A Study of Components on Effective Academic Administration with Participation of Parents and Community in Small-Sized Schools under the Office of the Basic Education Commission

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Abstract

The research aimed to examine the components of effective academic administration involving collaborative participation from parents and the local community in small-sized schools under the authority of the Basic Education Commission. The study employed a mixed-method research approach, incorporating both quantitative and qualitative methodologies, divided into two phases. Phase 1: Examine the components of academic administration by synthesizing documents and related studies. Phase 2: Conduct interviews and verify the effectiveness of academic administration. The information providers consisted of 7 highly qualified individuals in the field of educational administration. The selection method was purposive sampling. The tools utilized included interview and assessment forms. Statistical analysis involved mean, standard deviation, and content analysis. The research findings indicated that the effective collaborative components of academic administration involving parents and communities in small-sized schools consisted of three main components: 1) The workload and scope of academic administration in small-sized schools, comprising 10 aspects, 2) Effective academic administration, consisting of 4 aspects, and 3) Collaborative management processes, involving 4 steps. The assessment results demonstrated a high level of suitability for the effective collaborative components of academic administration involving parents and communities in small-sized schools, both at the individual component level and overall. The component with the highest level was the development of an internal quality assurance system within the educational institution, including measurement, assessment, and comparison of learning outcomes. Conversely, the component with the lowest level was the development of learning resources.

Keywords: components of academic administration, effective academic administration, participation administration

1. Introduction

In our current society, change is happening at a rapid pace. Numerous organizations are undergoing extensive internal restructuring, implementing work reforms, and revising rules, regulations, and protocols to enhance operational efficiency. National reform plans have brought about changes that impact the participation of all sectors, promoting and bolstering educational management, restructuring monitoring mechanisms, and assessing educational management outcomes. Crucial mechanisms are being put in place to ensure alignment with organizational missions related to educational management, in accordance with the principles outlined in the Thai Constitution and in harmony with national strategies (Office of Educational Reform, 2021). Key mechanisms driving this transformation include fostering collaboration with social networks, promoting understanding and participation in reform initiatives, and empowering communities to co-own the goals of reform for their success. Power is being decentralized to educational institutions to better suit local contexts, reduce education disparities, and enhance the efficiency of the education system. Reforms aim to accommodate the diversity of educational management, develop teaching and learning practices towards competency-based learning, and adapt to the changes of the 21st century. This involves restructuring teacher and staff development systems to meet quality standards, reforming curricula, instructional materials, and technology, as well as improving student assessment systems and the quality assurance of educational institutions. This necessitates a shift in mindset, emphasizing positive strategies and focusing on performance quality, with systematic planning and inclusive participation at all levels (Wanich, 2014).

Over the past years, Thailand's educational development efforts have yielded satisfactory results in broadening access to education. Nonetheless, there has been a concerning decline in educational quality, notably in rural schools where academic outcomes lag behind. Several researches indicated that investing in high-quality educational management to uplift underprivileged children in rural areas not only generates economic returns but also addresses social issues and enhances overall quality of life for the population. Educational reform is guided by principles of quality improvement, increased opportunities, and greater inclusivity, aiming to elevate education standards, expand access, and foster community engagement (Office of the Basic Education Commission, 2010). The Thai education system faces challenges in quality development, as reflected in national-level assessments such as the O-net standardized test scores. A study by Nieto and Ramos (2013) utilizing the Decomposition Method in a Middle-Income Country context found that school size correlates inversely with PISA scores, indicating that smaller schools tend to achieve lower PISA scores compared to larger ones. Forecasting enrollment rates based on Thai population data aged 5–15 years revealed an anticipated decrease in student numbers by BE 2577 (2034), with an increase in the number of small-sized schools. Consequently, Thailand should implement measures or strategies to address the rising number of small-sized schools proactively to prevent potential future losses in the education system. A proliferation of small-sized schools compromises the ability to reflect on quality and efficiency in education management, leading to cost-ineffective administration. Thus, managing small-sized schools emerges as a critical issue in the fundamental education management system (Kwanyu, 2015).

