THE DEVELOPMENT MODEL USING ORGANIZATIONAL CULTURE FOR ENHANCEMENT EDUCATION MANAGEMENT QUALITY OF SMALL PRIMARY SCHOOL IN MIDDLE ISAN

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บทคัดย่อ
แนวคิดของรูปแบบการพัฒนาโดยใช้วัฒนธรรมองค์กรในการบริหารจัดการการศึกษาเพื่อประสิทธิภาพ การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษารูปแบบการพัฒนาโดยใช้วัฒนธรรมองค์กรให้มีคุณภาพเพื่อประสิทธิภาพการจัดการศึกษาของโรงเรียนประถมศึกษาขนาดเล็กในภาคอีสานภาคกลาง กลุ่มตัวอย่างในการวิจัยประกอบด้วย 9 โรงเรียนภาคตะวันออกเฉียงเหนือ แบบสอบถามถูกใช้ในการเก็บรวบรวมข้อมูลที่มีการวิเคราะห์เชิงพรรณนาผลการวิจัยแสดงให้เห็นว่าในอดีตความเป็นมาการใช้วัฒนธรรมองค์กรโรงเรียนเครือข่ายประถมศึกษาขนาดเล็กในภาคอีสานตอนกลาง การก่อตั้งโรงเรียนครั้งแรกขาดแคลนทรัพยากรเป็นสถานที่จัดการเรียนการสอนและการรวมเป็นโรงเรียนเครือข่ายประถมศึกษาขนาดเล็ก เกิดจากนโยบายการดำเนินงานระดับโรงเรียนขนาดเล็ก (พ.ศ. 2554) เพื่อรองรับการปฏิรูปการศึกษาในศาสตราจารย์ศิริ (พ.ศ. 2552-2561) และการบริหารจัดการโรงเรียนขนาดเล็ก (พ.ศ. 2555) เพื่อแก้ปัญหาการบริหารโรงเรียนขนาดเล็กใหม่คุณภาพด้วยการให้โรงเรียนขนาดเล็กในโรงเรียนใหญ่หรือโรงเรียนที่อยู่ใกล้เคียงสภาพปัจจุบัน ปัญหาการใช้วัฒนธรรมองค์กรโรงเรียนเครือข่ายประถมศึกษาขนาดเล็กในภาคอีสานตอนกลาง พบว่า การบริหารและการใช้ทรัพยากรที่เป็นปัจจัยการบริหารจัดการการศึกษาต้องมีประสิทธิภาพและเกิดประโยชน์สูงสุด การพัฒนารูปแบบการใช้วัฒนธรรมองค์กรเพื่อส่งเสริมคุณภาพการจัดการศึกษาโรงเรียนเครือข่ายประถมศึกษาขนาดเล็กในภาคอีสานตอนกลางใน 9 รูปแบบ ได้แก่ รูปแบบเกษมสุขหนองแวง รูปแบบบุรุษครุถิ่น รูปแบบสระคูโมเดล รูปแบบมิตร รูปแบบจตุรมิตร รูปแบบภูเขา รูปแบบวังเก่าโมเดล รูปแบบโนนโพนปอ รูปแบบสระคูโมเดล รูปแบบดีเด่น รูปแบบวังเก่าโมเดล กรุณารองรับการใช้วัฒนธรรมองค์กรไปใช้ให้เหมาะสมกับองค์กรโรงเรียนนับเป็นการนำวิธีการบริหารการเปลี่ยนแปลงอีกรูปแบบหนึ่งที่ผู้บริหารองค์กรต้องนำไปใช้ในการบริหารจัดการในโรงเรียนเครือข่ายประถมศึกษาขนาดเล็กในภาคอีสานตอนกลางเพื่อส่งเสริมคุณภาพการจัดการศึกษาโรงเรียนเครือข่ายประถมศึกษาขนาดเล็กในภาคอีสานตอนกลาง

