
Developing a Sustainable Sufficiency School Management Model by Using the Principle of a KLUAY Model

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This study aimed to explore conditions and needs for developing the school to be a sustainable sufficiency school management based on a KLUAY model for Baan Huaybinlab School, Wang Kwang Sub-district, Namnao district, Phetchaboon province. It employed research and development, which lasted one fiscal year (October, 2015-September, 2016). The population and sample group in this study consisted of 10 educational personnel, 125 students, and 50 representatives of the community obtained by purposive sampling. Research instruments consisted of questionnaire, interview recording form, focus group discussion recording form, and an appropriateness assessment form. Obtained data were analyzed by using content analysis. Frequency, means, and standard deviation were used for the statistical treatment. Results of the study revealed the following:

Regarding conditions and needs for developing the school to be a sustainable sufficiency school, as a whole, it was found at a high level ($\bar{X}=3.76$). A guideline for the development comprised 4 components :1) Courageness which included: doing new things, optimist, not afraid, ethics, braveness mobilization, attemption, and think outside the box, 2) implementation which included: new task initiation immediate implementation, and continual participation; 3) discipline and culture which included: convention, mutual agreement, co-practice, accountability, and good organizational culture; and 4)sustainability which increased tasks and could be topped up, and reliance to each other.

It was found that the KLUAY model could be appropriately used for the management of a sustainable sufficiency school at a highest level. After using it for one year (2015), it was found at a high level of satisfaction. This was because there was an increase in a number of students since guardians trusted in the school management and there were empirical work pieces in the school management.

Keywords: school management, sufficiency school, KLUAY model, sustainability

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Introduction

Education is an important foundation for the construction of present and future progress in knowledge, ideas, behaviors, virtue, society, and the country. In fact, education is used for various problems solving of the society. This is because education is a process assisting people to develop themselves, resulting in good quality of people. Thus, it is essential that educational quality development improves people potential particularly on systematic and creative thinking for self-reliance and a happy life. Importantly, man development is the provision of education (Poonpat, 2010). Therefore, the country development must be done with the provision of education to all. At present, there is the advance in information technology so education must be developed to cope with the world's progress. As a matter of fact, educational facilitation in a basic level is done throughout the country based on population density. It aims to develop quality of life of Thai people based on equity. In other words, it aims to make Thai people to live together happily and have knowledge skills in new knowledge seeking for the whole life with dignity (Wonrakthai, 2005). According to a study, it was found that schools in remote areas are often assessed to be at a moderate level on needed improvement due to lack of teachers and teaching media (Chiagkoon, 2016). Namnao district, Phetchaboon province is a small and new district having many ethnic groups migrating from many provinces such as Loei, Chaiyapoom, Khonkaen, Phitsanulok, etc. (Namnao District office, 2016). However, these people still lack of an opportunity in basic education. According to data on basic necessity in 2014, it was found that one half of the population of working age (adults of 50 years old and above) were illiterate. Besides, it was found that the school of basic education in Namnao district needed improvement particularly on sufficiency economy in school management. Baan Hayhinlab School has put the importance on the philosophy of sufficiency economy and integrated it as the KULAY model for school management. The school was announced to be a sufficiency school in 2012 by the Office of Basic Education Committee.

Objectives of the Study

Specifically, This study aimed to develop a model of sufficiency school based on the following objectives:

1. To explore a guideline and needs for sufficiency school development,
2. To investigate a model of sustainable sufficiency school based on the KULAY model. Baan Huayhinlab School, Namnao district, Phetchaboon province.

Scope and Delimitation of the Study

This study emphasized on school and community participation in school management for the development of quality education based on the philosophy of sufficiency economy through the integration of the KULAY model, Baan Huayhinlab School, Namnao distric, Phetchaboon province.

1. Population and sample group in this study consisted of 10 educational personnel at Baan Huayhinlab school, 125 students, and 50 representatives of Huayhinlab community obtained by purposive sampling.

2. Fifteen scholars in school administration having experience for not less than 5 years and academics on educational facilitation for not less than 15 years.

3. Time span in data collection (2015).

Methodology

This study employed mixed method research and qualitative/quantitative data were collected. There were 4 steps in this study as follows:

Step 1. Explore conditions, needs, and guidelines for developing a sustainable sufficiency school. It comprised 2 parts as the following: 1) related research/ documentary review and content analysis and 2) explore conditions and needs for developing a sustainable sufficiency school and Baan Huayhinlab school was selected; data were collected by using questionnaire and interview.

Step 2. Construct a model of sustainable sufficiency school management based on KULAY model. It comprised 2 part: 1)obtained data were drafted and brought to the research project advison for consideration and 2) the draft was inspected by 5 scholars in school development and management by holding a colloquium venue.

Step 3. Conduct a feasibility study of the model of a sustainable sufficiency school based on KULAY model. Informants were 10 scholars joining focus group discussion and an assessment form was used for recording data.

Step 4. Try-out the model of a sufficiency school based on KULAY model in an academic year 2015 (1 year). Data were collected by using questionnaire and interview schedule administered with 7 educational personnel at Baan Huayhinlab school, 15 student representatives and 10 community representatives.

