

Development of Basic Education Quality in Network School Group by using Participatory Action Research

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ABSTRACT

The objectives of this research were: (1) to study current situation and need for developing the Basic Education Quality in Network Schools, (2) to study the technique for developing the Basic Education Quality in Network School, and (3) to study the effect of development in Basic Education Quality of Network School. The target group consisted of 58 staffs working in Network School for developing the Basic Education Quality, Yangtalad District, by using Participatory Action Research (PAR). The instrument using in this research consisted of: (1) the Observation Form, (2) the Interview Form, (3) the Questionnaire, (4) the Field Note. The statistic using for data analysis included the Percentage, Mean, and Standard Deviation.

The research findings were as follows:

1. The current situation was at the moderate level, and the need in developing the quality of the basic education was at the high level in term of factor. Likewise, the current situation was also at the moderate level, and the need in the basic educational quality development was at the high level in term of the methodology. On the other hand, the current situation was at the high level, and the need in developing the quality of the basic education was at the high level in term of the important element.

2. For the effect of development for Basic Educational Quality of network school by using Participatory Action Research (PAR), 8 development guidelines, 7 development techniques, 13 development activities, 4 development projects, 11 items of development objectives, and 2 issues of development innovation were obtained.

3. The effect of development in the Basic Education Quality of Network School, by using Participatory Action Research (PAR), the characteristic based on Basic Education Quality occurred with students, teachers, administrators, stakeholders, and school, in overall, were in "the Highest," level. ($\bar{x} = 4.79, 4.52, 4.68, 4.63, \text{ and } 4.58$).

4. For the factors of success in developing the Basic Educational Quality of Network School Group by PAR, consisted of: 1) the staffs were enthusiastic to participate in collaborating the Basic Educational Quality Development, 2) the leadership usage of researchers, co-researcher, research participants, and key informants, 3) the competency in work practice according to the role of researcher team, 4) the opportunity provided for co-researchers to participate in from the beginning of implementation, 5) the climate facilitating the participatory working, and 6) the climate Educational Quality in aligned with practice, and 7) the driven mechanism as Network School Group.

Keywords: The Quality Development of The Basic Education, Participatory Action Research, The Development of The Network School Group, Network School Group

Introduction

Thai Educational Reform

was responsibility of every Thai people in order to be united front in developing the Thai People to create their intellectual force of Thai Society. The major condition for success of Educational Reform, was to connect every part of society in network form. In addition, the Educational Reform Network should be aware of the importance as well as aim to common Educational Reform. The movement in developing the Science of management in the present, was focused on construction for body of knowledge in network management aligned with organizational development for working, and connecting with network to accomplish goal together successfully as well as efficiently. (Roong Kaewdang, 2000: 10) The strategy in developing the Educational Quality for putting into practice during 2008-2012 was in the following aspects: 1) the student quality development so that they would obtain development with full potentiality as well as appropriateness in each age or period, 2) the development for teachers, instructors, and Educational Staffs so that they would obtain quality and be sufficient as criterion, 3) the development for Educational Technology so that it would be instrument for quality development, 5) the construction for school strength for developing the quality to serve the decentralization, and 6) the promotion for participation by every sector in society to alleviate burden as well as responsibility in Educational management clearly. (Wittayakon Chiengkool, 2009: Website)

Sanamjit Sukontasap (1996: 342) defined the meaning of Network School Group as "the Network School Group refers to many schools getting together based on the specified criterion by managing the

guidelines or regulation regarding to the structure, duty, and technique for implementation so that the group would be able to run business successfully as specified objective...” Bray, Mark (1987: Abstract) defined the meaning of Network School Group as “the Network School Group is an innovation combining the schools from many places for common use of the Educational Resources in both of Management and Educational Objectives...” For collaboration from various schools to use the common Educational Resources for the most efficient in Educational Management, the Network School Group used the research study as an instrument in developing the Basic Educational Quality for PAR by emphasizing on the following important rationales as follows: Tendon, 1988 ; cited in Prawit Erawan, 2001: 13), Sumayao (cited in Surat Duangchatom 2999: 49), Chalard Chantarasombat (2007: 170-171),and Prawit Erawan (2008: 103) which were synthesized as the follows:

- 1) Giving the priority for the target problems in the area of each community.
- 2) Developing the competency based on the desirable characteristics of the society.
- 3) Having a system thinking related to the self-reflection and the conceptual understanding to solve the problems by themselves.
- 4) Developing the process which enables the opportunities to exchange the experiences in a creative way and benefit for themselves and community.
- 5) Promoting the participative resources mobilization to develop and improve the social problems by society and for society.