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ABSTRACT

The concept of development model using organizational culture for enhancement education management. This research is aimed at study development model using organizational culture for enhancement education management quality of small primary school in middle isan. The research sample consisted of 9 schools in Northeast Thailand. The questionnaire was used to collect the data that were the descriptive analysis. The research findings indicated that the Historically, The small primary school first established in the pavilion at a temple and operated as small primary school network in 2011 policy to support the education reform in (2009-2018) and manage small school in 2012 in order to solve the problems of small school administration and merge with larger or nearby school. Currently, the problem of organization cultural of small primary school network in Middle Isan found that the administration is focused on resource management factors studied together effectively and maximize the benefits. The development model of organization cultural for quality enhancement of education in small primary school network in middle isan in 9 model including Kasemsooknongkaeng model, Sraku model, Sahawit model, Songdee model, Samklua model, Chaturamit model1, Chaturamit model 2, Wangkhao Model and Non Phon Po model. to use the development model of organization culture was one of the change management model that school administrators should apply for small primary school network direction base on organization culture for enhancement education management in small primary school network in middle Isan.

Keywords: The Development Model ; Organizational Culture ; Small Primary School in Middle Isan ; Enhancement Education Management Quality
1. Introduction

The current globalization and advances in information technology cause rapid changes in the society. Economy and politics impact of change and cultural links to all regions worldwide. It is essential that each country must learn to adapt to the changes that occur over time and are prepared to face the challenges of the current world. The quality of people is an important factor to be faced with this change. Since most people have not developed to be ready to adapt to changes in the social world. In addition, Marsh & Lee (2014) stated that the quality assurance was designed to improve the educational effectiveness. These are the purposes of educational development and public accountability by means of inspections and self-development by schools. Apart from this, educational quality assurance is clearly determined as the purposes and directions of development that encourage every stakeholder to participate in decision processes based on quality data. As a result, there are specifying systems and quality control methods for both process and outcome so that schools can be learning organizations which are continuously proactively planning (Peter, 2000). The current quality of education. Have education system is very important to the development of the standard and quality of education at all levels and in all its forms in accordance with the changing economy and society. By providing a national education plan. Federal law to improve education Providing quality teachers and education personnel to advance abreast of changes in society. The ideas of educational quality england was the first country to bring educational quality assurance into schools in 1988. After that, the standard of BS 5750 or ISO 9000 was used to specify educational standards in 1992. The specification of the BS 5750 or the ISO 9000 leads to practical guidelines for schools in order to assure the educational quality. In this period, the educational quality assurance spread out to other countries.

The organizational culture it is one of the practices of organizations that have developed an organization other than the rule. Existing regulations corporate culture reflects the strategic planning process of the organization. As a result, affect the corporate culture so that organizations that want to develop or adapt quickly. Therefore need a culture determines the direction of the organization rather than to the law. Organizational culture Therefore it is extremely important to the organization. It makes practices in corporate adoption. Expressive behavior of members of the organization. The corporate culture Thereby influencing the
performance of the organization and an organization with a strong culture can be developed quickly and progress than organizations with weak cultures. (The Office of the Basic Education Commission, 2013)

From the above problems the development network must be consistent with the goals of the school network. At the same time need to create a corporate culture that has an atmosphere conducive to work. Because of these problems, studies of factors influencing the internal quality assurance operational effectiveness of the small sized primary schools help to identify guidelines or approaches for development of internal educational quality assurance. As a result, this study aimed to develop and examine the goodness of fit of the model of factors influencing internal quality assurance operational effectiveness of the small sized primary school in northeast Thailand.

2. Method

Subjects in Research

The research method purposive selection of the population in the study area consists of three provinces in northeast area office of the director of elementary school administrators’ supervisors of basic school teachers, students, parents, student’s headman prime local administrative bodies. Agencies involved in the community and the public areas were divided into three groups: those who know and practice the information included 9 small sized primary schools. The quality of education the population and sample consisted of 45 Informants, 81 casual Informants and 54 General Informants.