Research instruments

Research instruments in this study included questionnaire, interview recording form, focus group discussion recording form, and appropriate assessment form were in form of 5 rating-scales. The data interpretation on a

level of understanding and practices in accordance with the philosophy of sufficiency economy was based on the formula below: (Leakitwattana, 2012: p. 172)

Score	Mean space	Level of problem
5	4.21 - 5.00	= Need/satisfaction/ appropriateness at a highest level
4	3.41 – 4.20	= Need/satisfaction/ appropriateness at a high level
3	2.61– 3.00	= Need/satisfaction/ appropriateness at a moderate level
2	1.81 – 2.60	= Need/satisfaction/ appropriateness at a low level
1	1.00 – 1.80	= Need/satisfaction/ appropriateness at a lowest level

Results

1. Results of the study revealed that respondents had a high level of needs for developing the school to be a sustainable sufficiency school ($\bar{x} = 3.76$). They also suggested a guideline for the development comprising components as follows: 1) Courageness–managerial administration ($\bar{x} = 3.79$); 2) Implementation – serious ($\bar{x} = 3.85$); 3) Discipline and culture – good management; and 4) Sustainability–sustainable development ($\bar{x} = 2.93$).

2. The construction of the model of the management of a sustainable sufficiency school based on Kluay model consisted of 4 components as follows: 1) Courageness–in managerial administration which comprises: doing new things, optimistic, virtue, courageness mobilization, attemption, and think outside the box, 2) Implementation: task initiation, immediate implementation, and continual participation, 3) Discipline and culture: convention, mutual agreement, co-operation, accountability, and good organizational culture, and 4) Sustainability: task durability and continuity, can be improved all the time, increased/ expanded task which can be topped up, and reliance to each other.

3. The model of sustainable sufficiency school management based on KLUAY model was found to have a highest level of appropriateness as a whole ($\bar{x} = 4.32$). Based on its details, it was found that the following were at a high level: academy ($\bar{x} = 4.60$), personnel management ($\bar{x} = 4.30$), and general management ($\bar{x} = 4.30$). However, budget/financial management was found at a moderate level ($\bar{x} = 4.10$).

4. Regarding the try- out of the model of sustainable sufficiency school management based on KLUAY model, it was found as follows:

4.1 As a whole, there was a high level of satisfaction with the model of sustainable sufficiency school management based on KLAUY model ($\bar{x} = 3.56$). Based on each component, the assessors had a high level of satisfaction with the following: 1) implementation ($\bar{x} = 3.84$); 2) courageness ($\bar{x} = 3.62$); and sustainability ($\bar{x} = 3.52$), respectively. Discipline and culture were found at a moderate level ($\bar{x} = 0.26$).

4.2 The following were reasons given by the assessors in their assessment of the model of sustainable sufficiency school management:

1) There was an increase in a number of students from 105 to 125 students) which might become their parents were confident in the school management (academic year 2016).

2) The score results of the student learning achievement test (Ordinary National Educational Test) increased from 35.38 in 2014 to 47.2 in 2015.

3) There were empirical work pieces in the school management i.e. (1) the project of school agricultural learning center development, (2) Children play ground for Brain-based learning, (3) Earthen house project, (4) Project of school environmental development, (5) Project of clean school canteen development, and (6) Project of the integration of local wisdoms with learning facilitation by local scholars.

4) A model of true and continual working of the school administration.

5) Fair and accountability in the school management.

6) Creative thinking for school development.

