sampling.

III) Data provider groups, consisting of

a) Groups of information providers include: 1) Multiple case studies of personnel in schools with best practices. Sakon Nakhon Primary Educational Service Area Office 1 consists of 1 school director and 1 Teacher, Head of Academic Administration. Sakon Nakhon Primary Educational Service Area Office 2 consists of 1 school director and 1 Teacher, Head of Academic Administration. Sakon Nakhon Primary Education Area 3 consists of 1 school director, 1 Teacher, Head of Academic Administration, a total of 6 people. 2) Interviews with 5 experts.

b) Experts who participated in the focus group discussion to consider the appropriateness and made suggestions about the Strategies for developing quality community schools under the Office of the Basic Education Commission.

c) Experts who evaluated suitability, possibility and usefulness of the strategies for developing quality community schools under the Office of the Basic Education Commission.

d) Experts who evaluate the suitability of the strategy manual for developing quality community schools under the Office of the Basic Education Commission.

3.2 The Research Instruments Used in This Research

1) Interview form for schools with best practices about the operation of community quality schools.

2) Expert interview form Study of community quality school components under the Office of the Basic Education Commission.

3) Questionnaire with 5 rating scales, inquire the actual and expected conditions of the community's quality schools under the Office of the Basic Education Commission. Reached an IOC between 0.80 - 1.00, reliability of 0.97.

4) 5 levels rating scale assessment evaluate suitability, possibility and benefits of strategies for developing quality community schools under the Office of the Basic Education Commission.

5) 5 levels rating scale assessment opinions about suitability feasibility and benefits of the strategy community quality school development Under the Office of the Basic Education Commission.

3.3 Research Procedure

Phase 1: Study of components of community quality schools by using documentary research and assessed suitability by experts as the following steps

Step 1: Study of components of community quality schools from documents and research.
Step 2: Multiple case study of 3 schools with excellent practice results.
Step 3: Study of components of community quality schools by interviewing 5 experts.

Phase 2: Studying the needs and needs of developing quality schools in the community Under the Office of the Basic Education Commission By asking the opinions of community quality school administrators and 192 academic administration supervisors in quality schools by using the survey research.

Phase 3: Developing strategies for developing community quality schools under the Office of the Basic Education Commission By using the information obtained from Phase 2 to draft a strategy for developing quality schools in the community under the Office of the Basic Education Commission and organized a focus group discussion with 9 experts.

Phase 4: Suitability check feasibility and benefits of community quality school development strategies under the Office of the Basic Education Commission By asking for opinions of 7 experts and stakeholders with community quality schools.

Phase 5: Creating a manual for using strategies for developing community quality schools under the Office of the Basic Education Commission By studying relevant documents and research, then taking the draft manual to 5 experts to check its suitability. Improved according to suggestions and prepared as a complete manual.

4. Results

Strategies for developing quality community schools under the Office of the Basic Education Commission can be summarized as follows:

I) Components of a quality community school Under the Office of the Basic Education Commission, there are 5 components: 1) development of teachers and educational personnel 2) community participation 3) provision of quality teaching and learning 4) quality of students and 5) technology

II) Necessary needs for developing quality schools in the community under the Office of the Basic Education Commission Overall, it is equal to 0.416 (PNI modified = 0.416). Arranged in order of importance from highest to lowest as follows: Community participation. Next is technology. Development of teachers and educational personnel Quality of students and quality teaching and learning, respectively.

III) Strategy for developing community quality schools Under the Office of the Basic Education Commission consisted of:

Vision: "The school has standard quality, professional teachers, and the community is involved. Learners have knowledge, morality, and advanced technology. Embracing the philosophy of Sufficiency Economy"

Mission:

· Encourage the community to participate in the development of educational quality.

· Promote the use of technology for learning management and community service.

· Develop teachers and educational personnel to be professionals.

· Develop the quality of students to have knowledge and morality according to national educational standards.

· Develop the education management system to meet efficient standards.

· Embrace the philosophy of Sufficiency Economy into practice.

Objectives:

- Goal 1: The school encourages the community to participate in improving the quality of education.
- Goal 2: The school promotes the use of technology for learning and community service.
- Goal 3: The school develops teachers and educational personnel to be professionals.
- Goal 4: The school develops the quality of students to have knowledge and morality according to national educational standards.
- Goal 5: The school develops an education management system that meets standards and efficiency.
- Goal 6: The school promotes the adoption of the philosophy of Sufficiency Economy into concrete practice.