Measures

The instrument used to collect data basic survey, observation, Interview guide and focused group discussions. The data triangulation with investigator triangulation theory triangulation methodological triangulation. These constitute the strong evidence showing high content validity and reliability of the research instrument.

Statistical analysis

The development model using organizational culture for enhancement education management quality of small primary school in middle isan. The data were screened for completion and correction before analysis by descriptive analysis
3. Results

The research method used was qualitative research. The data were collected using documentary studies and fieldwork, a basic survey, observation, interviews, focused – group discussions. The development model using organizational culture for enhancement education management quality of small primary school in middle isan of Historically, The small primary school first established in the pavilion at a temple and operated as small primary school network in 2011 policy to support the education reform in (2009-2018) and manage small school in 2012 in order to solve the problems of small school administration and merge with larger or nearby school. Currently, the problem of organization cultural of small primary school network in Middle Isan found that the administration is focused on resource management factors studied together effectively and maximize the benefits. School network administration and personnel assignment is not clear, Budget shortfall not enough to develop the quality of education. Lack of equipment media to support the student learning that is suited to integration with education via satellite, Lack of teachers in several majors. Lack of funding for extracurricular activities. The development model of organization cultural for quality enhancement of education in small primary school network in middle Isan in 9 model including Kasemsooknongkaeng model, Sraku model, Sahavit model, Songdee model, Samklua model, Chaturamit model1, Chaturamit model 2, Wangkhao Model and Non Phon Po model. From the four aspects.
1) The personnel management which had a clear Structure, decentralization and delegation of duties to the staff. A sense of unity with the power of teamwork. Funding support to develop advanced education Technology for the development of the school network.

2) Management requires vision and leadership changes. Committed cooperation of all parties involved as policy of school network development targets. Learning Management that focus on the combination of the classroom between age group, well-maintenance of the facilities and good environment and the creativity of the classroom must be provided. Teachers making the lesson plans that based on student-centered and provide some extracurricular activities for students and according how effectively students can learn.

3) Environment School and classroom environment should be well-maintenance. It is important and especially the environment of school and classroom that is according to the current trends of school today so that the teacher and student could perform their tasks well accordingly.

4) Participation Administrators and teacher must be sincere, commitment, trust and believe in the practice and involved in the management. Faith and want to contribute to the development of the school network.
4. Discussion and Conclusion

The development model using organizational culture for enhancement education management quality of small primary school in middle Isan. Small primary schools are located in small communities.

- The founded a school of cultural cooperation of the community who wish to have their child’s school education. Residence hall or town hall is home to a place of education. There is a culture of cooperation between home, temple and school. (Goddard, R., Sweetland, S. & Hoy, W. 2000) The personnel management which had a clear structure, decentralization and delegation of duties to the staff. A sense of unity with the power of teamwork. Funding support to develop advanced education Technology for the development of the school network. (Chimpaleesawan, A. 2009)

- Learning Management that focus on the combination of the classroom between age group, well-maintenance of the facilities and good environment and the creativity of the classroom must be provided. Teachers making the lesson plans that based on student-centered and provide some extracurricular activities for students and according how effectively students can learn.

- The development model of organization cultural for quality enhancement of education in small primary school network in middle Isan in 9 model including Kasemsooknongkaeng model, Sraku model, Sahawit model, Songdee model, Samklua model, Chaturamit model 1, Chaturamit model 2, Wangkhao Model and Non Phon Po model. From the four aspects, should apply for small primary school network direction base on organization culture for enhancement education management in small primary school network in middle Isan. The result is consistent with Subsatian (2003) who found that the causal model of the effectiveness of the internal quality assurance in basic education institutions was valid and fit to the empirical data. Suchiram (2012) indicated that the model of effectiveness of the internal quality assurance in basic education institutions was valid and fit to the empirical data as well. These empirical findings may confirm the concept in the development operational effectiveness of the small sized primary schools. (Hakeem, M. A. & Thanikachalam, V. (2014)
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References