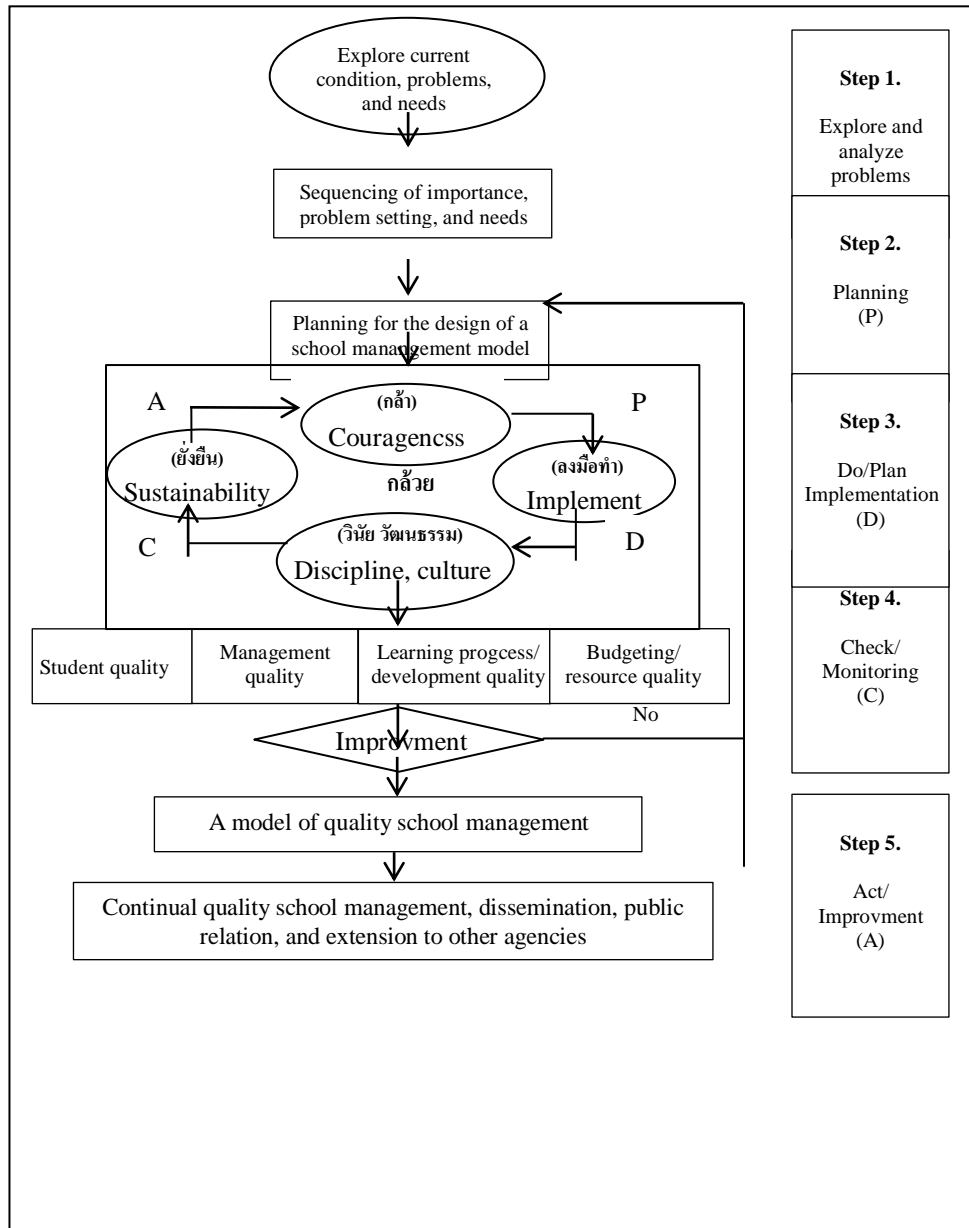
7) Networking with agencies inside and outside the area.

8) All projects were directly beneficial to the school development, student learning, and community service.

In conclusion, steps in the application of the model of sustainable sufficiency school management based on KLUAY model were as follow picture 1.

Discussions

According to results of the study, key components used for developing the sustainable sufficiency school included: 1) Courageness, 2) Implementation, 3) Discipline/Culture, and 4) Sustainability. This denoted that concerned personnel in the school development i.e. educational personal community representatives, and students put the importance on the 4 key components. It might be expected that this could be a guideline for developing the school to be a sustainable sufficiency school. Participation in brain storming and practice could be integrated with Deming Cycle (Plan, Do, Check, and Act: PDCA) in all steps of school development.



Regarding the result of this study on the possibility of the sustainable sufficiency school management based on KLUAY model, it showed that the model is appropriate and possible to be used for developing the school at a highest level. This was because students' parents were confident in the educational facilitation of the school due to the increased score result of the Annual Ordinary National Educational Test and other empirical work pieces of

the school. However, it might take time for the continual development based on KULAY model aiming at analyzing strengths, weaknesses, opportunity, and threats for sustainability.

In addition, it was found that the assessors were satisfied with KLUAY model using at a high level. Interestingly, the community participation in the project of the local wisdoms integration with learning management by local scholars was the model of continual and true working. This agreed with Scohokchai (2008) who claimed that the current educational facilitation provides an opportunity for the community to participate in academic, personal, budget, and general affair management. Hence, the school administrator must truly have knowledge and understanding about new educational managerial administrator. Besides, role of the school administration to achieve the goal of educational facilitation needs to have vision in participatory educational management. This might be one reason why students' parents perceive that the school could facilitate quality education. Since there was continual community participation in the educational facilitation, they could see various processes on steps of school management, networking, systematic thinking etc. by using the principles of KLUAY model.

However, the satisfaction with the component on discipline/culture' was found at a moderate level which was different from the other components. This might be because the construction of discipline and culture in school managerial administration needs to be improved and developed the following can be taken into consideration: mutual agreement finding, good practice path, and accountability. This can be done by using SWOT analysis for finding strengths, weaknesses, and improvement.

Suggestions

The model of sustainable sufficiency school management based on KLUAY model was tried-out for only one year. Hence, it needs continual improvement development for effective using and the following were suggestions:

1. It should have assessment of KLUAY model using every 3 or 5 years to make sure that the model can be used effectively and sustainably. Besides, it must always be improved.

2. The application of KLUAY model must realize components and consistency of the school/community context as well as other concerned components. It must also be adapted appropriately for effective using.

3. The integration of the sufficiency economy to be used together with KLUAY model may be interesting and beneficial to the development of the school educational facilitation. So, it should have a study related to this respect.

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