The integral factors, techniques, and factors of strategy in developing the Basic Educational Quality, were to develop the teachers as well as Educational Staffs so that they would work with quality, efficiency, effectiveness to obtain quality based on Basic Educational Standard including the student quality, Educational Management, Learning Society Development, School Identity, and Promotion Measure (Office of Educational Testing, Office of Basic Educational Commission, 2001: 10) in the instructional process management, Educational System Improvement, and Network Development in higher level. (Office of Kalasin Educational Service Area 2, 2010: 3)

According to regulations of the Office of Kalasin Educational Service Area 2, the Network School Group for developing the Educational Quality Management 2009, and establishment of Network School Group 2009, the schools were categorized into Network School Group so that each school in Network School Group could collaborate in developing the Educational Quality efficiently according to the Educational Guidelines. According to SWOT, found that the current situation and need for developing Basic Educational Quality of Network School Group regarding to student quality, teacher quality, administrator quality, stakeholder quality, school quality, and other aspects of implementation, every aspect was needed to be improved as: the academic aspect, each network group lacked of cooperation, there was no promotion in quality development, Educational Management, and decentralization into school level so that the schools would be basis for Educational Management as well as promote to set up the Network School Group, and collaborate in team working from school level, group level, and Educational Service Area level which was to develop strength for schools, and Participatory Educational Management in developing Educational Quality for Network School Group through PAR which would obtain quality based on Basic Educational Quality. There were no collaboration and facilitation for usefulness with each other. The students had highly different learning achievement levels in the same class. Furthermore, they had lower scores than specified criterion of National Testing. For staff management aspect, the principles of Participatory Management as the same guideline, was not focused on. Good governance was not administered. The staffs were not encouraged for developing their work performance. They lacked of morale in work practice. There was no appropriate structural system for management in combining the Educational Service Area. For work plan and budget aspect, the schools in the group had no cooperation and facilitation with each other. The practice guidelines were in different directions. Moreover, the general work management, found that there was no participation or team working in Educational management.

The researcher as a person assigned from the director from the Office of Kalasin Educational Service Area 2, to be responsible, monitor, and care for Network Group Management for developing the Educational Management Quality of Yangtalad District 2, under jurisdiction of the Office of Kalasin Educational Service Area 2, to be aware of those situations, was interested in studying the development in Basic Educational Quality of Network School Group through PAR for being guidelines in Educational Development which would cause the Network School Group to obtain Educational Quality further.

Research Objectives

- 1) To study current situation and need for developing the Basic Education Quality of Network School Group.
- 2) To study guidelines, technique, activity, project, objective, indicator, goal, and characteristic based on Basic Educational Standard for developing the Basic Education Quality of Network School Group.
- 3) To study the effect of development in the Basic Education Quality of Network School Group.

Research Steps

Participatory Action Research : PAR was administered in this research.

Step 1: Preparation for staffs.

1. The Study of approaches for developing the Basic Education Quality of Network School Group.
2. The study of current situation and need for development.
3. The management for providing the training and seminar for staffs.
4. The field trip study.

Step 2: The development in Basic Education Quality of Network School Group.

1. Cycle 1 of research.
2. Cycle 2 of research.
3. Cycle 3 of research.

Research Instruments

The instruments using for data collection of research study consisted of:

1. Questionnaire.

1.1 The questionnaire of current situation and need for developing the Basic Educational Quality of Network School Group by using PAR.

