

LEARNING MANAGEMENT GUIDELINES FOR DEMONSTRATION SCHOOLS IN BANGKOK, THAILAND

Praiporn Saengchan

Graduate School, Suan Sunandha Rajabhat University

Email: praiporn.sa@ssru.ac.th

ABSTRACT

This research aims to study on the guideline on learning management of demonstration schools in Bangkok. In this research, there were 17 key informants including school directors, deputy directors for administration, deputy directors for plan and quality assurance, deputy directors for student affairs, deputy directors for academics, and teachers of demonstration schools in Bangkok. Research tool was a semi-structured interview. The results revealed that the guideline on learning management of demonstration schools in Bangkok for reinforcing learning behavior of students must be started from the administrative directions of demonstration schools consisted of 4 directions as follows: 1) emphasis on child center learning; 2) becoming leading quality schools in international level; 3) learning via active learning activities; and 4) emphasis on promoting children as global citizens via integrated learning. From policies, they could be classified into 4 critical procedures. Firstly, school environment which obtained qualitative and quantitative data were consistent with each other. From qualitative data, it was found that success factors of student's learning management were environment, teachers, classrooms, and laboratories. Environment meant having modern instructional media management, and managing places facilitating learning. In addition, for characteristics of administrators, they must have leadership with clear definition on their roles. For teachers' characteristics, professional teachers must be promoted. Their skills/abilities and ethnics must be promoted. Importantly, their motivation must be promoted to retain potential teachers.

Keywords: Management Guidelines, Learning, behavior of students

INTRODUCTION

From Thailand Education Scheme B.E. 2560-2574 (2017-2031) (Ministry of Education, 2017), it was stated that schools must produce personnel with 3Rs 8Cs according to the concept proposed by Vijarn Panitch (2012) consisted of the following skills and characteristics: 3Rs were Reading, Writing, and Arithmetic; 8Cs were Critical Thinking and Problem Solving; Creativity and Innovation; Cross-Cultural Understanding; Collaboration, Teamwork and Leadership; Communications, Information and Media Literacy; Computing and ICT Literacy; Career and Learning Skills, and Compassion. These characteristics could be built through instructional methods under the concept on student-centered learning and could be promoted via communication and information skills and computer skills by emphasizing on students' preparation to enter into working system, improving their experiences on academics, and profession. Both public and private business establishments participated in developing quality of graduates, curriculums, and instruction therefore improvement must meet with demands of labor market with more cooperation between business establishments and schools under the Principle of Work Integrated Learning (WIL). In addition, Thai Education 4.0 Guideline under the concept on the Twenty-first Century Skills of Vijarn Panitch (2012) also proposed that there were 4 formats of instruction of University 4.0 era including: 1) Teach

Less, Learn More; 2) Student-Directed Learning; 3) Collaborative > Competitive; and 4) Team > Individual Learning. Instruction must be improved based on those formats (Nijsiri Waewcharn, 2017).

From studying on information related to learning behavior of students during COVID-19 pandemic, it was found that such occurred situation caused online learning management with different formats from existing instruction by applying technology as learning supporting tool. There were several limitations on learning management, for example, distance between teachers and students, loss of internet connection, and lack of electronic devices for learning. Consequently, students lacked of learning motivation with reduction of learning. From problems caused by online instruction, school administrators were required to emphasize on learning factors with improvement of learning environment, development of teachers, stimulation of students' participation and school environment. To study on variables influencing on learning behavior, data were used for improving learning management Pinyo Wongthong and Somsamer Taksin, 2022).

From the above data, the researcher was interested in studying on the guideline on learning management of demonstration schools in Bangkok in order to apply obtained data as the guideline for efficient learning management.

OBJECTIVES

To study on the guideline on learning management of demonstration schools in Bangkok.

METHODOLOGY

Qualitative Research

For qualitative research, the researcher used an in-depth interview with semi-structured interview in order to find data consistency and analyze data in overall.