To address the challenges in school management, various governance models are implemented under the supervision and support of their respective authorities. These include community-participatory models, network models, mentorship models, as well as hub-and-spoke models, encompassing both public and state-supervised schools. Community-participatory governance, in particular, serves as a cornerstone for successful school management, leading to achievements in both urban and rural areas. This applies to schools of all sizes, including small, medium, large, and specialized institutions (Office of the Education Council, 2014). Community involvement in school governance entails the active participation of community members, both within and outside the school community, in school operations and decision-making processes. This inclusive approach allows community members, as integral stakeholders, to contribute to educational management by voicing opinions, collaborating on actions, and collectively identifying school needs. The goal is to aid in problem-solving, devise strategies for school improvement, and instill a sense of ownership and accountability. This participatory model encompasses collaborative thinking, planning, implementation, benefit-sharing, evaluation, and recommendation within the school's framework. By embracing community involvement as a foundational principle, it reflects democratic values and evolves in response to societal dynamics, resulting in tailored and effective participatory models. Setting goals, selecting participatory activities, and establishing communication channels between the community and schools enhance the efficacy of community involvement, fostering robust management processes and cultivating community leadership. Implementing community-involved governance in education management leads to significant improvements in educational quality, empowers communities, and raises awareness about setting community objectives for sustainable development (Boonya, 2010). Participatory management entails leaders providing opportunities for staff to participate in decision-making, sharing responsibilities for management tasks, and fostering collective thinking and workload sharing. This approach represents a modern managerial philosophy focused on shared decision-making and responsibility within organizations, where individuals willingly engage in their work duties (Runchareon, 2014). High-quality education management is a process that requires coordination and collaboration among various stakeholders and units involved in ensuring quality education for direct student development. This includes schools. For schools to effectively manage education with quality, they must rely on a good management system. The key processes that contribute to achieving a good management system are academic management (Office of the National Education Commission, 2000). Reforming school education involves creating a core curriculum at the foundational level, tailored into individual school curriculums, alongside locally relevant learning content. Teaching methodologies focus on prioritizing students, emphasizing practical application, and assessing real-world performance rather than relying solely on examinations. Additionally, there are several other crucial components in developing high-quality learners, collectively referred to as academic work (Phuprasert, 2002). Managing academic affairs is the keystone of school management, which administrators must prioritize significantly. Other functions play a crucial role in supporting academic work, and academic affairs remain integral to enhancing the quality of student learning experiences as expected, especially concerning curriculum development (Wasri, 2001). In any type of educational institution, academic work serves as the primary function of school management. The standards and quality of the school can be assessed based on academic achievements because academic work is related to curriculum, program development, and teaching management, which are the core of the school. It involves administrators and personnel at all levels. It may be directly or indirectly related, depending on the nature of the work (Wonganutaroj, 2010).

Regarding the aforementioned reasons, the researcher, as a school administrator affiliated with the Basic Education Commission Office, is interested in studying the components of academic management that involve effective parental and community participation in small-sized schools, which show a rising trend and can potentially provide insights into implementing participatory academic management efficiently that directly impacts the effectiveness of collaborative academic administration in such settings.

2. Research Objectives

To examine the components of effective academic administration involving collaborative participation from parents and the local community in small-sized schools under the authority of the Basic Education Commission

3. Scope of the Research

This research aimed to study and develop an effective collaborative model of academic administration involving parents and communities in small-sized schools under the jurisdiction of the Basic Education Commission. The study involved conducting a comprehensive review of pertinent literature, textbooks, and research both domestically and internationally. The identified components were deemed crucial and encompassed the following:

3.1 The Content Scope of the Research

The workload and scope of academic management at the basic education level were derived from the synthesis of theoretical frameworks, research works, and relevant documents of Smith (1969), Sergiovanni and others (1980), Phoklin (2006), Songprasert (2007), Sudthae (2010), Charoensuk (2010), Khamchan (2015), Adulpithayaphon (2017), and the Office of Basic Education Commission (2007, 2008).