1.2 The Evaluation Form of development for Basic Educational Quality of Network School Group by using PAR.

2. Interview Form.

3. Observation Form.

4. Field Note.

Research Findings

1. For effect of Current situation and need of Network School Group, the administrators had virtue as well as morality. They were role models including leadership as well as knowledge and competency in management for schools in network group. Various activities were implemented for preparing readiness to serve both of internal and external assessment in order to be standardized as determination. The Educational Technology was used by schools. The information was systematically stored by school group. In addition, the resources from every aspect, were gathered. There was a need for organizing the conference, training, and seminar, and field trip study for stimulating the shared learning. The staff development should be organized so that they would access, comprehend, develop, and retrieve data from computer network system in work place since the technology was necessary for developing the Education, and affected efficiency as well as effectiveness of work. So, the schools should be systematically and continuously checked as well as reviewed the school quality. The instruments for evaluating the students' learning achievement or quality in order to analyze the specific problems or evaluate the overall Educational Quality or other objectives, should be constructed.

2. For the effect of implementation methodology in development for Basic Educational Quality of network school by using Participatory Action Research (PAR), 8 development guidelines, 7 development techniques, 13 development activities, 4 development projects, 11 items of development objectives, and 2 issues of development innovation to be used for developing the Basic Education Quality of Network School Group, were obtained.

3. The effect of development in the Basic Education Quality of Network School, by using Participatory Action Research (PAR), the characteristic based on Basic Education Quality occurred with students, administrators, stakeholders, and school, in overall, were in "the Highest," level. The development of Basic Educational Quality of Network School Group, in student aspect, it affected the students to obtain quality, knowledge, skill, and desirable characteristic in their analytical thinking and synthetic thinking regarding to different kinds of information, body of knowledge according to the Learning Substance of program, good hygiene habit, competency based on standard criterion, awareness, and skill in working with the others as well as aesthetic sense in Art, Music, and Sports. Interestingly, the students obtained higher learning achievement based on the evaluation findings of Learning Substance. Moreover, the students participated in instructional management of students, by students, and for students. For teacher aspect, it affected the teachers to work according to their duty, organize the instruction as student-centered with quality, efficiency, and effectiveness by studying, training, searching, and conducting the research study for developing the media as well as knowledge management as student-centered. The assessment findings were analyzed as well as applied in remedial teaching and students development by the teachers. The teachers also used the findings for remedial teaching and student development, and improving the instructional management. They were able to design and organize the learning in order to serve the individual differences as well as brain development for leading the students to accomplish goal in instructional management emphasizing on student-centered so that the students would participate in

instructional management of students, by students, and for students. For the administrator aspect, it affected the administrators to follow their role and duty with quality, efficiency, and effectiveness by Participatory School Management based on Good Governance as well as Educational Management with worthiness including the management and usage of limited resources for the most public utility. They campaigned their staffs to be economical, use the material as well as equipment costly, and maintain the natural resource and environment to be complete, sustainable, and modern. For the stakeholder aspect, it affected the school boards, parents, and community to work according to their role and duty with quality, efficiency, and effectiveness by providing the monitoring, following up, caring, helping, supporting, and participating in Educational Management. For the school aspect, it affected the schools to be able to develop their Educational Quality based on Basic Educational Quality, curriculum management as well as learning activity and national environmental condition enhancing the students' quality development, and develop the Quality Assurance System based on the Ministry rule. There were development findings according to the focused point as well as strong point leading to reflected identity and school identity, and the accomplishment of philosophy, aspiration, mission, and objective in establishing the school with quality.

Discussion

According to the results, there were three main points to discuss; 1) the study on the current situation and the need in developing the quality of the basic education of the educational development management quality network school group 2) the development of the procedures of the basic educational quality development of the educational development management quality network school group, and 3) the study on the results of the quality development of the basic education of the educational development management quality network school group.