There were 15 key **informants** including school directors, deputy directors for administration, deputy directors for plan and quality assurance, deputy directors for student affairs, deputy directors for academics, and teachers of demonstration schools in Bangkok. The key informants were selected from: 1) Demonstration School of Suan Sunandha Rajabhat University; 2) Demonstration School of Chandrakasem Rajabhat University; 3) Demonstration School of Phranakhon Rajabhat School; 4) Demonstration School of Bansomdejchaopraya Rajabhat University; and 5) La-Orutis Demonstration School of Suan Dusit University. The qualifications of the key informants were as follows:

1. Persons performing duties at demonstration schools under Rajabhat universities in Bangkok;
2. Persons holding the position of school directors or deputy directors for administration or deputy directors for plan and quality assurance or deputy directors for student affairs or deputy directors for academics or teachers of demonstration schools in Bangkok;
3. Persons with experience on operations at demonstration schools under Rajabhat universities in Bangkok not less than 3 years.

The researcher defined selection methods of in-depth interviewees by using purposive sampling based on reasons or criteria that were defined as Maxwell's selection criteria (Narong Kulnitate and Sudawan Somjai, 2015, Page 129).

Research tool used for collecting data in qualitative research was semi-structured interview. The researcher conducted this research as follows:

For in-depth interview, the researcher conducted the in-depth interview with the key informants by using in-depth interview questions on learning management influencing on

learning behavior of students of demonstration schools in Bangkok consisted of 5 issues including: (1) learning behavior; (2) school environment; (3) school's participation; (4) teachers' characteristics; and (5) administrator's characteristics.

In-depth interview enabled the researcher to understand on the perspectives of the key informants regarding learning management influencing on learning behavior of students of demonstration schools in Bangkok. These were considered as in-depth data that could not be found from questionnaires in quantitative research. Obtained data were able to be applied to conclude research results and analyze quantitative data obtained from studying more clearly.

Data Analysis

Data obtained from in-depth interview that were opinions and suggestions of all interviewees were analyzed and opinion of each interviewee was compared. Subsequently, data were rearranged for better understanding. Important or interesting issues of variables for analyzing data obtained from in-depth interview were recorded (Thanomrat Prasitmet, 2005) by considering on consistency and connection under the conceptual framework. Analyzed data were proposed in integrated way to support analysis of quantitative results.

RESEARCH RESULTS

The results of interview on the guideline on learning management of demonstration schools in Bangkok were obtained from interviewing with 15 key informants including school directors, deputy directors for administration, deputy directors for plan and quality assurance, deputy directors for student affairs, deputy directors for academics, and teachers of demonstration schools. They were selected from: 1) Demonstration School of Suan Sunandha Rajabhat University; 2) Demonstration School of Chandrakasem Rajabhat University; 3) Demonstration School of Phranakhon Rajabhat School; 4) Demonstration School of Bansomdejchaopraya Rajabhat University; and 5) La-Ortutis Demonstration School of Suan Dusit University. Selection criteria were: they must be persons performing operations at demonstration schools under Rajabhat universities in Bangkok; they must be persons holding the position of school directors or deputy directors for administration or deputy directors for plan and quality assurance or deputy directors for student affairs or deputy directors for academics or teachers of demonstration schools in Bangkok; and they must be persons with experience on operations at demonstration schools under Rajabhat universities in Bangkok not less than 3 years. The researcher defined selection methods of in-depth interviewees by using purposive sampling. The results of data analysis were as follows:

For the guideline on learning management of demonstration schools in Bangkok, the researcher conducted interview in 6 issues and obtained opinions could be concluded as follows:

Issue 1: Characteristics of administrators were important for learning behavior of students. – it was found that the key informants had the same direction of opinions that characteristics of administrators were important for learning behavior, i.e., characteristics of administrators would provide reliability and trust to students while promoting students to be interested in seeking for knowledge with better learning behavior. In addition, if administrators had kind heart, students would absorb correct and proper guidelines whereas administrators would provide friendliness to students making them happy in learning and studying. Moreover, if administrators had openness with accessibility and comprehensive inspection on operations of teachers, students' learning behavior would be better.

