THE MANAGEMENT MODEL OF INNOVATIVE SCHOOL FOR SECONDARY SCHOOLS

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ABSTRACT

The objective of this research was to develop the management model of innovative school under the Office of Secondary Education Service Areas in the lower North of Thailand. The research could be divided into 3 steps: 1) study the composition and approach of innovative school management using document analysis and interviews, 2) create the management model of innovative school in educational institutions and verify the model by experts, and 3) evaluate the feasibility and usefulness of the model. The research tools were semi-structured interviews, design evaluation and content analysis. The results showed that the management model of innovative school for secondary schools consisted of 3 main elements: 1) input of management, 2) process of school management, and 3) innovative output. The results of the model evaluation revealed that the feasibility and usefulness were at the highest level.

Keywords: Management Model, Innovation, Secondary School

1. INTRODUCTION

"Education 4.0" focuses on the integration of knowledge to create innovation and invent new inventions to meet the changing needs of the digital age. To bring the country into "Thailand 4.0" must be driven by innovation and digital technology.

National Education Standards 2018 (Office of the Education Council, 2019) set Desired Outcomes of Education (DOE Thailand) in terms of characteristics of Thai people 4.0, which consists of 1) be a learner, 2) be an innovative co-creator, and 3) be a strong citizen to participate in the creation and development of innovations in technology or society. An innovative school is an educational institution where the knowledge, skills and creativity of teachers and staff are used to improve the quality of learners. In order to achieve the goals and be consistent with the abilities of the learners, innovations arise from the following people: 1) School administrators create innovations in educational institution management that are consistent with the changes. 2) Teachers create innovations in learning management or new teaching methods. 3) Students create artifacts based on their learning or the output of their teaching.

The results of the external quality assessment of educational institutions considered by the Office for Accreditation and Quality Assessment of Education in Thailand found that, 77.47% accredited secondary schools, the student quality was not satisfactory, and students lacked research skills, innovative creativity and inventions. Although the Bureau of Educational Innovation Development (2018) held a national school innovation and technology award competition, it was found that administrators and teachers had very few innovations submitted to the competition. Moreover, the results of research by the Office of the National Education Council (2015) also found that most schools and administrators lacked innovations in school management. Therefore, the researcher is interested in studying the management model of innovative school for secondary schools as a guideline for school development to keep up with changes, and develop the entire school system to achieve its goals, while promoting administrators, teachers, and students as innovators to create innovation and develop quality education.

Research Objectives
To develop the management model of innovative school for secondary schools.

II. LITERATURE REVIEW

System Theory

Robbins & Coulter. (2016, p36) They said Systems theory is a basic theory in the physical sciences, but had never been applied to organized human efforts. A system is a set of interrelated and interdependent parts arranged in a manner that produces a unified whole. The two basic types of systems are closed and open. Closed systems are not influenced by and do not interact with their environment. In contrast, open systems are influenced by and do interact with their environment. Today, when we describe organizations as systems, we mean open systems. As you can see, an organization takes in inputs (resources) from the environment and transforms or processes these resources into outputs that are distributed into the environment. The organization is “open” to and interacts with its environment.

McShane and Von Glinow, (referred to in Chikere & Nwoka, 2015) Organizational management systems consist of many internal subsystems that need to be continually aligned with each other. As companies grow, they develop more and more complex subsystems that must coordinate with each other in the process of transforming inputs to outputs.

Therefore, it could be concluded that systems theory is a theory that views things as a single relational system. There are three main elements: 1) input 2) process 3) output.

Innovative School

Law, Yuen, & Fox (2011) discovered the following elements of an innovative school: 1. School background, such as School vision and goal, experience, work culture, reputation, outside connection, etc. 2) School strategies such as Technical support, resource planning, workload arrangement, staff development, team-building, etc. 3) Principle leadership such as Vision, change management, participation, pedagogical understanding, role in the innovation, etc. 4) School ICT Infrastructure such as Access, Internet/Intranet available, specialized equipment, new set-up, etc. 5) Government and community support such as Government policy, funding, resources support, community participation and support, etc.

Schermerhorn (2011) stated that innovative organizations consisted of 1) Strategy and vision of senior management 2) Culture must be driven by shared values of innovation expectations and risk tolerance. 3) Organizational structure should be structured to support innovation with the creation of specialized independent agencies. 4) Senior management 5) Team. In addition, Wannasri (2020) argued that the success factors of innovation that drive schools to achieve their goals included leadership, workforce skills, organizational structure, learning culture, networking and empowerment.

In their study of the concepts of Law, Yuen Robert & Fox (2011); Schermerborn (2011) and Wannasri (2020), it was concluded that the core elements of an innovative school included innovation strategy, innovative organizational culture, organizational structure, innovation teams, innovation leaders, support resources, and innovation networks.

Research Methods

This study was research and development with 3 steps as follows.