1. The study on the current situation and the need in developing the quality of the basic education of the network school group

The study on the current situation and the need in developing the quality of the basic education of the network school group founded the interesting points about in creating the awareness for the research team and the role of the researcher and research team as the following;

Raising awareness in the educational quality development In order to raise awareness in the educational quality development, the researcher arranged a meeting, provided training and a field trip to the school which was best practice about the quality development of the basic education, and studied on the current situation and the need for the educational quality development, to improve the quality of basic education. According to the confederation as a mutual support network, it caused the synergy or exponential potential. To summary this, it was considered that the current situation was at the moderate level, and the need in developing the quality of the basic education was at the high level in term of factor. Likewise, the current situation was also at the moderate level, and the need in the basic educational quality development was at the high level in term of the methodology. In addition, the current situation was at the high level, and the need in developing the quality of the basic education was at the high level in term of the important element. In short, creating the awareness for the staffs in the network school group could motivate them to develop the quality of the basic education. As Charearnwongsak (2000, p. 34-35) explored the study on the current situation and the need in developing the quality of the basic education of the network school group. Also, Chantarasombhat (2007, p. 170) founded that the research procedures should be involved with all of the educational experiences in order to meet the demand of the community and create a sense of awareness and engagement in solving the problems in the community.

1.1 The role of the researcher and the research team

The participatory action research (PAR) was generally designed as a collaboration between the outside researchers and the research team which was the outside target. In this study, the researcher and the research team was affiliated with the same jurisdiction. The process of action research was used according to Lewin (1946), the concept of spiral operation which included planning, acting, observing and reflecting. Consequently, this participatory action research was processed follow the spiral cycle. In addition, the researcher and the research team conducted the research according to the ten principles and the ten moralities (Sanrattana, 2006) and behaved conforming to the twelve characteristics of researcher (Rammassoot, 1997).

2. The development of the procedures of the basic educational quality development of the educational development management quality network school group

According to the results of prescribing the process of development, the development of the procedures of the basic educational quality development of the network school group founded eight development guidelines, seven development methodologies, thirteen development activities, and four development projects, the eleven objectives, eleven successful indexes, eleven goals and two innovations for developing basic educational quality. Before developing the research procedures, the researcher and the research team set up the guidelines by

assembling the school situations and information from the fieldtrip and studied the current situations and needs in developing the quality of the basic education in order to analyze the network school group with the SWOT technique. After that, the development guidelines was used in the development planning in the focus group discussion which proposed to find out the development methods, activities and projects. Next, the workshop was provided in order to make the description of the mentioned projects and also significantly determined the objectives, important indexes and goals. As Prawnpruek (1995) mentioned that the action research did not always start from the planning, but it could be started from the reflection in order to design the form of the situation reform if the information was collected through the current job. Moreover, it could be used to as a guideline in setting the thematic concern which was the basic of the following planning and acting.

3. The study of the results of the basic educational quality development of the network school group

There were some points of the evaluation results for the characteristics according to the standards of the basic education and the body of knowledge.

3.1 The evaluation result results for the characteristics according to the standards of the basic education

The evaluation result for the characteristics according to the standards of the basic education of the learner founded that the overall finding was at the highest level. There were three characteristics of the highest level of their mean scores; the learners had the body of knowledge in the major subject areas basing on the national Education Curriculum, students had higher scores for the academic proficiency assessment in each subjects, and students had good health habits, standard competency, awareness and cooperation skills i, including aesthetics, art, music, sports.

The evaluation result for the characteristics according to the standards of the basic education of the teacher founded that the overall finding was at the highest level. There were three characteristics of the highest level of their mean scores. The first important point was that the teacher performed their duty and used child-centered teaching method effectively by studying and doing research to develop instructional media and child center teaching, The second thing was that the analysis of the evaluation result was used for the remedial teaching and develop the learners including improving the teaching methods and learning design which suited for the individual differences and the brain development.

The evaluation result for the characteristics according to the standards of the basic education of the administrators founded that the overall finding was at the highest level. Also, the evaluation result of the characteristics according to the standards of the basic education of the stakeholders was founded that the overall mean was at the highest level.