Issue 2: Administrators' leadership was important for students' behavior. – It was found that the key informants had the same direction of opinions that administrators' leadership was

important for being the model for students. It could be able to stimulate and promote learning of students, i.e., students would follow or imitate such model. In addition, leadership was highly important for students' learning as well. Administrators with vision would recognize the direction to lead students to the ultimate benefit. Moreover, if administrators had good leadership, it would clearly affect to the direction of schools leading to development of students to the guideline of schools, for example, administrators with high level of leadership and clear goals, teachers, parents, and students would have the same direction with them.

Issue 3: Roles of administrators were important for students' learning behavior. – It was found that the key informants had the same direction of opinions that roles of administrators were important for learning behavior. It could be seen that administrators played the roles in providing policies therefore leading policies to practice, control, direction, and follow-up all affected to students' behaviors. The roles of good administrators must be friendly characteristics with students, i.e., they must meet students and promote them through their teachers. This was the guideline on learning of students that would promote their learning behavior.

Issue 4: Being thinkers and analysts of administrators was important for students' learning behavior. – It was found that the key informants had the same direction of opinions that being thinkers and analysts of administrators was important for learning behavior. It could be seen that if administrators were thinkers, they would promote strengths while fixing weaknesses of students and schools. Being thinkers and analysts of administrators was highly important for students' learning behavior. Being good thinkers and analysts could bring good and beneficial things to students enabling them to apply to their learning. In addition, being thinkers of administrators would enable teachers to have the same direction of instruction for providing consecutive learning guideline to students.

Issue 5: Administrators' behaviors were important for students' learning behavior. – it was found that the key informants had the same direction of opinions that administrators' behaviors were important for learning behavior. It could be seen that administrators' behaviors affected to students' learning behavior. Administrators with proper behaviors would become the model of students. Students may follow this model from what they saw. If administrators had good and proper behaviors, students would imitate such good guideline.

Issue 6: Characteristics of administrators were important for school environment and teachers' characteristics. – it was found that the key informants had the same direction of opinions that characteristics of administrators were important for school environment and teachers' characteristics. It could be seen that characteristics of administrators would be able to build good or bad organizational culture therefore it was considered as the very important factor. Administrators would become the model of teachers and characteristics of administrators would affect to environment and teachers, i.e., making school atmosphere or environment better. Teachers were able to follow the model of administrators. If administrators had friendliness, they would be able to provide consulting to teachers. Consequently, school environment would be full with happiness without stress. Through beneficial learning management process, students would become good and talented affecting to characteristics of teachers. When administrators paid attention to provide clear management guideline, teachers would have good guideline for further development.

New Knowledge for Suggesting the Guideline on Learning Management of Demonstration Schools in Bangkok

Obtained data could be concluded as new knowledge for suggesting the guideline on learning management of demonstration schools in Bangkok. To reinforce learning behavior of students, it must be started from the management direction of demonstration schools consisted of 4 main guidelines including; 1) emphasis on child center learning; 2) becoming leading

quality schools in international level; 3) learning via active learning activities; and 4) emphasis on promoting children as global citizens via integrated learning. From policies, they could be classified into 4 critical procedures. Firstly, school environment which obtained qualitative and quantitative data were consistent with each other. From qualitative data, it was found that success factors of student's learning management were environment, teachers, classrooms, and laboratories. Environment meant having modern instructional media management, and managing places facilitating learning. In addition, for characteristics of administrators, they must have leadership with clear definition on their roles. For teachers' characteristics, professional teachers must be promoted. Their skills/abilities and ethnics must be promoted. Importantly, their motivation must be promoted to retain potential teachers.