Strategy:

Strategy 1: Encourage communities to participate in improving the quality of education.

Project/Activity

1) Project to promote community participation in the development of educational quality.

- Parent Basic Educational Institution Committee Meeting Activities and network partners.
- Resource mobilization activities for educational quality development.
- Sports relations activities.
- Activities to improve and develop learning resources.

2) Internal quality assurance project.

3) Safe Educational Institutions Project.

4) Project to bring children back to school.

5) Student care and support system project.

Indicators

1) Educational institutions have 4 or more networks of cooperation in developing educational quality.

2) 80 percent of network partners participate in the development of educational quality.

Strategy 2: Promote the use of technology for learning management and community service.

Project/Activity

1) Project to promote the use of technology for learning management and community service.

- Activities to promote the use of technological materials and equipment for learning and community service.
- Activities using information within educational institutions and communities in learning management.
- Activities using the internet network for learning management and community services.
- Activities using technology to measure and evaluate learning management.

2) Project to develop information technology systems for educational administration.

- Secretariat system development activities.
- Activities to develop the ITA Online morality and transparency assessment system of educational institutions.
- Activities to develop and improve educational institutions' websites.
- Activities to develop the educational institution's information database system.

3) Project to procure information technology media and equipment to support learning management and community services.

Indicators

1) 80 percent of teachers can use technology for learning management efficiently.

2) Educational institutions have information technology systems for management. Organize education efficiently.

3) Educational institutions have information technology media and equipment to support learning management and community services that are appropriate and consistent with necessity.

4) Educational institutions can provide necessary technology services to the community.

Strategy 3: Promote the development of teachers and educational personnel to be professionals.

Project/Activity

1) Internal supervision project.

- Teachers' teaching supervision activities.
- PLC activities.

2) Project to promote the development of teachers and personnel to be professionals.

- Teacher development training activities for educational personnel.
- Seminar and study tour activities.
- Online self-development training activities.
- Activities to promote research in the classroom.
- Activities to enhance technology skills for application in learning and work management.
- Activities for developing innovative media in the Department of Active Learning Management.
- Activities to promote and develop teachers in second foreign languages.

3) Project to promote teachers and educational personnel to have best practices (Best Practice)

4) Project to enhance morality, ethics, and good governance in educational institutions.

- Training activities to develop teachers and educational personnel in morality and ethics. and good governance.
- Off-site Dhamma practice camp activities.
- Ethics training activities according to professional standards for teachers and educational institution administrators.

Indicators

1) The educational institution has an effective internal supervision system.

2) 80 percent of teachers and educational personnel have passed training to develop into professionals.

3) 80 percent of teachers can develop innovative media for proactive learning management, Active Learning, effectively.

4) 70 percent of teachers and educational personnel have skills in using technology and can apply it in learning management and work performance.

5) Teachers can conduct classroom research in all learning areas effectively.

6) 100 percent of teachers and educational personnel have morality, ethics, and good governance at a good level or higher.

7) Teachers can organize the learning of a second foreign language.

8) Teachers and educational personnel have best practices in 3 or more areas.

Strategy 4: Develop the quality of students to have knowledge and morality according to national educational standards.

Project/Activity

1) Educational institution curriculum development project.

2) Project to enhance morality Ethics and desirable characteristics of students.

- Guidance activities.
- Activities to encourage students to have traffic discipline.
- Activities to raise awareness of the environment for sustainability.
- Morality training activities Student ethics.
- Volunteer activities to develop educational institutions and communities.

3) Project to raise the quality of students to national educational standards.

- Activities to promote learning according to students' multiple problems.

- Living library activities.
- Activities to study external learning resources.
- Student learning exchange activities.
- Vocational skills camp activities.
- Sexuality education activities.
- Activities to prevent and solve drug problems in educational institutions.

4) Project to promote the use of technology for creative learning.

5) Project to develop students' potential towards excellence.

- Academic camp activities.
- Activities to promote skills needed in the 21st century.
- Activities to promote skills and abilities in arts and crafts Student academics and technology.
- Activities to promote students' special skills and abilities.

6) Project to promote learning resources in the community.

- Activities to promote learning management using Soft Power.
- Learning activities using local lecturers.

Indicators

1) Educational institutions have educational curriculums that are consistent with the context.

2) 100 percent of learners have desirable characteristics and pass the criteria.