3.2 The Research Conceptual Framework

The conceptual framework and theories related to participatory management were examined and analyzed based on the theoretical perspectives of DuBrin (2009), Hoy and Miskel (2001), Saopayon (2005), Ngernprasertsri (2001), Runchareon (2014), Chanthakud (2006), Puangngam (2002), Ruksat (2008), Thongkliang (2010), Srithapasso (2009), Fornaroff (1980), Cohen and Uphoff (1977).
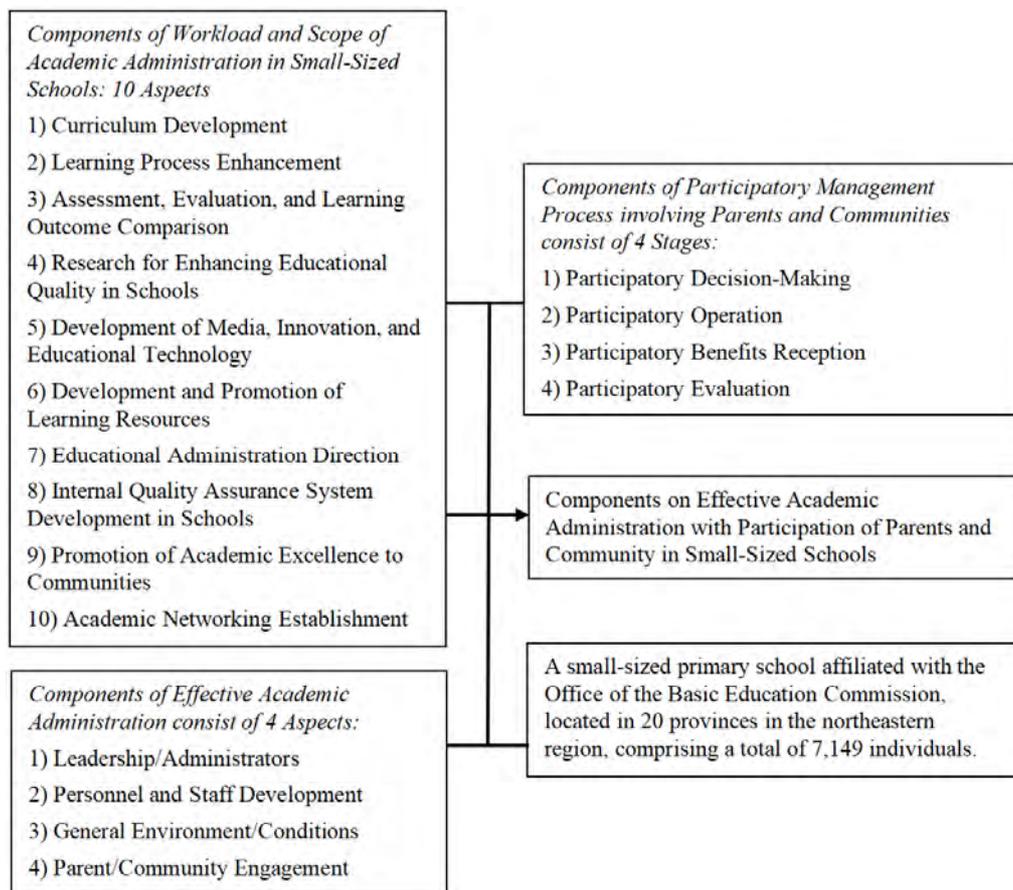

Figure 1. The research conceptual framework

4. Research Methodology

This study adopted a mixed methods approach to comprehensively investigate the components of an academic administration with participation of parents and community in small-sized schools under the Office of the Basic Education Commission of Thailand. The approach integrated quantitative data collection through surveys and qualitative data collection through interviews and focus group discussions. The research comprised two distinct phases:

1) *Phase 1: Examine the concepts and relevant theories related to effective academic administration with participation of parents and community in small-sized schools under the Office of the Basic Education Commission of Thailand, in order to establish a conceptual framework for research*

Conduct a literature review to examine documents, principles, concepts, theories, and relevant research both domestically and internationally pertaining to effective academic administration with the participation of parents and communities in small-sized schools. This includes the workload and scope of academic administration in educational institutions, the process of academic administration in educational institutions, effective academic management, and participatory management.

Collect data to identify the components of effective academic administration with the participation of parents and communities in small-sized schools affiliated with the Office of the Basic Education Commission, derived from principles, concepts, theoretical frameworks, documents, and research both domestically and internationally.

2) *Phase 2: Conduct interviews personally with qualified individuals regarding the components of effective academic administration with the participation of parents and communities in small-sized schools, as identified in Phase 1. The selection of interviewees is purposeful, involving 7 individuals with experience in educational management, to verify, confirm, and assess the components and provide recommendations for effective academic administration with parent and community involvement. These insights will be used to establish a research framework. The process is conducted as follows:*

Coordinate and send formal requests for consent to the qualified individuals, outlining the objectives and requesting interviews regarding the effective academic administration components with the participation of parents and communities in small-sized schools affiliated with the Office of the Basic Education Commission.