In addition, the evaluation result for the characteristics according to the standards of the basic education of the school founded that the overall finding was at the highest level, and there were arranged the three highest average scores. First, the schools provided the school curriculum, activities, and environment, promoted the development of the learner quality, and had the internal quality assurance follow the Ministry Rules. Second, the schools had the result on the development of the focused points and the best practice which showed the identity of the schools. Third, the schools had the result of the development achieving the philosophy, improvisation, mission and objectives in setting the schools. The rationale behind the results was that the participatory action research was the research that the schools were involved with the problems and had readiness to solve the problems and develop the organization with synergic in all steps. As Duangchatom (2007) mentioned that the one who forced with the problems was the one who took the main role in analyzing the problems and searching for the cause of the problems systemically including finding the guidelines, solving the problems and learning the practical problem solving methods. In the same way, Chantarasombhat (2008) defined the participatory action research as the educational process and the development which could help the disadvantaged and the impoverished person in knowledge management from their standing point.

3.2 *The body of knowledge*

The result of the body of knowledge which was occurred by the educational quality development of the basic education of the network school group founded 7 indicators of the body of knowledge of learners, 1 indicators of the body of knowledge of teacher, 1 indicator of the body of knowledge of the administrators, 1 indicator of the body of knowledge of the stakeholders, 5 indicators of the body of knowledge of the schools. The body of the knowledge was related to the internal quality assurance according to the educational standards of the schools and the Ministry Rules regarding to the systems, principles, and techniques of Educational Quality Assurance 2010.

Recommendations

For Basic Educational Quality Development of Network School Group by using the Participatory Action Research, the recommendations from research findings and for research study, were as follows:

1. Recommendations from research findings:

1.1 The effect of

development in Basic Education Quality of Network School Group by using Participatory Action Research, caused the obvious changes in Target Network School Group. The schools were audited, followed up, evaluated, and supervised the Education including the information being able to be used for improving as well as developing the Educational Quality efficiently. The teachers were able to apply for using the Computer Laboratory in order to improve the students' quality in every Learning Substance. The schools in Network Group had the Internal Quality Assurance System based on Ministry Rule 2010. The committee were appointed for following up, auditing, evaluating, and supervising the Education. The schools had innovation affecting the instructional quality improvement as well as presentation competency for being the model in knowledge management. They could discover their strong point and develop innovation affecting the developing the instructional quality improvement. Therefore, the research findings of this study were very useful for Network School Group to consider in application of development for Basic Educational Quality of Network School Group in future opportunity.

1.2 Since the researcher and research assistants had knowledge as well as comprehension in the problem and need. So, the integration of approaches for development, wasn't too difficult. But, to put the approaches into practice to be productive, the researcher had to obtain knowledge and comprehension in Participatory Action Research (PAR) precisely, be able to explain each step of research process intensively, give an importance to the process rather than product of development because the researcher used the developmental plan determining the objective, important indicator, and goal of development in this research clearly, research process focusing on every step of staffs' participation in Network School Group starting from selection of Research Assistants as well as Key informants. Besides, the research assistants were provided opportunity in monitoring, following up, and evaluating. In addition, the researcher also instructed how to avoid the development as Top-down form.

1.3 For Participatory Action Research in Educational Organization as well as Educational Administration, both of researcher, and research assistant considered the administration factors, for instance, the administration and management of organizational structure in Network School Group, determining the objective as well as indicator and goal of development. Consequently, it was the research process as "Learning," "Approaching," and "Development," which occurred in context of specific area research. So, Participatory Action Research in other contexts or other Educational Work Units might include the process or consider the administration and management factor in different contexts, for example, it might consider conceptual framework of force field analysis etc.

2. Recommendations for future research

2.1 Research and Development in techniques for Educational Administration of Network School Group or Local Administrative Organization, should be conducted in order to see clear guidelines in implementation of Act step of PAR researchers.

2.2 Research and Development in Basic Education Quality of the Office of Educational Service Area, should be conducted by using PAR for development in broader area.

2.3 Research and Development of measurement and evaluation in Basic Education of schools under jurisdiction of the Office of Educational Service Area, should be conducted by using PAR in order to make plan for improving and enhancing the Basic Educational Quality continuously and sustainably.