3) 100 percent of learners receive morality and ethics enhancement.

4) 70 percent of students participate in community development volunteer activities.

5) Educational institutions organize learning in accordance with multiple problems in all 8 areas.

6) 80 percent of students learn from hands-on activities using a variety of methods appropriate for their age.

7) 80 percent of learners are encouraged to use technology for creative learning.

8) Students participate in the arts and crafts skill competition. Academics and technology are at the education area level and above.

9) Learners are encouraged to have special abilities according to their suitability and interest.

10) Educational institutions can organize learning using Soft Power in accordance with the context of the community.

11) Educational institutions organize learning by using local lecturers appropriately.

Strategy 5: Develop the education management system to meet efficient standards.

Project/Activity

1) Academic administration system development project.

2) Human resource management system development project.

- Activities to promote the development of executives' potential to become professionals.
- Activities to promote professional advancement.
- Activities to promote role model leadership.
- Activities for recording agreements on the work of teachers and educational personnel.

3) General administration system development project.

4) Budget management system development project.

5) Project to develop the efficiency of educational management of educational institutions.

- Model school study tour activities.
- Activities to promote the development of Best Practice of educational institutions.
- Activities to promote cooperation and efficiency development Educational management by network partners.

6) Internal supervision project.

Indicators

1) The educational institution has an efficient academic administration system.

2) The educational institution has an effective personnel management system.

3) The educational institution has an efficient general administration system.

4) Educational institutions have an efficient budget management system.

5) Educational institutions have a best practice model (Best Practice) that can serve as a model.

6) The educational institution has an effective internal supervision system.

Strategy 6: Promote adoption of the philosophy of Sufficiency Economy. into concrete practice.

Project/Activity

1) Sufficiency Economy Learning Resource Development Project.

2) Project to promote learning according to the philosophy of Sufficiency Economy.

•   Sufficiency Economy Learning Base Activity.

•   Learning activities and skill training according to the philosophy of Sufficiency Economy.

3) Project to enhance quality of life that is environmentally friendly according to the philosophy of Sufficiency Economy.

•   Community development volunteer activities.

•   Environmental conservation activities.

•   Activities to encourage teachers and educational personnel to put the philosophy of sufficiency economy into practice.

•   Activities to promote teachers and educational personnel as models of sufficiency.

1) Educational institutions have sufficient economic learning resources that are consistent with the context.

2) 80 percent of teachers can organize learning according to the philosophy of Sufficiency Economy.

3) 80 percent of teachers and students can maintain an environment-friendly life according to the philosophy of Sufficiency Economy.

4) 80 percent of teachers and educational personnel can put the philosophy of Sufficiency Economy into concrete practice.

) Educational institutions have adequate teachers and educational personnel.

5. Discussion

Strategy for developing community quality schools Under the Office of the Basic Education Commission The researcher has issues in discussing the intended results of research as follows:

The results of the study of the composition of community quality schools found that there are 5 components: 1) development of teachers and educational personnel, 2) community participation, 3) quality teaching and learning, 4) quality of learners, and 5) technology. This is because the researcher has carried out a variety of methods, including document analysis and research. Multiple case studies of 3 schools and interviews with experts reflect that All 5 elements are extremely important to the development of quality schools in the community because the term community quality school must aim to provide quality learners. Technology is used in teaching and learning management. In addition, for students to have quality, they must have teachers as role models. Therefore, teachers and educational personnel must be developed to have knowledge. Expertise with support Promote and participate in the community where the school is located. Consistent with the study of Suleeporn (2021) said that participation is a necessity for all parties to participate in the development of education because education is the hope of society and it is like the source of the mind, family, culture, environment, economy, and society. The educational process is constantly moving. It is a neutral process and everyone can participate.

Necessary needs for developing quality schools in the community Under the Office of the Basic Education Commission, it was found that There is a necessary need for the development of quality schools in the community. Under the Office of the Basic Education Commission Overall it is equal to 0.416 (PNI modified=0.416) and

arranged in order of importance from highest to lowest as follows. Community participation next is technology, development of teachers and educational personnel Quality of students and quality teaching and learning, respectively. Community participation is most important, probably because the policy of merging educational institutions makes parents lose confidence. Therefore, they send their children to study in schools in the province. Receiving cooperation from the community is therefore the most important thing for the development of quality schools in the community.