Conduct interviews with the qualified individuals, utilizing methods such as note-taking, audio recording, video recording, and assessing the components of effective academic administration with parent and community involvement in small-sized schools affiliated with the Office of the Basic Education Commission.

Data Providers

In the interview and assessment phase to confirm the components of effective academic administration with the participation of parents and communities in small-sized schools affiliated with the Office of the Basic Education Commission, the data providers are qualified individuals. There was a total of 7 individuals selected based on specific criteria: 1) Holds a Master's or Doctoral degree in educational administration and has experience in educational management, 2) Holds an academic position of Assistant Professor, Associate Professor, Professor, or possesses expertise in educational administration or specialized expertise, along with experience in educational management within educational institutions, 3) School administrators who have managed teaching and learning at the primary school level and have received awards for academic achievements at the regional level or above according to the selection criteria for schools with effective academic administration practices, 4) Lecturers from state or private higher education institutions with knowledge and expertise in educational administration affiliated with the Office of the Basic Education Commission, and 5) Has a minimum of 10 years of experience working in educational management. For this research, data providers who confirm the components must meet at least 4 out of the 5 criteria specified above.

Data Collection Tools

The tools used to gather information from qualified individuals are interview procedures and assessment forms for the components of effective academic administration with the participation of parents and communities in small-sized schools affiliated with the Office of the Basic Education Commission.

Creating Data Collection Tools:

Reviewing documents, concepts, principles, and methods for developing structured interview procedures and assessment forms to confirm the components.

Drafting structured interview procedures based on the framework of effective academic administration components with parent and community involvement in small-sized schools affiliated with the Office of the Basic

Education Commission, derived from information in Phase 1, and using it as a guide to develop structured interview procedures and assessment forms.

Establishing the research objectives or goals.

Presenting the interview procedures to the thesis advisor.

Incorporating feedback and suggestions from the thesis advisor, then revising and refining the interview procedures accordingly.

Data Collection:

The analysis of effective academic administration components with the involvement of parents and communities in small-sized schools affiliated with the Office of the Basic Education Commission was conducted through Content Analysis. This process involved identifying and organizing content to create two sections of the components: 1) Analysis results from documentary studies and relevant research (Documentary Analysis), and 2) Analysis results from expert interviews to confirm the effective academic administration components with parent and community involvement in small-sized schools affiliated with the Office of the Basic Education Commission. This analysis was based on data gathered from 7 qualified individuals selected through targeted sampling, each possessing extensive experience in educational management, aimed at validating and assessing recommendations.

Data Analysis:

The researcher analyzed data obtained from interviews with qualified experts and from the assessment forms concerning the effective administration of academic affairs with the participatory involvement of parents and communities in small-sized schools, employing the Content Analysis method. Frequency scores and mean values from the respondents' questionnaire responses were calculated and interpreted according to Srisa-ard (2010: 99).

The data gathered from the respondents' questionnaire responses were analyzed to determine the mean and standard deviation using pre-existing computer software. The interpreted meanings of the mean values were subsequently arranged in sequence, as outlined by Srisa-ard (2010: 100).

5. Research Results

1) *Phase 1: Examine the concepts and relevant theories related to effective academic administration with participation of parents and community in small-sized schools under the Office of the Basic Education Commission of Thailand, in order to establish a conceptual framework for research*

Analysis results from documentary studies and relevant research (Documentary Analysis)

The results of the data analysis for the development of an effective academic administration with participation of parents and community in small-sized schools under the jurisdiction of the Basic Education Commission were conducted in three phases: 1) Analysis of Relevant Documents and Research, 2) Analysis of Expert Interview Findings, and 3) Evaluation of Appropriateness and Synthesis of Study Findings. The details revealed the following:

The components of an effective academic administration with participation of parents and community in small-sized schools under the supervision of the Basic Education Committee Office comprise three main elements: 1) Workload and scope of academic administration in small-sized schools, 2) Participatory administration processes involving parents and communities, and 3) Effective academic administration. These consist of 18 sub-components as follows:

Workload and scope of academic administration in small-sized schools comprise 10 sub-components: 1) Curriculum Development, 2) Learning Process Enhancement, 3) Assessment, Evaluation, and Learning Outcome Comparison, 4) Research for Enhancing Educational Quality in Schools, 5) Development of Media, Innovation, and Educational Technology, 6) Development and Promotion of Learning Resources, 7) Educational Administration Direction, 8) Internal Quality Assurance System Development in Schools, 9) Promotion of Academic Excellence to Communities, and 10) Academic Networking Establishment.