Step 1: Study innovative school management approaches by means of education and synthesis of documents and research related to school administration and innovative schools in order to be used to formulate the conceptual framework and elements of innovative school management. Then, an innovative school management approach was studied using interviews with four school administrators who won gold medals for innovation and educational technology, as well as interviews with four experts. The research tools were semi-structured interviews and content analysis.

Step 2: Create an innovative school management model by drafting an innovative school management model based on the research results in Step 1. The model was then examined using the critiques of 12 experts with expertise or experience in innovation. The research tool was a model satisfaction questionnaire on a 5-level scale. The data were analyzed using mean, and standard deviation analysis. Content analysis and model improvements were available.
Step 3: The management model of the innovative school was assessed by collecting data from 369 secondary school administrators. The research tool was a questionnaire to assess the feasibility and usefulness of the model on a 5-level scale. The data were analyzed using mean and standard deviation.

Research Results

The management model of innovative schools for secondary schools found that there were 3 elements: 1) input of management, 2) process of school management, and 3) Innovative output. The details were shown as the following figure.

**Element 1: Input of Management**
- 1. Innovation Strategy
- 2. Innovative corporate culture
- 3. Organizational structure
- 4. Innovation team
- 5. Innovation Leader
- 6. Resource support
- 7. Innovation Network

**Element 2: Process of School Management**
- 1. Create a new idea
- 2. Plan and choose an idea
- 3. Supervise
- 4. Implement
- 5. Evaluate and improve
- 6. Feedback

**Element 3: Innovative Output**
- 1. Management innovation
- 2. Innovations in learning management
- 3. Innovation/student work

The model evaluation results found that overall, the model was appropriate, feasible and useful at the highest level.

III. DISCUSSIONS

The results of the research could be discussed on the following important issues:

Input of management consists of 1) Innovation strategy 2) Innovative corporate culture 3) Organizational structure 4) Innovation team 5) Innovation leader 6) Resource support 7) Innovation network. Strategies are the
guidelines that lead to the vision of the school. Each organization should have organizational practices or values that create an organizational culture. School management requires responsible persons according to the administrative structure and the establishment of a dedicated innovation development workgroup. There should also be an integrated work within the school and the principle of decentralization should be applied. Everyone is different in terms of knowledge, abilities and work experience. The key mechanism for efficiency and productivity is teamwork. School administrators need to be highly skilled in many areas. In the current world situation known as the era of competition, the era of the digital world and the era of innovation change (Disruption), schools should build collaborative networks to promote and support ongoing academic work and learning exchanges. Consistent with John R. Schermerborn, Fr (2011) Law, Yuen, and Fox (2011) stated that strategic management to achieve cultural goals and corporate innovation values is essential to achieve teamwork, innovative thinking skills, creativity, human resource development. Leaders must have innovative leadership skills and support innovation and foster a network of exchanges to develop new ideas.

Process of school management consists of 6 steps. 1) Create a new idea 2) Plan and choose an idea 3) Innovate 4) Implement innovation 5) Supervise the use of innovation 6) Evaluate and improve innovation. This is due to careful planning, think out of the box, and the courage to change until a new innovation approach is achieved. It also includes participating in the exchange of knowledge in order to collectively select the best solutions. Creating innovations as co-planned must bring them into action through the application of design thinking until practical implementation. Consistent with Tidd&Bessant (1960) , John R. Schermerborn, Fr (2011) stated that sustainable innovation processes require a step-by-step process.

The innovative output consists of 1 Management innovation 2 Innovations in learning management 3 innovation/student work. This is because the school administrator is the supreme leader within the school, therefore it is considered important and leading the school towards the goals according to the policy. School administrators need to innovate in order to use them in the context of school management. Teachers need to develop themselves and adapt learning management to learners. In today's fast-changing world, schools are critically accommodating to build students to achieve their goals, especially the creation of student work that may be upgraded to become an innovation that can be further developed at a higher level. Outstanding student contributions, such as project work and independent study (IS) modules, are ideal for student innovation. Consistent with the policy of the Office of the Basic Education Commission Fiscal Year 2021 that stipulated that "Office of the Basic Education Commission... New Way, Quality Way", and support the Innovation Area Act of 2019, including guidelines for quality assessment according to educational standards at the basic education level of Standard 3 of the student-centered instructional management process. Teachers can use information technology media and learning resources that are conducive to learning while creating opportunities for learners to seek knowledge for themselves from a variety of media. In Standard 1 that describes the quality of learners in terms of their ability to create and disseminate innovations.

IV. CONCLUSION

The management model of innovative school for secondary schools consisted of 3 main elements: 1) input of management consists of 1.1) Innovation strategy 1.2) Innovative corporate culture 1.3) Organizational structure 1.4) Innovation team 1.5) Innovation leader 1.6) Resource support 1.7) Innovation network 2) process of school management consists of 6 steps. 2.1) Create a new idea 2.2) Plan and choose an idea 2.3) Innovate 2.4) Implement innovation 2.5) Supervise the use of innovation 2.6) Evaluate and improve innovation. 3) Innovative output. consists of 3.1) Management innovation 3.2) Innovations in learning management 3.3) innovation/student work.

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