Strategy for developing community quality schools Under the Office of the Basic Education Commission, consisting of 6 visions, 6 missions, 6 goals Strategies, 82 projects/activities and 36 success indicators which has the following details: Strategy 1: Encourage communities to participate in improving the quality of education consistent with current conditions Problems and needs This is because quality schools in the community are schools with modern buildings. There is a complete building. There are various learning resources has innovative technology. Teachers complete every class. Complete all major subjects there are support personnel. It is the educational center of the community and has a sufficient budget. This will make the school a center in the community. Ekkalak (2021) said that community participation is a collaborative process of each sector showing different roles and responsibilities. But there is a common goal: sustainability, being able to be self-reliant through the cooperation of all sectors. Consistent with Sakda (2022) who stated that community participation is the process of joining people's power with government organizations or private organizations for the benefit of developing or solving community problems. Strategy 2: Promote the use of technology for learning management and community service. This is because technology is important to administration and learning management by using technology to assist in management for decision-making by school administrators. Strategy 3: Promote the development of teachers and educational personnel to be professionals. This is because the development of teachers and educational personnel is extremely important. It is a process of management so that the agency can attract and maintain good people. Have knowledge and ability in the agency as much as possible and for as long as the agency needs. To do this, the agency must have good personnel management, developing teachers and educational personnel towards professionalism. In line with the Office of the Basic Education Commission (2022), it said that developing personnel to be professionals (Profession) requires knowledge. specific expertise Does not overlap with other professions and have standards in professional practice Professional practitioners must have adequate theoretical and practical training before practicing their profession, unlike a career, which is an activity that must be completed with the aim of earning a living wage only. Strategy 4: Develop the quality of students to have knowledge and morality according to national educational standards. To enable students to have desirable characteristics is because educational institutions need to organize a variety of activities to promote student quality. Education should not focus only on academics. But emphasis must be placed on developing students in other areas as well, with thorough teacher supervision. Strategy 5: Develop the education management system to meet efficient standards. This is because every educational institution has a need for the organization to achieve its goals effectively is accepted by society Therefore, we have created a system, mechanism or process for managing education to meet the quality standards as specified. To be consistent with the concept of educational quality assurance: Create stability and assurance for parents, communities, and society that educational institutions can provide education according to standards. Strategy 6: Promote adoption of the philosophy of Sufficiency Economy into concrete practice is because many secondary and primary schools will adopt the Sufficiency Economy Philosophy to manage their educational institutions by continuously organizing teaching and learning to incorporate the concept of sufficiency economy for students. Consistent with Chakkraphong (2018), they studied educational institution administration strategies according to the philosophy of Sufficiency Economy for sustainable development. It was found that the current condition of educational institution administration according to the philosophy of sufficiency economy Overall, it is at a high level. Driving the philosophy of Sufficiency Economy towards Sufficiency Educational Institutions therefore promotes the effectiveness of student learning. Relevant agencies should therefore encourage general educational institutions to be assessed as sufficiency educational institutions in order to develop more efficiency and effectiveness for students.

Suitability check Possibilities and benefits Strategy for developing community quality schools Under the Office of the Basic Education Commission Overall, it is appropriate at the highest level The possibility is at a high level and the benefits are at the highest level When compared with the evaluation criteria, it shows that the strategy is appropriate. Possibilities and benefits are because the methods or operations to obtain the strategy go through various stages of research. Both study documents Multiple case studies of schools with excellence Interview with experts Study of essential needs Strategy development using Focus Group Discussion And checking suitability the feasibility and benefits of asking for opinions of experts and stakeholders of community quality schools that are strategic users in educational institutions resulting in an appropriate strategy Possibilities and benefits Able to put strategies into practice. This is consistent with Wattana (2018) who stated that the strategy for using good

governance principles in academic work of schools in the Northeastern region went through a research process in several steps: Interview with experts Expert group meeting Inquiry from experts and trial (Try out), which is the development of strategies that create a process of improvement until there is a greater level of confidence. Make the strategy actionable.