The participatory administration process involving parents and communities consists of 4 sub-components: 1) Participatory Decision-Making, 2) Participatory Operation, 3) Participatory Benefits Reception, and 4) Participatory Evaluation.

The Effective Academic Administration of an effective academic administration with participation of parents and community in small-sized schools consisted of 4 sub-components: 1) Leadership/Administrators, 2) Personnel and Staff Development, 3) General Environment/Conditions, and 4) Parent/Community Engagement.

2) *Phase 2: Conduct interviews personally with 7 qualified individuals regarding the components of effective*

academic administration with the participation of parents and communities in small-sized schools affiliated with the Office of the Basic Education Commission

Table 1. The average and standard deviation of appropriateness scores for the components of effective academic administration with the participation of parents and communities in small-sized schools, by component and overall summary

Components of academic administration	Level of appropriateness			
	$\overline{X}$	S.D.	Results	Order
1. Development of learning processes	4.19	0.50	High	8
2. Assessment, evaluation, and transfer of learning outcomes	4.31	0.47	High	3
3. Educational supervision	4.28	0.58	High	4
4. Curriculum development	4.19	0.47	High	7
5. Development of media, innovation, and technology for education	4.20	0.62	High	6
6. Research for the improvement of education quality	4.20	0.51	High	6
7. Development of internal quality assurance systems in schools	4.32	0.54	High	2
8. Development of learning resources	4.12	0.56	High	9
9. Promotion of academic development within communities	4.27	0.63	High	5
10. Establishment of academic networks	4.36	0.54	High	1
Overall	**4.24**	**0.54**	**High**	

According to Table 1, it is evident that the components of effective academic administration with the participation of parents and communities in small-sized schools are highly suitable, with an overall score of 4.24. Upon closer examination of individual components, it is observed that the component with the highest average score is the establishment of academic networks (4.36). Following closely is the development of internal quality assurance systems in schools (4.32). Conversely, the component with the lowest average score is the development of learning resources (4.12).

In summary, the study of the components of effective academic administration with the participation of parents and communities in small-sized schools, affiliated with the Basic Education Commission, revealed that there are 3 main components and 18 sub-components: 1) Workload and scope of Academic Administration consisting of 10 sub-components, 2) The participatory administration process involving parents and communities comprising 4 sub-components, and 3) The Effective Academic Administration comprising 4 sub-components. Overall, the suitability of the components of effective academic administration with parental and community involvement in small-sized schools is rated as very high. Upon closer examination of each component, it is found that each component is highly suitable.

6. Discussion

The components of the effective academic administration with participation of parents and community in small-sized schools encompass three main components and eighteen sub-components. These components are delineated as follows: 1) Workload and scope of academic administration in small-sized schools, comprising 10 sub-components, 2) The participatory administration process involving parents and communities, consisting 4 sub-components, and 3) The Effective Academic Administration, covering 4 sub-components. This is in line with Phuthirat (2015), who conducted the research on the development of effective academic administration models in small-sized schools under Udon Thani Primary Education Area Office 4. The study identified 3 components that influenced successful academic administration: factors contributing to academic administration success, the academic administration process, and the academic administration framework. Additionally, it corresponds with a study of Khamchan (2015) on developing academic administration models towards school excellence, conducted under the Basic Education Commission Office in the Northeastern Region. The study identified 3 main components: the framework for academic excellence, academic administration for excellence, and the process of developing academic administration towards excellence. Moreover, it aligns with the research of Sukaroj (2016) who conducted the study on developing collaborative parental administration models to promote student learning in private primary schools. The findings identified 5 main components and exemplified them with 3 success conditions as follows: 1. Principle of Collaboration comprises four principles: 1) Trust and mutual respect, 2) Acceptance and acknowledgment, 3) Joint decision-making and responsibility, and 4) Love, compassion, and honesty. 2. Objectives of Collaboration consist of three aspects: 1) Developing students, 2) Developing teachers to create a school-like home environment, 3) Developing parents to make their homes school-like. 3. Parental Collaborative Committees, 4. Scope of Parental Collaboration, encompassing six dimensions: 1) Assisting parents

in fulfilling their roles as good parents, 2) Communicating with parents, 3) Enlisting parents as volunteers, 4) Enabling parents to manage home learning, 5) Involving parents in decision-making, and 6) Collaborating with the community. 5. Quality Management Processes using the NA-PDCA cycle, involving: 1) Needs analysis, 2) Planning, 3) Implementation, 4) Monitoring and evaluation, and 5) Adjustment and improvement. Furthermore, there are three success conditions: 1) Schools and parents recognize their significant role in student learning, 2) Leadership traits affect managerial change, and 3) Parents and schools clearly understand their roles and responsibilities.