The framework of the guideline on learning management of demonstration schools in Bangkok could be shown as follows:

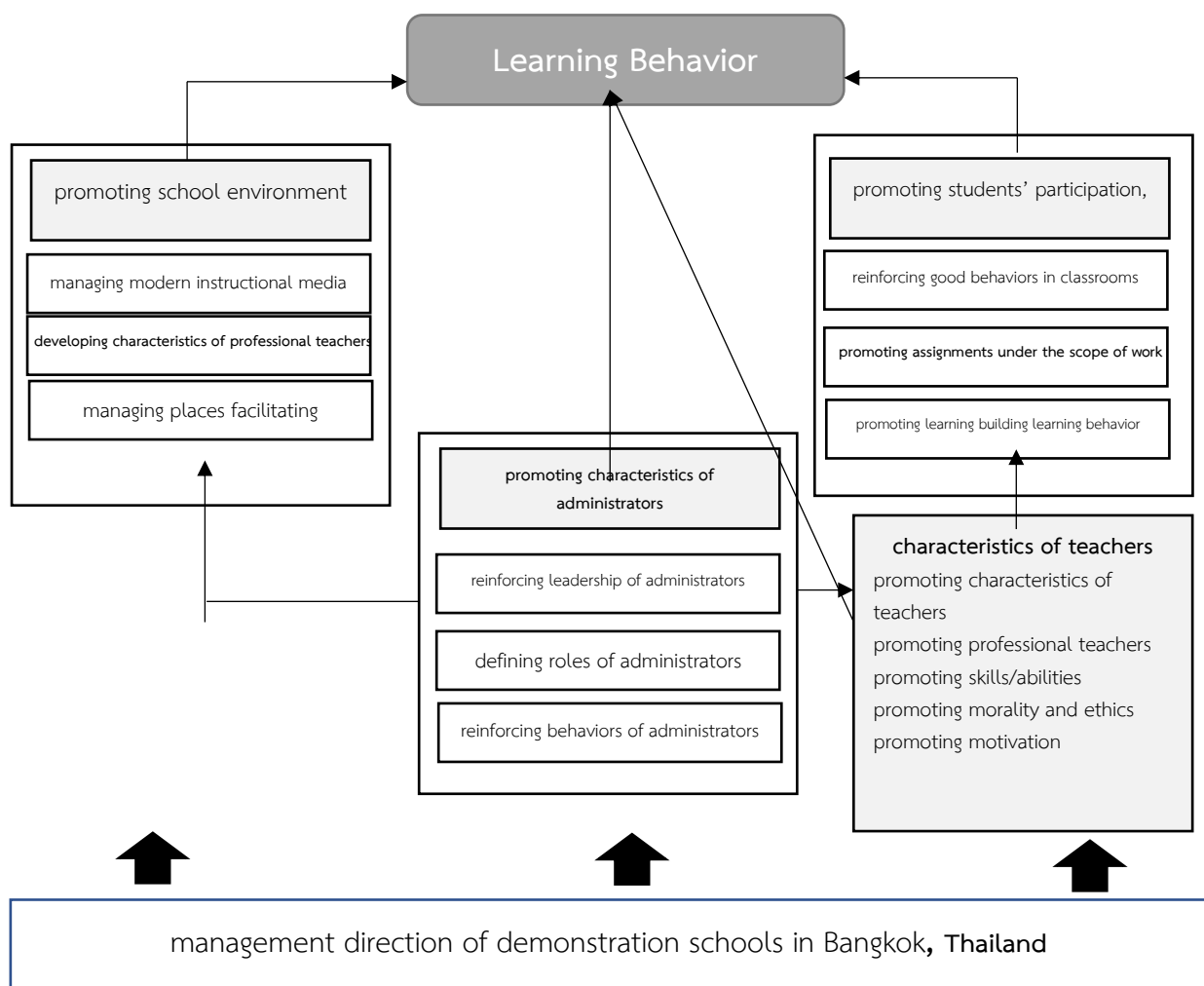


Figure 1 Administrative direction of Demonstration School in Bangkok in Thailand

DISCUSSION

The results of the study on behaviors of students of demonstration schools in Bangkok consisted of 5 variables including student's participation, school environment, teachers' characteristics, administrators' characteristics, and learning behavior. The results could be discussed as follows:

1) The important results on school environment consisted of: 1.1) Instructional media was important for learning behavior because instructional media was the tool for stimulating learning and variety of instructional media could build good behaviors in studying; 1.2) Teachers were important for learning behavior of students because teachers was the first gate that could be seen by students and became the model of students. For young children, teachers influenced on learning behavior of children the most. Teachers would define conditions in classrooms, managed activities for developing learning, and managed classrooms. These results were consistent with the research conducted by Chanida Yodsalee and Kanchana Boonsong (2016) who studied on factors affecting to learning achievement of students under Prachuapkhirikhan Primary Educational service area Office 2 and found that factors on teachers, factors on students, and factors on administrators affected to learning achievement of students. These results were also consistent with the research conducted by Phra Kru Bai Deeka Monton Khemako (Chu Tosri) (2019) who studied on influence of environment facilitating learning development of university students and found that university environment was the important element for establishing policies leading to actual practices in university and it also influenced on improving learning and instructional management to gain the highest efficiency.

2) The important characteristics of administrators consisted of: 2.1) Leadership of administrator was important for learning behavior because leadership of administrators was important for being the model for students. It could be able to stimulate and promote learning of students, i.e., students would follow or imitate such model. In addition, leadership was highly important for students' learning as well; 2.2) Roles of administrators were important for learning behavior because administrators played the roles in providing policies therefore leading policies to practice, control, direction, and follow-up all affected to students' behaviors. The roles of good administrators must be friendly characteristics with students, i.e., they must meet students and promote them through their teachers. This was the guideline on learning of students that would promote their learning behavior. These results were consistent with the research conducted by Sutharat Thonglua and Kanchana Boonsong (2019) who studied on characteristics and management behavior of school administrators affecting to qualitative culture of schools including management behavior and characteristics of administrators. In addition, these results were also consistent with the research conducted by Phakamart Buaphong and Kritsada Chianwattanasuk (2021) who studied on leadership of teachers and working environment influencing on efficiency of teachers' operations in secondary education and found that working environment influenced on efficiency of teachers' operations consisted of work characteristics, security, and work supervision had the highest level of influence on teachers' performance.

3) Important characteristics of teachers that should be promoted consisted of: 3.1) Professional teachers would be promoted. Since teachers had to transfer knowledge to students, teachers should be professional with 5 elements of teachers' ideology including being full with knowledge, voluntariness, time, humanity, and energy. Teachers must have characteristics of good teachers including good personality, leadership, good knowledge, creativity, self-confidence, good teaching, good governance, good behavior, and good human relation; 3.2) Skills/abilities should be promoted with variety of instructional techniques and methods facilitating learning. Teachers must be able to solve the problems during teaching properly and promote students to analyze, criticize, synthesize, and solve problems systematically; 3.3) Teachers' morality and ethics must be promoted with patience on students' behaviors. Teachers must provide help to students and colleagues as well as treated with students properly and equally; and 3.4) Motivation must be promoted and teachers should have work motivation to achieve objectives of works. Teachers should have work motivation to cause acceptance of abilities in working. Teachers should have work motivation caused by satisfaction towards operations.

4) Important elements of students' participation consisted of: 4.1) Students' behaviors in classroom were important for learning behavior of students because classroom behaviors, for example, paying attention to study, lecturing, homework doing, and classroom practices, would make students learn better. If students had disciplines and responsibility, they would have better learning behavior; 4.2) assignments were important for learning behavior because if assignments met with instruction, they would improve learning behavior of students. Teachers would be able to assign more works in order to develop students' learning behavior further. Assignments were considered as responsibility affecting to behaviors that should be practiced by students, i.e., responsibility on assignments affecting to students' behavior, namely, they would manage or find the ways to achieve those works.