Manual for using strategies for developing community quality schools Under the Office of the Basic Education Commission, consisting of explanations, background, objectives, benefits, strategies for developing community quality schools. Under the Office of the Basic Education Commission Guidelines for operating according to strategy and the roles and responsibilities of those involved in using the strategy The results of the evaluation of the appropriateness of the strategy manual by experts found that Overall, it is appropriate at the highest level. When considering it in each aspect, it was found that there was appropriateness at the highest level in 4 areas and at a very high level in 3 areas. In order from most to least, they are: Explanation and benefits of the manual. Strategy for developing community quality schools is followed by guidelines for operating according to the strategy. The purpose of the manual and the roles and responsibilities get involved in implementing the strategy and background respectively. This is in line with Janista (2022) who researched on Strategy for developing supervision competency through self-directed learning of educational supervisors under the Office of the Basic Education Commission found that the manual should have the following important elements: 1) Statement of use of the manual 2) Objectives 3) Strategies for developing students' learning and innovation skills, 4) Guidelines for implementing strategies, and 5) Various reference sources, which have overall appropriateness assessment results at a high level.

6. Suggestions

6.1 Suggestions for Applying Research Results

From information on necessary needs Research findings Community quality school Research results should be used to plan strategies set as guidelines and school-level policies for the operation of community quality schools to strengthen and develop the quality of students.

The Office of the Basic Education Commission should use the research results to formulate policies to drive the operation of quality schools in the community from the parent agency to the concrete practices of the affiliated schools.

Community quality school Under the Office of the Basic Education Commission, innovations in educational administration and manuals for using strategies for developing community quality schools should be introduced under the Office of the Basic Education Commission to be used as a guideline for operating quality schools in the community for efficient operation.

6.2 Suggestions for Future Research

Research should be done on the implementation of the developed strategies to improve and develop community quality school operations. Under the Office of the Basic Education Commission and to confirm the appropriateness and feasibility of Strategies that are clearer and lead to the development of community quality schools that meet actual conditions.

Research should be done on strategies for developing good schools in four corners of the city Secondary School. To obtain guidelines for school development at the secondary level that is effective and appropriate according to the context of the educational institution.

There should be operational research in developing quality schools in the community, separated by school size, including small, medium and large schools, in order to obtain more appropriate guidelines for operating in each school size.

Research should be done on quality schools in the community, focusing on Community participation because the results of this research found that Community participation has the greatest need. The top 3 issues that are in great need for development are: 1) Appointing officials to be responsible for relations between the school and the community. 2) Providing services to the community that is appropriate to the school's conditions. 3) Arranging a joint meeting with parents, community leaders, community experts, monks, and alumni to strengthen good relationships with each other.

References

Chakkraphong, M. (2018). Educational institution administration strategy according to the philosophy of Sufficiency economy for sustainable development. *Silpakorn Journal Educational research, 10*(2), 346-362.

Ekkalak, P. (2021). Strategy for managing quality schools in the sub district under Office of the Basic Education Commission. *Peace Studies Journal MCU Review, 9*(4), 1430-1443.

Janista, S. (2022). *Strategies for developing supervisory competency through led learning. Self-help of educational supervisors under the Office of the Basic Education Commission* (Ph.D. Thesis, Sakon Nakhon: Sakon Nakhon Rajabhat University).

Office of the Basic Education Commission. (2021). *Guidelines for implementing the development of community quality schools*. Office of the Basic Education Commission. Bangkok: 21 Century.

Office of the Basic Education Commission. (2022). *Draft of community quality schools*. Bangkok: 21 Century.

Office of the Education Council Secretariat. (2019). *Report on guidelines for upgrading test results*. Basic national education (O-NET). Bangkok: 21 Century.

Office of the Secretariat of the House of Representatives. (2016). *Report on the study of production status and Develop teachers in Thailand*. Bangkok: Phrik Wan Graphic.

Phacharaphon, K. (2019). Integrated royal science for organizing education towards Success in the 21st Century. *Sirindhorn Review Journal, 20*(2), 227-239.

Sakda, P. (2022). Structural equation model of integrated leadership that affects Quality school. *Academic Journal Suranaree University of Technology, 16*(2), 1-12.

Suleeporn, P. (2021). Development of a quality school management model in the sub-district under Prachuap Khiri Khan Primary Educational Service Area Office, Area 1. *Journal Educational Administration and Leadership Sakon Nakhon Rajabhat University, 9*(36), 61-71.

Taro, Y. (1973). *Statistics: An introductory analysis*. New York: New York: Harper & Row.

Tassaporn, P. (2016). *Presentation of small school management strategies to improve Quality of education* (M.Ed. Thesis, Bangkok: Chulalongkorn university).

Wattana, S. (2018). *Strategies for using good governance principles in the academic work of schools in Northeast* (Ph.D. Thesis, Sakon Nakhon: University Sakon Nakhon Rajabhat).

Open access

Copyrights