The framework for academic administration in small-sized schools comprises 10 sub-components: 1) Curriculum Development, 2) Learning Process Enhancement, 3) Assessment, Evaluation, and Learning Outcome Comparison, 4) Research for Enhancing Educational Quality in Schools, 5) Development of Media, Innovation, and Educational Technology, 6) Development and Promotion of Learning Resources, 7) Educational Administration Direction, 8) Internal Quality Assurance System Development in Schools, 9) Promotion of Academic Excellence to Communities, and 10) Academic Networking Establishment. Overall, of the effective academic administration with participation of parents and community in small-sized schools is highly appropriate. Upon closer examination of each dimension, it is evident that every component is highly suitable. The framework for effective academic administration in small-sized schools aligns with findings from various studies. Phuthirat (2015) conducted research on the development of effective academic administration models in small-sized schools under Udon Thani Primary Education Area Office 4. The study found that the framework for academic administration in small-sized schools under this office was highly suitable overall. Furthermore, Phaengbuppha (2017) investigated the development of parental involvement in academic administration in schools, focusing on Ban Dong Magrud Sai Thong School under Udon Thani Primary Education Area Office 1. The study revealed that stakeholders' involvement in academic administration significantly contributed to various aspects, including curriculum development, learning process enhancement, innovation and technology in education, resource development, and community knowledge dissemination. Additionally, Khamchan (2015) explored the development of academic administration models towards school excellence under the Basic Education Commission Office in the Northeastern Region. The study indicated that the framework for academic excellence was statistically significant at the .01 level, aligning with the findings of this research. Moreover, Aghte (2002) studied the perception of roles and responsibilities among head teachers and academic teachers. The research highlighted the importance of collaborative efforts among teachers in curriculum development and instructional improvement. It emphasized the need for greater emphasis on educational leadership and the influence of innovative practices and technology in transforming the roles of head teachers into facilitators of collective decision-making. In summary, these studies collectively underscore the significance of collaborative parental and community involvement in academic administration, highlighting its positive impact on various aspects of school management and educational quality enhancement.

The participatory administration process involving parents and communities consists of 4 sub-components: 1) Participatory Decision-Making, 2) Participatory Operation, 3) Participatory Benefits Reception, and 4) Participatory Evaluation. This framework aligns with the findings of Insupa (2016) who studied about developing collaborative academic administration models within the Quality Education Network Centers under the jurisdiction of the Nakhon Sawan Primary Education Area Office 3. Insupa identified 5 steps in the collaborative process: 1) Participating in problem identification and analysis, identifying causes and options for problem resolution, 2) Participating in decision-making, 3) Participating in planning, 4) Participating in implementation, and 5) Participating in monitoring and evaluation. Aligned with the research of Phaengbuppha's (2017) on developing collaborative academic management in schools, particularly the case study of Ban Dong Makrud Sai Thong School under the jurisdiction of the Udon Thani Primary Educational Service Area Office 1, it was found that stakeholders actively engaged in academic management through fostering collaborative decision-making, planning, execution, and reflection. They collectively developed action plans to continually improve academic management. This corresponds with Udtasa's (2019) study on teacher involvement in school management within the Nakhon Sawan Secondary Educational Service Area Office 4. Results revealed: 1) Teacher involvement in school management was generally high., 2) Development guidelines for teacher involvement in school management included: (a) Participation in organizational development, (b) Principals supporting teachers' involvement in decision-making, goal setting, policy formulation, and curriculum development to enhance effectiveness, (c) Involvement in benefit sharing, with school administrators supporting teachers' participation in various project activities to develop teachers and staff in teaching management, and (d) Participation in evaluation, with school administrators supporting teachers in setting evaluation criteria and ensuring transparent school management. This also aligns with the study of Mecathy (2001) who conducted the research on the academic management roles of high school administrators in New Jersey, where both administrators and teachers agreed that improving teaching should be a

collective responsibility. Administrators should focus more on educational leadership, and innovation and technology influence the transition of principals from commanders to coordinators, fostering more collaborative work. This also corresponds with Kaewnuan's (2017) study on the involvement of basic education school committees in expanding educational opportunities under the Pattani Primary Educational Service Area Office, where: 1) Overall, involvement in expanding educational opportunities through school management was high. 2) Considering various aspects, including academic management, budget management, personnel management, and general management, involvement guidelines of basic education school committees in expanding educational opportunities included: (a) Involvement in academic management: Participating in curriculum development to meet school and community needs and (b) Involvement in meetings to provide recommendations on various matters.