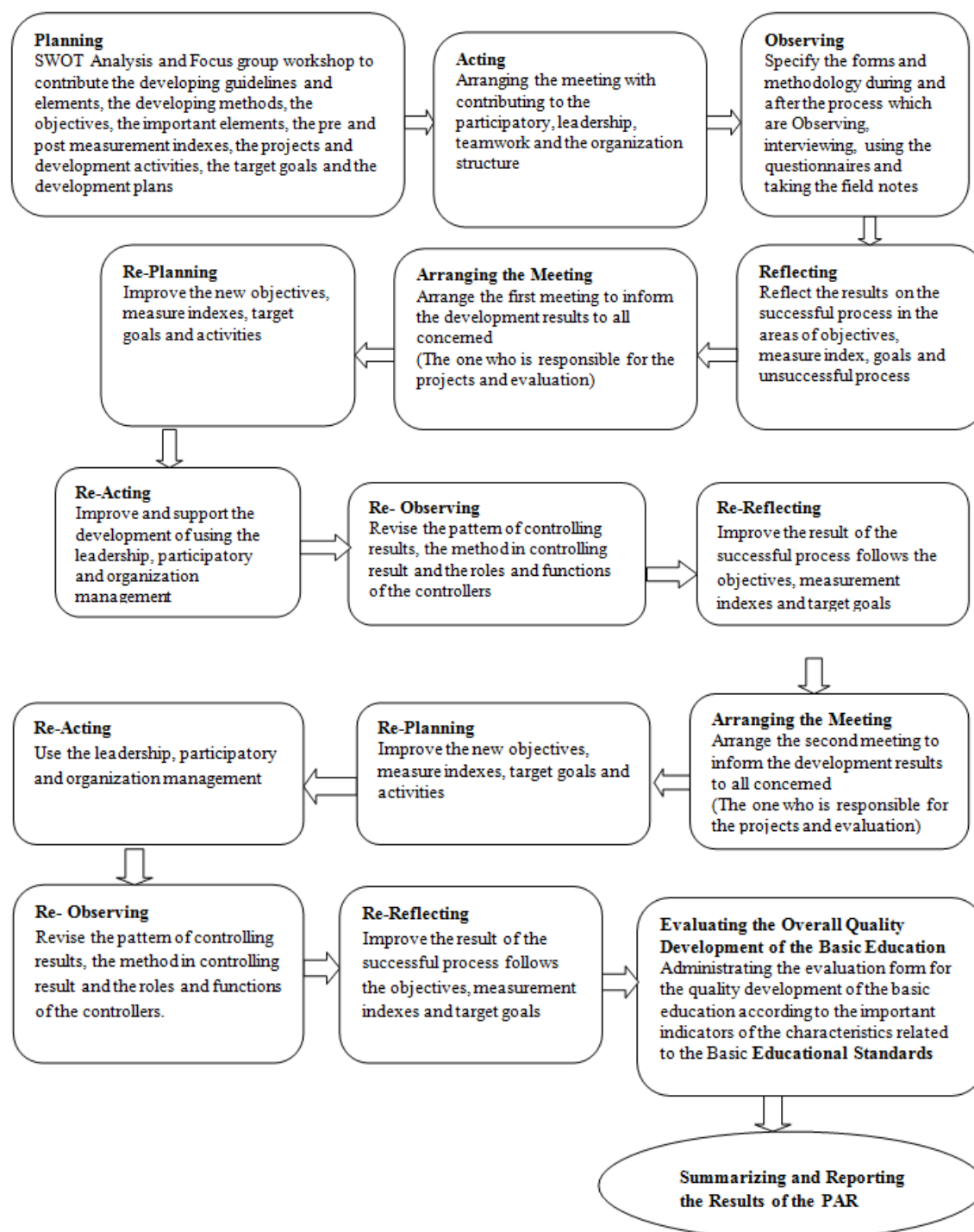


Figure 1: The PAR Administrating Step

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