From the results obtained from 2 parts of this research, they could be concluded as new knowledge for suggesting the guideline on learning management of demonstration schools in Bangkok. To reinforce learning behavior of students, it must be started from management direction of demonstration schools consisted of 4 main guidelines including: 1) emphasis on child center learning; 2) becoming leading quality schools in international level; 3) learning via active learning activities; and 4) emphasis on promoting children as global citizens via integrated learning. From policies, they could be classified into 4 critical procedures. Firstly, school environment which obtained qualitative and quantitative data were consistent with each other. From qualitative data, it was found that success factors of student's learning management were environment, teachers, classrooms, and laboratories. Environment meant having modern instructional media management, and managing places facilitating learning. In addition, for characteristics of administrators, they must have leadership with clear definition on their roles. For teachers' characteristics, professional teachers must be promoted. Their skills/abilities and ethnics must be promoted. Importantly, their motivation must be promoted to retain potential teachers.

ACKNOWLEDGEMENT

This research owes its success to the contributions of many people. Most appreciation goes to those experts for their advice and also to Suan Sunandha Rajabhat University for their valuing this research and funding support. Special thanks also go to participating teachers at the Demonstration School of Suan Sunandha Rajabhat University for their questionnaire responses. Utilization of the current research results will be ensured.

REFERENCE

- Ministry of Education. (2560). National Education Plan B.E.2017-2014. Secretariat of the Education Council, Ministry of Education.
- Type of wheat and Kanchana Boonsong. (2559). Factors affecting the academic achievement of students under Prachuap Khiri Khan Primary Educational Service Area Office 2. Veridian E-Journal, Silpakorn University,9(1), 1208-1221.
- Narong Kulnit, and Sudawan Somjai. (2558). Higher research methodology and research design. (Print 2nd time). BANGKOK: Master Print Samsen.
- Phakamat Buapong and Krisada Cheerawattanak. (2564). Teachers' leadership and work environment that affect the performance of teachers in secondary education. Journal of Management Science Nakhon Pathom Rajabhat University, 8 (1), January - June 2021.
- Thanomrat Prasitmat. (2551). Develop a pattern to enhance the behavior of sweetened, salty foods.Health center 2 Saraburi.

- Nijsiri Wachan. (2560). Learning Behavior of Interior Architecture Students: Case Study of Interior Architecture Course, King Mongkut's Institute of Technology Ladkrabang. Academic Journal of the Faculty of Architecture, King Mongkut's Institute of Technology Ladkrabang. 25 (19), 107-123.
- Phra Kru Baidi District, Khemko (Chutosri) (2019). The influence of an environment conducive to the development of higher education students. The magazine Yansangworn Research Institute, Volume 1, (January - June 2019), 1933. Mahachulalongkornrajavidyalaya University, Nakhon Sawan District.
- Pinyo Wongthong and Somsa Thaksin. (2565). A Study on the Readiness, Learning Behavior and Satisfaction of Secondary School Students at Srinakharinwirot University Demonstration School, the Royal Guard for Online Learning Management during the COVID-19 pandemic. Journal of Humanities and Social Sciences, Nakhon Phanom University. 12th Year, No. 2. 166-180.
- Criticize Panich. (2555). The way to create learning for students in the 21st century. Bangkok: Sodsri-Saritwong Foundation
- Sutarat, brass and Kanchana Boonsong. (2559). Characteristics and management behavior of school administrators that affect the quality culture of schools under the Office of Primary Educational Service Area, Phetchaburi Primary School District 2. Veridian E-Journal, Silpakorn University Thai edition Humanities Social Sciences and Arts. 9(3). 1055-1068
- Sumalee Srisupornwanich Narongkulnitas Sudawan Somjai. (2561). Elements that affect the development of the performance of Thai textile and garment business operators for competition in ASEAN. Journal of the Association of Researchers, Humanities and Social Sciences 23, 3