The Effective Academic Administration of an effective academic administration with participation of parents and community in small-sized schools consisted of 4 sub-components: 1) Leadership/Administrators, 2) Personnel and Staff Development, 3) General Environment/Conditions, and 4) Parent/Community Engagement. Aligned with Yodsawat's (2018) study on enhancing the effectiveness of elementary school management components and indicators under the jurisdiction of the Basic Education Committee Office in the Southern Coastal Zone, the research identified 3 key issues: 1) Effective components and indicators: (a) Organizational atmosphere, (b) Community participation, (c) Environmental conditions, (d) Organizational structure, and (e) Leadership behavior of administrators. 2) The study found five components significantly correlated with the effectiveness of elementary school management: (a) Organizational atmosphere, (b) Community participation, (c) Environmental conditions, (d) Organizational structure, and (e) Leadership behavior of administrators. The statistical analysis showed significant correlations at the .01 level. Among these components, organizational atmosphere had the highest weighted correlation coefficient, indicating its utmost importance in enhancing school management effectiveness. Conversely, community participation had the lowest weighted correlation coefficient, suggesting it as an area needing more attention and improvement. Aligned with the research conducted by Loetvathong and Chansirisira (2018) on developing a model for academic risk management of schools under provincial administration organizations using the SIPOC MODEL concept, the study identified five components of academic risk management in schools: 1) Suppliers: This component comprises three sub-components: (a) Affiliated organizations, (b) Schools themselves, and (c) Communities; 2) Inputs: Consisting of three sub-components: (a) School administrators, (b) Teachers, and (c) Students; Processes: Divided into three sub-components: (a) Curriculum development within schools, (b) Teaching and learning management within schools, and (c) Research, measurement, evaluation, and learning outcome transfer processes; 3) Outputs: Comprising three sub-components: (a) School administrators possess efficient knowledge, understanding, skills, and processes for managing academic risks effectively, (b) Teachers demonstrate effective operational skills and processes, resulting in efficient academic risk management, and (c) Students express satisfaction with the teaching and learning management processes; 5) Customers: Including three sub-components: (a) Other schools express satisfaction with educational management, (b) Businesses express satisfaction with educational management, and (c) Communities express satisfaction with educational management, contributing to the satisfaction of school administrators, teachers, and students. These findings provide a comprehensive understanding of the components and indicators essential for effective academic risk management in schools under provincial administration organizations, as per the SIPOC MODEL framework. Besides, the findings are in alignment with Person's (2002) study on the relationship between collaborative service delivery and perceived effectiveness of community college outreach centers in North Carolina, it was found that collaborative management significantly correlates with effectiveness. Furthermore, Spirito (2003) conducted research on the behaviors of principals in the role of academic administrators in California high schools, which affected students' academic success. One particularly noteworthy finding was that the development of staff by principals is crucial for students' academic accomplishment.

7. Suggestion

7.1 General Suggestions

1) The research findings suggest that the effective academic administration with participation of parents and community in small-sized schools emphasizes increasing the teaching of local curriculum subjects to reduce teacher workload, address teacher shortages, and promote the utilization of community learning resources. Hence, small-sized schools should systematically plan the administration of teaching local curriculum subjects with the involvement of all stakeholders.

2) The research findings indicate that the effective academic administration with participation of parents and community in small-sized schools encompasses four aspects: media development, innovation, and technology for education; organizing learning processes; conducting research to enhance educational quality and development;

and promoting the use of learning resources. Consequently, small-sized schools should implement collaborative administration involving parents and the community.

7.2 Suggestions for Further Study

1) There should investigate the factors influencing effective academic management in small-sized schools.

2) There should focus on developing effective teaching and learning management models for local curriculum subjects in small-sized schools.

3) There should aim to develop training program protocols for conducting classroom research for teachers under the jurisdiction of the Basic Education Commission office.

4) There should explore the development of effective teaching and learning management models tailored to small-sized schools.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Canadian Center of Science and Education.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

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Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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